

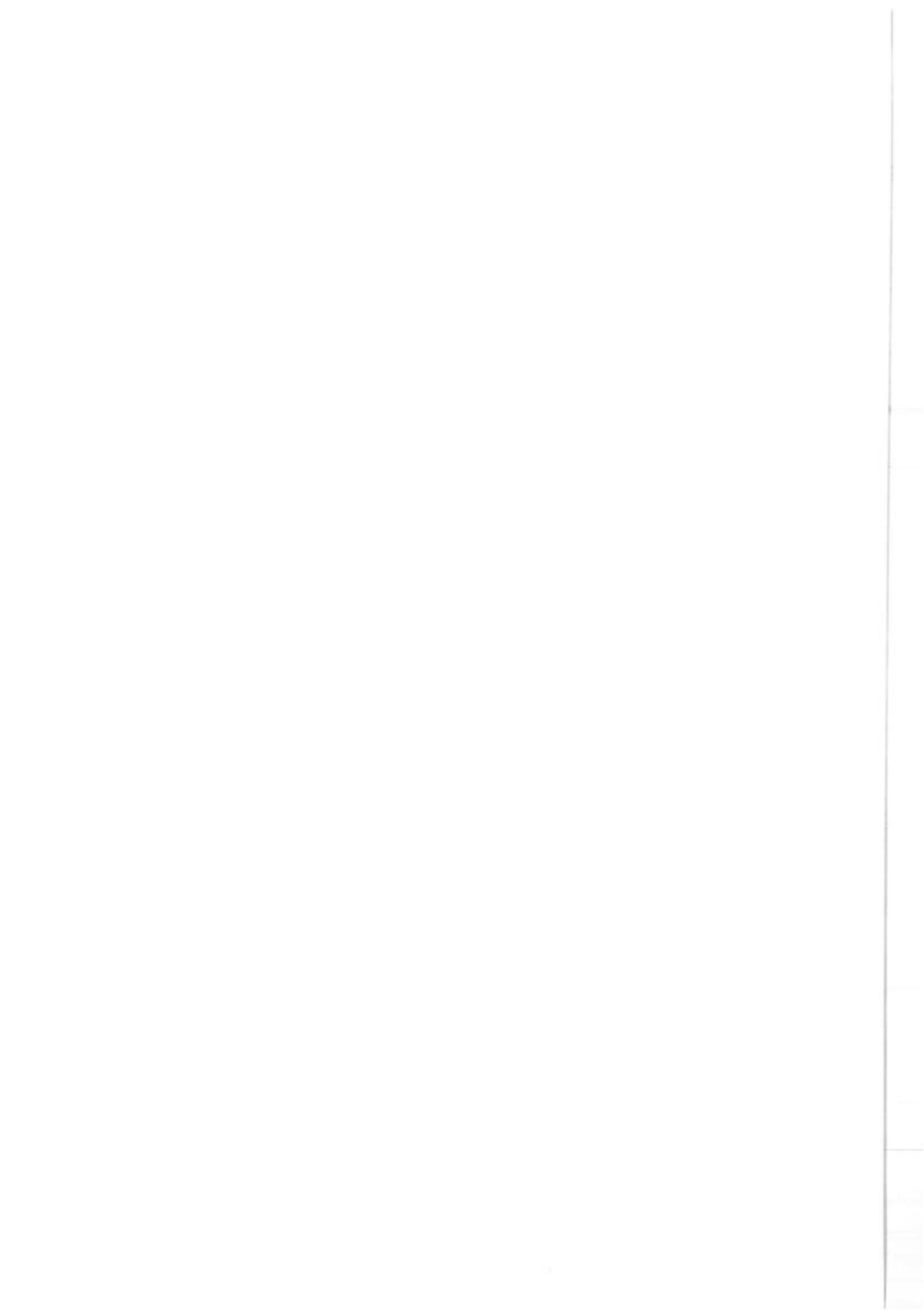
# CUTTING EDGE

THIRD EDITION

UPPER INTERMEDIATE TEACHER'S RESOURCE BOOK

WITH RESOURCE DISC

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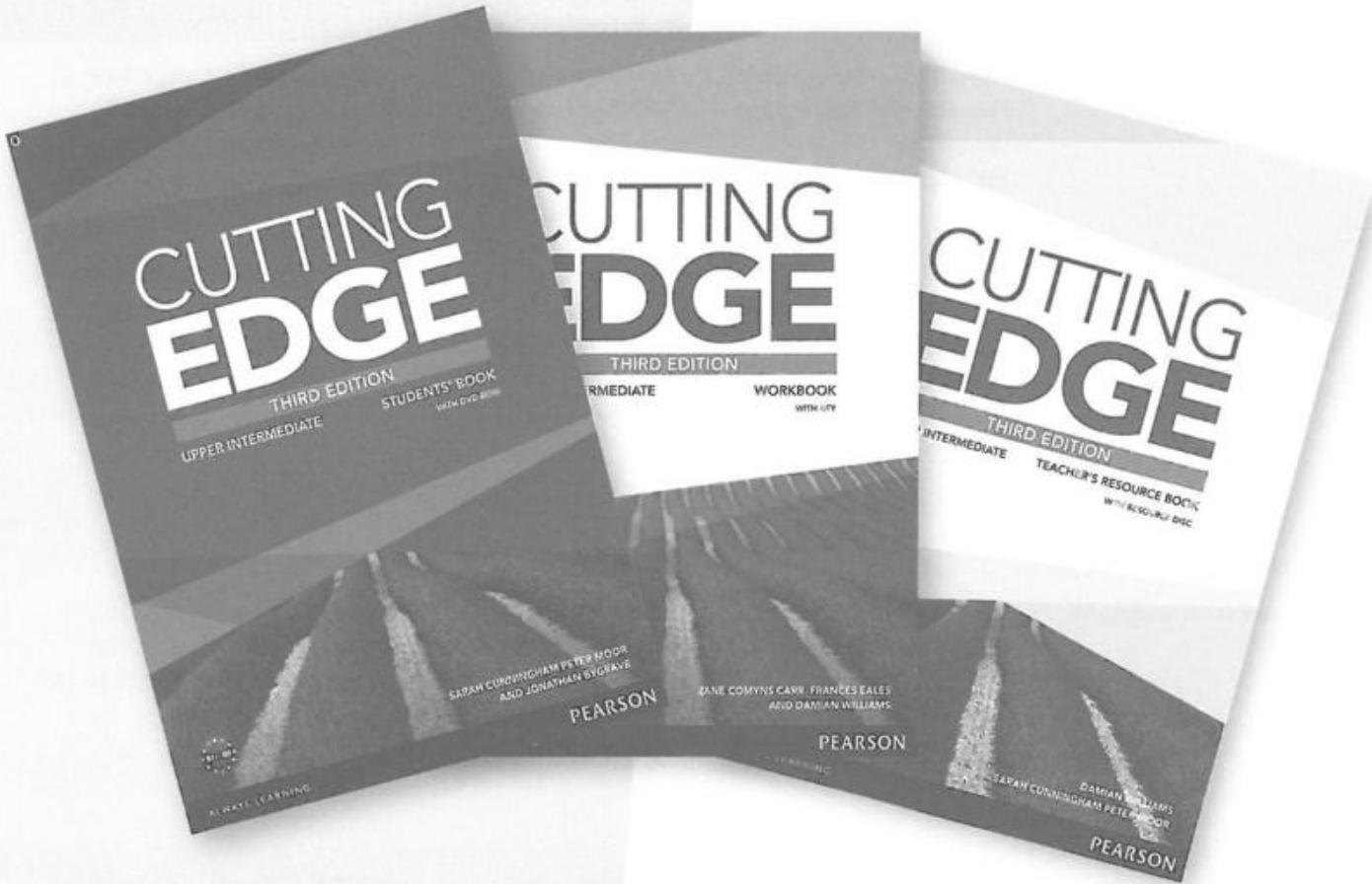
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# MESSAGE FROM THE AUTHORS

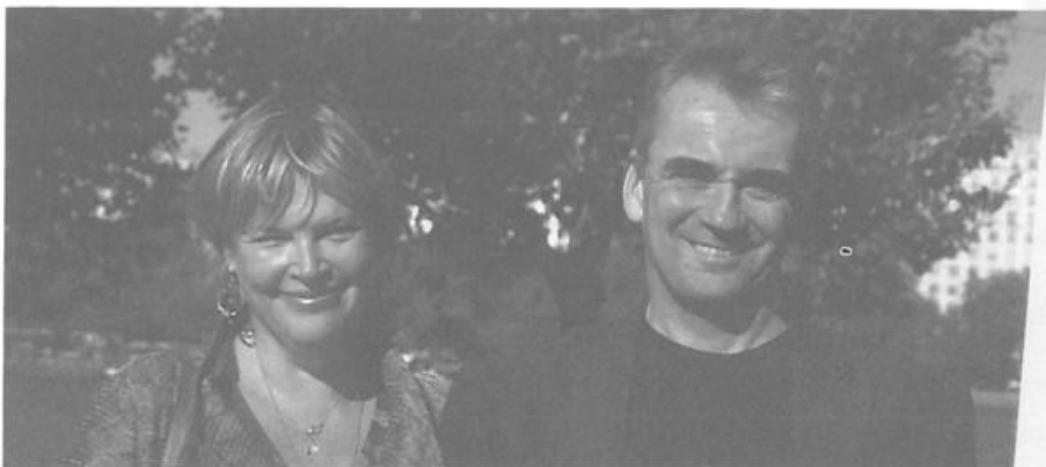
Do you remember the first time you sent a text message? Or when you started checking information online? These things may seem like centuries ago or only yesterday, but one thing is for sure, in the last twenty years or so we have lived through a period of unprecedented technological change. Change which has affected all of our personal and working lives. Change that will not go away but will continue in ways that we haven't yet imagined.

*Cutting Edge Third Edition*, while retaining its most popular features, has changed to reflect and embrace the digital age. We have done this through new texts, enhanced features and design along with a whole suite of new digital components. We've added richer and more varied video content in the *Language live and World culture* lessons. These also deepen learners' knowledge and understanding of global issues, direct them to purposeful, focused research on the internet and guide them to summarise their findings through guided writing tasks.

The new *Share your task* feature encourages learners to film and compare their work with other *Cutting Edge* users. The fully revised *MyEnglishLab* for *Cutting Edge Third Edition* has a wide variety of interactive exercises to motivate and engage learners along with the gradebook so you can keep track of your learners' progress in an instant.

Grammar rules, vocabulary lists and test scores all play their part in language learning, but that's not the whole story; in the end, language learning is about connecting people. *Cutting Edge Third Edition* provides a window on the world with dramatic video clips, information-rich texts and engaging tasks. These provide a springboard for learners to engage in meaningful speaking and writing activities that reflect the reality of the 21st century.

We hope that you and your learners will enjoy using *Cutting Edge Third Edition* and we would like to thank you for the invaluable input you have given us over the years. We look forward to continuing and widening our ongoing dialogue with *Cutting Edge* users all over the world.



Sarah Cunningham and Peter Moor

# OVERVIEW OF COMPONENTS

## STUDENTS' BOOK

- Twelve units with 90 to 120 hours of teaching material
- A comprehensive Study, Practice & Remember section
- Audio scripts of the class audio

## DVD-ROM

- Audio material for use in class
- DVD content (World culture)
- Audio and video scripts
- Digital Mini Dictionary



## WORKBOOK

- Additional grammar, vocabulary and pronunciation exercises to complement the Students' Book
- Additional functional language practice exercises
- Extra listening and reading material
- Extra writing practice

## WORKBOOK AUDIO

- Audio material to practice listening, pronunciation and functional language
- Visit [www.english.com/students/cuttingedge3e](http://www.english.com/students/cuttingedge3e) to download the audio



A photograph of a page from the Workbook. It includes sections for "Listen and read", "Language live", and "Writing". Each section contains text, images, and numbered tasks for students to complete.

A photograph of a screen shot from the MyEnglishLab website. It shows an exercise titled "Exercise 1 Function - dealing with misunderstandings". There are four numbered boxes labeled "Conversation 1", "Conversation 2", "Conversation 3", and "Conversation 4", each containing a small illustration. Below the conversations are buttons for "Click to choose", "Next", and "Submit". At the bottom, there's copyright information and the Pearson logo.

## MYENGLISHLAB

### Learning Management System that provides:

- Interactive workbook with instant feedback
- Extra practice in grammar, vocabulary and the four skills
- Progress, Mid-course and End of course tests
- Extra videos with interactive exercises



## TEACHER'S RESOURCE BOOK

- Teacher's notes for every unit with alternative suggestions, culture notes and answer keys
- Generic teaching tips on useful areas such as: grammar, lexis, pronunciation, using video etc.



## TEACHER'S RESOURCE DISC

- Class audio scripts and video scripts
- Photocopiable worksheets to provide additional practice of key language
- Editable and printable tests
- Test audio, audio scripts and answer keys



## ACTIVE TEACH

Software for classroom use to help teachers get the most out of the course featuring:

- Answer reveal feature
- Integrated audio and video content
- Test master containing all course tests
- Large extra resources section
- Grammar and vocabulary review games
- A host of useful tools



## WEBSITE

- Information about the course
- Sample materials
- Placement test
- A range of free downloadable worksheets  
[www.pearsonELT.com/cuttingedge3e](http://www.pearsonELT.com/cuttingedge3e)

# THE STUDENTS' BOOK

① Key language highlighted at the start of each unit.

② Grammar presented in context through listening and/or reading texts.

③ Plenty of form-based and communicative practice of key language.

④ Cross-referencing to *Study*, *Practice & Remember* sections for additional explanations, exercises and *Study tips*.

⑤ Information-rich texts reflect learners' interests and experience.

⑥ A variety of pre and post-reading activities are provided to get the most out of reading texts.

⑦ Personalised speaking activities recycle vocabulary and encourage learners to draw on their own knowledge and experience.

⑧ Special Pronunciation boxes focus on stress, weak forms and intonation.

⑨ Topic-related vocabulary and focus on high-frequency, useful words and phrases.

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## Language focus 2

Hypothetical situations: In the past

- 1 Read the quotes. Which do you most agree with? Why?

*Never regret. If it's good, it's wonderful. If it's bad, it's experience.*

Victoria Holt, author

The stupid things you do, you regret ... and if you don't regret them, maybe you're stupid.

Katherine Hepburn, actress

- 2 Read the text on the right. Which regrets does it describe?

3 What words do you think are missing? Turn to page 126 and check.

4 The questions below refer to hypothetical situations in the past. Try to guess the missing words.

- I \_\_\_\_\_ my son on the beach because he was swimming in deep water.
- I \_\_\_\_\_ for him now it's difficult to swim.
- If I \_\_\_\_\_ help, we'd have been safe.
- If I \_\_\_\_\_, he would live. I \_\_\_\_\_ turn my child over to him.

5 Match sentences 1–4 to regrets 1–4 on page 126.

6 Match sentence 5 to a regret on page 126.

7 Listen and check. Which speaker expresses regret?

GRAMMAR

- To talk about the outcome of (if only) I wish I had done / said something refers to what happened or didn't happen.
- What verb form follows (only) I wish?
- What refers to the past or present?
- What verb forms are used in each case?
- Complete the sentences below in two ways, one referring to the past and one referring to the present, using the words below.

6 It's a bit like this situation. 7 If only I had / could ... 8 I'm sorry I can't help you.

8 Read Study 2, page 126.

## Regrets, I've had a few...

What do people regret when they come to the end of their lives? Rosalie Ware, a cancer patient from Australia, recorded the regrets of her patients in her blog *Imprints and Chat*. Here are the top five:

- I wish I had the courage to try new things – even the difficult ones, ones I fear.
- I wish I had a better balance between work and family.
- I wish I had given my parents more time.
- I wish I had stopped myself from doing things that made me feel bad.
- I wish I had told people how I really feel.



## PRACTICE

- 1 Complete the sentences below with the correct form of the verb in brackets.

- I \_\_\_\_\_ (will) go to the airport with a friend to meet him. He's been away for a week.
- I \_\_\_\_\_ (should) give my mother a kiss before I leave.
- I \_\_\_\_\_ (could) see many old, precious lost I could't find.
- Many people say they regret not having spent more time with their families.
- I \_\_\_\_\_ (would) have found a better job earlier.
- I \_\_\_\_\_ (will) tell my dad that I've got a part-time job.
- Many people said they regret not telling their boss about a problem at work.
- I \_\_\_\_\_ (can't) stop thinking about the nice things I said to him.

10 I \_\_\_\_\_ (will) never let my eyes close.

I wish...



- 2 Listen to the man talking about his life in the past. Then answer the questions.

- What are the four situations he wishes he had done differently? Listen again and make notes about them. Think about what would have happened or what might have been different.
- Work in pairs and take turns to talk about the situations you chose.

- 3 Work in pairs and discuss. Do you think you will have similar regrets at the end of your life? Why?

4 Listen and write down the key questions the man asks at the beginning. Write them in pairs. Ask and answer the questions.

5 Listen and copy down the key questions the man asks at the beginning. Write them in pairs. Ask and answer the questions.

6 Read the key questions in the box.

## Wordspot

10 Complete the sentences below with the correct past tense form of the verb in brackets.

- I \_\_\_\_\_ (not / didn't) want to go to university.
- I \_\_\_\_\_ (not / didn't) go to university.
- I \_\_\_\_\_ (had / hadn't) a good time at university.
- I \_\_\_\_\_ (was / wasn't) out very late every night.
- I \_\_\_\_\_ (wasn't / weren't) getting on with my flatmates.
- I \_\_\_\_\_ (had / hadn't) any money for food.
- I \_\_\_\_\_ (had / hadn't) any money for clothes.
- I \_\_\_\_\_ (not / didn't) have any money for travel.
- I \_\_\_\_\_ (not / didn't) know where to buy things.
- I \_\_\_\_\_ (not / didn't) have any money for presents.
- I \_\_\_\_\_ (not / didn't) have any money for clothes.
- I \_\_\_\_\_ (not / didn't) have any money for anything else.

12 Underline the word or phrase which goes with it in each sentence.

- 1 If you \_\_\_\_\_ (feel / taste) something as yummy as opposed to yucky, you like it.
- 2 If you \_\_\_\_\_ (feel / taste) someone's wheelie bin it is no beauty from training on blankets.
- 3 If you \_\_\_\_\_ (feel / taste) something really, really good, you won't stop eating it.
- 4 A \_\_\_\_\_ (feel / taste) something you were to tidy your room.
- 5 A \_\_\_\_\_ (feel / taste) a long, long time ago that the things you have to accept at school they don't like.
- 6 If you \_\_\_\_\_ (feel / taste) a certain smell or taste, you can't stop it.
- 7 A \_\_\_\_\_ (feel / taste) it one day might kill you.
- 8 You \_\_\_\_\_ (feel / taste) a piece of your life crumpled up, you know, terrible, terrible things, etc., etc., etc., that has total disregard of your life.
- 9 The \_\_\_\_\_ (feel / taste) is like free opportunity you will ever have.
- 10 If you \_\_\_\_\_ (feel / taste) it's enough to send you sick.

11 Listen and copy down the key questions the man asks at the beginning. Write them in pairs. Ask and answer the questions.

12 Listen and copy down the key questions the man asks at the beginning. Write them in pairs. Ask and answer the questions.

1

2

## Task

Discuss a controversial issue

### Preparation listening

- 1 You are going to discuss three affairs of medical ethics. Look at the photos on page 123 and the key vocabulary below. Try to guess what each case is about.

- Case 1** **Case 2** **Case 3**  
a doctor, medical  
affairs, treatment, drop  
in health, care  
value for money  
the longer  
the aging procedure

2 **1** Listen and check your ideas.

- 3 Work in pairs. How much of each case summary can you remember?

4 Listen again and complete the case summaries.

- 5 Read the text. Which case do you think each fact relates to?

### Task Speaking

#### Option A

- 1 **1** Work in pairs. Decide which case that most interests you. Think of three or four arguments for and against the wrongdoing. Summarise your analysis for any straightforward points you need, a useful language aid.
- 2 Work with another pair. Deduce your arguments for and against the wrongdoing. Summarise your analysis for any straightforward points you need, a useful language aid.
- 3 Present the arguments for and against the case, and your conclusions, to the class. What do the rest of the class think?

### FACT FILE



#### CASE SUMMARY

Mrs K's background: age, 40s  
Mrs K's values and morals:  
Her son's position and reasons:  
The key question: Right?

#### CASE SUMMARY

Mrs K's family background and parental details:  
His education and the treatment provided:  
His mother's point of view and main argument:  
His father's point of view and main argument:  
The key question: Wrong?

#### CASE SUMMARY

Mr K's personal background:  
Mr K's health and treatment needs:  
Dr K's argument:  
What Dr K's argument says:  
Why the case is causing public debate:  
The key question: Unethical?

### DIALOGUE

- 7** Mrs K, **right**?  
Right, I'm afraid it's right.  
It's a good example of the Confucian principle of filial piety.

- 8** **Wrong**, **parent**?  
Parents don't just do what they want.  
It's important to remember that if you can't eat what your parents prepare, you don't eat it.

- 9** **Agricola** suggests that parents should be strict.  
So strict that your children don't eat what you cook for them.

10 **Yes**, I think so. Right?  
My son's point of view:  
What your son thinks:  
Your son's point of view:  
What you're doing wrong.

11 **Wrong**, **parent**?  
Parents are not always right.

12 **Unethical**, **parent**?  
Parents aren't perfect.

13 **Unethical**, **parent**?  
Parents aren't perfect.

- ① 'Discovery' approach to grammar engages learners and helps them remember rules.

- ② Learners are encouraged to learn more about the world and other cultures.

- ③ Speaking and writing activities are integrated throughout to extend and consolidate language covered in the unit.

- ④ A model or stimulus is provided to show learners what they are expected to do.

- ⑤ Structured speaking tasks help learners to achieve a particular goal or outcome.

- ⑥ Learners are encouraged to think and prepare before they do the task.

- ⑦ Useful language boxes help learners find the right expressions.

- ⑧ Share your task activities encourage learners to reflect and perfect their performance.

# THE STUDENTS' BOOK

1 Language live spreads focus on functional language and writing.

2 Key functional language is presented through light-hearted audio clips.

3 Writing sections focus on particular genres of writing e.g. blogs, emails etc. as well as practising particular sub-skills e.g. drafting.

4 Can do box at the end of the unit highlights what learners have achieved in the unit.

5 World culture spreads explore contemporary issues of global interest.

6 Topics are introduced through authentic, documentary-style clips from TV programmes and other sources.

7 World view sections encourage learners to share ideas and experiences.

8 Find out first/Find out more sections develop online research skills.

## 1 LANGUAGE LIVE

### Speaking Reporting opinions

- What is pain? And when? Why are animals used in animal testing? What are the main arguments for and against? Do you think?
- EF 11 Listen to a reporter summarising public opinion on this topic. Complete the four questions which the presenter asks:

  - What do you ...?
  - What ...?
  - What or ... does that ...?
  - More ...? ...

- Listen again and choose one phrase from each:

  - Most ... research / experiments have given ... to us to do ... in animal testing.
  - There is ... evidence ... over ... five ... following ...
  - A quarter / Three-quarters of people think that ...
  - Opinions ... on ... are mixed and ... people ...
  - Should we ...?
  - More than three out of five / Four out of five ...
  - People think that experiments which cause ... to ... are ...
  - I'm not ... I ... / I'm ... I ...
  - The vast majority / A large number ... believe ...
  - On the whole / Generally speaking, it is ...
  - Opinions ... on ... are mixed and ... people ...
  - People are ... concerned about ...



### Writing A for and against essay

- Work in pairs and discuss the questions below.
- How many ideas can you think of where animals are used for entertainment? Write them down.
- Can you think of any arguments for or against using animals for entertainment?
- Read the tips below about public opinion on animal testing. Reflect on using language from these tips when you write your essay.

40% of people are anti-testing.  
10% of people support it because it's needed for medical advances.  
10% of people don't care about it.  
50% of people support the use of animals for medical advances.

10% of people think testing should be avoided completely.  
10% of people think it is necessary to continue.  
10% of people think that an animal's life is not as important as the life of a human.

10% of people support it because it's needed.

The 'Work in pairs' section A: You are a protester who is summarising the research on a smoking ban. B: You are a reporter who is interviewing the protester.

4 Think about and report...

## Should animals be used for entertainment?

In fact, animal testing is still common today. Most of us have seen this practice done on us! At least, some of us might feel that it's OK, but others believe that it's wrong. There are lots of reasons why people use animals for entertainment. Some of these are explained in the following pages. They include: using animals for medical advances; testing new products like cosmetics; using them to train and teach children; using them to make money; and so on.

Opponents of animal testing for medical advances, for example, say that there has been a lot of progress made in the last few years. For example, they argue, some companies now have to test their products on people rather than animals. This is because it's easier and cheaper to do this. Another reason for continuing to use animals is that they're good models for studying diseases. For example, it's easier to study diseases in mice because their bodies work in a similar way to ours.

Some are strong opponents of this kind of testing, while others believe that it's important in helping animals for medical advances. The professionals who do this kind of testing believe that it's important for medical advances.

### 6 Read the checklist below, then write the first draft of your essay.

- Are there five paragraphs in total? Check for five main headings. For example, 'A for and against' / 'Pro and con'; 'For example / In conclusion / However'.
- Are all ideas fully developed? For example, if you mention a point, make sure you give an example or evidence for it.
- Are all arguments fully justified? For example, if you mention a point, make sure you give an example of how it's justified.

### 7 Work in pairs. Take turns to examine each other's drafts. Use the checklist to guide your comments. Then, write a final draft.

- Work in pairs to exchange your ideas for a better draft. Use the checklist to help you with this.
- Decide which parts you like best.
- Combine your ideas into one final version.
- Check your grammar and punctuation.
- Write up your final version.

## 5 WORLD CULTURE

### THE BERMUDA TRIANGLE

#### Find out first

- 1a Watch in pairs. Read about the famous mysteries below. Give details in each section of what you think is incorrect. Which do you think is it?

1b Watch in pairs. Read about the Bermuda Triangle. Where is the Bermuda Triangle? Why is it known?

2a Watch in pairs. Watch a video about the Bermuda Triangle. Where is the Bermuda Triangle? Why is it known?

- 3a Watch in pairs. Watch the video again and correct them.

- 4a Work in pairs. Check your answers and explain the significance of each number.

#### View

- 2a You are going to watch a video about the Bermuda Triangle. Where is the Bermuda Triangle? Why is it known?

- 6a Watch the video and check your answers to exercise 2a. What did you find out about the Bermuda Triangle?

- 7a Listen to some people talking about a mysterious phenomenon experienced by a friend.

- 8a Listen to three people talking about a mystery in their past.

- 5a Listen to three people talking about a mysterious phenomenon experienced by a friend. Complete the table.

- 6a Listen to two people answering the question 'Has anyone in the family ever had a dream?' Does anyone say yes (*Y*) or no (*N*) or doesn't know/no idea (*DK*)?

- 7a Listen to three people talking about a mysterious phenomenon experienced by a friend.

- 8a Listen to three people talking about a mysterious phenomenon experienced by a friend.

#### 7 World view

- 5a Listen to three people talking about a mysterious phenomenon experienced by a friend. Complete the table.

- 6a Listen to two people answering the question 'Has anyone in the family ever had a dream?' Does anyone say yes (*Y*) or no (*N*) or doesn't know/no idea (*DK*)?

- 7a Listen to three people talking about a mysterious phenomenon experienced by a friend.

- 8a Listen to three people talking about a mysterious phenomenon experienced by a friend.

- 9a Listen to three people talking about a mysterious phenomenon experienced by a friend.

- 10a Listen to three people talking about a mysterious phenomenon experienced by a friend.

- 11a Listen to three people talking about a mysterious phenomenon experienced by a friend.

#### 8 FIND OUT MORE

- 7a Look at the names of mysterious disappearances. Which ones have you heard of before? What did you hear about them?
- *Mary Celeste*
  - *Zora*
  - *East End princess*

- 8a Choose one of the mysteries from the list above. Go online to find out:
  - more details about it;
  - how it became famous;
  - possible explanations for it.
- [www.bmtriangle.com/usa.html](http://www.bmtriangle.com/usa.html)

#### 9 Write up your research

- 9a Write one or two paragraphs on possible explanations for your chosen mystery. Use the questions below to help you:
  - This mystery begins ... years ago ...
  - It is still unsolved ...
  - No one knows exactly what happened ...
  - Some people believe ...
  - Other people have argued that ...
  - To my mind, the most convincing explanation for the mystery is ...

10a Listen to three people talking about a mysterious phenomenon experienced by a friend.

11a Listen to three people talking about a mysterious phenomenon experienced by a friend.

12a Listen to three people talking about a mysterious phenomenon experienced by a friend.

**1** **10 STUDY, PRACTICE & REMEMBER**

**2 STUDY 1**

**Reporting people's exact words**

1 Changes of tense  
When we report what someone says, the verb form generally changes from past to the past.  
She said that she was happy.  
She reported that she was happy.

2 Reported questions  
The verb in the reported question is usually changed to the past.  
Will you come? → Will she come?  
Please tell me about the weather. → Please tell me about the weather.  
What did you say? → What did she say?

3 REMEMBRANCE  
Key words and rules about reporting speech for writing down

The verb used to report speech is called a reporting verb.  
Reported speech is also called reported language.  
Reported questions are also called reported questions.  
Reported speech and reported questions are usually written in double quotes.  
Reported speech is also called direct speech.  
Reported questions are also called direct questions.

4 STUDY 2

**Other changes in reported speech**

When we report what someone says, we need to change the meaning of the reporting verb to show any changes in the situation or a change in speaker or subject.  
She goes → She used to go.  
She goes → She has just adopted her child. Her son is a teenager.  
She goes → She is going to go.  
She goes → She likes to go.

5 PRACTICE 1

Match the reported speech with the situations below.

1. She goes → She goes → She likes to go.  
2. She goes → She goes → She has just adopted her child.  
3. She goes → She goes → She is going to go.  
4. She goes → She goes → She used to go.

**6 STUDY 3**

**Verbs that introduce what people say**

There are large numbers of verbs that introduce what people say without reporting a change in speaker or subject. These verbs are called reporting verbs. Some verbs have two meanings and can be used both for speech and writing.  
These verbs are often used at the beginning of a sentence.  
These verbs are often used after adverbs of time.

7 PRACTICE 2

Match the verb with its meaning.

1. speak → a. ask for information  
2. say → b. say something to someone  
3. shout → c. speak louder than usual  
4. speak up → d. say something in a strong voice  
5. speak out → e. say something clearly  
6. speak to → f. say something to someone  
7. speak for → g. say something to someone else  
8. speak against → h. say something bad about

**8 STUDY 4**

**Verbs + object + preposition + general**

Some verbs are followed by an object and then a preposition and then another word.

9 PRACTICE 3

Complete the sentences with the correct verb.

1. I'm sorry, I can't speak \_\_\_\_\_ you right now.  
2. I'm sorry, I can't speak \_\_\_\_\_ you right now.  
3. I'm sorry, I can't speak \_\_\_\_\_ you right now.  
4. I'm sorry, I can't speak \_\_\_\_\_ you right now.  
5. I'm sorry, I can't speak \_\_\_\_\_ you right now.  
6. I'm sorry, I can't speak \_\_\_\_\_ you right now.

**10 STUDY 5**

**Effective revision techniques**

1. What words do you need to learn English grammar? Make a list of things that you need to learn.

2. Look at the last few tests to see what mistakes you made. Try to avoid making the same mistakes again.

3. Listen to your teacher and take notes.

4. Practice writing and speaking English.

5. Listen to English songs and watch English films.

6. Practice reading English books and newspapers.

7. Listen to English news and watch English news programmes.

8. Listen to English radio and watch English television.

9. Practice writing English emails and messages.

10. Listen to English music and sing along.

11. Practice writing English stories and poems.

12. Listen to English news and watch English news programmes.

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**① Study, Practice & Remember sections at the back of the Students' Book ensure systematic consolidation of new language.**

**② Study sections provide a comprehensive overview of language covered in the unit.**

**③ Practice exercises can be used in class or set for homework.**

**④ Remember! boxes alert learners to key rules.**

**⑤ Remember these words sections provide a list of the most important words and phrases covered in the unit.**

**11 STUDY, PRACTICE & REMEMBER**

**STUDY 1**

**Hypothetical situations in the present**

1 Hypothetical situations with if  
When talking about hypothetical situations, we use the verb would + base form of the verb.

It would be nice to live here if you were rich.  
I would like to go to Paris if I had time.

2 Hypothetical situations with could and would  
We use could and would in hypothetical situations to talk about something that is not true.

It could be nice to live here if you could afford it.  
I would like to go to Paris if I could afford it.

3 Hypothetical situations with might and might not  
We use might and might not in hypothetical situations to talk about something that is not certain.

It might be nice to live here if you might afford it.  
I might like to go to Paris if I might afford it.

4 Hypothetical situations with will and won't  
We use will and won't in hypothetical situations to talk about something that is not true.

It will be nice to live here if you will afford it.  
I won't like to go to Paris if I won't afford it.

5 Hypothetical situations with can and can't  
We use can and can't in hypothetical situations to talk about something that is not true.

It can be nice to live here if you can afford it.  
I can't like to go to Paris if I can't afford it.

6 PRACTICE 1

Complete the sentences with the correct form of the verb.

1. If you ... (go) ... (go) to university, you ... (live) ... (live) in a dormitory.  
2. If you ... (not go) ... (not go) to university, you ... (not live) ... (not live) in a dormitory.  
3. If you ... (not go) ... (not go) to university, you ... (not live) ... (not live) in a dormitory.  
4. If you ... (not go) ... (not go) to university, you ... (not live) ... (not live) in a dormitory.  
5. If you ... (not go) ... (not go) to university, you ... (not live) ... (not live) in a dormitory.

**7 STUDY 2**

**Effective revision techniques**

1. What words do you need to learn English grammar? Make a list of things that you need to learn.

2. Look at the last few tests to see what mistakes you made. Try to avoid making the same mistakes again.

3. Listen to your teacher and take notes.

4. Practice writing and speaking English.

5. Listen to English songs and watch English films.

6. Practice reading English books and newspapers.

7. Listen to English radio and watch English television.

8. Practice writing English emails and messages.

9. Listen to English news and watch English news programmes.

10. Listen to English news and watch English news programmes.

11. Practice writing English stories and poems.

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# THE SUPPORT COMPONENTS

## WORKBOOK

The Workbook contains a wide variety of grammar, vocabulary and functional language exercises that review all the areas studied in the Students' Book. It also features additional listening, reading and writing practice.

**1 Listen and read**  
sections encourage learners to develop listening skills using the accompanying audio files.

**2** The workbook contains regular listening practice using the accompanying audio files.

**3 A variety of functional language practice activities consolidate areas covered in the Students' Book.**

**4 Writing** exercises offer further practice of the genres covered in the Students' Book.

### 1 Listen and read Winners and losers

- 1 Listen and read the dialogue. Are these instruments better or worse? (P9)
- 2 Listen again and underline the words below.
- 3 There was many objects for sale at the fair.
- 4 The customers didn't take the money directly at first.
- 5 Mr. Cuthbert was going to support a school.
- 6 The couple are very engaged.

#### Family accidentally sold solid gold bowl containing \$10,000 in cash

In American football, accidents can often lead to funny moments. Take this remarkable example from the NFL's most recent game between the Cleveland Browns and the San Francisco 49ers. On Sunday, the Browns were leading the 49ers by two points, but the play went wrong. A player from the 49ers who had just been tackled by a Brown from the back, took off running, while his team mate tried to stop him. In the end, he ran into the end zone, where he scored a touchdown. The Browns' coach, Jim Tressel, was shocked, but the players and officials just laughed and carried on. For safety reasons, the coaches in each of the 49ers' seats were told that there would be no more than two people in each seat. This led to the 49ers coach, Jim Harbaugh, being forced to sit in another seat, which was empty because it was already filled.

But, when the Browns' coach, Jim Tressel, got up and left the workroom, he found one of the 49ers' coaches, who had just won a prize for being the best player of the week, sitting in his seat. He had to leave his seat and go sit in another one. As a result, the Browns' coach, Jim Tressel, had to sit in a seat that was empty because it was already filled.

#### Lottery syndicate robbed of windings at celebration party

A lottery syndicate and their wife celebrated their tenth anniversary on Saturday. But, during their celebration at a hotel in Las Vegas, the syndicate's wife lost \$100,000 in cash. The lottery syndicate had won the lottery twice, once in 2001 and again in 2003, so they were very excited about their tenth anniversary. They had invited their friends and family to the celebration, and they were all there. The lottery syndicate's wife had just won \$100,000 in cash, and she was very happy. But, during the party, she lost the cash in her purse. She was very upset, and she started crying. Her friends and family tried to comfort her, but they couldn't understand what had happened. They asked her what had happened, and she said, "I think I lost my purse." Her friends and family told her not to worry, and they helped her search for her purse, but they couldn't find it.

**Man loses \$10,000  
engagement ring in taxi**

A man named Tom was engaged to be married to a woman named Linda. They were getting married in two weeks. Tom had given Linda a diamond engagement ring worth \$10,000. But, when he got into a taxi, he lost the ring. Tom was very sad and worried about what would happen to his wedding day. His friends and family tried to comfort him, but they couldn't understand what had happened. They asked him what had happened, and he said, "I think I lost my ring." His friends and family told him not to worry, and they helped him search for his ring, but they couldn't find it.



**13** Listen and read the expressions from exercise 12. Listen again and decide which word has been mispronounced and in which place (underline the word).

**14 Read Harriet's story quickly. Which sentence**

(A, B or C) is true?

### 4 Writing

A narrative

**15** Read Harriet's story quickly. Which sentence

(A, B or C) is true?

A She went to hell to hunting and killed a cat.

B They went on a day trip and the driver crashed for the tree.

C They went on a day trip and crashed because of bad weather.

**16 The Most Frightening Day of My Life**

**Several days ago**

I was spending Christmas in the Country Islands. My brother and I decided to go to the beach, and we drove there and when we got there the sky was

dark. We were so scared but we had to wait until that night. The weather was very cold and rainy. I wanted to go home but my brother said, "Let's go swimming." So we got our swimsuits and swam in the ocean. The water was very cold but it was fun.

**17 Listen and check.**

#### Pronunciation

Identifying the speaker's feelings

**18** Listen and match the expressions from exercise 12 with the meanings of the expressions in exercise 17. Listen again and decide which word has been mispronounced and in which place (underline the word).

**19 Improve the story by inserting these adjectives  
phrases in the best place. They will fit in the correct  
order.**

**20 Listen and check.**

**21 Write a story about a journey that you've been on.  
Describe where you went; what happened and how  
you felt. Use adverbial phrases from exercise 16.**

## MYENGLISHLAB

MyEnglishLab provides a blended and personalised learning environment with materials that can be assigned at the touch of a button.

- Interactive workbook exercises with instant feedback and automatic grade book.
- Common error report that highlights mistakes that learners are making.
- Tips and feedback that direct learners to reference materials and encourage them to work out answers themselves.
- Mid-course and end of course tests.
- Extra video with interactive exercises for every unit.

English

GUTTING EDGE THIRD EDITION GRAMMATICAL SKILLS

### Exercise 1 Function – dealing with misunderstandings

Listen and match conversations 1–4 with the pictures below.

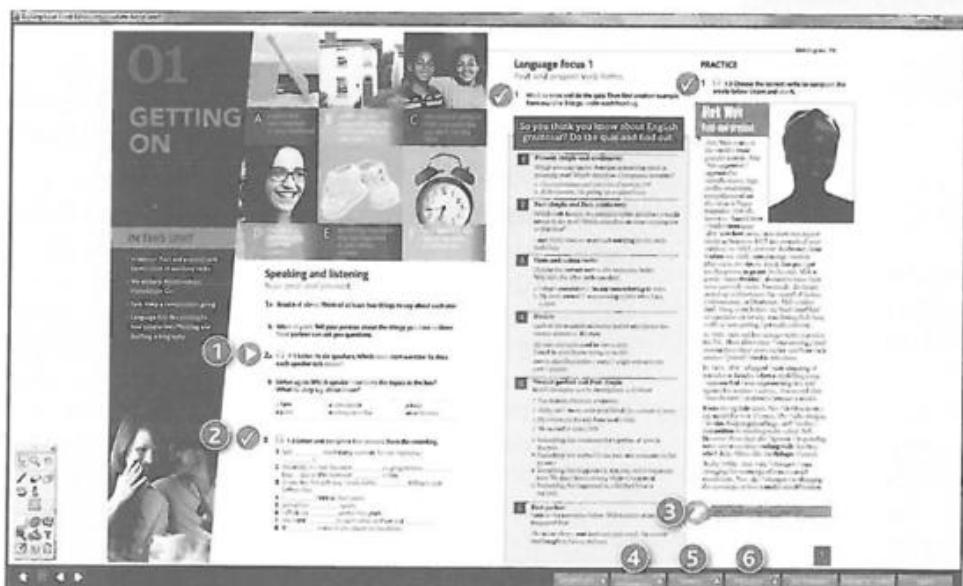


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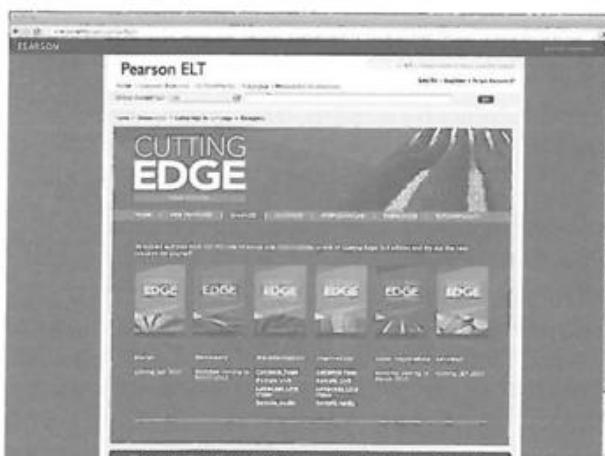
PEARSON

## ACTIVE TEACH

*Cutting Edge Third Edition Active Teach* contains everything you need to make the course come alive. It includes integrated whiteboard software that allows you to add notes, embed files, save your work and reduce preparation time.



- ➊ Audio and video content fully integrated with time-coded scripting.
- ➋ Answers to exercises are revealed at the touch of a button.
- ➌ Shortcuts to the relevant pages of the *Study*, *Practice* & *Remember* sections.
- ➍ Extra resources section with photocopies, teacher's notes, editable audio and video scripts, editable tests and more.
- ➎ Grammar and vocabulary games for warm up and review activities.
- ➏ Useful tools include a regular/phonetic keyboard, a stopwatch and a scorecard.



## WEBSITE

The *Cutting Edge Third Edition* website provides a wealth of information and additional material to support the course.

- Information about the course, its components and the authors.
- Introductory author videos.
- Sample materials and free downloadable worksheets.
- A placement test.

[www.pearsonELT.com/cuttingedge3e](http://www.pearsonELT.com/cuttingedge3e)

# COURSE RATIONALE

*The thinking behind Cutting Edge  
Upper Intermediate Third Edition*

## Overview

*Cutting Edge Upper Intermediate Third Edition* has a multilayered, topic-based syllabus which includes thorough and comprehensive work on grammar, vocabulary, pronunciation and the skills of listening, reading, speaking and writing. Structured speaking tasks form a central part of each unit.

*Cutting Edge Upper Intermediate Third Edition* gives special emphasis to:

- communication
- the use of phrases and collocations
- active learning and research skills
- recycling and revision.

## Topics and content

We aim to motivate learners with units based around up-to-date, globally relevant topics which help them gather information about the world and other cultures through the medium of English.

*Cutting Edge Upper Intermediate Third Edition* provides learners with many opportunities to share their opinions about the topics in focus and personalisation is strongly emphasized throughout. The differing needs of monocultural and multicultural classes has also been kept in mind throughout.

## Approach to grammar

Learners are encouraged to take an active, systematic approach to developing their knowledge of grammar, and to use new language in a natural, communicative way.

Typically, there are two *Language focus* sections in each unit, in which grammar is presented using reading or listening texts. Each *Language focus* has a *Grammar* box which focuses on the main language points, and encourages learners to work out rules for themselves.

The *Language focus* sections are followed up thoroughly through:

- a wide range of communicative and written practice exercises in the *Students' Book*
- the opportunity to use new grammar naturally in the speaking tasks (see below)
- the *Study, Practice & Remember* sections which consolidate learning and clarify any remaining problems
- further written practice in the *Workbook* and interactive exercises in the fully revised *MyEnglishLab*.

(See *Teaching tips: Using a discovery approach to grammar* on page 20, and *Using the Study, Practice & Remember* sections on page 25.)

## Approach to vocabulary

A wide vocabulary is vital to communicative success, so new lexis is introduced and practised at every stage in the course. Particular attention has been paid to the selection of high-frequency, internationally useful words and phrases, using information from the British National Corpus.

Vocabulary input is closely related to the topics and tasks in the units, allowing for plenty of natural recycling. Further practice is provided in the *Study, Practice & Remember* sections at the end of each unit and in the *Workbook*.

Fluent speakers make extensive use of 'prefabricated chunks' of language. *Cutting Edge Upper Intermediate Third Edition* gives particular emphasis to collocations and fixed phrases which are integrated throughout in:

- topic-based vocabulary lessons
- the *Useful language* boxes in the speaking tasks
- *Language live* lessons, which focus on phrases used in common everyday situations such as telephoning or making arrangements.

(See *Teaching tips: Working with lexis* on page 21.)

## The speaking tasks

*Cutting Edge Upper Intermediate Third Edition* integrates elements of a task-based approach into its methodology. Each unit has a structured speaking task including surveys, mini-talks, problem-solving and narrative tasks. The primary focus is on achieving a particular outcome or product, rather than on practising specific language. The tasks provide the opportunity for realistic and extended communication, and because learners are striving to express what they want to say, they are more likely to absorb the language that they are learning. The tasks are graded carefully in terms of difficulty and, in order for them to work effectively, a model or stimulus is provided, useful language is given to help learners express themselves and thinking/planning time is included. Learners are also encouraged to record themselves or each other performing the tasks, and to share their recording with other learners through the new *Share your task* feature, thus providing extra motivation for rehearsal and accurate production.

(See *Teaching tips: Making tasks work* on page 23, and *Teaching upper intermediate learners* on page 26.)

In addition to the extended speaking tasks, *Cutting Edge Upper Intermediate Third Edition* offers many other opportunities for speaking, for example, through the discussion of reading and listening texts, communicative practice exercises, and the wide range of photocopiable activities in the *Teacher's Resource Disc*.

## World culture

The *World culture* pages are a new feature of *Cutting Edge Upper Intermediate Third Edition* and are designed to deepen learners' knowledge and understanding of global issues. This is done through the use of authentic video clips which act as a stimulus for internet-based research around the issues raised in the video. Learners are guided through the necessary steps to make their research focused and productive, and are given guidance on how to summarise their research through a guided written follow-up. The emphasis throughout is on creating a link between the classroom and the outside world, and the development of research skills which will prove of lasting value.

## Language live

*Language live* pages are another new feature of *Cutting Edge Upper Intermediate Third Edition*. The main purpose of these pages is to help learners with the functional language they need to deal with everyday situations such as telephoning, shopping and making social arrangements. Learners are presented with key language through the medium of light-hearted audio clips which provide an immediate and motivating context. They are then given the opportunity to practise the language further through roleplay activities, and to develop their writing skills through a related writing task.

## Other features of *Cutting Edge Upper Intermediate Third Edition*

### Listening

*Cutting Edge Upper Intermediate Third Edition* places strong emphasis on listening. Listening material consists of:

- short extracts and mini-dialogues to introduce and practise new language
- words and sentences for close listening and to model pronunciation
- longer texts (interviews, stories and conversations), many of which are authentic, often in the Preparation section as a model or stimulus for the Task
- regular *Listen and read* sections in the *Workbook* to further develop learners' confidence in this area.

### Speaking

There is also a strong emphasis on speaking, as follows:

- The tasks provide a regular opportunity for extended and prepared speaking based around realistic topics and situations.
- Much of the practice of grammar and lexis is through oral exercises and activities.
- The topics and reading texts in each unit provide opportunities for follow-up discussion.
- There is regular integrated work on pronunciation.
- Most of the photocopiable activities in the *Teacher's Resource Disc* involve extensive speaking practice.

### Reading

There is a wide range of reading material in the *Students' Book*, including newspaper and website articles, factual/scientific texts, stories, quizzes, forms, notes, letters, blogs and emails. These texts are integrated in a number of different ways:

- extended texts specifically to develop reading skills
- texts which lead into grammar work and language analysis
- texts which provide a model or stimulus for tasks and models for writing activities.

## Writing

Regular and systematic work on writing skills are developed in *Cutting Edge Upper Intermediate Third Edition* through:

- *Language live* pages in the *Students' Book*, which focus on writing e-mails and letters, writing narratives and reviews, drafting and redrafting, use of linkers, etc.
- *Writing* sections in the *Workbook*, which expand on the areas covered in the *Students' Book*
- written follow-up sections to many of the speaking tasks.

## Pronunciation

Pronunciation work in *Cutting Edge Upper Intermediate Third Edition* is integrated with grammar and lexis and there are special pronunciation boxes in every unit. The focus is mainly on stress, weak forms and intonation. A range of activity types are used in the *Students' Book*, including discrimination exercises and dictation, and an equal emphasis is placed on understanding and reproducing.

## Learning skills

*Cutting Edge Upper Intermediate Third Edition* develops learning skills in a number of ways:

- The discovery approach to grammar encourages learners to experiment with language and to work out rules for themselves.
- The task-based approach encourages learners to take a proactive role in their learning.
- The *Study tips* in the *Study, Practice & Remember* sections focus on useful learning strategies, such as keeping notes and revision techniques. Learners are encouraged to share ideas about the most effective ways to learn.

## Learning skills

Recycling is a key feature of *Cutting Edge Upper Intermediate Third Edition*. New language is explicitly recycled through:

- speaking tasks which offer constant opportunities for learners to use what they have studied in a natural way, and for teachers to assess their progress and remind them of important points.
- extra practice exercises in the *Study, Practice & Remember* sections. These are designed to cover all the main grammar and vocabulary areas in the unit. After trying the exercises, learners are encouraged to return to any parts of the unit that they still feel unsure about to assess what they have (and have not) remembered.

(See *Teaching tips: Making tasks work* on page 23 and *Using the Study, Practice & Remember* sections on page 25.)

# TEACHING TIPS

## How to get the most out of *Cutting Edge Upper Intermediate Third Edition*

### Using a discovery approach to grammar

*Cutting Edge Upper Intermediate Third Edition* often uses a 'discovery' approach to grammar input because:

- we believe that learners absorb rules best if they work them out for themselves.
- learners of this level often have some previous knowledge of the language.

This knowledge is often difficult for the teacher to predict. The 'test-teach' exercises and *Grammar* boxes are designed so that learners can utilise this knowledge, and so that teachers can adjust their approach to take account of it.

#### 1 Get to know the material available

Every unit of *Cutting Edge Upper Intermediate Third Edition* has two *Language focus* sections, which include:

- a short text or 'test-teach' type introductory material.
- a *Grammar* box focusing learners on the main language points.
- a *Study* section (part of the *Study, Practice & Remember* section) at the back of the *Students' Book* providing more detailed information about what is covered in the *Grammar boxes*.
- oral and/or written practice exercises.

These language areas are recycled through the *Study, Practice & Remember* sections at the back of the *Students' Book*.

The *Workbook* includes additional practice material.

The *Teacher's Resource Disc* also contains a number of photocopiable activities designed to further consolidate the grammar areas covered.

#### 2 Be prepared to modify your approach

It is unlikely that you will discover that all learners are using the target language perfectly and need no further work on it. However, you may realise they only need brief revision, that you can omit certain sections of the *Grammar* box or go through some or all of it very quickly. Alternatively, you may decide to omit some of the practice activities, or set them for homework. On the other hand, you may discover that many learners know less than you would normally expect at this level. In this case, spend more time on the basic points, providing extra examples as necessary, and leave more complex issues for another day.

#### 3 Encourage learners to share what they know and make guesses

It is useful to do 'test-teach' exercises (for example, *Language focus 2*: exercises 1a and b on page 68 of the *Students' Book*) in pairs or groups. In this way, stronger learners can help weaker ones, and you do not have to provide all the input. If neither learner knows, encourage them to guess – sometimes they have internalised rules without realising. This can be checked as you go over the answers together.

#### 4 Give learners time to adjust

The idea of such exercises is that learners form their own hypotheses about new rules, which they then check and refine. Learners not used to this approach may take time to adapt, but this does not mean that they will never get used to it. Some learners get anxious if they do not have things explained immediately. In such cases, do not leave them to become more frustrated – either answer their questions briefly on an individual basis, or make it clear that you will be dealing with them later.

If there are language areas that you think your class will be unable to tackle without previous input, you can change the whole approach, presenting the rules at the beginning of the *Language focus* and setting the 'test-teach' exercises as controlled practice activities:

#### 5 Use *Grammar boxes* in different ways

Questions in the *Grammar* boxes can be tackled in different ways, depending on the ability/confidence of your learners and the relative difficulty of the language point in question. Here are some possible approaches:

- Answer the questions individually / in pairs, then check them together as a class:

This is a good way of encouraging learners to have a more independent attitude. Make sure that they understand what they have to do for each question, and monitor carefully to see how they are coping – if they are obviously all stuck or confused, stop them and sort out the problem. As you check answers, write up examples to highlight any important problems of form, meaning, etc. The *Study* section at the back of the *Students' Book* can be read at the end, either individually or as a class.

- Answer the questions together as a class:

With weaker classes, or for areas that you know your learners will find difficult, it may be best to read out questions to the whole class and work through them together, with examples on the board. Alternatively, set more straightforward questions for learners to answer in pairs, and do more complicated ones together as a class. As learners gain more confidence, you can set more and more questions for them to do on their own.

- Learners work through the questions individually / in pairs, then check the answers themselves in the *Study* section:

Stronger, self-sufficient learners may be able to take most of the responsibility for themselves. Most classes should be able to do this with the simpler *Grammar* boxes. It is still important that you monitor carefully to make sure that there are no major problems, and check answers together at the end to clear up any remaining doubts.

## Working with lexis

### 1 Become more aware of phrases and collocations

Thousands of phrases and collocations make up the lexis in English, along with the traditional one-word items. Learners should know about the importance of such phrases. They may look at a phrase such as *leave home* and assume that they know it (because the two constituent words look 'easy'), although in fact they are unable to produce the phrase for themselves when appropriate. Such phrases also blur the boundaries between 'vocabulary' and 'grammar'. In teaching these phrases you will be helping learners with many problematic areas that are traditionally considered to be grammar, from the use of articles and prepositions, to the use of the passive and the Present perfect.

The following list of phrase types shows how common these 'prefabricated chunks' are in all types of English:

- **collocations** – common word combinations – including:
  - nouns + verbs (*work long hours, have a drink*)
  - adjectives + nouns (*old friends, good news*)
  - adverbs + verbs (*work hard, will probably*)
  - verbs + prepositions/particles, including phrasal verbs (*think about, grow up*)
  - adjectives + prepositions (*famous for, jealous of*)
  - other combinations of the above (*go out for a meal, get to know*)
- **fixed phrases** (*Never mind! On the other hand ..., If I were you ..., Someone I know*)
- **semi-fixed phrases** – phrases with variations (*a friend of mine/hers/my brother's, both of us/them/my parents, the second/third/tenth biggest in the world*)
- **whole sentences which act as phrases** (*How are you? He's gone home. I'll give you a hand. I agree to some extent.*)

### 2 Keep an eye on usefulness and be aware of overloading learners

It is easy to 'go overboard' with collocations and phrases as there are so many of them. However, to avoid overloading your learners, limit your input to high-frequency, useful phrases. As you teach lexis, ask yourself questions such as: *How often would I use this phrase myself? How often do I hear other people using it? Do my learners need it? Is it too idiomatic, culturally specific or complex to bother with?*

### 3 Feed in phrases on a 'little but often' basis

To avoid overloading learners and ensure that your lexical input is useful, teach a few phrases relating to particular activities as you go along. For example, in a grammar practice activity, instead of simple answers such as *Yes, I do* or *No, I haven't*, feed in phrases such as *It depends, I don't really care, I would probably ...*. The same is true of discussions about reading/listening texts and writing activities.

### 4 Point out patterns in phrases

Pointing out patterns will help learners to remember phrases. Many do not fit into patterns, but you can often show similar phrases with the same construction, like this:



### 5 Answer learners' questions briefly

One possible problem with a more lexical approach is that learners may ask a lot of questions beginning *Can you say ...?, What about ...?, etc.* Although learners should be encouraged to ask questions, there is obviously a danger of overload – and it may also be the same learner who is asking all the questions! Unless you feel that it is really important, answer briefly *yes* or *no*, and move on quickly. If you are not sure, the best answer is probably *I've never heard anyone say it myself*. If the learner is still not satisfied, say that you will give them an answer the following lesson.

### 6 Make the most of emerging language

One simple way to make your learners more aware of collocation is to get into the habit of writing word combinations on the board wherever appropriate, rather than just individual words. The more learners see these words together, the more likely they are to remember them as a unit. Rather than just writing up *shopping* or *crime*, write up *do the shopping / go shopping* (and explain the difference) or *commit a crime*. Remind learners to write down the collocations too, even if they 'know' the constituent words.

### 7 Reinforce and recycle phrases

This is particularly important with phrases which, for the reasons given above, can be hard to remember. Most revision games and activities teachers do with single items of vocabulary can be adapted and used with phrases. You may find the following useful in addition:

#### • Make a phrase bank:

Copy new words and phrases from the lesson onto slips of card or paper (large enough for learners to read if you hold them up at the front of the room) and keep them in a box or bag. This is a good record for you, as well as your learners, of the phrases that the class has studied – do this frequently at the start and end of lessons to recycle the phrases often. Hold them up and ask learners to give you (choose as appropriate):

- an explanation of the phrase
- a translation of the phrase
- synonyms
- opposites
- the pronunciation
- situations where they might say this
- a sentence including the phrase
- the missing word that you are holding your hand over (for example, *on* in the phrase *get on well with*)
- the phrase itself, based on a definition or translation that you have given them.

#### • Have learners create their own review materials:

Take several small strips of paper into class, enough for a few for each learner. Ask them to look back over their notes (or in the *Remember these words* sections at the back of the book) and choose 3–4 phrases they've learnt recently and write each one on a strip of paper. Circulate and check learners have formed the phrases correctly. Learners then tear each strip into separate words, shuffle them all together and give them to a partner, to put in order.

# TEACHING TIPS

## How to get the most out of *Cutting Edge Upper Intermediate Third Edition*

### Helping learners with pronunciation

#### 1 Aim for intelligibility

It is worth remembering that in today's world there are more speakers of English as a foreign or second language than there are native speakers, and so no-one can really say they 'own' the language or speak the most 'correct' form. It is therefore best to encourage learners to make themselves understood rather than aim for 'perfect' pronunciation, whatever that might be. Consonants (particularly at the beginning and end of words) are probably more important than vowels here. Use any tips you know for helping learners to reproduce them. You might focus them on a similar sound in their own language and then help them to adapt it, or use a trick like starting with /u.../ to get learners to produce the /w/ sound. Anything that works is valid here! Sometimes it is useful to contrast the problem sound with the one that learners are mistakenly producing, via a 'minimal pair' such as *best* and *vest*. Say the pair of words several times, and then ask learners to say which they can hear, before asking them to produce the words themselves.

#### 2 Little and often is the key ... and be realistic

There are regular *Pronunciation* boxes in the *Students' Book* but you should aim to integrate pronunciation work whenever learners have a problem. 'Little and often' also applies here.

On the other hand, think about what you want to achieve: clarity and confidence are what most learners need, rather than perfection in every detail. Individuals vary widely in what they can achieve, so don't push too much when a particular student is getting frustrated or embarrassed. Leave it and come back to it again another day. A humorous, light-hearted approach also helps to alleviate stress!

#### 3 Drill in different ways, depending on the language

Choral and/or individual repetition is the simplest pronunciation activity to set up and possibly the most effective. It can help to build confidence by giving learners valuable practice in a 'safe' environment, as long as you don't overdo it (see above). There are different ways to drill language, and it's important to vary the way we do it. Here are some tips to remember:

##### • When drilling longer phrases:

Establish a rhythm and start by drilling only the stressed syllables. For example, for the phrase *What do you usually do at the weekend?* Start with *What – us – do – week*. Keeping the same rhythm, 'cram' in the other syllables, pronouncing them naturally. This helps learners feel how we use weak forms and sentence stress in English.

##### • Drill the phrase backward to keep it sounding natural:

With longer words and phrases, start from the end and drill backwards. For example, with the word *comfortable*, work backwards *–ble – table – comfortable*. This allows you to isolate difficult parts of the word or phrase, but keep a natural-sounding pronunciation.

##### • Vary your voice:

This can be a simple way to add variety to drills, by e.g. shouting or whispering. It also gives learners different ways to practise saying the language.

#### 4 Focus consistently on stress

This is an easy area in which to correct learners effectively. Get into the habit of focusing on word and sentence stress whenever you teach a new word/phrase with potential problems. If learners have problems, try one of the following ideas when you drill:

- Exaggerate the stress.
- Clap or click your fingers on the stressed syllable.
- Mumble the stress pattern, before saying the word: *mm-MM-mm attention*.
- Isolate the stressed syllable first, and then add the other syllables.

Don't forget to mark stressed syllables when you write new words on the board, by underlining or writing a blob over them, and encourage learners to do the same when they write in their notebooks.

#### 5 Make learners aware of weak forms and word linking

As learners become more advanced, these features will also contribute to comprehensibility and fluency, and at any level they are important for the purposes of listening. As you teach new phrases and structures, draw learners' attention to weak forms and word linking as appropriate, and give them the opportunity to practise them, such as by using rhythm when drilling (see above). However, do not worry too much if they do not produce the weak forms and word linking spontaneously – this is more likely to come naturally when learners are more fluent.

#### 6 Make learners aware of intonation

Intonation is a source of worry to many teachers and, consequently, learners. Teachers worry that their learners (or they themselves) cannot hear it, and that whatever they do their learners don't seem to 'learn' it. In reality, there are few situations in which wrong intonation leads to serious misunderstanding. Where problems do occasionally occur is in the area of politeness, and sounding sufficiently enthusiastic (although, even here, in real life many other factors – such as facial expression – can counteract 'wrong' intonation!).

In *Cutting Edge Upper Intermediate Third Edition*, we focus on these limited areas for intonation work. You shouldn't expect your learners to produce perfect intonation, but instead aim to raise awareness of it when appropriate. If learners have problems hearing and reproducing the intonation patterns that you choose to focus on, try some of the following ideas:

- Exaggerate the intonation pattern, before returning to a more normal model.
- Hum the intonation pattern before repeating the words (incidentally, this is very useful for hearing intonation patterns yourself, if you have difficulty).
- Use gestures to show the intonation pattern (rather like a conductor).
- Mark the intonation on the board using arrows.

Remember, though, that if learners are getting frustrated, or cannot 'get' the correct intonation, it is probably best to leave it and come back to it another time.

## Making tasks work

### 1 Treat tasks primarily as an opportunity for communication

Some of the tasks in this course may be familiar; the difference is in how they are treated. The main objective is for learners to use the language that they know (and, if necessary, learn new language) in order to achieve a particular communicative goal, not to 'practise' specific language.

Although it is virtually impossible to perform some of the tasks without using the language introduced in the module, in others learners may choose to use this language only once or twice, or not at all. Do not try to 'force-feed' it. Of course, if learners are seeking this language but have forgotten it, this is the ideal moment to remind them!

### 2 Make the task suit your class

Learners using this course will vary in age, background, interests and ability. All these learners need to find the tasks motivating and 'doable', yet challenging at the same time. In *Cutting Edge Upper Intermediate Third Edition*, the tasks include more stages than in previous editions, in order to provide learners with the support necessary to make the most of the tasks. However, do not be afraid to adapt the tasks to suit your class if this helps.

The Teacher's notes contain suggestions on how to adapt certain tasks for monolingual and multilingual groups, learners of different ages and interests, large classes, and weaker or stronger groups. There are also ideas for shortening tasks, or dividing them over two shorter lessons. We hope these suggestions will give you other ideas of your own on how to adapt the tasks.

### 3 Make the most of the *Useful language* boxes

As learners are preparing, it is important that they are able to ask you about language queries, so that when they perform the task they can say what they personally want to say. Although the task should not be seen as an opportunity to 'practise' discrete items, there may be specific language that would be useful in order to perform the task successfully.

Each task is accompanied by a *Useful language* box containing phrases which can be adapted by individual learners to express different ideas and opinions, as well as an opportunity to listen to the phrases used by speakers doing a similar task. The idea behind this is twofold: firstly, learners can hear how the phrases are used in context, and secondly this also helps draw their attention to the phrases in case they want to use them during the task. Some ideas for varying the way you do this include:

- Give learners a minute or two to say the phrases quietly to themselves so they know what to listen for before they listen.
- Have different learners listen for phrases under different sections of the *Useful language* box, then share their answers afterwards.
- After doing the exercise, have learners think of possible endings for the phrases, then read out their endings for their partner to guess the phrase.

### 4 Give learners time to think and plan

Planning time is very important if learners are to produce the best language that they are capable of. It is particularly useful for building up the confidence of learners who are normally reluctant to speak in class. Once learners have planned, discourage them from reading from notes. Give them time to look at their notes, and then ask them to close their notebooks. With certain learners this may have to be a gradual process.

### 5 Make notes for further input

Before or during the performance of the task, you may notice errors and gaps in learners' knowledge that you want to look at. It is usually best not to interrupt the flow of the task, but to make a note of points to cover later on.

### 6 Use the *Share your task* box

All the tasks in *Cutting Edge Third Edition Upper Intermediate* have a *Share your task* box which can either be done completely in class or as a combination of homework and classwork. These offer learners the opportunity to repeat or carry out a similar task and film or record it, enabling them to consolidate what they have learnt, and put into practice any suggestions and corrections that you have discussed. This is also an opportunity for learners to practise 'perfecting' what they say when reporting on the task, in order to record a version of themselves using English to a high standard, which should be motivating. Some ideas for filming/recording include:

- learners create a video/audio montage of themselves doing the task.
- learners create a TV/radio programme with a 'presenter' who introduces different people doing the task.
- depending on the task, learners could act out part of a narrative as a short film.
- encourage learners to add music or other background noise/visuals, and to film in different locations to make their recordings more realistic.
- if learners are comfortable doing so, encourage them to post their recording on a blog or social networking site, then collect comments to share with the class.
- learners watch/listen to other learners' recordings, or show them to another class, and choose the best one.
- after learners have filmed/recorded themselves, collect in the recordings and plan a 'find someone who' task. Give learners a list of things which appear in their classmates' tasks and ask them to discuss whose task each thing appears in. They then watch/listen and check their answers.
- learners watch/listen to their classmates' tasks and then write a summary report.

See the Teacher's notes for further suggestions on how to use each *Share your task* box.

# TEACHING TIPS

## How to get the most out of *Cutting Edge Upper Intermediate Third Edition*

### Using the video material in the classroom

The video lessons are a new feature of *Cutting Edge Upper Intermediate Third Edition*, and are intended to be modern, engaging ways of consolidating and extending some of the topics covered in the units. The video lessons occur at the end of every other unit and are called *World culture*.

#### World culture lessons:

These contain two clips per unit: part of a TV programme and *World view* clips, which include short 'talking heads' style interviews, where people give their opinions on the topics covered in the programme. They are intended to encourage learners to explore contemporary topics and develop the important 21st century skill of online research.

### 1 Using video in class

Video can be an excellent way to study language as it is not only motivating but also illustrates the importance of non-verbal aspects of communication. In many respects, it is the 'next best thing' to observing real life. In order to get the best out of it though, observe the following guidelines:

- **Watch the clip yourself beforehand:**

It is important to know what to expect so you can help learners to understand the clip.

- **Do something visual first:**

The exercises in *Cutting Edge Upper Intermediate Third Edition* are designed to go from easier to more challenging, but sometimes, with stronger classes, you might find that they'll benefit from first just watching the clip to get a general idea of what it's about, before watching again and doing the exercises in the *Students' Book*.

- **Do not replay the clip too many times:**

Learners may become demotivated if they really can't understand something in it. Instead, make the most of the subtitles or time-coded scripts (see above). Always give learners a chance to comprehend by viewing only first, but if they run into difficulties with a particular part of the clip, use the subtitles/scripts to pinpoint the difficult language and explain as necessary.

- **Vary how you use it:**

There are many different ways of using video in class, with different purposes. For example, learners can sit in pairs, one facing the screen and the other with their back to it. Play the clip with the sound off, and the learner facing the screen describes what happens to the other learner, who then watches afterwards and checks. You'll find more suggestions in the teacher's notes for each lesson, and it's a good idea to vary the way you use the video material in class to keep it interesting.

### 2 Doing online research

The *World culture* lessons involve two opportunities for learners to do online research. Firstly, in the *Find out first* section where they collect background information on the topic of the video, and secondly after the *World view* section when they find out about further things related to the topic of the video. This is an important 21st century skill for learners to master in English, and so the following ideas may help:

- **Make the most of available technology:**

If learners have smartphones, they can use them to do the research. If not, you can set it for homework: before the class for the *Find out first* sections and after class for the research later in the lesson.

- **Vary the way in which learners do research:**

In one lesson learners can research alone then compare answers in pairs, and in the next lesson they could research in pairs, then pool ideas as a class or in groups. Vary the way in which learners research, too, so rather than just using the same search engine, different learners could enter the search terms into different encyclopedia sites, forums, etc., and compare results.

- **Be on hand to help:**

Since there are very few limits as to what's available online, circulate and be available to help with language, and also to step in in the case of inappropriate search results.

- **Encourage learners to prioritise information:**

Part of being a good researcher is not just obtaining results but also prioritising the most important points. Encourage learners to do this by asking them to find no more than three facts, for example, or only noting down facts which they can find on more than one website.

- **Encourage learners to be critical thinkers:**

There is a lot of information available on the internet, and not all of it is always reliable! Encourage learners to question information they find, and corroborate it with other learners. How reputable is the website where they found the information? Whether they can prove what they've found clearly is perhaps not as important as encouraging them to question everything.

## **Using the *Study, Practice & Remember* sections**

The *Study, Practice & Remember* sections are a new feature of *Cutting Edge Upper Intermediate Third Edition* and can be found at the back of the *Students' Book*. Each unit has a *Study* section which provides a summary of key language as well as review and extension exercises. There are also comprehensive *Study tips* for each unit which provide useful advice on an aspect of learning English and an opportunity for learners to share ideas on how they approach each aspect.

The *Study, Practice & Remember* sections and the *Study tips* have the following main aims:

- to ensure systematic consolidation of new language before learners move on to the next unit.
- to recycle vocabulary through recording and practice.
- to encourage learners to take responsibility for and keep a record of their own progress.
- to encourage learners to share best practice on ways of studying.

### **1 Use the *Study, Practice & Remember* sections to consolidate learning**

The *Study sections* provide a comprehensive overview of each language point covered in the main unit. These can be used in different ways. For example:

- learners read the *Study* section before focusing on the *Grammar* box in the main unit.
- after clarifying the language in the lesson, give learners a few minutes to read the *Study* section to consolidate what they have learnt, and think of questions to ask you.
- learners read the *Study* section for homework, either before or after the class, and think of questions they would like to ask.
- if you think your learners need additional practice before attempting the more communicative activities in the main units, you could select one or two of the *Practice* activities to do in class first.

### **2 Use the different activities as warmers and fillers**

The activities in the *Study, Practice & Remember* sections can be used when you have ten or fifteen minutes to spare. For example, you could do the *Study* section at the end of one lesson, and do the exercises in the *Practice* sections in another lesson.

### **3 Make the most of the *Remember these words* sections**

These sections aim to provide learners with a list of the most important words and phrases from each unit. However, it is important for learners to 'take ownership' of these lists, by adding to them, providing translations, example sentences, definitions, etc. Encourage learners to experiment with different ways of doing this and finding out what works for them.

You can also use these lists towards the end of each unit to plan recycling activities (see *Teaching tips: Working with lexis* above).

### **4 Use the *Study tips* to discuss the best ways to learn and to set targets**

The *Study tips* draw learners' attention to a number of important study skills such as using English outside the classroom, recording or filming themselves, taking notes, etc. Learners often look at a list of suggestions and discuss which ideas they feel would work best for them. They are also asked to contribute ideas of their own. This should be an open discussion, but at the end it would be useful to pin down a particular suggestion or suggestions that the learner is going to try (for example, to speak more during pair and group work), and set this as a clear target. You could get them to stick a note on the front of their *Students' Book* reminding them of this target. It is very useful to return to these targets a few weeks later to discuss how well they are getting on. This will help learners measure and see the progress they make.

### **5 Set homework based on these sections**

If you are short of time in class, the *Practice* section could easily be set as homework. If you do this, it might be useful to explain in class where learners should look in the *Study* section if they need to do further revision.

### **6 Set aside time for learners' questions**

If you set the *Study* or *Practice* sections for homework, in the next lesson set aside some time for learners to ask any questions they have. You could encourage learners to discuss their questions in small groups before answering them with the whole class.

### **7 Encourage learners to take responsibility for their own progress**

The approach in the *Study, Practice & Remember* section is to encourage learner independence and personal responsibility for progress. By using these sections frequently and in different ways, you will provide opportunities for learners to reflect on their learning and experiment with different ways of studying.

# TEACHING TIPS

## How to get the most out of *Cutting Edge Upper Intermediate Third Edition*

### Teaching upper intermediate learners

Teaching Upper Intermediate learners comes with its own unique challenges and benefits. Learners at this level have by now met most of the main areas of grammar, and are starting to become more fluent in how they use it. However, they may still be making a lot of errors, some of which may sound a little basic for the level. Learners will have a wide range of receptive vocabulary and so will be able to deal with a range of authentic texts. At this level they are beginning to understand the difference between what is *possible* and what is *probable* in English. There are a few things to bear in mind when helping learners to make the most of this stage of their learning.

#### 1 Provide an appropriate level of challenge

Learners at this level have already taken a big step in their progress by moving beyond Intermediate level, where they may have felt it was difficult to measure their progress for a long time. It is important to maintain this level of progress by providing an appropriate level of challenge. As well as using the material in *Cutting Edge Upper Intermediate Third Edition*, you can add to this by asking students to do further research online, where appropriate. Encourage students to take their learning further by noticing language outside the classroom, and then sharing their findings in class.

From time to time it might be useful to bring authentic texts into class, related to the topic of the unit. When doing so, make sure students have clear guidance in terms of the task you give them, and plenty of support, so that they do not become overwhelmed.

#### 2 Focus on more formal situations and language

Learners at this level have had lots of practice of speaking in informal situations such as informal discussions, questionnaires, games, etc. Another way of providing an appropriate level of challenge at this level is to provide more formal settings for them to use language, such as presentations, debates, more formal writing tasks, etc. A lot of these can be found in *Cutting Edge Upper Intermediate Third Edition* in the *Language live* and *Task* sections. These can be real opportunities to extend learners' range of language by comparing formal expressions with their less formal equivalents, which they may be more familiar with.

#### 3 Exploit opportunities for meaningful, personalized discussion

It is important that you take advantage of the fact that learners at this level may have a lot to say on particular issues, as well as having a lot of the language they need to be able to express it. Very often topics will arise naturally out of the course of the lesson, and allowing these to develop in their own way will provide learners with an opportunity for meaningful, personalized discussion. Exploit these opportunities where possible and allow other students to get involved and express their opinions.

However, at the same time, it is important not to get too sidetracked, so if you feel one or two students are dominating the conversation, steer discussion back to the main topic of the lesson and move on.

#### 4 Aim for detailed understanding

An important part of making learners' receptive knowledge more productive is aiming for accuracy of understanding. This might be when teaching or checking understanding of lexis. For example, students may know what a *cup* is, but do they know the difference between a *cup*, *glass*, *mug* and *beaker*? Similarly, after a reading or listening text, encourage students to look beyond the basic message of the text and try to see the writer's/speaker's perspective. Asking questions such as *Do you think the writer thinks \_\_\_\_\_ is a good thing?* Or *How do you think the speaker feels?* as a follow up to reading/listening tasks can encourage learners to go beyond a basic understanding of the text.

#### 5 Have strategies for dealing with questions you cannot answer

If you have access to the internet in the classroom, have a window open on a dictionary site where you look up words or phrases as a class. Alternatively, if students have smart phones, ask them to look up a new word or phrase – you could do this as a race to increase motivation. If students ask for idioms and expressions, make sure you keep it simple – in most cases you will be able to come up with an adequate phrase even if it is not precisely the phrase the student wanted. Finally, if all else fails, promise to find out for the next lesson – but make sure you remember to do so as the student who asked invariably will!

#### 6 Do not stop correcting errors

Learners at this level have a lot of language at their disposal, and in their quest for learning more challenging aspects of English, may pay less attention to the more basic aspects, especially when tired or not fully concentrating. Research shows that use of the third person –s, for example, is one of the last features of English to be truly acquired. This is why it is common to hear higher level learners make mistakes such as *She don't like it*. Most of the time these are 'slips' rather than errors due to lack of knowledge, and can be dealt with quickly and efficiently with simple prompting for learners to correct themselves.

Do plenty of error correction, making use of a range of techniques to pick up on these 'slips' frequently as they occur, and without drawing too much attention to them so as not to distract learners 'in the flow' too much. Little and often is the key, and if you build error correction techniques into your regular teaching, learners will appreciate you for it. The following techniques for correcting errors can be useful.

##### • Symbols:

Draw symbols which relate to different common errors your learners make on different sheets of paper, for example, an S for the third person –s. Pin them up on the walls around the classroom. Every time you hear one of these errors, just point to the piece of paper.

##### • Prompts:

Prompt learners for the error they made, using a language clue, for example, tense for a mistake with tense. Learners can then hopefully correct themselves.

##### • Fingers:

Use your fingers to indicate missing words, wrong words or extra words.

##### • Reformulation:

Respond naturally to a learner, but with the correct version and another comment, for example:

S: *This weekend I will go out with my friends.*

T: *You're going to go out with your friends? That's nice, where are you going to go?*

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# 01 GETTING ON

## OVERVIEW

### PAGES 6–7

**Speaking and listening:** Your past and present

**Grammar:** Past and present verb forms

**Common European Framework:** Students can present clear, detailed descriptions on a wide range of familiar subjects; can use a sufficient range of language to be able to give clear descriptions.

### PAGES 8–9

**Reading:** Great sibling rivalries

**Vocabulary:** Relationships

**Common European Framework:** Students can read with a large degree of independence, adapting style and speed of reading to different texts and purposes; can use a sufficient range of language to be able to give clear descriptions.

### PAGES 10–11

**Listening and vocabulary:** Friendship

**Grammar:** Uses of auxiliary verbs

**Pronunciation:** Stressed and unstressed auxiliary verbs

**Wordspot:** get

**Common European Framework:** Students can keep up with an animated conversation between native speakers; can respond to feelings such as surprise, happiness, sadness and interest.

### PAGES 12–13

**Task:** Keep a conversation going

**Common European Framework:** Students can initiate, maintain and end discourse appropriately with effective turn taking.

### PAGES 14–15

**Speaking:** Responding to how people feel

**Pronunciation:** Sounding sympathetic

**Writing:** Planning and drafting a biography

**Common European Framework:** Students can respond to feelings such as surprise, happiness, sadness and interest; can write clear, detailed descriptions of real or imaginary events and experiences.

## Speaking and listening (PAGE 6)

### Your past and present

#### WARM UP

Bring some photos which show important events in your life, and show them to students, describing what happened. Ask students to select photos from their mobile phones to show their partner and describe.

- As an example, pick one or two of the items A–F and share some information about yourself with the class, writing notes on the board. Give students five minutes to think about their answers and make notes. Walk round and help students with any vocabulary they need, writing any new words/phrases on the board.
- Students work in pairs to share their ideas. Encourage students to ask follow-up questions to find out more information. In feedback, nominate students to share any interesting information they found with the class.

- 2a 10 1.1 Explain that students are going to listen to six people talking about important things in their lives. Tell students not to worry if they don't understand every word and clarify that they only have to match each speaker to one of the ideas in exercise 1a, and that they'll have a chance to listen again for more detail afterwards. Play the recording and do the first as an example with them. Play the rest of the recording, pausing after each item if necessary. Students check their answers in pairs and then as a class.

#### ANSWERS:

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

- b Students work in pairs to discuss which speaker mentioned each topic, and what they remember about each of the words in the box. Play the recording again and check the answers.

#### ANSWERS:

a farm: Speaker 1. He used to go to his aunt and uncle's farm every summer. It was a really special place for him and he loved it.

a coincidence: Speaker 5. She has recently met a woman called Emma, like herself. Emma's husband is called John or Johnny, just like her husband. It gets confusing when they all go out together.

a baby: Speaker 6. This is the baby his cousin and his wife had three weeks earlier. He can't remember the baby's name, but it looks sweet in the photo on Facebook.

a pond: Speaker 4. The house where he was born had a pond at the bottom of the garden. He used to spend hours looking at the fish. The pond was probably dangerous, but nobody worried about it.

working on a film: Speaker 2. The work is really interesting, but she has to be there very early and get up at five, which she hates.

an awful boss: Speaker 3. This is the horrible woman that she first worked for. She really hated her boss and used to discuss her over coffee with her workmate Kathy.

- 3 10 1.2 Go through the extracts and elicit students' ideas as to the missing words, but don't give any answers yet. Play the recording, pausing after each extract if necessary, for students to write the missing words. Students compare in pairs before checking answers as a class.

#### ANSWERS:

1 used to go, absolutely loved    2 I work, that start, I'm working on  
3 had had a few    4 haven't seen her for    5 we've lost  
6 lived there for    7 standing next, started talking    8 looks quite

## Language focus 1 (PAGE 7)

### Past and present verb forms

See *Teaching tips: Using a discovery approach to grammar*, page 20.

- Explain that the quiz is to find out what students know about English verbs. This will help decide what to focus on in later lessons. Students work in pairs to answer the questions. Move around the room while students are working to make sure they understand what to do. In feedback, go through the answers with the class and take note of any generally weak areas for later attention.

#### ANSWERS:

- 1  
a generally true  
b temporary situation

- 2  
met: single action in the past  
were working: action in progress at that time

- 3  
a don't remember  
b owned

Both *remember* and *own* are state verbs, which are not normally used in continuous forms.

- 4  
used to describes habits / states in the past

- 5  
1 b 2 a 3 c 4 d

- 6  
had bought

You may want to ask students to read Study 1 on page 131 for a more detailed explanation of past and present verb forms.

## PRACTICE

If you think students need more controlled practice before doing this exercise, they could do Practice 1 on pages 131–132 first.

- 1 1.3 Tell students to look at the photo on page 7, and elicit where they think Alek is from and what her job is. Students complete the exercise individually then compare answers in pairs. Explain that the recording includes only the correct verb forms. Play the recording so students can check their answers.

### ANSWERS:

- 1 has appeared 2 hasn't been 3 was born 4 broke out  
5 used to play 6 got 7 decided 8 had had 9 got  
10 had moved 11 joined 12 was shopping 13 approached  
14 decided 15 has been 16 also designs 17 has written  
18 is spending 19 was changing 20 is changing

## ADDITIONAL PRACTICE

- Resource bank: Activity 1A *Me too!* (Past and present verb forms)  
Study, practice & remember: Practice 1  
Workbook: Language focus 1: *Past and present verb forms*, pages 4–5

## Reading (PAGES 8–9)

- 1 Check understanding of *sibling*. Students discuss the questions in pairs. Walk round and help with vocabulary where necessary, writing any new words/phrases on the board. In feedback, nominate students to share any interesting information with the class.  
2 Focus students' attention on the photos and explain that they show famous siblings. Students work in pairs and discuss what they know before sharing information with the class. Feed in information from the Culture notes below if necessary.

### Culture notes

**Rudi and Adi Dassler:** German shoemakers in the early 20th century. After equipping athletes at the 1928 and 1936 Olympics, they gained reputations as expert shoemakers and went on to found the companies Puma and Adidas.

**Venus and Serena Williams:** Professional tennis players who have both been ranked World No. 1 by the Women's Tennis Association, and have played against each other in eight Grand Slam finals, as well as playing together in doubles matches.

**Noel and Liam Gallagher:** British rock musicians who played together in the band Oasis. Noel left the band in 2009 to pursue a solo career, and Liam formed a new band, Beady Eye.

**Olivia de Havilland and Joan Fontaine:** Both British-American actresses, they are two of the last surviving Hollywood stars from the 1930s. They have both won Academy Awards.

- 3 Go through the questions and check understanding of *rivalry*. Set a time limit of five minutes for students to read the article and answer the questions individually. Students compare their answers in pairs and then check as a class.

### ANSWERS:

- 1 Venus and Serena Williams 2 Olivia de Havilland and Joan Fontaine 3 Noel and Liam Gallagher 4 Rudolf and Adi Dassler  
5 Venus and Serena Williams 6 Noel and Liam Gallagher

- 4 Students read the article again more carefully and complete the sentences, then check their answers in pairs. Check answers with the whole class.

### POSSIBLE ANSWERS:

- 1 ... she was jealous of her looks.  
2 ... married first and won the Oscar before Olivia did.  
3 ... won an Oscar but refused to shake her sister's hand.  
4 ... he was trying to work, but Liam had invited some friends to the studio for a party.  
5 ... they were very different and eventually fell out permanently.  
6 ... they sided with one brother or the other.  
7 ... they've played each other in many major tennis tournament finals.  
8 ... she still hates seeing photos of the two of them together as she doesn't feel as beautiful as her sister.

- 5 Put the students in small groups to discuss the questions. In feedback, nominate a student from each group to share their ideas with the class, and find out if other students agree.

## Vocabulary (PAGE 9)

### Relationships

See *Teaching tips: Working with lexis*, page 21.

- 1a Go through the example with the class, and explain that students need to do two things: complete the phrases and try to remember which siblings each sentence refers to. Make sure they don't check with the article yet.  
b Students check their answers with the article, then discuss the meanings of the phrases in pairs. Check answers with the class and explain or elicit the meanings of the phrases where necessary.

### ANSWERS:

- 2 competing with each other (the author and her sister)  
3 feels threatened by (the author's sister)  
4 don't have a lot in common (Olivia de Havilland and Joan Fontaine)  
5 loathe each other (Olivia de Havilland and Joan Fontaine)  
6 putting each other down (Noel and Liam Gallagher)  
7 fell out (Rudolf and Adi Dassler)  
8 feels inferior to (the author)

Note that when we use phrases 4 and 7 with an object, we link them with the preposition *with*, e.g. *He doesn't have a lot in common with her. Rudolf fell out with his brother.*

- 2 Students work in pairs. Walk round and help with the meaning of the phrases where necessary. Check answers with the class and give further explanations or examples if needed.

**POSSIBLE ANSWERS:**

- 1 Venus and Serena Williams
- 2 Rudolf and Adi Dassler, Noel and Liam Gallagher, Olivia de Havilland and Joan Fontaine
- 3 Noel and Liam Gallagher
- 4 Venus and Serena Williams, the author and her sister (sometimes)
- 5 Noel and Liam Gallagher, Olivia de Havilland and Joan Fontaine
- 6 Rudolf and Adi Dassler, Noel and Liam Gallagher, Olivia de Havilland and Joan Fontaine
- 7 Venus and Serena Williams

**3a** Go over the examples and elicit one or two more phrases for each list from the class. Students work individually before checking in pairs. Check answers with the class, and drill the phrases chorally and individually, paying attention to linking between words.

**ANSWERS:**

**good relationships:** be loyal to each other, be supportive of each other

**bad relationships:** be jealous of, compete with each other, feel threatened by, not have a lot in common, put each other down, fall out, feel inferior to, not get on with each other, be violent towards each other, not respect each other, their relationship seems destructive

**b** Go over the example with the class and make sure students know what to do. Students work in pairs before checking answers with the class. Write any new vocabulary on the board.

**POSSIBLE ANSWERS:**

be close to each other – be distant from each other

be loyal to each other – be disloyal to each other

be supportive of each other – put each other down

loathe each other – love each other

be jealous of – be supportive of

compete with each other – cooperate with each other

feel threatened by – feel safe with

not have a lot in common – be very similar

put each other down – be supportive of each other

fall out – remain good friends

feel inferior to – feel equal/superior to

not get on with each other – get on well with each other

be violent towards each other – be respectful of each other

not respect each other – respect each other

their relationship seems destructive – their relationship seems constructive

**4a** Pick two of the relationships for yourself and describe them to the class as an example. Give students five minutes to think about what they're going to say, and walk round and encourage them to use phrases from exercises 1a and 2.

**b** Put students in small groups to discuss their relationships. Go through the example and encourage students to ask follow-up questions to find out more information. In feedback, nominate students to share any interesting information they found out with the class.

**Vocabulary, exercise 4b: Alternative suggestion**

When students have prepared their descriptions, put them in groups and ask them to describe the relationships without saying what the relationship is. Other students listen and guess which relationship they are describing.

**Listening and vocabulary (PAGE 10)****Friendship**

See *Teaching tips: Working with lexis*, page 21.

**WARM UP**

Books closed. Divide the board in two halves and write *positive characteristics* at the top of one section and *negative characteristics* at the top of the other. Elicit an example of each and write it on the board, e.g. *caring, unsympathetic*. Divide the class in two groups and assign a section to each. Give students a minute to discuss and write down as many characteristics as they can. Make sure all students write down the ideas. When the time is up, students form pairs with a member of the other group and compare lists. Elicit ideas from the class as a whole and write them on the board. Ask students to choose some of the adjectives and describe people they know in pairs.

**1a** Students discuss the characteristics in pairs. In feedback, elicit students' ideas and check understanding of the phrases, especially *behind your back* (without you knowing) and *confide in* (you can share secrets with them).

**ANSWERS:**

3 and 5

**b** If you did the Warm up activity, ask students to compare the list in exercise 1a with the lists on the board, then discuss in pairs which is the most important characteristic. Otherwise, ask students to think of two more characteristics in pairs. When they have finished, nominate students to share their ideas with the class.

**2a** 1.4 Go through the questions with the class and make sure students know what to listen for. Play the recording and students answer the questions in pairs. Check answers with the class.

**ANSWERS:**

1 Maz's boyfriend

2 She doesn't think she and Ben want the same things in life and wonders whether there's much point in staying with him.

3 Ben comes across as easy-going and pleasant, but unadventurous, preferring the quiet life. Maz has got plans and ambitions and wants to widen her horizons.

4 She promises not to tell anyone about their conversation.

**b** 1.5 Students listen to the recording then answer the questions in pairs. Check answers with the class. Check students have understood the answers fully before moving on to exercise 1c.

**ANSWERS:**

1 Anna, Maz's friend

2 Anna's conversation with Maz

3 Joe is surprised and they both feel sorry for Ben.

4 He promises not to say a word to Ben.

**c** 1.6 Students listen to the recording then answer the questions in pairs. Check answers with the class.

**ANSWERS:**

1 Ben, Maz's boyfriend

2 Ben is planning to take Maz on a surprise holiday to Greece after her exams in the summer.

3 Joe tries to get Ben to mention the holiday to Maz before he books it, as he knows Maz is considering leaving Ben.

4 Ben doesn't really listen to Joe's suggestions, as he is convinced he knows Maz very well and she will love the surprise holiday.

**ADDITIONAL PRACTICE**

Workbook: Vocabulary: Relationships, page 6

**Listening and vocabulary, exercise 2: Alternative suggestion**

Arrange students in three groups, and ask each group to listen to a different conversation. Nominate a student from each group to control the recording and tell them they can listen as many times as they want. Go round and check answers quietly when they have finished. Put students in groups of three, with one member from each of the previous groups, and ask them to summarise the conversations they heard.

- 3 Play all three recordings again, without pausing. Students listen and then summarise the situation in pairs. In feedback, ask one or two pairs to summarise the situation for the class.

**ANSWERS:**

The four friends all sound sincere and well meaning. Maz is genuinely concerned about the future of her relationship with Ben. Anna is supportive of both Maz and Ben. However, in spite of her promises, Anna cannot resist gossiping to Joe. When Joe hears about Ben's plans to take Maz on holiday, he tries to protect him from the big letdown that he can see coming.

- 4 Students discuss the questions in pairs. In feedback, nominate students to share their ideas with the class and ask if anyone has had any similar experiences.

**ADDITIONAL PRACTICE**

- Workbook: Vocabulary: *Friendship*, page 7

**Language focus 2 (PAGES 10–11)****Uses of auxiliary verbs**

See *Teaching tips: Using a discovery approach to grammar*, page 20.

- 1 Go through the example with the class. Students then work individually to complete the sentences before checking in pairs.
- 2 1.7 Play the recording for students to check their answers, pausing after each sentence if necessary.

**ANSWERS:**

2 we do have a good time together. 3 will you? 4 Yes, I have actually. 5 Oh, are you? 6 isn't it? 7 I know she will.

**GRAMMAR****Uses of auxiliary verbs**

- 1 Elicit what the auxiliary is in the first sentence in the box in exercise 1 with the class. Students then underline the others. Check answers with the class.

**ANSWERS:**

he is, will you, she will, isn't it, are you, I have, we do

- 2 This will be revision for many students. Either answer the questions with the class or put students into pairs and check their answers at the end.

**ANSWERS AND LANGUAGE NOTES:**

- 1 isn't it, will you (Remind students that negative sentence = positive tag question, positive sentence = negative tag question. Give more examples if necessary.)
- 2 we do (Auxiliary verbs can be used in positive sentences to add emphasis. Give more examples, e.g. *I do like your dress.*)
- 3 are you (Remind students that the level of interest is shown in the intonation. Here, the very high rising tone shows great interest and surprise.)

4 he is, I have (Students will know this very basic usage of auxiliary verbs.)

5 he is, I have, are you, she will (Ask students to give you the complete sentence for the first example, i.e. *He says he is interested*. Do the same for the others if necessary.)

Remind students that in 1–5 above the auxiliary must 'agree' with the main verb, e.g. *is – is*. This is also true of the positive forms of the Present simple and Past simple where we do not use the auxiliary in the main sentence, e.g.

*She speaks five languages.*

*Does she?*

*I started my new job yesterday.*

*Did you?*

You may want to ask students to read Study 2 on page 132 for a more detailed explanation of the uses of auxiliary verbs.

**PRACTICE**

- 1a 1.8 Explain that students are going to hear eight short conversations and that you are going to play the first half of each one. Students must then choose the correct response. Play the recording, pausing after each one for students to check answers in pairs. Don't give any answers yet.

**Practice, exercise 1a: Alternative suggestion**

With stronger classes, ask them to close their books. Pause the recording after each one and ask students to suggest possible responses. Students then open their books and compare their ideas with the options in exercise 1a.

- b 1.9 Students listen to the complete conversations and check their answers.

**ANSWERS:**

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

**PRONUNCIATION**

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1 1.10 Go through the information with students and play the recording. Play the recording again and pause after each example for students to repeat.
- 2 1.11 Repeat the procedure used in exercise 1.
- 3 Students work in pairs to practise the conversations from exercise 1b. Walk around and correct pronunciation of the auxiliaries where necessary.

- 2 Students work individually. They then check in pairs before checking as a class.

**ANSWERS:**

1 do 2 didn't 3 do 4 haven't 5 did 6 didn't  
7 can 8 aren't

- 3a If necessary, have an example conversation already prepared to help weaker students. With a stronger class, ask students to write notes instead of full sentences. If time is short, cut the number of conversations.
- b Students practise their conversations in pairs. Tell students they are going to act out one conversation for the class. Give five minutes for practice and, if necessary, correct the pronunciation of auxiliaries. With a large class, divide students into groups or choose only a few pairs to act out their conversations.

## ADDITIONAL PRACTICE

- Resource bank: Activity 1B *Three-person snap* (Uses of auxiliary verbs)
- Study, practice & remember: Practice 2
- Workbook: Language focus 2: *Uses of auxiliary verbs*, page 7;
- Pronunciation: *Stressed and unstressed auxiliary verbs*, page 8

## Wordspot (PAGE 11)

### get

See *Teaching tips: Working with lexis*, page 21.

- 1 Introduce this Wordspot by asking students how they would translate *get* into their language, to show them it has many meanings. Check that students understand the verbs in the box (*catch, obtain/receive, etc.*). Tell them that the diagram on page 11 shows some examples with *get*, but the headings explaining the meanings are missing. Go through the example, then students write the other headings in the diagram. Check answers with the class and give examples to show meaning if necessary.

#### ANSWERS:

2 understand    3 obtain/receive    4 arrive    5 catch

- 2 Give students a few minutes to put the phrases in the correct sections of the diagram. If necessary, give example sentences to help students with the meaning.

#### ANSWERS:

**become:** get angry, get lost, get better/worse, get stuck  
**understand:** get a joke  
**obtain/receive:** get a better job, get a shock, get \$50,000 a year  
**arrive:** get to work  
**catch:** get an early flight, get a cold  
**phrasal verbs:** get on with your work, get over an illness

- 3 Put students in pairs and ask one to look at page 126 and the other to look at page 128. As an example, ask one student A to read out the first question and get his or her partner, student B, to answer. Ask the pairs to do the same with all the other questions and answers.
- 4a Give students a few minutes to think about the questions they need to ask, e.g. *What time did you get home last night?* or *Did you get home late last night?* If your classroom is quite open, get students to move around the room asking their questions. If not, students can ask the others sitting near them.
- b Students report back to the class, e.g. *Silvia got home late last night. Anna rarely gets angry.*

## ADDITIONAL PRACTICE

- Resource bank: Activity 1C *Get circles (get)*
- Workbook: Wordspot: *get*, page 8

## Task (PAGES 12–13)

### Keep a conversation going

See *Teaching tips: Making tasks work*, page 23.

#### WARM UP

Write the following questions on the board:

*What do you find difficult when having a conversation in English?*

*What strategies do you use to keep a conversation going?*

Put students in small groups to discuss the questions. When they have finished, choose students from each group to share their ideas with the class.

## Preparation (PAGES 12–13)

### Reading and listening

- 1 Give students time to read the rules and let them ask any questions they may have. Check understanding of *clockwise*. When they have finished, check understanding by asking questions, e.g. *What is the aim of the game? How long do the players have to keep the conversation going? Who judges if Players A and B are following the rules? etc.*
- 2 1.12 Go through the questions and make sure students know what to listen for. Students listen to the recording then check answers in pairs before checking with the class.

#### ANSWERS:

1

Player 1 – What are the pros and cons of coming from a large family?

Player 2 – Who have you fallen out with in the past? Why did you fall out?

Player 3 – What is the ideal age to get married and why?

2

Set 2

3

Set 1 – The man didn't give full answers.

Set 3 – The woman didn't keep the conversation going.

## Task (PAGES 12–13)

### Speaking

- 1 Set a strict time limit of five minutes for this. Allow students to take notes if they want to, but make sure they don't write full sentences. Go round and help where necessary.
- 2 Go through the phrases in the Useful language box and drill them with the class. Put students in groups of three or four to play the game. As they are playing, walk around and be on hand to help where necessary, but try not to interrupt students while they are playing.
- 3 Students discuss the questions in their groups. In feedback, nominate students from each group to share their ideas with the class.

#### Share your task

Some additional ideas could include:

- Students prepare pictures and/or objects related to what they're talking about. They then film themselves, referring to the pictures/objects as they talk.
- Students record/film the questions and answers as an interview, including follow-up questions.
- Student record/film themselves without saying which question they're answering. They then play their recording for the class to guess which question they're answering.
- Students record/film themselves, but include one 'small' lie in their answer. Other students then listen/watch and try to guess what the lie is.

## Language live (PAGES 14–15)

### Speaking (PAGE 14)

#### Responding to how people feel

- Check that students understand *sympathetic* and do not confuse it with 'generally nice or kind'. For example, a sympathetic person is someone who will listen to you, try to understand your feelings and help you when you are upset. Put students into pairs to discuss the questions.
- 1.13** Set the first question only and tell students not to write sentences, only short notes. Play the recording without pausing. Check answers as a class. Set the other two questions and check the meaning of *reasonably*. Tell students to write short notes. Play the recording again, pausing after each conversation so students can write their answers. Put students into pairs to compare, and play the recording again if necessary. Check answers as a class.

#### ANSWERS:

##### Conversation 1

- He has just started a new job as an assistant manager, but he feels that his boss is ignoring all his suggestions.
- very sympathetic
- She suggests he tries talking to someone about it, possibly even to his boss.

##### Conversation 2

- She and her companion are stuck in a traffic jam and she is worried that they are going to miss their appointment.
- reasonably sympathetic
- He offers to call the people they've got the appointment with.

##### Conversation 3

- Linda's come home to find Tony (probably her cat) missing.
- reasonably sympathetic
- Simon suggests looking under the bed, or calling him in the garden.

- Students read through the phrases in the box and the situations in pairs. Check the meaning of *spilled*, *row*, and *hairstyle*. Ask students if all the situations are equally serious. Elicit responses for the first situation as an example, then give students a few minutes to do the others. Check answers as a whole class.

#### POSSIBLE ANSWERS:

- You must be really worried. 5  
 Don't take any notice of him/her. 2  
 Don't worry, it doesn't matter. 1, 3, 6  
 Try not to worry about it. 2, 3, 5, 7  
 Just ignore him/her/it/them. 2, 6  
 There's no point in getting upset. 2, 3  
 That sounds awful! 2  
 How annoying! 2, 6  
 Cheer up! 3, 4, 6, 7  
 Never mind. 1, 2, 3, 4, 6  
 Calm down! 4, 7  
 What a shame! 3

- Explain that an appropriate response in one situation could sound unsympathetic or excessive in other situations. Students discuss the question in pairs before checking with the class.

#### POSSIBLE ANSWERS:

- It would be rude to say *How annoying!* to a visitor who had spilled his or her drink.
- It would be unfeeling to say *Don't worry, it doesn't matter.* to a friend who is worried because his or her mother is going into hospital.

## PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1.14** Start by saying one of the sentences from exercise 3 sympathetically and then unsympathetically. Ask students to tell you which is which. If they have problems hearing the intonation, exaggerate it. Explain that you need to use the correct intonation if you want to sound sympathetic. Play the recording without pausing for students to decide which sentence in each pair sounds more sympathetic. Students check in pairs before checking answers as a class.

#### ANSWERS:

- 1 b 2 a 3 b 4 b 5 b

- 1.15** Play the recording, pausing after each phrase, and ask students to repeat. Correct if necessary.

- Put students in pairs and give them ten minutes to choose a situation from exercise 3 and to prepare a conversation similar to those they heard in exercise 2. Walk round the class, helping students with language and providing vocabulary. If students find this difficult, refer them to the audio script on page 168 as a model. If some pairs finish early, get them to choose another situation and write a second conversation.
- Students practise their conversations in pairs, paying attention to intonation. After a few minutes, ask them to change roles so that everyone practises sounding sympathetic. Walk round the class and correct if necessary. Then get each pair to act out their conversation for the class. With a large class, select a limited number of students to act out their conversations. If they want to, students could use their mobile phones to record their conversations.

## Writing (PAGES 14–15)

### Planning and drafting a biography

- This discussion should be brief. During feedback ask students to compare what they do in their own language and in English.
- Explain that the 'Five steps to better writing' on page 133 gives good ideas about drafting a piece of writing. Give time for students to read the advice, and help with any new vocabulary.
- Ask students to read notes A and B quickly, and then work in pairs to decide which of the five steps in the writing process the notes illustrate. Check answers with the class.

#### ANSWERS:

- A: 1 Preparing and gathering information  
 B: 2 Structuring  
 The last stage is 5 Final draft.

- Do an example with the students. Put them in pairs and ask them to discuss the question. Check the answers with the class.

#### POSSIBLE ANSWERS:

- |                            |                            |
|----------------------------|----------------------------|
| Paragraph 1: e, i          | Paragraph 3: d, e, f, h, i |
| Paragraph 2: a, b, c, g, j | Paragraph 4: a, b, f, g, j |

- Ask students to tell you who is in the photo and what they know about her. Put them in pairs to name as many of her films as they can, then check answers with the class. Ask which of the films students have seen.

**ANSWERS:**

Meryl Streep

Her films include: *The Deer Hunter*, *Kramer vs. Kramer*, *Sophie's Choice*, *Out of Africa*, *Postcards from the Edge*, *Death Becomes Her*, *The Bridges of Madison County*, *One True Thing*, *Music of the Heart*, *Adaptation*, *The Devil Wears Prada*, *Mamma Mia!*, *The Iron Lady* and *Hope Springs*

- b Do an example with the class and tell them to use dictionaries or their mobile phones for the spelling mistakes if necessary. Check the answers, then ask students in which steps of the writing process they should check their work like this. (Answer: steps 3 and 4.) Tell them it is always very important to check their writing carefully.

**ANSWERS:**

**Spelling:** a year latter; Steep

**Punctuation:** giving performances, that attract; *Music of the Heart* a role; victim or *The Iron Lady*

**Grammar:** enrolled in (not exactly incorrect; AmE usage, BrE would be at) Her first film role has been; Contrast this to; She is married ... since 1978

**Missing words:** changed mind; her successful film to date

- 4a Go through the topics and ask students to choose one, helping with ideas where necessary. If you have internet access, allow students time to research the person they chose, or suggest they use their mobile phones to do so.
- b As students write their first drafts, go round and guide them as necessary. Give them plenty of time to write their drafts.
- 5a When students have completed their first drafts, ask them to check their work, paying particular attention to the verb forms they revised on page 7. When they are ready, ask them to check each other's drafts in pairs. Go round and help with any queries.
- b Students write their final drafts. When they have finished, ask them to swap drafts with a different partner from exercise 5a. They then read each other's drafts. In feedback, ask students to share any interesting information they found out with the class.

**Writing, exercises 4–5: Alternative suggestion**

If you are short of time, you could ask students to research a famous person online for homework, then do the writing in the following class.

**ADDITIONAL PRACTICE**

→ Workbook: Language live: *Responding to how people feel*, page 8;

Writing: *Planning and drafting a biography*, page 9

**Study, practice & remember**

(PAGES 131–133)

See *Teaching tips: Using the Study, practice & remember sections*, page 25.

**Practice 1****ANSWERS:**

1

1 F, T, F    2 F, T, F    3 F, T, T    4 F, T, F

2

1 used to play    2 lived    3 is looking after    4 had started  
5 was reading    6 saw    7 're having    8 Was it raining  
9 Does, belong

**Practice 2****ANSWERS:**

1

2 do you?    3 she is now    4 Has he?    5 Yes, I did.  
6 doesn't she?    7 Haven't you?

2

1 do love    2 does make    3 did hear    4 do think  
5 did wait    6 do speak

3

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

**Remember these words****ANSWERS:**

1

1 competitive    2 to destroy    3 respected, respectful  
4 to support    5 trusted, trusting, trustworthy

2

Students' own answers

3

1 down    2 on    3 on    4 out    5 over

4

1 get lost    2 get the joke    3 got stuck    4 get a better job  
5 got a shock    6 get over it

**Study tips**

These exercises can be done in class or at home. If done for homework, students can bring them to the next class and have a discussion based on their answers.

- Books closed. Ask students to list their three biggest problems with written English and then compare with a partner. Students open their books and discuss which of the things in the list they find difficult.
- Students read the steps then discuss which they already do in pairs. In feedback, ask students to share their ideas, and elicit any other ideas they have for writing more effectively in English.
- Refer students back to the qualities they discussed on page 10 of the Students' Book. Students write their drafts individually and then discuss the differences in pairs.

# 02 UPS AND DOWNS

## OVERVIEW

PAGES 16–17

Vocabulary and speaking: Describing how you feel

Grammar: Forming adjectives

Common European Framework: Students can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.

PAGES 18–19

Reading and speaking: Happiness facts and myths

Common European Framework: Students can read articles concerned with contemporary problems in which the writers adopt particular stances or viewpoints; can express their ideas and opinions with precision.

PAGES 20–21

Listening and vocabulary: Things that make you feel good

Grammar: Forming nouns and gerunds

Pronunciation: Noun suffixes

Common European Framework: Students can summarise extracts from news items, interviews or documentaries containing opinions; can summarise personal opinions about a discussion or interview and answer further questions of detail.

PAGES 22–23

Task: Do a class survey

Common European Framework: Students can carry out an effective, fluent interview, departing spontaneously from prepared questions, and follow up interesting replies.

PAGES 24–25

World culture: The happiness formula

Common European Framework: Students can understand a range of recorded material, including some non-standard usage, and identify attitudes and relationships between speakers.

## Vocabulary and speaking

(PAGES 16–17)

### Describing how you feel

See *Teaching tips: Working with lexis*, page 21.

#### WARM UP

Divide the board in two halves and write *good feelings* at the top of one section and *bad feelings* at the top of the other. Put students into pairs, and ask half of the pairs to brainstorm adjectives to describe positive feelings and the other half to do the same for negative feelings. When they have finished, join pairs from each side into groups. Students share their lists and add to each other's. Elicit the adjectives as a class and write them on the board. Ask students which they are feeling now.

- 1 Students read the facts. Help them with any words they don't understand. They then discuss the questions in small groups. In feedback, nominate students from each group to share their ideas with the class.
- 2a Ask students if they use any phone apps to help with their lifestyle, and if so, to explain them to the class. Check understanding of *to bleep someone*. Students read about the app then answer the questions in pairs before checking answers with the class.

#### ANSWERS:

1 The inventor claims the app will make users more self-aware and able to make better-informed life choices.

2 The app beeps users several times a day and asks them what they are doing. Users then choose a word to describe how they feel and rate the strength of their feelings on a scale of one to five. The inventor says we have a more accurate impression of our feelings during the activity or just after.

3 Students' own answers

- b Students work in pairs to look at the adjectives and check they understand them. If available, allow students to use dictionaries or their mobile phones to help. Check the pronunciation of *awkward* /'ɔ:kwad/, *curious* /'kjʊərəs/, *nervous* /'nɔ:vəs/, *relaxed* /rɪ'lækst/, *uncomfortable* /ʌn'kʌmftəbəl/, *slightly* /'slaitli/ and *extremely* /ɪks'tri:mli/. Check understanding of the adjectives with the class and ask students which they rarely or never feel.
- a Check understanding of *family gathering* and *commuting*. Give students enough time to read, tick the situations and add more. Walk round and help with vocabulary where necessary, writing any new words/phrases on the board.
- b Check students understand that they should work individually to choose two adjectives for each situation and rate each adjective according to its strength.
- 4 Read the example with the class before students work in groups to compare their answers. Circulate and encourage students to ask follow-up questions to find out more information. When they have finished, nominate one or two students to share any interesting information they found out.

#### ADDITIONAL PRACTICE

■ Workbook: Vocabulary: *Describing how you feel*, page 10

## Language focus 1 (PAGE 17)

### Forming adjectives

See *Teaching tips: Using a discovery approach to grammar*, page 20.

- 1 Write on the board: *unsociable* and *cheerful*. Elicit the prefix and the suffix (*un-* and *-ful*), and underline them. Students find five examples of each and then check in pairs. Check answers with the class and build up two lists on the board, under the examples you wrote up at the start.

#### ANSWERS:

Prefixes: bad-tempered, self-aware, better-informed, dissatisfied, impatient, insecure, uncomfortable, unsociable

Suffixes: bad-tempered, compared, better-informed, amused, bored, cheerful, confident, curious, depressed, dissatisfied, enthusiastic, excited, frustrated, grumpy, impatient, insecure, lonely, nervous, panicky, positive, relaxed, sleepy, stressed, uncomfortable, unsociable

## GRAMMAR

### Forming adjectives

- 1 Do an example with the class, then ask students to match the adjectives with the prefixes and suffixes. Check answers with the class.

#### ANSWERS:

un-: uncomfortable, unsociable  
in-: insecure  
im-: impatient  
dis-: dissatisfied  
**self-/good-/well-/better-/bad-/badly-**: self-aware, better-informed, bad-tempered  
-able/-ible: uncomfortable, unsociable  
-ful: cheerful  
-(i)ous: curious, nervous  
-(i)ent: confident, impatient  
-y: grumpy, lonely, panicky, sleepy  
-ic: enthusiastic  
-ure: insecure  
-ive: positive  
-ed: amused, bad-tempered, better-informed, bored, depressed, dissatisfied, excited, frustrated, relaxed, stressed  
-ing: none

- 2a Do this exercise with the class. As you elicit the answers, check students understand that:

-ed describes how we feel  
-ing describes what (or who) makes us feel this way

#### ANSWERS:

1 frustrating 2 frustrated

- b Students work in pairs. In feedback, elicit students' answers and write them on the board.

#### POSSIBLE ANSWERS:

amused/amusing, bored/boring, depressed/depressing, excited/exciting, satisfied/satisfying

You may want to ask students to read Study 1 on page 134 for a more detailed explanation of forming adjectives.

## PRACTICE

- 1a Elicit the first answer as an example. Students complete the text alone then check in pairs. Encourage them to guess the meaning of vocabulary from the context, and to use their dictionaries or mobile phones only if really necessary. Check answers as a class, spelling the words on the board if needed.

#### ANSWERS:

1 fascinating 2 exciting 3 efficient 4 useful  
5 successful 6 talented 7 determined 8 unpopular  
9 dishonest 10 marvellous 11 unsolved 12 pessimistic  
13 optimistic 14 disappointed

- b Students discuss in pairs. Check ideas as a class.

- 2a Refer students back to the Grammar box and ask them to match the adjectives from exercise 1a to the prefixes and suffixes. Explain that this will provide them with a useful reference tool when finished. Check answers with the class.

## ANSWERS:

un-: unpopular, unsolved  
dis-: dishonest  
-ful: successful, useful  
-(i)ous: marvellous  
-(i)ent: efficient  
-ic: optimistic, pessimistic  
-ed: determined, disappointed, talented, unsolved  
-ing: exciting, fascinating

- b Ask the class if they have any other ideas for 'words of wisdom' they'd like to share. Students work in pairs to write their own advice. Walk round and help with ideas and vocabulary, and encourage students to use the adjectives from the lesson. When they are ready, invite students to share their 'words of wisdom' with the class.  
3a Elicit the first one as an example. Students work individually then check in pairs before checking with the class.

#### ANSWERS:

1 overpaid 2 underfed 3 nonstop 4 post-war  
5 pre-arranged 6 self-critical 7 misshaped  
8 pro-government 9 anti-war

- b 2.1 Explain that students will hear eight descriptions of things, and must think of and write down an example of each one. Play the recording, pausing after each sentence to give students time to write their answers.  
c Go over the example with the class, then put students in pairs to compare and explain what they've written. In feedback, nominate students to share any interesting ideas they heard with the class.

#### Practice, exercise 3: Alternative suggestion

In exercise 3b, ask students to write their answers in random places on a piece of paper. In exercise 3c, they show their answers to a partner who guesses what they refer to.

## ADDITIONAL PRACTICE

### Study, practice & remember: Practice 1

Workbook: Language focus 1: *Forming adjectives*, pages 10–11

## Reading and speaking (PAGES 18–19)

### WARM UP

Bring some blank slips of paper to class, and distribute one to each student. Ask them to write something which makes them happy on the paper, but not to write their name. When they have finished, collect all the slips of paper, shuffle them and redistribute them to other students, making sure each student has a different slip of paper. Students then walk around the class and find out who wrote what they have. Encourage students to ask follow-up questions to find out more information. In feedback, ask students to share any interesting information with the class.

- Check understanding of *chase* and *inherit*, and use the photo to explain *butterfly* if students ask. Give students a few minutes to read the quotes, then as a class discuss which ones students agree with most.
- Check understanding of *daydreaming*. Give students enough time to read the statements and decide if they think they're true or false.
- Put students in small groups to compare their answers. Elicit students' predictions as a class and write them on the board.
- Give students a time limit of three minutes to read their articles quickly. They then discuss the questions in pairs. Check answers with the class and tick off the correct predictions on the board.

**ANSWERS:**

All the topics from exercise 2a are mentioned.  
Statements 3, 5 and 8 are true, and 1, 2, 4, 6 and 7 are false.

- 4 Students read their articles again more carefully. In their same pairs, Student A asks one set of questions and Student B the other. Check they understand which questions to ask and answer, then circulate and help where necessary. When they have finished, check answers with the class.

**ANSWERS:**

- 1 It opens up new possibilities and increases the chances of finding luck and friendship.
- 2 The researchers sat in public places in New York holding a sign saying 'Talk to me'. Positive results: they were generally surprised by the kindness of strangers. Negative results: they sometimes encountered hostility and suspicion.
- 3 The activities that make us happy are the ones where we focus on the present, such as exercising or talking to friends.
- 4 Fathers who do less housework are more stressed.
- 5 The amount of housework fathers are doing is increasing, but at a very slow rate. It will be 2050 before men and women are sharing the chores equally.
- 6 No, it doesn't. Although the index focuses on factors like education, health and safety, it shows it takes more than sunny weather to feel happy.
- 7 Because what makes people happy is to earn more than their friends and colleagues.
- 8 No, it isn't. Money has an impact on happiness, because not having enough money definitely makes people miserable.
- 9 People are least happy in cities, and happiest away from cities, particularly in mountains and forests.
- 10 She gave one group of students \$20 to spend on themselves and another group the same amount to spend on other people. Those students who spent the money on others were much happier.
- 11 'Pro-social spending' is what Elizabeth Dunn calls the act of spending your wealth on others rather than on yourself.
- 12 Because it makes you feel happier: it reminds your face muscles what it feels like to smile and smiling reminds you what it feels like to be happy.

**Reading and speaking, exercise 4: Additional activity**

If you have time, give students five minutes to read the other article and underline any new words for them. Students then compare in pairs and discuss what they think they mean. When they have finished, students can ask you about any words they are still not sure about.

- 5 Give students time to read their partner's article quickly, and then choose which set of questions they want to discuss with their partner. Walk round as students discuss the questions and make notes on language for later feedback. When they have finished, nominate students to share ideas with the class then go over any common errors or examples of good language use with the class.

**Find out more** 

Before students go online, elicit some useful search terms they could use related to happiness, e.g. *happiness facts*, *causes of happiness*, *money and happiness*, etc. Students go online in pairs to find out as many interesting facts as they can. Go round and help with any difficult vocabulary and make a note of it to share with the class later. When they have finished, students share their facts with the class.

**Listening and vocabulary (PAGE 20)****Things that make you feel good**

See *Teaching tips: Working with lexis*, page 21.

- 1 Discuss this as a class, checking understanding of the frequent answers where necessary. Elicit any more ideas students have and write them on the board.
- 2a Do the first one as an example, then put students in small groups to categorise the other ideas.

**ANSWERS:**

**things that make people feel good:** financial security, good friendships, a strong relationship/marriage, having variety and excitement in life, my hobbies and interests, being fit, doing something creative

**things that make people feel bad:** lack of sleep/exhaustion, lack of confidence, being unemployed, lack of money

**could be both:** criticism from others, being an employer, not an employee, being a non-conformist, exam stress, paying taxes

- b Look at the examples with the class. Students work in pairs then check answers with the class. Write the opposites on the board.

**POSSIBLE ANSWERS:**

financial security – financial insecurity

a strong relationship/marriage – being single / having casual relationships

having variety and excitement in life – having a dull and boring life

lack of sleep/exhaustion – a good night's sleep

being fit – being unfit

being an employer, not an employee – working for a boss

being a non-conformist – being a conformist

lack of confidence – confidence

exam stress – relaxed attitude to exams

being unemployed – having a job

doing something creative – doing something repetitive/mechanical

- 3a Focus students' attention on the first photo, and elicit some of the students' ideas. Students discuss the other people in pairs. In feedback, ask students to share their ideas with the class, but don't give any answers yet.
- b 2.2 Play the recording for students to check their ideas, then check answers with the class.

**ANSWERS:**

See exercise 4b for full answers.

- 4a Look at the things in the box with the class and elicit what students can remember about each one. Play the recording again for students to listen and take notes. Students check in pairs, but don't check answers with the class yet.
- b In pairs, students use their notes from exercise 4a to summarise the good and bad things about each person's life. Check answers with the class, nominating a different student to summarise each person's information for the class.

**ANSWERS:****Rick**

**Good things:** spending time with his children and watching them grow up, being a non-conformist

**Bad things:** lack of sleep, no time to relax, criticism from wife/family

**Frankie**

**Good things:** an active social life, good friends, intellectual stimulation of philosophy

**Bad things:** loneliness (studying on her own), exam nerves/stress, wanting to meet more people, lack of confidence

**Nancy**

**Good things:** being an employer and not an employee, financial security, having an important role

**Bad things:** firing people, paying taxes, anti-social behaviour on the streets

- 5a** Check understanding and pronunciation of *entrepreneurs* /ɒntrəprə'nɜːz/. Go over the examples with the class and elicit one or two further ideas. Students discuss in pairs. When they have finished, nominate students to share their ideas with the class, and find out if other students agree.
- b** Give students five minutes to make their lists on their own. Walk round and help with vocabulary where needed, writing any new words/phrases on the board. When they are ready, put students in small groups to compare their ideas. In feedback, find out how many things the students have in common.

**ADDITIONAL PRACTICE**

Workbook: Vocabulary: *Things that make you feel good*, page 13

**Language focus 2 (PAGE 21)****Forming nouns and gerunds**

See *Teaching tips: Using a discovery approach to grammar*, page 20.

- 1** Refer students back to the noun phrases in exercise 1 on page 20 of the Students' Book. Students answer the questions in pairs, and then check answers with the class.

**ANSWERS:****1**

**nouns:** financial security, good friendships, a strong relationship/marriage, my hobbies and interests, lack of sleep/exhaustion, criticism from others, lack of confidence, exam stress, lack of money

**gerunds:** having variety and excitement in life, being fit, being an employer, not an employee, being a non-conformist, paying taxes, being unemployed, doing something creative

**2**

-ity, -ship, -age, -iety, -ment, -tion, -ism, -er, -ee, -ist, -ence

**GRAMMAR****Forming nouns and gerunds**

- 1a** Students work individually then check in pairs before checking answers with the class. Go over the language notes and write any further ideas up on the board.

**ANSWERS AND LANGUAGE NOTES:**

**-ness (loneliness)** Further examples: *happiness, kindness, madness*.

(-ness is probably the most common noun suffix in English, and one which English native speakers may add to almost anything to form a noun (often colloquially).)

**-ion/-sion/-tion/-ation (exhaustion, stimulation)** Further examples: *religion, confusion, competition*.

**-ity/-iety/-y (security, variety, family)** Further examples: *curiosity, anxiety*.

**-ment (excitement)** Further examples: *unemployment, disappointment, improvement*.

**-ance/-ence (confidence)** Further examples: *allowance, independence, patience*.

**-our/-iour (behaviour)** Further examples: *colour, saviour*.

**-ism (criticism)** Further examples: *racism, communism, capitalism*.

(-ism usually refers to an ideology or way of thinking.)

**-age (marriage)** Further examples: *average, courage*.

(-age is usually used with abstract nouns.)

**-ship (friendship, relationship)** Further examples: *membership, citizenship*.

**-er (employer)** Further examples: *teacher, driver, cleaner*.

(-er is used for people, as the 'doer' of an action.)

**-ee (employee)** Further examples: *trainee, interviewee*.

(-ee describes someone who 'receives' an action or service.)

**-ist (non-conformist)** Further examples: *artist, capitalist*.

- b** Answer this as a class.

**ANSWERS:**

-er, -ee, -ist

- 2** Students answer the question individually before checking answers with the class.

**ANSWERS:**

lack of sleep/exhaustion, lack of confidence

- 3** Read the examples with the class. Students work in pairs before checking the answer with the whole class.

**ANSWER:**

reduce (the noun form is *reduction*)

- 4** Read the notes and the examples with the class.

You may want to ask students to read Study 2 on page 135 for a more detailed explanation of forming nouns and gerunds.

## PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1 2.3 Check that students understand the concept of stressed and weak forms in spoken English. Play the first word and write it on the board, then elicit the stressed syllable and mark it as an example (*anxiety*). Then play the recording, pausing after each item. Students compare answers in pairs. Check answers as a class.

### ANSWERS:

See 2 for full answers.

The only stressed suffix is ee in *employee*.

- 2 Check students understand that the schwa is a weak form and give a few examples, e.g.

/ə/ /ə/ /ə/ /ə/

America, about, yesterday.

In pairs, students mark where the schwa occurs in the words from exercise 1. If necessary, tell them that not all the words will have a schwa, and if there is one, it won't be in the stressed syllable.

### ANSWERS:

(stresses are underlined, schwa sounds are in **bold**)  
**anxiety**, confidence, conformist, criticism, employee,  
excitement, exhaustion, loneliness, relationship, security

- 3 Play the recording, pausing after each word so that students can practise saying the words. Correct pronunciation if necessary.

## PRACTICE

If you think students need more controlled practice before doing these exercises, they could do Practice 2 on page 135 first.

- 1 Explain that all the words that students need are in the article on page 18 of the Students' Book. Put students in pairs and explain that they should race to see which of them can find all the nouns first. When one student has finished, they can check their answers with their partner. Check answers with the class.

### ANSWERS:

- 1 psychologist 2 pollution 3 overcrowding 4 economist  
 5 well-being 6 reality 7 spending 8 aggression  
 9 violence 10 kindness 11 difference 12 contentment

- 2 Do the first one as an example, and then students complete the text individually before checking in pairs. Check answers with the class.

### ANSWERS:

- 1 happiness 2 health 3 getting 4 fitness 5 enjoyment  
 6 satisfaction 7 doing 8 painting 9 cooking  
 10 gardening 11 Doing 12 loneliness 13 Companionship  
 14 friendship 15 interaction 16 Being 17 stress  
 18 frustration 19 Joining 20 benefits

## ADDITIONAL PRACTICE

- Resource bank: Activity 2A *Who am I?* (Forming nouns and gerunds); Activity 2B *Which stress pattern?* (Stress patterns of verbs, nouns and adjectives); Activity 2C *Prefix and suffix dominoes* (Forming adjectives; Forming nouns and gerunds)

Study, practice & remember: Practice 2

Workbook: Language focus 2: *Forming nouns and gerunds*, pages 13–14; Pronunciation: *Stressed and unstressed syllables in nouns*, page 15

## Task (PAGES 22–23)

### Do a class survey

See *Teaching tips: Making tasks work*, page 23.

### WARM UP

Review the vocabulary students learnt for describing feelings from exercise 2 on page 16 of the Students' Book. Bring or download photos of people showing different emotions and ask students to describe them in pairs, using the adjectives.

## Preparation (PAGE 22)

### Listening

- 1 Focus students' attention on the photos and elicit what the people might be feeling and what might be causing them to feel like this. Go through the questions and check understanding, especially of *giggle* and *give you the creeps*. Ask students which question they think each photo goes with.
- 2 2.4 Tell students not to worry if they don't understand every word, they just need to match the speakers to the questions at this stage. Play the recording for students to match, and then check in pairs. Check answers with the whole class.

### ANSWERS:

Speaker 1: What scares you? – when you find a big spider in the bath, sometimes gets someone else to go in the room before her if she thinks there's a spider there.

Speaker 2: What makes you giggle? – if she's not had much sleep, in a serious situation, now.

Speaker 3: What makes you feel stressed? – he always tries to get somewhere half an hour early, he can't deal with being late.

Speaker 4: What makes you happy? – seeing his boy when he gets home, his laugh.

Speaker 5: What makes you depressed? – there doesn't seem to be a solution, nobody wants those things to exist but they do, as soon as we've cured an illness, another pops up, we're stuck with those things.

- 3 Go over the phrases in the Useful language box, section a and check understanding. You could drill them at this stage so that students get a feel for what they sound like. Students listen and tick the phrases they hear, and then check in pairs. Check answers as a class.

### ANSWERS:

Speaker 1: ... really worries/scares me, My biggest fear is/would be ...

Speaker 2: ... makes me giggle/laugh

Speaker 3: ... makes me happy/really stressed

Speaker 5: I find ... very depressing

## Task (PAGE 22)

### Speaking

- 1a Elicit some ideas for the first question as an example. Students work individually and think of their own answers for all of the questions. Circulate and help with ideas and vocabulary where necessary.
- 1b Go through the questions, then give students plenty of time to think about how to develop their answers. Walk around and answer any queries they may have.

- 2a Assign a question to each student. If you have more students than questions, then you will need to assign some questions more than once. Using the first question as an example, elicit some ideas for follow-up questions, e.g. *How often do you do that? Why does it make you happy?* Refer students to the Useful language box, section b for more ideas for follow-up questions. Give students a few minutes to think of follow-up questions for the question you have given them, and help where necessary.
- b Ask students to stand up to carry out their survey. Students mingle and ask other students their question and take notes. Encourage them to also ask their follow-up questions. Circulate and take notes on their use of language for later feedback.
- 3a If you have a small class, then students can work alone here. Otherwise, students work in pairs with other students who asked the same question. Refer students to the Useful language box, section c and encourage them to think about how they will summarise their findings to the class.
- b Invite students to take turns in presenting their findings to the class, and find out how many answers students had in common. Afterwards, give class feedback on any common errors or examples of good language use from exercise 2b and the summaries.

## Follow up (PAGE 23)

### Writing

- Students choose at least one of the titles and make notes on what happened. Walk round and help with vocabulary, writing any new words/phrases on the board.
- Go through the topics and give students time to write their descriptions but make sure they don't write the title. Go round and help where necessary.
- Put students in groups to share their descriptions and guess the titles. When they have finished, nominate one student from each group to read out their description for the class to guess the title.

#### Share your task

Some additional ideas could include:

- Students prepare visuals such as graphs to illustrate their findings, and film themselves referring to these as they give their talks.
- Students film/record themselves carrying out the survey in the style of a 'vox pop' programme.
- Students choose the most interesting answer they heard and film/record themselves acting it out.

**Motor vehicles:** As of 2010 there are more than a billion motor vehicles in use in the world, not including off-road vehicles and machines used for construction. The country with the highest ownership is San Marino, with an average of 1,263 vehicles per 1,000 people. The lowest ownership is in Togo, with only 2 vehicles per 1,000 people.

**Mobile phones in China:** China is the country with the most mobile phones in use in the world (it also has the world's largest population), with over a billion mobile phones (around one-sixth of all the mobile phones in the world). The largest mobile operator is the state owned 'China Mobile', which has over 500 million subscribers.

## Find out first (PAGE 24)

- Introduce the topic by telling the class about your favourite labour-saving devices and gadgets. If possible, bring one or two to class to show. Students discuss the question in pairs, and then compare ideas with the whole class.
- Students do the quiz in pairs. When they have finished, elicit their ideas but don't check answers yet.
- Students research the questions individually, using the search terms to help, and then check in pairs. Monitor and help with vocabulary where necessary. Check answers with the class, and feed in information from the Culture notes if necessary. If you don't have access to the internet in class, tell your students the answers.

#### ANSWERS:

1 b    2 c    3 b    4 c

## View (PAGE 24)

See *Teaching tips: Using the video material in the classroom*, page 24.

- Go through the words and phrases in the box and check understanding with the class. Students discuss the question in pairs, and then compare ideas with the whole class.
- Go through the questions and check students understand what to watch for. Play the DVD for students to answer the questions. They then check in pairs before checking answers as a class. Check understanding of *sophisticated wizardry* and *a mangle*.

#### ANSWERS:

- It warns us that machines could lead us to misery. We must educate the next generation on the risks and how to design happiness into the future.
- They have failed to give us more free time or make us happy.
- The human contact that is critical to happiness.
- good social relationships; meaning, from religion or a philosophy of life; having interesting goals which use our strengths and abilities
- Students work individually to choose the correct answers, and then check in pairs. Play the DVD again and check answers with the whole class.

#### ANSWERS:

1 new possibilities    2 both    3 less    4 alone  
5 less    6 a recipe for

- Students discuss the questions in small groups. When they have finished, nominate a student from each group to share their answers with the class.

## ADDITIONAL PRACTICE

✉ Workbook: Writing: *A description of something that happened to you*, page 15

## World culture (PAGES 24–25)

### The happiness formula

#### Culture notes

**Televisions per household:** In India, the first television broadcast was in 1959. Today, approximately 50% of households own a television, and average daily viewing time is 2 hours. In the USA, the first television broadcast was in 1928. Today around 99% of households own a television, and the average daily viewing time is nearly 5 hours.

## World view (PAGE 25)

- 5 Focus students' attention on the table and check students are clear about what information to listen for. Ask them to copy the table into their notebooks. Note: If your students ask, Audrey speaks with a slight Scottish accent, and Guillem and Luis speak with a slight Spanish accent.

### ANSWERS:

Jurgen

**Technology mentioned:** instant messaging on your phone, landline, SMS text messaging, voicemails

**Effect on happiness:** positive in general but doesn't like instant messaging

**Reasons:** you can't escape from people, people can tell if you've received their messages or not

Audrey

**Technology mentioned:** dishwasher

**Effect on happiness:** positive

**Reasons:** saves time

Guillem

**Technology mentioned:** communication technology

**Effect on happiness:** positive

**Reasons:** improved communication, has helped his social life

Helen

**Technology mentioned:** catch-up TV

**Effect on happiness:** positive (in a small way)

**Reasons:** you can watch your favourite programmes rather than just what's on

Luis

**Technology mentioned:** computer

**Effect on happiness:** negative

**Reasons:** spends all his time working and looking at the computer, not other things around him

- 6 Students discuss the questions in pairs. When they have finished, nominate students to share their ideas with the class and have a brief class discussion.

## Find out more (PAGE 25)

- 7a Go through the list of titles with the class, and elicit what students know about each one. Discuss their answers to the questions.
- b Students choose one of the surveys and research it online, using the search terms provided and making notes. Circulate and help with vocabulary where necessary.

## Write up your research

- 8 Go through the prompts with the class and elicit ways to finish each one as an example. Students write their paragraphs individually, using their notes from exercise 7b. When they have finished, put students in pairs to check and correct each other's work. In feedback, ask students to share any interesting information they found out.

Students can now do Progress Test 1 on the Teacher's Resource Disc.

## Study, practice & remember

(PAGES 134–136)

See *Teaching tips: Using the Study, practice & remember sections*, page 25.

### Practice 1

#### ANSWERS:

1

1 in 2 un 3 dis 4 un 5 im 6 uni 7 im 8 dis  
9 un 10 in

2

1 against 2 without 3 too confident 4 in advance  
5 after 6 given the wrong information

3

1 talent- 2 pleas- 3 disappoint- 4 import- 5 imagine-

### Practice 2

#### ANSWERS:

1

1 honour 2 depression 3 evidence 4 pessimism  
5 membership 6 movement 7 interviewee  
8 anxiety 9 annoyance 10 tiredness

2

1 childhood 2 creativity 3 friendship 4 anxiety  
5 employee 6 hostility

3

1 go, do 2 Join, meet 3 go, take, spend, sit  
4 Change, lose, go

## Remember these words

#### ANSWERS:

1

2 secure 3 finance 4 intellect 5 panic 6 impatient  
7 hostile 8 enthusiasm 9 curiosity 10 awareness  
11 creativity 12 content, contented 13 optimism/optimist  
14 fitness

2

1 giggle 2 social life 3 security 4 creeps 5 fortune  
6 nap 7 behaviour

## Study tips

When discussing how students use dictionaries, bear in mind that many students may use a dictionary app or website on their mobile phone instead of a traditional dictionary.

- 1 Students work individually then check in pairs. Check answers with the class.

#### ANSWERS:

satisfied, satisfying, satisfies

satisfaction, dissatisfaction

satisfactory (something that seems good enough for a particular situation, opposite unsatisfactory), satisfied (pleased because something has happened as you want, or because you have got what you want, opposite dissatisfied), satisfying (making you feel pleased and happy, opposite unsatisfying)

- 2 Students complete the sentences alone, and then check in pairs. Check answers with the class.

#### ANSWERS:

1 satisfying 2 satisfactory, satisfying 3 dissatisfaction  
4 unsatisfactory 5 dissatisfied

## OVERVIEW

PAGES 26–27

Vocabulary: Mishaps

Grammar: Narrative tenses

Common European Framework: Students can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision.

PAGES 28–29

Task: Tell a story from two points of view

Common European Framework: Students can develop a clear description or narrative, expanding and supporting the main points with relevant detail and examples.

PAGES 30–31

Vocabulary: Crime and punishment

Grammar: Continuous aspect in other tenses

Common European Framework: Students can keep up with an animated discussion, accurately identifying arguments supporting and opposing points of view; can express their ideas and opinions with precision.

PAGES 32–33

Vocabulary: Headlines

Reading and listening: News articles

Common European Framework: Students can scan quickly through long and complex texts, locating relevant details; can quickly identify the content and relevance of news items.

PAGES 34–35

Speaking: Dealing with unexpected problems

Writing: A narrative

Pronunciation: Sounding calm or angry

Common European Framework: Students can explain why something is a problem, discuss what to do next, compare and contrast alternatives; can write clear, detailed descriptions of real or imaginary events and experiences.

## Vocabulary (PAGE 26)

### Mishaps

See *Teaching tips: Working with lexis*, page 21.

### WARM UP

Write *Murphy's Law* on the board, and ask students if they've heard of it. Explain that it states: *If anything can go wrong, it will*. Give some examples, e.g. if you drop buttered toast on the floor, it will land buttered side down. Ask students to think of more examples in pairs, and then share them with the class.

- Focus students' attention on the photos and elicit what's happened in each case. Check understanding of *mishap* (an accident, not usually serious). Give students enough time to read the list of mishaps and check they understand the meanings. Check understanding using focused questions, e.g. *If you lock yourself out of your house, can you get in?* *If you bang your head, does it hurt?*, etc. Give students a few minutes to think of more examples to add to the list then compare in pairs. In feedback, elicit students' ideas and write them on the board.

- Read the example with the class. Students work in pairs to discuss which of the things have happened to them. Encourage students to ask follow-up questions to find out more information. When they have finished, nominate students to share their experiences with the class.

## ADDITIONAL PRACTICE

Workbook: Vocabulary: *Mishaps*, page 16

## Language focus 1 (PAGE 27)

### Narrative tenses

See *Teaching tips: Using a discovery approach to grammar*, page 20.

- 3.1 Ask students to read the questions and topics, and check they know what to listen for. Check understanding of *mashed potato* and *remote*. Students listen, and then check answers in pairs. Play the recording again if necessary. Check answers with the class.

### ANSWERS:

1

Clare: While out on a date, she put sugar on her burger. She was too embarrassed to say anything and ate it all, pretending to enjoy it.  
Luke: While he was standing in as a waiter at a smart dinner event, he tripped and fell and dropped mashed potato on the shoulder of one of the women at the table.

Rachel: Her great aunt and uncle were travelling on the train from Wales to London. When the train stopped at a station, her great aunt got off the train to buy cups of tea from the buffet, came back out through the wrong door onto the opposite platform and boarded a train back to Wales.

2

Clare: sugar, a first date  
Luke: a formal dinner, a spoonful of mashed potato, people wearing evening dress  
Rachel: a station buffet, a great aunt and uncle, a remote part of Wales

- Tell students that they will be summarising the stories after listening again, so they should note down the main points to help them do this. Play the recording again, pausing after each speaker. Students summarise the stories in pairs, then different students summarise each story for the class.

### POSSIBLE ANSWERS:

Clare: While out on a date, she went to a burger restaurant. Feeling nervous and excited, she put sugar instead of salt on her burger by mistake. She was too embarrassed to say anything and ate it all, pretending to enjoy it. She doesn't know whether her companion noticed or not.

Luke: He was working in a hotel, serving in the bar, when he was asked to stand in as a waiter at a formal dinner event. He was feeling stressed and he tripped and fell and dropped mashed potato on the shoulder of a smartly-dressed woman at the table.

Rachel: Her great aunt and uncle were travelling on the train from Wales to London. When the train stopped at a station, her great aunt got off the train to buy cups of tea from the buffet, came back out through the wrong door onto the opposite platform and boarded a train back to Wales. She spent a lot of time looking for her husband before realising what had happened. It was so stressful that that they stopped travelling completely after that.

- 3a Elicit the first answer as an example. Students work individually, and then check in pairs. Don't check answers with the class yet.
- b 3.2 Play the recording for students to check their answers, then check answers with the class.

#### ANSWERS:

1 was talking    2 had happened    3 had been working  
 4 hadn't done    5 was serving    6 had been travelling  
 7 was going

## GRAMMAR

### Narrative tenses

Students should already be quite familiar with the Past simple, Past continuous and Past perfect. This will help them understand the Past perfect continuous.

- 1 Students work in pairs to read the information and complete the table. Refer them to sentences 1–7 in the previous exercise for help and examples. Check answers with the class.

#### ANSWERS:

| Past simple<br>verb + -ed (regular verbs)    | Past continuous<br><i>was/were + verb + -ing</i>           |
|--|--|
| I got confused                               | I was talking  |
| I never admitted                             | I was serving  |
| they had a big dinner event                  | which was going back to Wales                              |
| They asked me to wait on the tables          |  |
| I was very nervous                           |  |
| I tripped and fell                           |  |
| the train stopped                            |  |
| She got on another train                     |  |
| Past perfect<br><i>had + past participle</i> | Past perfect continuous<br><i>had + been + verb + -ing</i> |
| what had happened                            | I had been working   |
| I hadn't done                                | They had been travelling for a while                       |

- 2 Students do this in pairs, then check the answers with the class.

#### ANSWERS:

1 past continuous    2 past simple    3 past perfect  
 4 past perfect continuous

Check students understand that:

- the Past simple and Past perfect describe whole, completed actions.
- the Past perfect is used to make it clear that the action happened before another action in the past.
- the Past continuous and Past perfect continuous show duration.
- the Past continuous in sentence 5 shows the action was interrupted.
- the Past perfect continuous in sentences 3 and 6 shows duration which gives the background to the story.

You may want to ask students to read Study 1 on page 137 for a more detailed explanation of narrative tenses.

## PRACTICE

- 1a Elicit the first answer as an example. Students complete the stories individually then check in pairs. With weaker classes, play the first story on recording 3.3 for students to listen, complete and check answers. This will give them an example for the next story.
- b 3.3 Play the recording for students to check their answers. Check answers with the class, and elicit why each form is used.

#### ANSWERS:

1 was reading    2 became    3 was coming / came    4 gave  
 5 looked    6 hadn't been / wasn't    7 was coming  
 8 was lying    9 was driving    10 entered    11 hadn't noticed  
 12 carried on    13 ran out    14 was    15 decided  
 16 had only been waiting / had only waited    17 saw  
 18 were wearing    19 seemed    20 realised    21 had driven

- 2a Tell students that they are going to talk in detail about a mishap. They could either choose one of the mishaps they discussed in exercise 2 on page 26, or choose a different one. Go through the questions, and then give students enough time to plan what they are going to say. Walk round and help students with vocabulary, writing any new words/phrases on the board.
- b Students write their story, using their notes. Monitor and help where necessary. When they are ready, students take turns to read their story to the class. Ask other students to listen and choose the funniest, unluckiest, most shocking, etc.

#### Practice, exercise 2b: Alternative suggestion

Do this as a speed writing exercise. When students have finished planning what they are going to write, explain that you are going to give them five minutes to write their texts. Use a timer or clock and count down the time as they write (the aim here is to create a bit of pressure). When the time is up, tell them to stop writing. Give them one minute more to go back and make any changes or corrections they want to, but they mustn't write any more at this point. Students then swap texts with another student, who checks their use of narrative tenses and gives suggestions about how to improve the text. Students then write a final draft in class or for homework.

## ADDITIONAL PRACTICE

- Resource bank: Activity 3A *Sidney and the circus* (Narrative tenses)  
 Study, practice & remember: Practice 1  
 Workbook: Language focus 1: *Narrative tenses*, pages 17–18

## Task (PAGES 28–29)

### Tell a story from two points of view

See *Teaching tips: Making tasks work*, page 23.

## Preparation (PAGES 28–29)

### Listening

- 1a In pairs, students describe the pictures on pages 28–29. Introduce the characters and explain that students need to know the vocabulary in the box to understand the story. Students match the words to the pictures, and then check in pairs. Check the answers with the class, and check the pronunciation of *slippery* /'slɪpəri/ and *sway* /swεɪ/.

**POSSIBLE ANSWERS:**

laugh your head off – D  
 a police car – F  
 break into a car – C  
 a slippery road – B  
 swear – B  
 thick ice – B  
 sway all over the place – B  
 a police cell – G  
 be drunk – D  
 a steep hill – B

- b Ask students to discuss their ideas for the story. Get a few ideas from the class and point out the old lady at the window. Ask what students think she is thinking and doing. Do not give answers at this stage.
- 2 3.4 & 3.5 Put the students into two groups (A and B) to listen to Bill's account and the old lady's account of events. Choose one student in each group to control the recording, and send them to a quiet place to listen to it. Tell students to make notes and to listen as many times as necessary. If a group finishes quickly, put the students in pairs to practise telling the story.

**Task (PAGES 28–29)****Speaking**

- 1 Put students into pairs from their own group. Introduce the phrases in the Useful language box, sections a and b and give students a few minutes to think about how to use them. Give students time to practise retelling their accounts. Walk round the room providing further vocabulary and helping with any misunderstandings.
- 2a Put students into pairs, one from each group, and ask them to take turns telling each other their stories. Walk round the class and note common problems with the use of narrative tenses.
- b Go through the phrases in the Useful language box, section c. Give students time to compare the two accounts and make a list of the differences and missing information. Get class feedback and write their ideas on the board.
- 3 Put students into new pairs to discuss the questions. Check ideas and opinions as a whole class.

**Share your task**

Some additional ideas could include:

- Students act out the stories in groups and film/record them.
- Students create sound effects or play background music while they tell the stories.
- Students film/record themselves telling the story from the point of view of another character in the story, e.g. the police officer.

**Vocabulary (PAGE 30)****Crime and punishment**

See *Teaching tips: Working with lexis*, page 21.

- 1 Write *crime* on the board in big letters. Put students in pairs and tell them they have two minutes to write the words for as many crimes as possible. When they have finished, invite students to write their answers on the board. Check spelling with the class.

**POSSIBLE ANSWERS:**

anti-social behaviour, arson, assault, break-in, car-jacking, driving offences, drug offences, embezzlement, forgery, fraud, gun crime, perjury, rape, sexual assault, theft

**Vocabulary, exercise 1: Additional activity**

In feedback, ask one student from each pair to come to the board, but without their answers. The students who remain seated must call out the answers for their partners to write on the board. You could also play some fairly loud music at this point to make sure students pronounce the words clearly and listen carefully.

- 2a Tell students they should just check the meaning of the words and phrases in bold at this stage, not answer the questions. They can use dictionaries or mobile phones. Be prepared to explain and give examples where necessary, and check the pronunciation of *prosecuted* /'prəʊsɪkju:tɪd/, *fraud* /frə:d/ and *evicted* /ɪ'vektɪd/.
- b Students do the questionnaire individually.
- 3a Put students into small groups to compare their answers. Walk round and encourage students to give reasons for their choices and ask follow-up questions. When they have finished, find out which answers were most common by a show of hands.
- b Students discuss the questions in the same groups. In feedback, nominate students from each group to share their ideas with the class.
- 4a Refer students back to the list of crimes that they made in exercise 1. Students write the questions in pairs. Circulate and help where necessary.
- b Put two sets of pairs together to ask and answer their questions. When they have finished, ask each group to summarise their discussion for the class.

**ADDITIONAL PRACTICE**

Workbook: Vocabulary: *Crime and punishment*, page 18

**Language focus 2 (PAGE 31)****Continuous aspect in other tenses**

See *Teaching tips: Using a discovery approach to grammar*, page 20.

- 1 Students work individually to do the activity. Check answers as a whole class.

**ANSWERS:**

1 lost    2 be reading    3 spelt    4 break    5 been drinking, stolen

## GRAMMAR

### Continuous aspect in other tenses

1 & 2 Students complete the table in the Grammar box. Check they have completed it correctly, and then ask them to discuss the question. Go through the answers with the class.

#### ANSWERS:

1

|  |  |
|--|--|
| <b>Present perfect simple</b><br>have/has + past participle<br>I've lost<br>you've spelt<br>someone has stolen | <b>Present perfect continuous</b><br>have/has + been + -ing<br>I haven't been drinking |
| <b>Future simple</b><br>will + infinitive (without to)<br>you'll break   | <b>Future continuous</b><br>will be + -ing<br>will be reading                          |

2 The continuous form shows duration or repetition.

Highlight the contractions in the examples in the table. Also, point out the word order in questions, and the contractions in negative forms. For example:

*Have you hurt yourself? / No, I haven't.*

*How long have they been waiting? / They haven't been waiting long.*

*When will you be home? / I won't be late.*

*Will you be waiting? / Yes, I will.*

You may want to ask students to read Study 2 on page 138 for a more detailed explanation of the continuous aspect in other tenses.

## PRACTICE

- 1 Do the first one as a class and check understanding by asking: *Is it an instant action or does it show duration?* Give students time to complete the other conversations in pairs, and make sure they discuss why they have chosen each particular option. Check answers and elicit the reason for each.

#### ANSWERS:

- 1 have been rowing (a repeated action / action that went on for some time)
- 2 be lying (an action that will go on for some time)
- 3 broken, dropped (single events)
- 4 be doing (an action that will go on for some time)
- 5 lose (a single event)
- 6 run out, get (single events)

- 2a ① 3.6 Play the recording, pausing after each part to let students note their ideas. Put students into pairs to compare. If they have problems, play the recording again, pause after each part and give more time for students to decide.

- b ① 3.7 Play the recording without stopping. Ask students how many questions they guessed correctly. Play the recording again, pausing after each part to let students write the questions down. Check as a whole class.

#### ANSWERS:

- 1 What have you been doing this morning?
- 2 How long have you been learning to drive?
- 3 What will you be doing at eight o'clock this evening?
- 4 What will you be wearing tomorrow?
- 5 How long have you been living in your present flat?
- 6 What will you be doing this time tomorrow?

- c Explain that students are going to ask each other the questions. Go through the example and give them time to change the questions as necessary. Put them into pairs and ask them to note their partner's answers. Finally, ask a few students to tell the class something interesting they learnt about their partner.

## ADDITIONAL PRACTICE

- Resource bank: Activity 3B *Continuous snakes and ladders* (Narrative tenses; Continuous aspect in other tenses)

Study, practice & remember: Practice 2

Workbook: Language focus 2: *Continuous aspect in other tenses*, page 19

## Vocabulary (PAGE 32)

### Headlines

See *Teaching tips: Working with lexis*, page 21.

### WARM UP

Write the following questions on the board:

*How do you usually find out the news? In a newspaper, online, on the TV or somewhere else?*

*What's your favourite newspaper / news website? Why do you like it?*

Students discuss the questions in small groups. In feedback, nominate a student from each group to share their answers with the class.

- 1 Check understanding of *maze*. Students work in pairs to explain the stories. Don't deal with the vocabulary yet, just ask students to explain as much as they can. Check their ideas with the class.
- 2a Students match the words individually, and then check in pairs. Check answers with the class, and answer students' questions about any of the other vocabulary.

#### ANSWERS:

- 2 vows    3 set to    4 Death toll    5 calls

- b Discuss this question as a class.

#### ANSWER:

They are shorter and have greater impact.

- 3 Students discuss the questions in pairs. When they have finished, check answers with the class and ask if headlines are the same in the students' own languages.

#### ANSWERS:

- 1 Present simple
- 2 with the infinitive with *to*, e.g. *set to cause*
- 3 all of these except nouns and noun phrases

### Vocabulary, exercise 3: Additional activity

Bring or download real headlines from newspapers and/or news websites for students to study and refer to after answering the questions in exercise 3.

## ADDITIONAL PRACTICE

- Workbook: Vocabulary: *Headlines*, page 19

## Reading and listening (PAGES 32–33)

### News articles

- 1 Focus students' attention on the headlines and the introductions in bold, and read the example with the class. Students discuss what they think the stories are about in pairs. In feedback, elicit students' ideas and write them on the board.
- 2a Elicit the first answer as an example. Students work individually then check in pairs. Don't check answers with the class yet.
- 2b Emphasise that students should just read the articles quickly in order to check their answers to exercise 2a. Set a time limit of three minutes for them to do this. Check answers with the class.

#### ANSWERS:

- 1 a prize – A    2 reactor – C    3 privacy – B    4 account – B  
 5 person – A    6 divorce – B    7 atom – C    8 materials – C  
 9 debt – A

- 3a Students work individually. Make sure they identify the line which gives them the answer in each case, as well as deciding if the statement is true or false.
- b Students check answers in pairs before checking with the whole class.

#### ANSWERS:

- 1 F ('took it home to her husband ... They discovered that it was a winning ticket')  
 2 F ('Police have now frozen the remaining £15,000')  
 3 T ('Fortunately ... she had kept the receipt')  
 4 T ('we remind players it is their responsibility to keep tickets safe')  
 5 F ('faces up to five years')  
 6 T ('were still living under the same roof')  
 7 T ('Clara was having an affair with her former husband')  
 8 F ('38 percent ... had spied on their partner's email')  
 9 T ('Sweden's radiation authority was first alerted ... by Handl himself')  
 10 T ('posting regular updates on his blog')  
 11 T ('radioactive materials were confiscated')  
 12 F ('he has promised to stick to reading books about physics')  
  
 4 Students discuss the questions in pairs. When they have finished, nominate students to share their ideas with the class and find out if other students agree. Don't give any answers yet.  
 5a 3.8 Play the recording for students to check their answers to exercise 4.

#### ANSWERS:

Richard Handl was not charged.  
 Amanda and Michael Stacey got suspended sentences of 11 months in jail. The charges against Leon Walker were dropped.

- b Students listen again and make notes on any other information, then check in pairs. Go through the answers with the class.

#### ANSWERS:

See the audio script on pages 169–170 of the Students' Book.

- 6 Put students in small groups to discuss the questions. In feedback, nominate students from each group to share their answers with the class.

## Language live (PAGES 34–35)

### Speaking (PAGE 34)

#### Dealing with unexpected problems

- 1a 3.9 Focus students' attention on the photo and elicit what the problem might be. Explain that students are going to hear about unexpected problems in three places. Play the recording, pausing after each part to let students note their answers. Check as a class.

#### ANSWERS:

**Conversation 1:** takes place on a train. The train passenger doesn't have a ticket and the ticket inspector wants to fine him, even though the passenger is willing to buy a ticket.

**Conversation 2:** takes place in a museum. The women didn't realise that the man showing them round the museum wanted to be paid for his services.

**Conversation 3:** takes place in a restaurant. Ms Pole had booked a table in a restaurant, but she arrives late and the restaurant have given her table away.

- b Give students a few minutes to read the extracts and try to complete them from memory, then play the recording, pausing after each extract for students to write their answers. Students check in pairs, then play the recording again if necessary. Check answers with the class.

#### ANSWERS:

- 1 understand that    2 make, suggestion, don't    3 ridiculous  
 4 misunderstanding, realise    5 that's fair    6 don't understand  
 7 mean    8 my fault    9 can see, need, speak

- 2 Read the example with the class. Students discuss the question in pairs. When they have finished, nominate students to share their ideas with the class and find out if other students agree.

### PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1 3.10 Play the recording then answer the question as a class. Elicit what makes the speaker sound calm or annoyed.

#### ANSWER:

Calm the first time, angry/annoyed the second time.

- 2a 3.11 Refer students back to the sentences in exercise 1b. Play the recording, pausing after each one to elicit how the speakers feel.

#### ANSWERS:

- 1 calm    2 angry/annoyed    3 angry/annoyed    4 calm  
 5 angry/annoyed    6 angry/annoyed    7 calm    8 calm  
 9 angry/annoyed

- b Play the recording again, pausing after each sentence for students to repeat. Drill if necessary.

- 3a Students work in pairs to read the situations then decide what to say in each one. Elicit ideas as a class.

- b Give students time to choose a situation and to prepare their conversations. Circulate, providing vocabulary and language as needed. Ask the pairs to practise their conversations for five minutes. Correct pronunciation and language use.

- c Ask for volunteers to act out their conversations.

**ADDITIONAL PRACTICE**

- Resource bank:** Activity 3C *Problems, problems!* (Dealing with unexpected problems)

**Writing (PAGE 35)****A narrative**

- 1 Tell students not to pay attention to the gaps at this stage, just to read the story and choose the most suitable titles. Set a time limit of two minutes for this. Check answers with the class.

**ANSWERS:**

Suitable titles:

The most frightening day of my life

A day I'll never forget

- 2 Students answer the questions in pairs before checking with the class.

**ANSWERS:**

- 1 At a travel agency, where the narrator had gone to pay for the tickets for a planned holiday.
- 2 The narrator and her baby, the staff at the travel agency, the other customers and the armed robbers.
- 3 The narrator had gone to the travel agency to pay for their family holiday. A group of men walked in and the staff and customers started handing over their possessions and going into a small bathroom at the back. The men, who were carrying guns, gestured to the narrator to go in as well, but they didn't take anything from her. While they were all locked in the bathroom, the robbers started searching the place and the people in the bathroom did their best to keep the baby quiet. Once the robbers had gone, they shouted for help and the police eventually arrived.
- 4 To start with, the narrator was excited at the thought of the holiday. As the events unfolded, she felt terrified.
- 5 Someone heard their cries for help and called the police.

- 3 Elicit the first answer as an example. Students complete the rest of the text individually then check in pairs. In feedback, elicit the answers and check understanding of the phrases.

**ANSWERS:**

- 1 Several years ago
- 2 it all happened when
- 3 both
- 4 Very quickly
- 5 at this point
- 6 both
- 7 possibly
- 8 Ironically
- 9 both
- 10 both
- 11 forever
- 12 both
- 13 both
- 14 fortunately

- 4a Give students time to think about their experiences and choose one to write about. As they make notes, walk round and help with vocabulary, writing any new words/phrases on the board.

- b Go through the checklist with the class. Students write their first drafts. Circulate and help where necessary, and check students are using narrative tenses correctly.

- 5 Put students in pairs to swap stories and suggest improvements.

- 6 Students write their final drafts. When they have finished, collect their stories and pass them round the class. Students read each other's stories, and choose their favourite.

**Writing, exercise 6: Alternative suggestion**

Set up a class blog, and ask students to post their stories as blog posts. You could then ask another class to read the stories and vote for the best one.

**ADDITIONAL PRACTICE**

- Workbook:** Language live: *Dealing with unexpected problems*, page 21; Pronunciation: *Identifying the speaker's feelings*, page 21; Writing: *A narrative*, page 21

**Study, practice & remember**

(PAGES 137–139)

See *Teaching tips: Using the Study, practice & remember sections*, page 25.

**Practice 1****ANSWERS:**

- 1
- 2 that we had met before
- 3 They had been waiting
- 4 they had never seen
- 5 it had been snowing
- 6 John still hadn't decided
- 7 they had only known each other

**2**

- 1 was travelling
- 2 happened
- 3 had been flying
- 4 suddenly started
- 5 ran
- 6 got
- 7 had been sitting
- 8 explained
- 9 were flying
- 10 asked

**3**

- 1 was working
- 2 knocked
- 3 I'd been living
- 4 hadn't seen
- 5 I asked
- 6 He looked
- 7 pulled

**Practice 2****ANSWERS:****1**

- 1 hurt
- 2 been running
- 3 was drying
- 4 bought
- 5 finished
- 6 be travelling
- 7 won
- 8 been raining

**2**

- 1a Kristina is away at the gym right now.
- 1b Kristina regularly goes to the gym, but isn't necessarily there right now.
- 2a He changed his mind once, over a particular matter.
- 2b He changed his mind several times.
- 3a She did it once or twice.
- 3b She did it regularly, over a period of time.
- 4a The report will be completed by the end of the weekend.
- 4b I will work on the report at the weekend, but I won't necessarily complete it.
- 5a Seeing him made me decide to leave.
- 5b I had already decided to leave and was saying goodbye, and then he arrived.

**3**

- 1 b
- 2 c
- 3 c
- 4 a
- 5 c
- 6 a
- 7 a
- 8 b
- 9 c
- 10 a

**Remember these words****ANSWERS:****1**

- 1 hair
- 2 our ID
- 3 a glass of wine
- 4 the pavement
- 5 taxi
- 6 his train
- 7 a drink

**2**

- 1 loss
- 2 plagiarise
- 3 possession
- 4 violation
- 5 warn
- 6 confusion
- 7 fraudulent

**3**

- 1 over
- 2 off
- 3 out
- 4 off
- 5 down
- 6 out

## Study tips

- 1 Ask the class if they know what collocations are, then read the explanation together.
- 2 Refer students back to the articles on page 33, and give them a few minutes to find the collocations. They check in pairs before checking answers as a class.

**ANSWERS:**

call the police  
take immediate action  
winning ticket  
online survey

- 3 Ask students to underline the collocations they find, and then check in pairs. Check answers with the class.

**ANSWERS:**

tax fraud / insurance fraud / credit card fraud / electoral fraud / be found guilty of fraud

- 4 Go through the examples with the class, then refer students back to the article on page 18. Give them time to find collocations then check in pairs. When they have finished, elicit what they found and write the collocations on the board.

Explain that underlining collocations like this in articles and dictionaries is a really useful way to significantly build their vocabulary.

# 04 YOUR MIND

## OVERVIEW

PAGES 36–37

Vocabulary and listening: Mental skills

Grammar: Use and non-use of the passive

Common European Framework: Students can understand the main ideas in complex texts on both concrete and abstract topics.

PAGES 38–39

Reading and speaking: What shapes our personality?

Pronunciation: Word stress

Wordspot: *mind*

Common European Framework: Students can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints; can participate actively in routine and non-routine formal discussions.

PAGES 40–41

Grammar: Passive forms with *have* and *get*

Listening and vocabulary: Personal characteristics

Common European Framework: Students can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life.

PAGES 42–43

Task: Choose people to go on a space mission

Common European Framework: Students can explain why something is a problem, discuss what to do next, compare and contrast alternatives.

PAGES 44–45

World culture: Nature or nurture?

Common European Framework: Students can understand a range of recorded material, including some non-standard usage, and identify attitudes and relationships between speakers.

## Vocabulary and listening (PAGES 36–37)

### Mental skills

See *Teaching tips: Working with lexis*, page 21.

#### WARM UP

Put students in pairs. Read the following riddle to the class, and ask if they can solve it:

*Mary's mother has four children. The first child is called April. The second child is called May. The third child is called June. What is the name of the fourth child?*

(Answer: Mary)

If they don't know the answer, then tell them. Ask what kind of skill this question tests (*logic*).

- 1a Go through the mental skills with the class and check understanding. Check pronunciation of *spatial* /'speɪʃəl/. Students rank their skills.
- b Students work in pairs to compare their answers. When they have finished, find out the most common strongest and weakest skills by a show of hands.
- 2 Students do the quiz individually, then compare answers in pairs and decide which skill each question is testing. Don't give any answers yet.

- 3 4.1 Play the recording, pausing after each section, for students to check their answers. Check answers with the class.

### ANSWERS:

Answers to the quiz:

1 80

3 30

6 First you take the goat across, leaving the wolf and the cabbage. Then you go back, and take the wolf across. Then you go back again, taking the goat with you. After this, you take the cabbage across, leaving the goat on the side where you started. Then you go back again, leaving the wolf with the cabbage. Finally you take the goat across again.

Analysis of the quiz:

- 1 logic, mathematical skills
- 2 memory
- 3 visual/spatial intelligence
- 4 emotional intelligence
- 5 creativity and imagination
- 6 problem-solving skills, logic
- 7 creativity and imagination

- 4 Students discuss the questions in pairs. When they have finished, nominate students to share their ideas with the class.

## ADDITIONAL PRACTICE

Workbook: Vocabulary: *Mental skills*, page 22

## Language focus 1 (PAGE 37)

### Use and non-use of the passive

See *Teaching tips: Using a discovery approach to grammar*, page 20.

- 1a Check students know how to form the passive by writing the following sentence on the board: *They grow coffee in Brazil*. Ask how to say the same sentence starting with *Coffee ...* and write the sentence on the board. Check the use of *be* + past participle. Students complete the sentences individually then check in pairs. Don't give any answers yet.
- b 4.2 Play the recording, pausing after each sentence for students to check their answers. Check answers with the class.

### ANSWERS:

- 1 is designed, are required
- 2 remembered
- 3 group
- 4 be rotated
- 5 easily be taught
- 6 should discuss
- 7 should not be bribed
- 8 has been shown
- 9 say

- 2 With weaker classes, write the following on the board first:  
*modal passive = modal + be + past participle*  
*passive infinitive = (to) be + past participle*  
Give students time to find the examples then check answers with the class.

### ANSWERS:

Modal passive: should not be bribed

Passive infinitive: be rotated, be taught

## GRAMMAR

### Use of the passive

- 1 Explain that students are going to revise and learn more about the passive, and put them into pairs to discuss the statements. Check answers with the class and go through the language notes.

#### ANSWERS AND LANGUAGE NOTES:

Statement 4 isn't true.

(Statements 1 and 2 – In English, word order is very important, as verb forms don't have many endings. Because of this, the subject has more importance and focus.)

Statement 5 – This is true because the passive sounds impersonal, which makes these types of texts sound more factual.)

- 2 Answer this question as a class.

#### ANSWER:

8 It has been shown in studies ...

- 3 Read the example with the class, then ask students to find a similar example in exercise 1a. Check the answer with the class.

#### ANSWER:

1 ... the mathematical skills that are required are not ...

### Alternatives to the passive

- 4 Read through the information and ask students to find the examples in exercise 1a, then compare in pairs. Check answers with the class.

#### ANSWERS:

- 2 ... that people remember ... (= that is remembered by people)  
 3 ... if you group all the similar items ... (= if all the similar items are grouped)  
 9 They say that the strongest power we possess ... (= the strongest power we possess is said to be)

Point out that the active sentences in exercise 1a are more conversational and less formal than the passive alternatives. In informal conversation, we tend to use an alternative to the passive if there is one. So *you* means 'anyone'; *they* means 'people' or 'the authorities' or 'the people who are responsible for this'; *people* means 'the people who know this' or sometimes 'people in general'. The pronoun *we* can be used to replace the passive in a similar way. As English becomes less formal, these forms are increasingly used in written texts.

You may want to ask students to read Study 1 on page 140 for a more detailed explanation of use and non-use of the passive.

## PRACTICE

If you think students need more controlled practice before doing these exercises, they could do Practice 1 on pages 140–141 first.

- 1 Introduce the text by writing *IQ* on the board and asking students if they know what it stands for (*intelligence quotient*). Ask students if they know what their IQs are. Students complete the text alone then check in pairs. Check answers with the class. With stronger classes, ask them to tell you why the passive is or isn't used in each case. Remind students of the form of relative clauses with the passive, using the example from section 3 in the Grammar box. Students then work in pairs to decide which relative clauses can be shortened.

#### ANSWERS:

- 1 can be measured
- 2 is said
- 3 had not been invented
- 4 is thought
- 5 would probably score
- 6 has ever been recorded (can also be shortened to: *The highest IQ that has ever been recorded was ...*)
- 7 is said
- 8 was measured
- 9 is generally regarded (can also be shortened to: *Kim Ling-Yong, who is generally regarded as the ...*)
- 10 was made
- 11 appeared
- 12 attended
- 13 was invited
- 14 chose
- 15 missed

- 2 Refer students to the exercise on page 126. Put students into pairs and do the first example as a whole class, highlighting how the form changes. Tell students to help each other with vocabulary, or use their dictionaries or mobile phones if necessary. Check answers as a whole class. If students have found this difficult, write some of the active sentences and their passive equivalents on the board. Then highlight the changes by eliciting the form from the students.

#### ANSWERS:

- 2 You can only see brain cells with a microscope.
- 3 We still don't know exactly how many aspects of the human brain work.
- 4 People often think that the right side of the brain is the 'artistic' side.
- 5 In fact, we use both sides of the brain when we listen to music.
- 6 Someone has calculated that messages in the brain travel at over 250 kilometres per hour!
- 7 In ancient times, people believed that the purpose of the brain was to cool the blood.
- 8 They are doing research into how the brain is formed.

## ADDITIONAL PRACTICE

-  Resource bank: Activity 4A *Passive scrabble* (Use and non-use of the passive)  
 Study, practice & remember: Practice 1  
 Workbook: Language focus 1: *Use and non-use of the passive*, pages 22–23

## Reading and speaking (PAGES 38–39)

- 1a Books closed. Write *Nature or nurture?* on the board and ask students to discuss what they understand by this. When they have finished, elicit their ideas as a class.  
 b Students read the sentences and then decide in pairs which theory they support. Check answers with the class.

#### ANSWERS:

- 1 nature    2 nurture    3 nature    4 nurture

- 2a Focus students' attention on the pictures and elicit what students think they show. Give students enough time to read the article then match the pictures to four of the paragraphs. They then check in pairs before checking answers as a class. Check understanding of *leeches* and *roots* (*origins*) and understanding and pronunciation of *phlegm* /flem/.

**ANSWERS:**

A 1 B 2 C 3 D 7

- b Students discuss in pairs before sharing ideas with the class.
- 3 Give students time to check the meaning of the words in bold with dictionaries or mobile phones, then check understanding as a class. Students read the text again and answer the questions, then check in pairs. Check answers with the class.

**ANSWERS:**

- 1 bile: depression and irritability; blood: brave and hopeful  
 2 until the 19th century  
 3 Because they thought the brain affected the shape of the head and phrenologists could give some insights into people's suitability for a job or as a marriage partner.  
 4 Students' own answers. (Skinner thought a child's mind was a blank slate and that its educators' influence was all important.)  
 5 In both cases, their parents are to a certain extent held responsible.  
 6 Because it shows that the behaviour of normal, healthy people can change according to circumstances and the environment. It has become infamous because it was shocking to see ordinary people's behaviour so quickly changing for the worse.  
 7 No, they shouldn't, because the influence of the environment is held to count for more than the genes. In practice, striking similarities emerge, showing the importance of genes.

**Find out more** 

Students work in pairs to search online about the topic and note any interesting facts they find. Note that an image search for this topic also throws up interesting results, so alternatively you could ask students to choose an image they find and download it to show to the class and explain what it shows and why they like it.

- 4 Put students in small groups to discuss the questions. In feedback, nominate students from each group to share their ideas with the class.

**PRONUNCIATION**

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1  4.3 Ask students to read the words and mark where they think the stress is, then play the recording for students to check their ideas. Check answers with the class, then play the recording again, pausing after each word for students to repeat.

**ANSWERS:**

psychologist, scientist, environment, medicine, theory, ethics, genes, analysis, experience, neurotic, experiment

**Wordspot** (PAGE 39)***mind***

See *Teaching tips: Working with lexis*, page 21.

**WARM UP**

Write *mind* on the board and put students in pairs to think of phrases which include this word. Elicit their answers and write them on the board.

- 1 Focus students' attention on the diagram and explain that *mind* can be used as a verb, as a noun and in compound adjectives. Give an example of these from the diagram. If you think your class will find this exercise difficult, check that students understand the language in the explanations and the phrases in the diagram, or ask them to use their dictionaries or mobile phones. You may need to check the meaning of *it doesn't concern you*, *unprejudiced*, *a pan and brush* and *ceiling*. Go through the example with the class and tell students they might need to change the form of the phrase. Then give students a few minutes to complete the exercise. Check answers as a whole class.

**ANSWERS:**

- 2 open-minded, make up your mind 3 my mind went blank  
 4 speak their mind 5 something on your mind 6 I don't mind  
 7 Never mind 8 changed my mind 9 Would you mind moving  
 10 absent-minded 11 Mind your head

- 2  4.4 Explain that students will hear three short conversations that end with one of the phrases from the diagram in exercise 1, but that they'll hear a beep instead of the phrase. Play the recording, pausing after each beep. Check answers with the class.

**ANSWERS:**

- 1 speak your mind 2 I don't mind 3 absent-minded

- 3 Students work in pairs to prepare three conversations like the ones in exercise 2. Emphasise that they should make the situation and the characters' moods clear. While they are writing, walk round the class, helping with vocabulary, checking that their conversations clearly illustrate the *mind* phrases, and correcting if necessary. If some students finish early, ask them to write more conversations. For feedback, ask a few pairs to read one of their conversations to the class.

**Wordspot, exercise 3: Alternative suggestion**

When students have prepared their conversations, join pairs into larger groups. Students read out their conversations but replace the phrases with *mind* with a 'beep', as in exercise 2. Other students listen and guess the phrase.

**ADDITIONAL PRACTICE**

-  Resource bank: Activity 4B *It's all in the mind (mind)*  
 Workbook: Wordspot: *mind*, page 25

**Language focus 2** (PAGES 40–41)**Passive forms with *have* and *get***

See *Teaching tips: Using a discovery approach to grammar*, page 20.

**WARM UP**

Ask students to think of films they've seen which are set in the future, and to think about what predictions they make. Write their ideas on the board and compare them with the predictions in the article on page 40 after exercise 1.

- 1 Students read the text then discuss in pairs which predictions they think will come true. When they have finished, nominate students to share their ideas with the class. Check understanding of *get rid of* and *plant an idea*.
- 2 Students discuss the questions in pairs, and then share ideas as a class.

## GRAMMAR

### Passive forms with *have* and *get*

1–3 Students work in pairs to answer the questions. Go through the answers and the additional information in exercise 3 as a whole class.

#### ANSWERS:

1

- 1 the characters
- 2 not specified

2

- 1 Clementine and Joel have their memories of each other erased ... – present tense  
... we'll have good ones implanted instead. – future tense
- 2 In other tenses, the form of *have* changes to suit the tense. This is a very common construction in English and can be used in any tense.

3

- ... they get them downloaded directly to their brains.

Point out that we often use *done* instead of a more specific verb when the meaning is understood from the context, e.g. *I'm getting my car done*. We can infer here that *done* means *repaired/serviced* because this is a very common situation.

You may want to ask students to read Study 2 on page 141 for a more detailed explanation of passive forms with *have* and *get*.

## PRACTICE

- 1 Go through the example, then students work in pairs to do the activity. Check answers with the class.

#### ANSWERS:

- 2 She's reading her horoscope.
- 3 He's having/getting his eyes tested.
- 4 He's taking his blood pressure.
- 5 She's dyeing her hair.
- 6 She's having/getting her nails painted.

#### Practice, exercise 1: Alternative suggestion

Books closed. Divide the class into two groups and give each group a board pen. Write one of the prompts from exercise 1 on the board, along with a pronoun, e.g. *she/read/palm*. A member of each group writes a passive sentence, and then passes the pen to another student in the group. The first team to write the sentence correctly wins a point. Continue with the other prompts. The team with the most points wins. When you have finished, ask students to open their books and follow the procedure for exercise 1 above in order to consolidate.

- 2 Read the example with the class. Students discuss the questions in pairs before sharing ideas with the class.
- 3 Focus students' attention on the first business card and elicit a few examples from the class. Put students into pairs to discuss what they can have done at each place. Walk round the class and encourage them to use passive forms with *have* and *get*. Check answers with the class and write a few examples on the board.

#### ANSWERS:

**Redland Staff Services:** You can have applicants interviewed, personality assessments and IQ tests done and applicants' handwriting analysed.

**Ready Steady Go:** You can have an exercise programme designed, your progress monitored, a weekly menu planned and healthy meals delivered.

**Porter's:** You can have long-lost relatives traced, business competitors monitored and family members followed.

- 4a 4.5 Set the questions and play the recording. Put students into pairs to compare, and then check answers as a class.

#### ANSWERS:

- 1 Redland Staff Services
- 2 He would like to have the applicants for the post of PA interviewed. He would like to have a detailed report provided, their personalities assessed and their IQ tested.

- b Give students plenty of time to make notes and prepare their conversations. Walk round the class helping with vocabulary and correcting language use. Give them about five minutes to practise the conversations, and give more help if necessary. Finally, ask a few pairs to perform for the rest of the class. If time is short, ask students just to prepare one conversation.

## ADDITIONAL PRACTICE

### Study, practice & remember: Practice 2

Workbook: Language focus 2: Passive forms with *have* and *get*, page 25

## Listening and vocabulary (PAGE 41)

### Personal characteristics

See *Teaching tips: Working with lexis*, page 21.

- 1 Focus students' attention on the photo and elicit what they can see. Students discuss the questions in pairs. In feedback, choose students to share their ideas with the class.
- 2 4.6 Play the recording for students to listen and answer the questions. They then check in pairs before checking as a class.

#### ANSWERS:

- 1 It was a simulated space mission.
- 2 Russia, Europe and China
- 3 Scientists wanted to study the physical and psychological effects of spending that amount of time on board a space capsule.
- 4 They must be able to get on well; work successfully as a team, yet provide leadership; be extremely self-sufficient; stay calm under pressure.

- 3 Students work in pairs to choose the correct alternatives, and then listen again to check their ideas. Check answers with the class.

#### ANSWERS:

- 1 almost    2 volunteers    3 well    4 did what jobs
- 5 different    6 their colleagues on the ground
- 7 avoided communicating with

- 4a Give students time to read through the characteristics and check the meanings with dictionaries or their mobile phones. Then go through the characteristics and check understanding as a class. Students discuss the question in pairs.

- b Join pairs into groups to compare answers and answer the question. In feedback, nominate students from each group to share their ideas with the class and find out if other groups agree.

## ADDITIONAL PRACTICE

### Workbook: Vocabulary: Personal characteristics, page 26; Pronunciation: Stress patterns, page 26

## Task (PAGES 42–43)

### Choose people to go on a space mission

See *Teaching tips: Making tasks work*, page 23.

## Preparation (PAGES 42–43)

### Reading

- 1a Students read the article then summarise the information in pairs. Ask one or two students to summarise the main information for the class.
- b Remind students of the vocabulary in Listening and vocabulary, exercise 4a on page 41. Students discuss the question in pairs before sharing their ideas with the class.
- 2a Read through the rubric with the class, and then give students a few minutes to read the profiles on pages 42–43. Walk round the class and help with vocabulary where necessary.
- b Students work individually to decide who they would and would not like to spend ten years with.

## Task (PAGES 42–43)

### Speaking

- 1a Students work individually to narrow down their choices from Preparation, exercise 2b to five candidates.
- b Give students time to work alone and plan how they are going to present their choices and explain their reasons.
- 2 Go over the phrases in the Useful language box, sections a and b with the class. Put students in pairs to agree on five candidates. Monitor and note any common errors or examples of good language use for later feedback.
- 3 Go over the phrases in the Useful language box, section c with the class. Join pairs into larger groups to present their ideas. Students try to agree on a final shortlist. Don't worry if they can't agree, as long as they can justify their reasons. When they have finished, ask each group to present their ideas to the class. Go over any common errors or good language use with the class.

## Follow up (PAGE 43)

### Writing

- 1 Remind students that the people on the mission are allowed to write home every three months. Elicit ideas for each topic from the class, and then ask students to make notes on their own. When they are ready, students write their emails, and then swap them with a partner to read.

#### Share your task

Some additional ideas could include:

- Students imagine that they are applying to go on the mission, or that they are one of the people in the profiles on pages 42–43, and prepare a video or audio clip explaining why they think they should be chosen.
- Students prepare questions to ask when they watch/listen to the presentations, then interview the presenters.

## ADDITIONAL PRACTICE

Workbook: Writing: An email home, page 27

## World culture (PAGES 44–45)

### Nature or nurture?

#### Culture notes

Some studies of spatial skills show no significant differences between men and women, though most studies show men to be better at mental rotation, while women have an advantage in spatial memory. Studies do not, however, show that men are better at reading maps.

Women perform better in tests of emotional interpretation, such as understanding facial expressions, as well as empathising.

Research has shown that women are generally more risk averse than men, and so more likely to invest in longer-term opportunities, which provide a sense of safety and security. In the financial world, a cautious approach tends to lead to a bigger payoff in the long term.

In a study by a US car insurance firm, men were involved in more motoring accidents than women. Men were cited for reckless driving 3.41 times more than women.

One study showed that men were more accurate than women when identifying things at a distance. This has been suggested as being down to our hunter-gatherer past.

## Find out first (PAGE 44)

- 1a Introduce the topic by asking the class what they think some of the main psychological differences between men and women are. Students read the information and guess the answers. When they have finished, elicit their ideas but don't check answers yet.
- b If possible, students go online to check their answers using the search terms in the box. Otherwise students check answers with you. Check answers with the class, and feed in information from the Culture notes if necessary.

#### ANSWERS:

1 boys    2 girls    3 women    4 men

## View (PAGE 44)

See *Teaching tips: Using the video material in the classroom*, page 24.

- 2a Give students a minute to think of as many toys as they can. While they are doing this, divide the board into two sections: *boys* and *girls*. Elicit students' ideas and ask them where they should go on the board. Feed in *dolls*, *trucks*, *pink fluffy toys* and *helicopters*.
- b ⓘ Go through the questions and check students understand what to watch for and the meaning of *toddler*. Play the DVD for students to answer the questions then check in pairs. Check answers with the class. Check understanding of *to raise eyebrows* (make people pay attention or show concern) and *gravitate towards*.

#### ANSWERS:

- 1 It proves how likely adults are to gender stereotype and therefore how easily they can influence young children.
- 2 It proves the importance of nature: even without parental influence, male monkeys show a preference for boys' toys and female monkeys for girls' toys.
- 3 They might be attracted to motion and things with moving parts like mechanical objects.
- 4 The classic scientific view was that nurture played a huge part in our preferences, but more recent research has shown that nature plays just as big a role.

- 3 Students work individually to tick the true sentences and correct the false ones, and then check in pairs. Play the DVD again before checking answers as a whole class.

**ANSWERS:**

- 1 ✓  
 2 The first experiment with toddlers is designed to test the nurture argument.  
 3 ✓  
 4 The first experiment shows how likely adults are to gender stereotype.  
 5 The second experiment is controversial and was carried out many years ago.  
 6 ✓  
 7 Dr Hines found that male monkeys spent more time with the boys' toys, and female monkeys more time with the girls' toys.  
 8 The classic scientific view was that nurture played a huge part in our preferences, but more recent research has shown that nature plays just as big a role.
- 4 Students discuss the questions in pairs. When they have finished, nominate a student from each pair to share their answers with the class.

**World view (PAGE 45)**

- 5a Focus students' attention on the table and check students are clear about what information to listen for. Ask them to copy the table into their notebooks. Students watch and complete the first column, then check in pairs. Check answers with the class. Note: If your students ask, Eben and Heather both have slight North American accents, and Luis has a slight Spanish accent.

**ANSWERS:**

- Heather:** no  
**Fauzia:** yes  
**Monica:** yes  
**Elliot:** yes (but they tried not to)  
**Louisa:** no (but thought differently later in life)  
**Luis:** yes

- b Play the DVD again for students to complete the second column. Students check in pairs before checking answers as a class.

**ANSWERS:**

- Eben:** his parents expected more of him, but all his sisters looked up to him, even the older ones.  
**Heather:** her parents raised her to be independent and they both had to do the same chores.  
**Fauzia:** her brother was allowed to stay out later than her and her sister.  
**Monica:** her brother used to get away with a lot more, but he was put under a lot of pressure to achieve and she wasn't.  
**Elliot:** his parents tried to treat them the same, but they tried to protect his sister a bit more.  
**Louisa:** never felt she was treated differently until she was twenty-five and her parents chose her brother to meet her grandfather in Portugal.  
**Luis:** he grew up in a typical Spanish family and his mother did everything at home. He didn't learn how to cook an egg or iron a shirt until he left home.

- 6 Students discuss the questions in small groups. When they have finished, nominate a student from each group to share their ideas with the class and have a brief class discussion.

**Find out more (PAGE 45)**

- 7a Go through the list with the class, and elicit what students know about each one.  
 b Students choose one of the experiments and research it online, using the search terms provided and making notes. Circulate and help with vocabulary where necessary.

**Write up your research**

- 8 Go through the prompts with the class and elicit ways to finish each one as an example. Students write their paragraphs individually, using their notes from exercise 7b. When they have finished, put students in pairs to check and correct each other's work. In feedback, ask students to share any interesting information they found out.

Students can now do Progress Test 2 on the Teacher's Resource Disc.

**Study, practice & remember (PAGES 140–142)**

See *Teaching tips: Using the Study, practice & remember sections*, page 25.

**Practice 1****ANSWERS:**

- 1  
 1 sentenced 2 was forced 3 have decided  
 4 had not been introduced 5 has passed 6 is caught  
 7 will be sent 8 attached 9 had been turned down  
 10 was almost hit 11 was blown

- 2  
 1 was arrested 2 tricked 3 telling 4 had been placed  
 5 to be removed 6 returned 7 found 8 had disappeared  
 9 had been taken 10 arrested 11 was boarding  
 12 had been paid for 13 am not usually deceived  
 14 said 15 was returned

**Practice 2****ANSWERS:**

- 1  
 1 had/got my eyes treated  
 2 have/get his tattoo removed, having/getting it done  
 3 had/got her hair dyed  
 4 have/get your photo taken  
 5 had/got her credit card stolen  
 6 have/get two copies of this made  
 7 Our house got burgled  
 2  
 Possible answers:  
 a shoe-repair shop: You have/get your shoes mended, ...  
 a dry-cleaner's: You have/get stains on clothes removed, ...  
 a hairdresser's: You have/get your hair dyed, ...  
 a beautician's: You have/get your legs waxed, ...  
 a cosmetic surgery clinic: You have/get your nose reshaped, ...  
 a doctor's: You have/get your health checked, ...  
 a dentist's: You have/get your teeth checked, ...  
 an optician's: You have/get your eyes checked, ...  
 3  
 1b 2a 3b 4a 5c 6a 7b 8a

## Remember these words

**ANSWERS:**

1

|            |            |
|------------|------------|
| adjective  | noun       |
| arrogant   | arrogance  |
| calm       | calm       |
| humorous   | humour     |
| jealous    | jealousy   |
| logical    | logic      |
| rebellious | rebellion  |
| resilient  | resilience |
| voluntary  | volunteer  |

2

- 1 emotional intelligence    2 extrovert    3 arrogant, good in a team    4 organisational skills    5 attention-seeking, needy

3

- 1 a    2 b    3 a    4 a    5 a

## Study tips

- 1 Introduce the topic by asking what students know about polygraphs. Go through the information with the class. Students work individually and then check in pairs before checking answers as a class.

**ANSWERS:**

detectors – noun, infallible – adjective, physiological – adjective, correlated – verb, deceptive – adjective, differentiated – verb, rigorously – adverb, administers – verb, interpretation – noun

- 2 Students work in pairs to think of alternative words. Encourage them to make use of the surrounding text to help. When they have finished, ask them to compare their ideas in pairs before checking answers as a class.

**POSSIBLE ANSWERS:**

detectors – discoverers, infallible – accurate, physiological – physical, correlated – associated, deceptive – incorrect, differentiated – separated, rigorously – thoroughly, administers – carries out, interpretation – explanation

# 05 FACE TO FACE

## OVERVIEW

### PAGES 46–47

**Vocabulary:** Getting together

**Grammar:** Review of future forms

**Common European Framework:** Students can give clear, detailed descriptions on a wide range of familiar subjects; can give a prepared straightforward presentation on a familiar topic.

### PAGES 48–49

**Reading and speaking:** We may have 750 friends online, but we're lonely

**Vocabulary:** Colloquial language

**Common European Framework:** Students can scan quickly through texts, locating relevant details; can use a variety of strategies to achieve comprehension, including using contextual clues.

### PAGES 50–51

**Listening and vocabulary:** Online dating

**Grammar:** More complex question forms

**Pronunciation:** Intonation of questions and statements

**Common European Framework:** Students can use a variety of listening comprehension strategies, including listening for main points; can use clear, natural intonation.

### PAGES 52–53

**Task:** Plan a fantasy dinner party

**Common European Framework:** Students can take an active part in discussion.

### PAGES 54–55

**Speaking:** Dealing with problems on the telephone

**Writing:** Types of message

**Common European Framework:** Students can explain why something is a problem, discuss what to do next, compare and contrast alternatives; can express news and views effectively in writing, and relate to those of others.

## POSSIBLE ANSWERS:

a blind date: people looking for a partner

a business meeting: business associates, clients

a celebration meal: business associates, clients, friends, guests, relatives

a conference: business associates, clients, delegates, political leaders, speakers

a dating website: people looking for a partner, strangers

a dinner party: friends, guests, relatives

a family get-together: relatives

an online forum: political leaders, strangers

a housewarming party: friends, guests, neighbours, relatives

a school reunion: ex-classmates, friends

a summit: political leaders

a conference call: business associates, clients

a social-networking site: acquaintances, business associates, clients, ex-classmates, relatives, strangers

- 2 Read the example with the class. Students work individually to match the verbs to the ways of meeting in exercise 1. To check answers, list the verbs on the board and add the events.

## ANSWERS:

have: a blind date, a celebration meal, a conference call, a dinner party, a family get-together, a housewarming party, a school reunion  
make: a conference call

go on: a blind date, a dating website, an online forum, a social-networking site

attend: a business meeting, a celebration meal, a conference, a dinner party, a family get-together, a housewarming party, a school reunion, a summit

use: a dating website, an online forum, a social-networking site

- 3a Give students time to think about and write their notes individually. Walk round the room providing any vocabulary they need.  
b In groups, give students time to describe their events, and encourage them to ask each other questions for more information. Give regular time checks so that all students get a chance to speak. For feedback, ask each group which event sounded the most fun, interesting, etc.

## ADDITIONAL PRACTICE

- Workbook: Vocabulary: Getting together, page 28

## Language focus 1 (PAGE 47)

### Review of future forms

See *Teaching tips: Using a discovery approach to grammar*, page 20.

- 1a Go through the rubric with the class and check students understand what information they need to find out. With weaker classes, ask them to read the first message and answer the questions as a class to provide an example. Tell students not to choose the verb forms yet, just to read and answer the questions. Students check answers in pairs then check with the class.

## ANSWERS:

A a conference – probably business associates or delegates

B a celebration meal – probably classmates or college friends

C a dinner party – probably friends

- b Do the first one with the class. Students work in pairs to complete the activity. Check their answers but do not elicit explanations at this stage.

**ANSWERS:**

- A 1 starts 2 opens 3 's going to be 4 planning to  
 5 I'll still 6 I'll  
 B 1 're going to 2 'll 3 'll be seeing  
 C 1 Are you doing 2 are having 3 'll like 4 probably won't  
 5 won't 6 It'll probably 7 I'll keep

**GRAMMAR****Review of future forms**

- 1 Students work individually then check in pairs. Check answers with the class.

**ANSWERS:**

- 2 Present continuous – Stuart and his girlfriend Bella are having this dinner party ...  
 3 Present simple – The first presentation starts at 9.30, but the registration desk opens at 8.00.  
 4 *will* – I'll catch up with you later ... ; I'll call and book it ... ; I'll keep you updated!  
 5 Future continuous – I'll be seeing Rich at college later ...  
 6 *planning to* – Jan, Begum and I are planning to meet ... (also *decide to*, *hope to*, *think of*, etc.)  
 7 *going to* – ... it's going to be incredibly busy!  
 8 *will* – ... he's invited this girl he thinks I'll like. She probably won't be my type ... or I won't be hers; It'll probably be dreadful!  
 9 *will* – I'll still be on the train ...  
 10 *probably won't* – She probably won't be my type. (also *be bound to*, *be likely to*, *There's a good chance that*, etc.)

You may want to ask students to read Study 1 on page 143 for a more detailed review of future forms.

**PRACTICE**

If you think students need more controlled practice before doing these exercises, they could do Practice 1 on page 143 first.

- 1 Students complete the conversations individually, and then explain their answers in pairs. Check answers with the class and elicit why each form is used.

**ANSWERS:**

- 1 'm cooking, 'll finish  
 2 leaves, 'm having / 'm going to have  
 3 'll have  
 4 'm passing / 'll be passing, 're not going  
 5 's leaving, Is (he) flying  
 6 are you going, 're staying, 're having / 're going to have  
 7 'm wearing / 'm going to wear  
 8 will be, 's sending / 's going to send

- 2a Refer students to the topics on page 127. Go through the topics and check that students understand *career* and *sporting fixtures*. Ask students to make notes on their topics individually, and walk round the room providing vocabulary.

- b Put students into pairs to give their talks, making sure they take turns. While they are speaking, note any errors with future forms and correct these at the end of the activity.

**ADDITIONAL PRACTICE**

- Resource bank: Activity 5A *The Supasaver debate* (Review of future forms)

Study, practice & remember: Practice 1

Workbook: Language focus 1: Review of future forms, pages 28–29

**Reading and speaking (PAGES 48–49)**

- 1 Put students in groups to discuss the questions. In feedback, elicit students' ideas and have a class discussion.  
 2 Ask students to read the introduction (up to *isolated*), and then discuss their predictions as a class. Elicit students' ideas and write them on the board.  
 3a Students read the text to check their predictions from exercise 2. Check understanding of *gig*, *wired up* (connected), *scroll through* and *paradoxically*.  
 b Students work in pairs to check their predictions from exercise 2 and summarise the information under the topics given. In feedback, nominate students to share their summaries with the class.

**ANSWERS:**

**Daily routine:** In the morning, he checks his email, texts and Twitter feed before getting up, then again when he gets out of the shower. At work, he is in a constant state of distraction. It's the same in the evening: he misses the pub because he's sitting on his bed thumbing online.

**Social events:** He goes to parties, pubs and dinners, but he is there only in spirit. When he organises a dinner party, he thinks nothing of his friends being on the phone or Twitter throughout. At a festival, one of his friends spent his time trying to recharge his phone, then reading about the gig he was actually attending.

**Relationships:** He feels more lonely than ever. He hasn't met up with his housemates from university in a long time, doesn't make it to the pub in time to see his friends and neglects his girlfriend.

- 4 Read the example with the class. Students work individually to find the words or sentences in the text then check answers in pairs. Go through the answers with the class and give further examples where necessary.

**ANSWERS:**

- 2 I have a constant drip-drip of information from any of the 750 online friends and followers ...  
 3 I am a ... man with ... long-standing mates.  
 4 I am not alone in feeling like an island.  
 5 Far from bringing me closer to people, my phone drives me further away.  
 6 When my long-suffering girlfriend comes round, she has to prise me from my phone or the internet.  
 7 During work hours, I chatter away on social-networking sites, delaying tasks.  
 8 ... he spent all of Rihanna's headline set reading updates from Twitter ...  
 9 ... none of us can go cold turkey.  
 5 Give students a few minutes to read the facts, and check understanding. Students discuss the questions in groups. In feedback, nominate students from each group to share their ideas with the class.

**Vocabulary (PAGE 49)****Colloquial language**

See *Teaching tips: Working with lexis*, page 21.

- 1 Explain that the article on pages 48–49 is written in an informal, colloquial style, and as such has some examples of colloquial language. Students work individually, and then check in pairs. Encourage them to find the examples in the text and use the context to check meaning. Check answers with the class.

**ANSWERS:**

- 1 friends    2 a long way past    3 stop doing something completely  
 4 alcoholic drinks

2 Tell students that they should be careful about using too much colloquial language, as it's usually very specific to one area and it can sound strange if overused. However, it can be useful to have an understanding of colloquial language to help them listen to and interact with native speakers. Look at the first line with the class, and elicit the colloquial phrase and what it means as an example. Students work in pairs to find the other six examples and discuss what they mean. Check answers with the class.

**ANSWERS:**

- All right ... ? – How are you?  
 What's up? – What's the matter?  
 stressed out – unhappy and frustrated  
 Grab a chair – Sit down  
 He's doing my head in – I find him really exasperating  
 what's going on? – what's happening?  
 chill out – calm down

3a 5.1 Ask students to read the conversation and think about what words are missing. Elicit students' ideas but don't give any answers. Play the recording for students to complete the conversation then check in pairs. Play the recording again if necessary, then check answers with the class, but don't say what the phrases mean yet.

**ANSWERS:**

See answers to exercise 3b below.

b Students discuss the meanings in pairs before checking answers as a class. Give further examples where necessary.

**ANSWERS:**

- 1 rip-off – unreasonably high prices  
 2 wanna – want to  
 3 How come? – What do you mean?  
 4 off with me – distant with me  
 5 like – (filler word)  
 6 gonna – going to  
 7 blah blah blah – (indicates speech that's considered predictable)

**ADDITIONAL PRACTICE**

■ Workbook: Vocabulary: Guessing the meaning of colloquial language, page 30

**Listening and vocabulary (PAGE 50)****Online dating**

See *Teaching tips: Working with lexis*, page 21.

1a If you have internet access, show students a dating website to contextualise the topic. Students discuss the questions in pairs. When they have finished, choose a few students to share their ideas with the class.  
 b Give students a minute or two to read the profile. They then discuss the question in pairs, before sharing their ideas with the class.

**POSSIBLE ANSWERS:**

never boring, having a PA, some of (my mates) are celebrities

2 5.2 Go through the questions with the class and check students know what to listen for. Play the recording for students to answer the questions. Students check in pairs. Play the recording again if necessary, then check answers with the class.

**ANSWERS:**

- 1 men: importance of their job, industry they work in (finance or the film industry), having a PA, height and body shape  
 women: age, body shape (weight)  
 2 not using the word I, shorter profiles, negative statements  
 3 to compensate for the belief that people lie or exaggerate; telling little white lies also encourages you to live up to the standards that you set in your profile

3 Students work in pairs to complete the idioms from memory, and then listen again to check their ideas. Students discuss the meanings in pairs before checking with the whole class.

**ANSWERS:**

- 1 fall hopelessly in love with – fall deeply in love with  
 2 keep an eye out for – watch out for  
 3 economical with the truth – not telling the full truth  
 4 take with a pinch of salt – not treat as entirely true  
 5 little white lies – small lies that are not seriously dishonest  
 6 stretch the truth – say things that are definitely wrong and unlikely
- 4 Students discuss the questions in pairs. In feedback, nominate students to share their ideas with the class.

**ADDITIONAL PRACTICE**

■ Workbook: Vocabulary: Idioms, page 31

**Language focus 2 (PAGES 50–51)****More complex question forms**

See *Teaching tips: Using a discovery approach to grammar*, page 20.

1 Students read the article then work in pairs to answer the questions. Choose a pair to summarise Ursula's opinion to the class. Check understanding of *lobster*.

**ANSWERS:**

The article describes a blind date. Ursula likes the fact that Josh is chilled out, interesting and not motivated by money. But he didn't look like she had imagined and she isn't particularly keen to meet him again.

2a 5.3 Explain that students are now going to hear Josh's opinion of Ursula, and they should take notes on his answers. Students listen to the recording then compare notes in pairs. Play the recording again if necessary, and then choose students to explain their notes to the class.

**ANSWERS:**

Ursula didn't look like what Josh had hoped, a mix of Beyoncé and Eva Perón. His first impression was good, though. He thought she looked great and she reminded him of his sister. They talked about films and books, although he didn't pay much attention as he was concentrating on eating his lobster. He doesn't think she noticed when a piece of lobster landed on her dress. He thinks they are quite similar, both stressed out on first dates. He gives her seven and a half out of ten and would definitely like to see her again – but just as a friend. Josh is kinder and Ursula is crueler.

b Play the recording again, pausing after each question for students to write it down. Students check in pairs, and then listen again if necessary. In feedback, invite students to the board to write the questions from the interview.

**ANSWERS:**

Wasn't your first impression of Ursula good?  
 Who did she remind you of?  
 What did you talk about? You know, what topics.  
 So did you have any awkward moments?  
 You don't think she noticed?  
 How similar are you and Ursula?  
 What marks out of ten would you give Ursula?  
 I wanted to ask if you'd want to meet Ursula again?

What happened in your last relationship?

What qualities do you want in a partner?

Who do you vote for?

Do you often cry?

How much do you earn?

- c Read the example with the class and remind students that they should use affirmative word order with indirect questions. Put students in groups to ask and answer the questions. In feedback, nominate students to share any interesting information with the class.

**GRAMMAR****More complex question forms**

- 1a Students work in pairs to complete the rules. Encourage them to use the questions they wrote in exercise 2b to help. When they have finished, go through the answers and language notes below.

**ANSWERS AND LANGUAGE NOTES:**

- 1 noun, adjective / adverb
- 2 end (The preposition should go at the end of the question, and shouldn't be omitted.)
- 3 intonation (These types of 'questions' are used in spoken English to show interest and/or surprise.)
- 5 affirmative

- b Students work in pairs then check answers with the class.

**ANSWERS:**

- 1 What marks out of ten would you give Ursula?
- 2 Who did she remind you of?
- 3 You don't think she noticed?
- 4 Wasn't your first impression of Ursula good?
- 5 I wanted to ask if you'd want to meet Ursula again?

You may want to ask students to read Study 2 on page 144 for a more detailed explanation of more complex question forms.

**PRACTICE**

If you think students need more controlled practice before doing this exercise, they could do Practice 2 on page 144 first.

- 1a Read the example with the class and elicit one or two further examples. Students work individually then check answers in pairs. Check answers with the class, and drill the questions.

**ANSWERS:**

See answers to exercise 1b below.

- b Students discuss in pairs. In feedback, check answers with the class and elicit why the questions are suitable or not.

**ANSWERS:**

(The questions which are probably not suitable are underlined.)  
What do you worry about?  
 Who do you most care about?  
 What do you dream about?  
Have you had plastic surgery?  
 What jokes make you laugh?  
 Who do you depend on?  
How long have you been single?  
 What do you like talking about?  
 Where did you grow up?  
 How similar are we?

**PRONUNCIATION**

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1a ① ② 5.4 Play the first two sentences and elicit which is a question (the first one). Use the examples in the Grammar box to highlight the use of intonation. Play the rest of the recording for students to write their answers. They then check in pairs before checking answers as a class.

**ANSWERS:**

- |               |             |
|---------------|-------------|
| 1 a question  | b statement |
| 2 a question  | b statement |
| 3 a statement | b question  |
| 4 a statement | b question  |
| 5 a question  | b statement |
| 6 a question  | b statement |

- b ① ② 5.5 Play the recording, pausing after each question for students to repeat. Drill further if necessary.

- 2a Emphasise that students should complete the sentences with surprising information if possible. Go round and help with vocabulary where necessary.  
 b Read the example with the class. Put students in pairs to read each other's sentences and ask about the surprising ones. When they have finished, ask students to share any interesting information with the class.

**Practice, exercise 2: Alternative suggestion**

If you think your students will have difficulty identifying surprising information about each other, ask them to write a mixture of true and false sentences in exercise 2a. They then show their partner who reads and guesses which are true and false.

**ADDITIONAL PRACTICE**

- ③ Study, practice & remember: Practice 2

Workbook: Language focus 2: *More complex question forms*, pages 31–32; Pronunciation: *Question intonation*, page 32

**Task (PAGES 52–53)****Plan a fantasy dinner party**

See *Teaching tips: Making tasks work*, page 23.

**WARM UP**

Put students in pairs and ask them to make a list of all the types of party they can think of. When they are ready, elicit their ideas and write them on the board. Feed in any of the following ideas which haven't been mentioned: a *dinner party*, a *housewarming party*, a *fancy-dress party*, an *engagement party*, a *leaving do*, a *Christmas party*, a *birthday party*.

## Preparation (PAGE 52)

### Listening

- 1 Focus students' attention on the picture and ask students to say who they think the guests are (from left to right: *David Beckham, Queen Elizabeth I, Eddie Murphy, Lady Gaga, Mother Teresa, Marilyn Monroe*), but don't confirm their answers yet. Give students a few minutes to read the information then decide which aspect of the planning will be most difficult. Students share their ideas with the class.
- 2 5.6 Explain that students are going to hear six people speaking one after the other, not in conversation together. Tell them to make notes, and that you will play the recording twice if necessary. Play the recording, pausing after each speaker for students to write. When they have finished, ask students to compare their answers in pairs. Check answers as a class.

#### ANSWERS:

- 1 Lady Gaga, because she'd be fun. They could talk about music and fashion and the speaker would ask her where she finds her clothes and to sing songs.
- 2 Eddie Murphy, because she finds him hilarious. She would ask him what he thinks makes him funny, what the magical ingredient of comedy is and if he prefers stand up comedy or movies and TV.
- 3 Mother Teresa, because she's fascinating and inspiring. He would ask her why she gave up her life to help others.
- 4 Marilyn Monroe, because it would be good to have someone beautiful and amazing in the room. She would ask her what the best red lipstick is, talk about her movie career and ask if she'd been in love and what she would have done if she hadn't died.
- 5 Queen Elizabeth I, because she'd be interesting. She would ask her how she'd managed to be so powerful when being a woman at that time was difficult and about her day-to-day, domestic life.
- 6 David Beckham, because he's extremely good looking and he'd have interesting stories about places he's been and people he's met. They'd talk about the World Cup, and what his life's like being so famous.

- 3a Go through the phrases in the Useful language box, section a and check understanding by eliciting possible endings. Play the recording again for students to listen and tick the phrases they hear. Check answers with the class and drill the phrases.

#### ANSWERS:

- Speaker 1: I could ask her about ...  
 Speaker 2: I've always wanted to meet ...  
 Speaker 3: It's someone that's always fascinated me.  
 Speaker 4: I'd ask/talk to him about ...  
 Speaker 5: It would be amazing to find out the truth about ...

- b Give students a minute to think about the suggestions, then put them into groups to explain their answers. Ask students if they would invite the person they chose and the people the other speakers chose to the same dinner party.

## Task (PAGE 53)

### Speaking

- 1a Ask students to think of five possible guests. Emphasise that they can choose anyone at all as long as they are well known. If necessary, prompt students by giving different categories, e.g. *pop stars, actors, politicians*. Give students time to make notes about their guests. Walk round the room providing vocabulary.
- 1b Refer students back to the Useful language box, section a and give them a few minutes to think about how to justify their suggestions.
- 2a Students work in groups to discuss and agree on a guest list. Do not form groups larger than three because there will be too many guests to talk about.
- 2b Read through the *Your fantasy dinner party* instructions on page 52 again with students and check that they understand *seating plan*. Refer students to the Useful language box, section b. Give students a time limit, e.g. a maximum of ten minutes, to complete the activity, and tell them to include themselves in the final seating plan. Make sure each student has a copy of the guest list and seating plan.
- 3a Rearrange the students to form new groups. Students explain their seating plans and ask questions about the other students' seating plans.
- 3b Students discuss the questions in their groups. In feedback, nominate students from each group to share their answers with the class.

## Follow up (PAGE 53)

### Writing

- 1 Go through the topics with the class and ask students to work alone and make notes on each topic. Monitor and help with vocabulary. When they are ready, students write their letters, and then swap them with a partner to read.

#### Share your task

Some additional ideas could include:

- Students film/record themselves playing the role of the guest, and explain why they should be invited.
- Students work in pairs, with one playing the role of one of the guests, and another interviewing them about their life, and film/record it.
- Students film/record themselves acting out the fantasy dinner party, playing the roles of the people they selected.
- Students watch/listen to everyone's recordings and choose the guest they'd most like to invite.

## Language live (PAGES 54–55)

### Speaking (PAGE 54)

#### Dealing with problems on the telephone

- 1 Elicit annoying telephone situations that students can relate to. Students then discuss the questions in groups. Encourage them to describe fully any situations they have been in themselves, particularly if these are similar to those in the recording.
- 2 5.7 Play the recording and give students time between conversations to compare answers in pairs or small groups. When you check answers, make sure students understand *lose someone* (*be unable to hear someone on the telephone because of a bad signal*), *you're breaking up* and *put you through*.

#### ANSWERS:

##### Conversation 1

- 1 a customer, a furniture company
- 2 The signal is poor and the conversation keeps breaking down.
- 3 The call gets cut off.

##### Conversation 2

- 1 a customer, a gas company
- 2 The customer is put through to the wrong department.
- 3 The customer has to give her details again.

##### Conversation 3

- 1 a travel agent, a customer
- 2 The customer is taking a delivery, and answering her children, and cannot deal with the call.
- 3 They agree that the travel agent will ring back.

- 3a Explain that students are going to listen and complete some of the phrases used in the three conversations. Pause the recording after each sentence to give students time to write.

#### ANSWERS:

- 1 getting 2 left, earlier 3 up, faint 4 breaking
- 5 confirm, postcode 6 put, through 7 bear 8 regarding
- 9 calling 10 would, good

- b Refer students to audio script 5.7 on page 172 to underline other useful phrases. Students check answers in pairs then check with the class.

#### POSSIBLE ANSWERS:

##### Conversation 1

Hello / Hi, This is ..., I keep losing you., I can hardly hear you., Shall I ring you back?, I'm going to call you back.

##### Conversation 2

You have ... options. We're now going to connect you., I'm calling about ..., Have you got your customer reference number?, How can I/we help you?, My name is ...

##### Conversation 3

Hello, ... speaking. Sorry, you were saying ..., I'll call back later., I'll speak to you later.

- c 5.8 Play the recording again, pausing after each sentence for students to repeat. Correct their pronunciation if necessary.
- 4 Go through the options with students and check any problem vocabulary, e.g. *problems on the line*, *get cut off*, *hang up*. Encourage students to use phrases from exercises 3a and b. Walk round the class prompting with ideas and helping with language. In feedback, select a few pairs to act out their conversations for the class.

## Writing (PAGES 54–55)

### Types of message

- 1a Introduce the topic by asking students if they ever write messages and why. Go through the descriptions and give students a few minutes to complete the activity.

#### ANSWERS:

- 1 B 2 E 3 D 4 A 5 C

- b Explain that the messages are in the wrong order and that B is first and D is last. Students order them in pairs then check answers with the class. When you check answers, ask students to tell you how they know in each case.

#### ANSWERS:

- 2 C 3 A 4 E

- c Check any language students may not understand, e.g. *delighted*, *considerate*, *ASAP*. For see u, show that this sounds like 'see you', and explain that it is common in text messages to use letters instead of words.

#### ANSWERS:

- 1 We're both really delighted for you!! 2 Much love 3 Can you let me know if these flights suit ASAP? 4 I'll be out of the office tomorrow (Fri) 5 Best wishes, 6 I have some news, 7 Can't wait to see u both! 8 Please be more considerate in future 9 Hope you had a good day at work 10 By the way,

#### Writing, exercise 1c: Alternative suggestion

With stronger classes, ask them to suggest phrases to complete the messages without looking at the phrases in exercise 1c, and write their suggestions on the board. Students then compare their ideas with the phrases in the book and complete the messages.

- 2 Put students into pairs to find examples and answer the question. Check answers as a class and highlight any conventions that are different to the students' own language(s).

#### ANSWERS:

- 1 (it will be) our treat, (I) Can't believe it, (I'm) V excited and (I'm) v nervous, (I'm) Coming to Italy, (Do you) Fancy, (I'll be) Back about 8
- 2 What great news!, ASAP, I'm pregnant!, Can't believe it!, Can't wait to see u both!

#### ANSWER:

- 3 u (= you)
- 4 LHR (= London Heathrow), ASAP (= as soon as possible), Fri (= Friday) V/v (= very)

Message B is formal.

- 3 Ask students to use phrases and features from exercises 1 and 2 as appropriate. Tell them to keep the messages short. Monitor and help with vocabulary, writing any new words/phrases on the board.

- 4a Go through the checklist with the class. Students swap messages with a partner and comment on and correct them. They then decide which one is the clearest.

- b Students redraft the least clear message. Monitor and help where necessary. When they have finished, ask one or two students to read out their messages to the class.

### ADDITIONAL PRACTICE

- Workbook: Language live: Dealing with problems on the telephone, page 32; Writing: Types of message, page 33

## Study, practice & remember

(PAGES 143–145)

See *Teaching tips: Using the Study, practice & remember sections, page 25.*

### Practice 1

**ANSWERS:**
**1**

- 1 I'm going to take 2 are playing 3 we're having  
 4 it starts 5 won't mind 6 I leave 7 I'll tell  
 8 she'll understand 9 Are you going to take  
 10 I'm going to drive 11 's dropping 12 I'll pick you up  
 13 is 14 likely 15 leave

### Practice 2

**ANSWERS:**
**1**

- 2 well 3 What 4 How 5 Which 6 about 7 to  
 8 for 9 at 10 long

**2**

- 2 Didn't she tell you?  
 3 Haven't you finished (it)?  
 4 Haven't you got one?  
 5 Don't you understand?  
 6 Don't you remember (me/it)?

**3**

- 2 I'm wondering how old your sister is.  
 3 Could you tell me how long you've been learning English?  
 4 I'd like to know how good your listening skills in English are.  
 5 Do you know when you will be finished in the bathroom?  
 6 Do you know if/whether you're going out this evening?  
 7 Could you tell me how you say 'Of course' in your language?  
 8 Do you know if/whether it will be expensive?

### Remember these words

**ANSWERS:**
**1**

- 2 blind date 3 an acquaintance 4 an ex-classmate  
 5 school reunion 6 house-warming party 7 conference call

**2**

- What's up? – What's the matter?  
 mates – friends  
 How come? – Why is that?  
 He's totally doing my head in. – He's really annoying me.  
 a tenner – ten pounds  
 totally stressed out – under a lot of pressure  
 Just kidding! – It was only a joke!

**3**

- helplessly – hopelessly  
 stretching her truth – stretching the truth  
 a little blue lie – a little white lie  
 a pinch of pepper – a pinch of salt  
 long-sitting – long-standing  
 go cold chicken – go cold turkey  
 economic – economical  
 an eye in – an eye out

### Study tips

- 1 Ask students what they find difficult when listening to English, and write their ideas on the board. Students read the list to see if any of their ideas are mentioned.
- 2a Students read the tips, then discuss in pairs which seem most useful.
- 2b Discuss this question as a class, and ask students to share any of their own tips with the class.

# 06 BIG IDEAS

## OVERVIEW

### PAGES 56–57

**Reading and speaking:** Five inventions that shape the way we live today

**Common European Framework:** Students can scan longer texts to find specific information, and gather information from different parts of a text in order to fulfil a specific task; can express their opinions by providing relevant explanations, arguments and comments.

### PAGES 58–59

**Listening:** Important dates

**Grammar:** Perfect tenses

**Vocabulary:** Human achievements

**Common European Framework:** Students can understand radio documentaries and other recorded or broadcast audio material delivered in standard dialect; can take an active part in informal discussions.

### PAGES 60–61

**Task:** Present an idea for a TV programme

**Common European Framework:** Students can give a clear, systematically developed presentation which highlights significant points and includes relevant supporting detail.

### PAGES 62–63

**Grammar:** More about the Present perfect simple and continuous

**Wordspot:** first

**Common European Framework:** Students can express themselves clearly and without much sign of having to restrict what they want to say; can use a good range of vocabulary for most general topics.

### PAGES 64–65

**World culture:** Unsung heroes

**Common European Framework:** Students can understand a range of recorded material, including some non-standard usage, and identify attitudes and relationships between speakers.

## Reading and speaking (PAGES 56–57)

### WARM UP

Ask students to empty their bags and discuss which of the objects are most important in their lives and why, e.g. mobile phone – essential for keeping in touch with friends and family.

- 1a Books closed. Write the following question on the board: *What do you think have been the most important five inventions of the last 200 years?* Students discuss in pairs, and then share their ideas with the class.
- 1b Ask students to open their books and look at the headings and photos. Ask if any of their ideas from exercise 1a are there, then discuss the question as a class.
- 2 Students read the article and check their ideas from exercise 1b. They then answer the questions in pairs. Check answers with the class and answer any questions they have about vocabulary.

### ANSWERS:

|                     | 1  | 2  |
|---------------------|--|--|
| Standard time       | 1880 in England<br>20th century: time zones across the world | timetables for public transport                                |
| Running water       | 4,000 years ago in Crete                                     | disease and poor personal hygiene                              |
| The light bulb      | 19th century   | darkness in cities and roads; making the most of our free time |
| Algorithms          | 4,000 years ago  | essential for information technology                           |
| Shipping containers | 1950s  | shipping costs   |

- 3a Students complete the article then check in pairs. Check answers with the class and ask students to tell you why they chose those sentences.

### ANSWERS:

1 b 2 d 3 c 4 e 5 a

- 3b Elicit the first answer as an example. Students work in pairs then check answers with the whole class.

### ANSWERS:

has resulted in – have led to  
has affected ... dramatically – has transformed  
enabling – make ... possible

- 4 Tell students that they will summarise each invention after reading again so they should try to remember the main points. They then work in pairs and take turns to summarise each invention. In feedback, nominate a different student to summarise each invention for the class.
- 5a Tell students there is no correct answer, but that they should order them according to what they think.
- 5b Put students in groups to compare their answers. In feedback, find out what each group thinks and if other students agree.
- 6a Students discuss the questions in pairs.
- 6b Give students a few minutes to read the *Your shout!* section, and then ask them which comments (if any) they agree with. Give out small pieces of blank paper and ask students to write a comment on each. Fast finishers can write two comments. When they have finished, collect them in and display them around the classroom. Students walk round the class, read the comments, and decide which they like best.

## Listening (PAGE 58)

### Important dates

- 1 Check understanding of BC (Before Christ), AD (Anno Domini) and decade. Students work in pairs to practise saying the dates and discuss the questions. Check answers with the class.

**ANSWERS:**

- 5000 BC – five thousand 'bee' 'cee'  
 3200 BC – three thousand two hundred 'bee' 'cee'  
 1600 – sixteen hundred  
 1850 – eighteen fifty  
 the 1860s – the eighteen sixties  
 2050 – twenty fifty  
 the 7th century AD (= 600–699 AD)  
 the 17th century (= 1600–1699)  
 the mid 16th century (= around 1550)  
 the late 18th century (= 1770–1799)  
 the next decade or so (= in the next 10 years)  
 within 30 years (= in the next 30 years)  
 the beginning of the 21st century (= 2000–2010)

- 2 Check students understand the concept of the timeline across the top of the page. Explain that it shows time as moving from left to right in a linear fashion. Go through the achievements on the timeline and check understanding, especially *printing press* and *internal combustion engine*. Students work in pairs then check their ideas with the whole class.
- 3a Students work individually to match the achievements to the timeline. Don't check answers yet.
- b 6.1 Play the recording for students to check their answers. Students check in pairs. Play the recording again if necessary, then check answers with the class.

**ANSWERS:**

- (from left to right)
- a 3 the invention of writing (about 3200 BC)  
 b 6 the arrival of Europeans in Australia (17th century)  
 c 1 the discovery that bacteria cause diseases (1860s)  
 d 2 a cure for the common cold (in the next decade)  
 e 5 the first manned mission to Mars (within 20 years)  
 f 4 human control of extreme weather events, like hurricanes (not within 20 years)

- 4 Play the recording again for students to listen and make notes of any further information. Students compare answers in pairs. In feedback, ask what information they found surprising.

## Language focus 1 (PAGES 58–59)

### Perfect tenses

See *Teaching tips: Using a discovery approach to grammar*, page 20.

- 1a Do the first one as an example together and demonstrate how to use the timeline to help. Students work in pairs. Check answers with the class.

**ANSWERS:**

- 1 5000 BC    2 1600    3 the 1860s  
 4 the beginning of the 21st century    5 the next decade or so

- b Students work individually then check in pairs. Check answers with the class, but don't elicit any explanations at this stage.

**ANSWERS:**

- 1 had, hadn't    2 had, hadn't    3 had, hadn't    4 have, haven't  
 5 will have, won't have

## GRAMMAR

**Perfect tenses**

The idea in this explanation is for students to understand the general concepts that are common to all verbs in the perfect aspect, rather than worrying about details that are different. Language focus 2 on pages 62–63 looks in more detail at the differences between the Present perfect simple and continuous.

- 1 Students find examples then discuss how they are formed in pairs. Check answers with the class and write the form on the board.

**ANSWERS:**

**Past perfect:** had invented, hadn't learnt, had discovered, hadn't arrived, had been invented, hadn't discovered – formed with *had* + past participle

**Present perfect:** have landed, haven't found – formed with *have/has* + past participle

**Future perfect:** will have sent, won't have learnt – formed with *will have* + past participle

- 2 Put students into pairs to choose the correct answers, and refer them to the timeline and the sentences in exercise 1b to help. Walk round the class helping with any misunderstandings. Go through the answers as a whole class, and give further examples where necessary.

**ANSWERS:**

- 1 before – By 5000 BC, people in ancient Mesopotamia had invented the wheel ...  
 2 'before now' – Today ... we have landed on the moon ...  
 3 before – within 30 years, we will have sent a manned mission to Mars ...

You may want to ask students to read Study 1 on page 146 for a more detailed explanation of Perfect tenses.

### PRACTICE

- 1 Elicit the first answer as an example. Students then complete the sentences before checking in pairs. Check answers as a class and elicit why each answer is correct.

**ANSWERS:**

- 1 had invented, hadn't learnt  
 2 had been invented, hadn't yet made  
 3 have discovered, haven't found  
 4 will probably have found, won't have discovered  
 5 probably won't have learnt, will probably have learnt

- 2a Tell students that they can use the timeline to help but encourage them to also use their own ideas and/or use their mobile phones to find out information. Emphasise that two of the sentences should be false. Monitor and check students are forming the perfect tenses correctly and don't let them show their sentences to anyone yet.
- b Put students in pairs to read out their sentences for their partner to guess. When they have finished, nominate a few students to read out one of their sentences for the class to guess if it is true or false.
- 3 Students work individually to complete the sentences. Walk round the class, checking sentences and providing any vocabulary students need. Students compare their answers in groups.

### ADDITIONAL PRACTICE

- Study, practice & remember: Practice 1

Workbook: Language focus 1: Perfect tenses, pages 35–36

## Vocabulary (PAGE 59)

### Human achievements

See *Teaching tips: Working with lexis*, page 21.

- Students work individually then check in pairs. Check answers with the class, and ask students for examples of each one.

#### ANSWERS:

2 i 3 h 4 c 5 f 6 j 7 m 8 l 9 k 10 g  
11 e 12 a 13 d

#### Vocabulary, exercise 1: Alternative suggestion

With stronger classes, ask them to cover the list of verbs 1–13 and to read achievements a–m and think of the verbs themselves. Students then check their answers with the list and do exercise 1.

- Read the example with the class. In pairs, students describe the other achievements using the phrases from exercise 1.
- 6.2 Play the recording, pausing after each sentence for students to check their answers. Check answers with the class.

#### ANSWERS:

- Captain Cook was the first European to explore Australia and Antarctica.
- Federer defeated Murray in the 2012 Wimbledon final.
- Marie Skłodowska-Curie won the Nobel prize twice: once for physics and once for chemistry.
- Alexander Fleming discovered penicillin.
- Neil Armstrong was the first man to land on the moon.
- Aung San Suu Kyi inspired others with her peaceful approach.
- Bill Gates donated billions of dollars to help children in Africa.
- Usain Bolt broke the record for the 100 metres.
- Mark Zuckerberg founded Facebook.

### ADDITIONAL PRACTICE

Workbook: Vocabulary: Human achievements, pages 36–37

## Task (PAGES 60–61)

### Present an idea for a TV programme

See *Teaching tips: Making tasks work*, page 23.

#### WARM UP

Ask students to think of different types of TV programmes, and build up a list on the board, e.g. *documentaries, chat shows, dramas, etc.* In pairs, students discuss which they particularly like or dislike and describe examples from their country/ies.

## Preparation (PAGES 60–61)

### Listening

- Introduce the topic by asking students if they've ever thought about making a TV programme, and if so, what kind of programme they'd like to make. Students read the information then summarise the concept in pairs.
- Go through the achievements and check students know what they are. In groups, students match them to the categories. Check answers with the class.

#### ANSWERS:

- The invention of an important piece of technology.
- An extraordinary building or piece of engineering.
- A great victory/struggle for independence. / Outstanding leadership at a key point in history.
- An extraordinary example of human courage/determination.
- An extraordinary literary achievement.
- An extraordinary sporting career.
- An extraordinary musical achievement.
- An extraordinary artistic achievement.
- An idea or philosophy that changed the world.
- A great step forward for human rights.

- Students work in the same groups to think of more examples. Go round the class and help with ideas where necessary. When they have finished, ask one student from each group to share their ideas with the class.

- 6.3 Students listen and make notes, then check in pairs. Play the recording again if necessary, then check answers with the class.

#### ANSWERS:

- Tim Berners-Lee (and others), the invention of an important piece of technology (the internet), it's opened up so much of the world, one of the most important inventions in recent years, changed the way we communicate as a race.
- Neil Armstrong (and NASA), an important human 'first', an incredible achievement (even now), a life-changing event for the whole world.
- William Shakespeare, an extraordinary literary career, he's a giant in the literary world, he's touched everyone's lives, his plays can be reinvented, he speaks timeless truths to everybody, his works are produced and studied all over the world, he's the most widely read author.
- Felix Baumgartner, an extraordinary example of human courage, a great role model, has changed the world subtly.
- The Beatles, an extraordinary musical career, they revolutionised music, without them there wouldn't be pop music, they globalised music, their songs will endure timelessly, everybody can name a Beatles song, they still influence the music industry today.

- Go through the phrases in the Useful language box, and drill them so that students get a feel for what to listen for. Play the recording for students to listen and tick the phrases they hear. Check answers with the class.

#### ANSWERS:

- Speaker 1: I'd like to nominate ..., It's changed the way ..., It was an amazing achievement ...  
 Speaker 3: I'd like to nominate ...  
 Speaker 5: Without them ..., Their influence is still being felt today.

- Students discuss the questions in groups. In feedback, nominate students from each group to share their ideas with the class.

## Task (PAGES 60–61)

### Speaking

- Go through the notes with the class, then give students a minute or two to choose a topic.
- Students make notes about the points. Refer students back to the Useful language box, and supply any vocabulary they need. Encourage them to use their mobile phones to research facts, or computers if they are available. Go round and help with ideas.
- Students take turns to present their ideas to the class.
- Encourage students to make notes as they listen and think of two questions to ask at the end.
- Ask students to vote for their favourite achievement with a show of hands.

## Follow up (PAGE 61)

### Writing

- 1 Students write their summaries individually. Encourage them to use phrases from the Useful language box and go round helping with vocabulary. When they have finished, students swap summaries with another student to read.

#### Follow up, Writing: Alternative suggestion

Set up a class blog, and ask students to post their summaries there when they've finished. Other students then read the summaries and choose which programme they'd most like to see.

#### Share your task

Some additional ideas could include:

- Students film/record themselves acting out part of their programme.
- Students watch/listen to the presentations and choose which programme should be made.
- Students pretend they are the person described in the programme and act out describing their achievement.

#### ANSWERS:

- 1 simple – sentence 1a
- 2 continuous – sentences 3b, 5b
- 3 continuous – sentences 3b, 5b
- 4 simple – sentence 2a
- 5 simple – sentence 4a

Remind students that they looked at the general differences between simple and continuous forms in Unit 3, and that these are true for all simple and continuous forms, including the Present perfect simple and continuous. Then explain that both forms link the past and present, and ask students to look again at the correct sentences under the cartoons and think about how they are linked to the present, e.g. in sentence 1a he landed and broke the record in the past and is now happy to be the new record holder. Discuss the sentences as a class.

You may want to ask students to read Study 2 on page 147 for a more detailed explanation of the Present perfect simple and continuous.

### PRACTICE

- 1a Students work individually to choose the best verb form. Go round the class helping if necessary. Refer them back to the Grammar box and to Study 2 on page 147 for further help. Check answers as a class and elicit or give reasons yourself for each answer.

#### ANSWERS:

- 1 passed
- 2 both
- 3 been
- 4 feeling
- 5 broken
- 6 lost
- 7 done
- 8 both
- 9 been

- b Students work individually and choose at least five of the sentences. Stronger students can prepare the questions orally. Otherwise, give them a few minutes to think about how to form the question. Write the first question (*Have you passed an important exam this year?*) and the short answers (*Yes, I have. / No, I haven't.*) on the board, and highlight the forms. Set a time limit; then students go round asking as many other students as possible their questions and noting who answers yes to each. Encourage them to ask additional questions for more information. Finally, put students into groups to talk about what they discovered. Remind them they will need to use the third person, e.g. *Johann has been abroad a lot this year.*

### PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1 6.4 Play the question and elicit which words are stressed. Drill with the class.

#### ANSWER:

going out

- 2 6.5 Play the rest of the questions, pausing after each one for students to repeat. Correct where necessary.

### ADDITIONAL PRACTICE

Workbook: Writing: A summary, page 38

## Language focus 2 (PAGES 62–63)

### More about the Present perfect simple and continuous

See *Teaching tips: Using a discovery approach to grammar*, page 20.

- 1a Check understanding of *press-ups* and *cheesecake*. Students complete the world records individually then check in pairs. Don't give any answers yet.  
b Refer students to page 128 to check their answers. Discuss the question as a class.

#### ANSWERS:

- 1 was carrying 300 kilos at the time
- 2 did it underwater
- 3 only used one arm
- 4 did it in nine minutes
- 5 used his nose

- 2 Students discuss their answers in pairs. Encourage them to explain their answers if they can, and to guess if they are not sure. Briefly check answers but do not give or elicit explanations at this stage.

#### ANSWERS:

- 1 a
- 2 a
- 3 b
- 4 a
- 5 b

### GRAMMAR

#### More about the Present perfect simple and continuous

- 1 Students work in pairs to read through the rules, match them with the sentences in exercise 2 and choose the correct answers. Tell them to focus only on the correct forms (a or b) from the pictures. Walk round the room to help with language points if necessary. Check answers as a whole class.

- 2a Students read the information then discuss ideas in pairs. Elicit students' answers and write them on the board.

- b Read the examples with the class. Students prepare their conversations in pairs. Give them a few minutes to practise and make sure they are using correct pronunciation. Ask a few pairs to act out their conversations for the class.

### ADDITIONAL PRACTICE

- Resource bank: Activity 6A *A wonderful life* (Present perfect simple and continuous); Activity 6B *Who's worked for the CIA?* (Present perfect simple and continuous)

Study, practice & remember: Practice 2

Workbook: Language focus 2: *More about the Present perfect simple and continuous*, pages 38–39; Pronunciation: *Weak forms of auxiliary verbs*, page 39

## Wordspot (PAGE 63)

### first

See *Teaching tips: Working with lexis*, page 21.

- Students work in pairs to complete the sentences before checking with dictionaries or their mobile phones. Go through the answers with the class. If necessary, check the meaning of the phrases by eliciting or giving more example sentences, or asking students to summarise the meaning in their own words.

#### ANSWERS:

- 1 first impression    2 At first    3 first-class    4 first aid  
 5 at first sight    6 first of all    7 first thing    8 in first place  
 9 first-choice    10 first language

- Do one or two examples with the class and then put them into pairs to complete the diagram. Tell them to look at the words around each phrase to decide if it is a noun or an adjective. Check answers as a whole class.

#### ANSWERS:

- 1 first-choice    2 first thing, first language, first aid  
 3 in first place    4 first of all

- Ask students to look at the diagram in exercise 2 and memorise the phrases.
- In pairs, students take turns to ask and answer the questions on page 128 without looking at page 63 of the Students' Book. Check answers with the class, and ask students how many they answered correctly.

#### ANSWERS:

- 1 first language    2 at first    3 first thing    4 first-choice  
 5 first-class    6 at first sight    7 in first place  
 8 first impression    9 first aid    10 first of all

## ADDITIONAL PRACTICE

Workbook: Wordspot: *first*, page 39

## World culture (PAGES 64–65)

### Unsung heroes

#### Culture notes

**William Shakespeare:** No one knows exactly when Shakespeare was born, but he was baptised on 26th April, 1564, and his birthday is marked on 23rd April, to coincide with St. George's day. He was a poet and playwright, and is widely regarded as the greatest writer in the English language. He wrote about 38 plays, 154 sonnets and several other poems. He died on 23rd April, 1616.

**John Lennon:** Born on 9th October, 1940, John Lennon was a musician, singer and songwriter who became famous as one of the Beatles, one of the most successful bands ever. He was shot in New York in 1980.

**Diana, Princess of Wales:** Diana Spencer was born on 1st July, 1961, and became famous when she married Charles, Prince of Wales on 29th July, 1981. While married she became heavily involved in charity work, including raising awareness of land mines. She died in 1997 after a car crash in a tunnel in Paris.

**Sir Winston Churchill:** Born on 30th November, 1874, he was a politician best known for his leadership of Britain during the Second World War. However, prior to this Churchill had also been an officer in the army, a historian, a writer and an artist, and remains the only British prime minister to have received the Nobel Prize for Literature. At the start of the Second World War, his resistant spirit and powerful oratory skills helped unite Britain against Nazi Germany. He died on 24th January, 1965.

**Isambard Kingdom Brunel:** Born on 9th April, 1806, he was a mechanical and civil engineer who built dockyards, railways, steam ships and several important bridges and tunnels. He is considered to have been very important in shaping public transport and engineering. He was part of a team which helped build the first tunnel under a river, and his most famous work is perhaps the Clifton Suspension Bridge in Bristol, across the Avon Gorge. He also designed a huge ship called the Great Eastern, which at the time was the biggest ship ever built. Thousands turned out to see the launch, but the Great Eastern failed to launch properly as she was too big, which was humiliating for Brunel. He died shortly after her eventual launch in 1859.

## Find out first (PAGE 64)

- Go through the list of names and ask which the students have heard of and what they know about each one. Don't correct any information at this stage.
- Students work in pairs to match the people to the sentences.
- Students research the people individually, using the search terms to help, and then check in pairs. Monitor and help with vocabulary where necessary. Check answers with the class, and feed in information from the Culture notes if necessary. If you don't have access to the internet in class, tell your students the answers.

#### ANSWERS:

- 1 John Lennon    2 Sir Winston Churchill    3 Isambard Kingdom Brunel    4 William Shakespeare    5 Diana, Princess of Wales

- Students discuss in pairs, then check answers with the class.

#### ANSWERS:

- Position 1: Sir Winston Churchill  
 Position 2: Isambard Kingdom Brunel  
 Position 3: Diana, Princess of Wales  
 Position 5: William Shakespeare  
 Position 8: John Lennon  
 (Position 4 was Charles Darwin, Position 6 was Sir Isaac Newton and Position 7 was Queen Elizabeth I)

## View (PAGE 64)

See *Teaching tips: Using the video material in the classroom*, page 24.

- Focus students' attention on the pictures and elicit which of the people from exercise 1a they relate to. Students work individually to complete the sentences, and then check in pairs.
- Play the DVD for students to check their answers to exercise 3a then check in pairs. Check answers with the class. Check understanding of *workshop*, *quarrelled*, *a funnel*, *maiden voyage* and *an advertising hoarding*.

#### ANSWERS:

- 1 the Clifton Suspension Bridge    2 the Great Eastern ship  
 3 53    4 The Clifton Suspension Bridge

- Give students a minute to remember the people and numbers from the DVD, then play the DVD again for students to check. Students check in pairs before checking answers with the whole class.

**ANSWERS:**

200 years ago, Britain was the workshop of the world. Photographers, a new trade, came to take pictures of the Great Eastern ship. John Scott Russell was a shipbuilder who went into a stormy partnership with Brunel. The company directors sold tickets for the launch in order to raise cash. Six men died when a funnel exploded during trials. There were only 38 passengers on the ship's maiden voyage. Brunel died when he was 53 years old.

- 5 Students discuss the questions in pairs. When they have finished, nominate students to share their ideas about famous mistakes with the class.

**World view (PAGE 65)**

- 6a Focus students' attention on the table and check students are clear about what information to listen for. Ask them to copy the table into their notebooks. Play the DVD for students to watch and complete the table. Check understanding of *penniless*, *in the gutter* and *hits* (successful songs).  
b Students check answers in pairs. If necessary, play the DVD again before checking answers with the whole class.

**ANSWERS:****Lizzie:**

Name of person she admires: Nikola Tesla  
Biographical information: inventor and electrical engineer in the 1800s and 1900s  
Achievements: worked with Thomas Edison and made a lot of money from his inventions (but developed a reputation in later years as a mad scientist and ended up penniless).

**Sion:**

Name of person he admires: the band *Neu!*  
Biographical information: a German band from the early seventies  
Achievements: one of the first bands to experiment with electronic music and influenced David Bowie, Iggy Pop, Simple Minds and others.

**Jeanette:**

Name of person she admires: Mary Seacole  
Biographical information: lived during the Crimean War  
Achievements: used her own money to set up a hotel near the front line and brought soldiers in to give them food and medicine and take care of them.

- 7 Students discuss the question in pairs. When they have finished, elicit answers and have a brief class discussion.

**Find out more (PAGE 65)**

- 8a Students choose one of the people and research them online, using the search terms provided and making notes. Try to ensure all the people are covered. Circulate and help with vocabulary where necessary.  
b Give students a few minutes to prepare how they will present their information and help with vocabulary where necessary.  
c Students present their information to the class. Ask other students which unsung hero they think is most impressive.

**Write up your research**

- 9 Go through the prompts with the class and elicit ways to finish each one as an example. Students write their paragraphs individually, using their notes from exercise 8a. When they have finished, put students in pairs to check and correct each other's work. In feedback, ask students to share any interesting information they found out.

Students can now do Progress Test 3 and the Mid-course test on the Teacher's Resource Disc.

**Study, practice & remember (PAGES 146–148)**

See *Teaching tips: Using the Study, practice & remember sections*, page 25.

**Practice 1****ANSWERS:**

- 1  
1 a T      b F      c T  
2 a T      b F      c F  
3 a NS      b T      c F

- 2  
1 hasn't rained    2 sat    3 had learnt    4 'll have lived  
5 'd made    6 'll have finished    7 haven't seen

**Practice 2****ANSWERS:**

- 1  
1 c    2 d    3 f    4 a    5 e    6 h    7 g    8 b  
2  
1 've left    2 Have you finished    3 been trying  
4 've sent, hasn't replied    5 've never seen    6 's been working  
3  
1 have used    2 had ever tried    3 died    4 brought  
5 had been married    6 had lived    7 went  
8 has been collecting    9 has collected  
10 has been increasing    11 will have reached

## Remember these words

### ANSWERS:

1

- 1 a Brad Pitt has convinced other people to give money to charity.  
 b Brad Pitt has given his own money to charity.
- 2 a and b mean the same.
- 3 a The story is strange but true.  
 b The story isn't true.
- 4 a and b mean the same.
- 5 a The conquerors just visited the islands.  
 b The conquerors fought the people on the islands and won the war.
- 6 a and b are very similar, but *transformed* suggests a stronger impact than *influenced*.

2

- 1 had 2 on 3 had 4 influence 5 enable 6 led  
 7 in 8 make 9 take 10 means 11 cause

3

- 1 effect/affectation  
 2 cause (the same)  
 3 cure (the same)  
 4 defeat (the same)  
 5 discovery  
 6 donation  
 7 exploration  
 8 influence (the same)  
 9 transformation

## Study tips

- 1 Introduce the topic by checking understanding of *accuracy* and *fluency*, and asking students which they think they need to work on more when speaking. Students work individually then compare ideas in pairs. Ask students to share ideas with the class and find out if others agree.
- 2 Students discuss which they would like to work more on.

# 07 EVENTS

## OVERVIEW

PAGES 66–67

**Speaking and vocabulary:** Celebrations and protests

**Grammar:** Relative clauses

**Common European Framework:** Students can explain a viewpoint on a topical issue; can use a sufficient range of language to be able to give clear descriptions.

PAGES 68–69

**Reading and speaking:** We saw history in the making

**Common European Framework:** Students can read with a large degree of independence, adapting style and speed of reading to different texts and purposes; can explain a viewpoint on a topical issue.

PAGES 70–71

**Vocabulary and listening:** Special events

**Grammar:** Quantifiers

**Wordspot:** *take*

**Common European Framework:** Students can understand extended speech even when it is not clearly structured; can exchange factual information.

PAGES 72–73

**Task:** Present ideas for an event

**Common European Framework:** Students can give a clear, systematically developed presentation, which includes key points and relevant supporting detail.

PAGES 74–75

**Writing:** A review of an event

**Speaking:** Awkward social situations

**Common European Framework:** Students can write clear, detailed descriptions of real or imaginary events and experiences; can cope linguistically to negotiate a solution to a dispute.

## Speaking and vocabulary (PAGE 66)

### Celebrations and protests

See *Teaching tips: Working with lexis*, page 21.

#### WARM UP

Write the following questions on the board:

*Do you like being in large crowds or do you prefer being alone?*

*When was the last time you were in a large crowd? How did you feel?*

Put students in small groups to discuss the questions. When they have finished, ask students from each group to share their ideas with the class.

- Focus students' attention on the photo and elicit what event students think it is (a pop or rock concert). Give students three minutes to work in pairs and think of five other events. Circulate and help with vocabulary, writing any new words/phrases on the board. Elicit answers from the class and ask if students have been to any events like these.
- Students read extracts 1–8 and use their mobile phones or dictionaries to check the meaning of the words in bold. They then work in pairs to categorise the words. Check answers with the class, and ask students to explain the differences between similar words, e.g. *flags* and *banners*.

## ANSWERS:

**events:** carnival, demonstration, festival, outdoor concerts, sporting events, victory parade

**activities:** addressed the crowd, booed, campaigning for, celebrate, cheered, clapped, clashed with, waved flags, went wild

**people:** crowd, marchers, protestors, supporters

**things:** an end to poverty, banners, costumes, floats, placards

- Students add more words to each category in pairs. Elicit answers from the class and write them on the board.
- Students discuss the question in pairs. Encourage them to ask follow-up questions to find out more information. When they have finished, nominate students to share their ideas with the class.

## ADDITIONAL PRACTICE

Workbook: Vocabulary: *Celebrations and protests*, page 40

## Language focus 1 (PAGE 67)

### Relative clauses

See *Teaching tips: Using a discovery approach to grammar*, page 20.

- Students work individually then check in pairs. When they have finished, play the recording, pausing after each gap to allow them to change their answers if necessary. Check answers with the class.

## ANSWERS:

- when over 3.5 million people attended
- where millions celebrate
- who were there
- which was about to begin in Iraq
- which was in Rome
- who decided to start
- who watched the World Cup final
- who won
- that it is held

### Language focus 1, exercise 1: Alternative suggestion

With weaker classes, write the following questions on the board:

1 *At which event was the venue not big enough?*

2 *Which event took place in a stadium?*

3 *At which event were a lot of the people probably not actually attending?*

Give students a few minutes to read the texts quickly and answer the questions, then check in pairs. Check answers with the class (1 protest, 2 sports event, 3 concert). Students then complete the texts with the phrases from the box in exercise 1.

## GRAMMAR

### Relative pronouns

- Underline the first relative pronoun with the class. Students work in pairs to underline the other pronouns.

## ANSWERS:

The relative pronouns are *which*, *that*, *who*, *where* and *when*.

b Students discuss the questions in pairs before checking answers with the class. If you think students need more help with this, demonstrate the subject/object by writing the example sentence on the board like this:

subject                    object

The man | designed | the stadium.

**ANSWER:**

The relative pronoun can be omitted in the second sentence because *which* is the object of the relative clause.

c Answer the question as a class.

**ANSWER:**

... over the two weeks (that) it is held.

#### Defining and non-defining relative clauses

2 Put students into pairs to answer the questions. In feedback, write the example sentences on the board and highlight the points made in the language notes below.

**ANSWERS AND LANGUAGE NOTES:**

- 1 the first one (if you cross out the relative clause, the remaining sentence is *Those missed the party*, which doesn't make sense.)
- 2 the second one (if you cross out the relative clause, the remaining sentence is *Pedro missed the party*, which still makes sense.)
- 3 non-defining relative clauses (Non-defining relative clauses need commas, dashes or other punctuation to act as parentheses, as they contain extra, non-essential information.)

You may want to ask students to read Study 1 on page 149 for a more detailed explanation of relative clauses.

#### PRACTICE

1a Students work in pairs to complete the sentences. Walk round the class prompting if necessary. If students find this difficult, refer them back to the Grammar box or Study 1 on page 149 of the Students' Book. Check answers as a class and elicit the reason for each.

**ANSWERS:**

- 1 (which/that)    2 (who/that)    3 when    4 (which/that)  
5 whose    6 whose    7 where    8 (which/that)

- b Give students a few minutes to work alone and answer the questions on a separate piece of paper. Emphasise that students should only write single words or short phrases. As an example, do the first few questions for yourself and write the answers on the board.  
c To demonstrate the activity, ask a student a question about one of their written answers and elicit a reply using a relative clause, e.g. *Why did you write 'Thailand'? It's a place (which/that) I'd really like to visit.* Put students into pairs to do the same thing, and emphasise that they must use a relative clause in their replies. For feedback, ask a few students to tell the class something they have in common with their partner or something interesting they heard.

- 2 Complete the first sentence on the board, deleting and/or adding words and punctuation as necessary. Students then write their answers in full before comparing their answers in pairs. To check answers, write the original sentences on the board and elicit the necessary changes.

**ANSWERS:**

- 1 The UEFA Champions League final, which takes place in May, is the most-watched annual sporting event in the world.
- 2 The Beatles, who split up in 1970, have sold more records than any other band in history.
- 3 The Grand Bazaar in Istanbul, which was built in the 15th century, is the most popular tourist attraction in Europe.
- 4 One of the largest urban areas in the world is Chongqing, which is a little-known city in south-west China.
- 5 Cuban singer Compay Segundo, who made his first recording in the 1930s, finally found international fame in the 1990s with Latin group The Buena Vista Social Club.
- 6 Daytime eating and drinking are forbidden during the festival of Ramadan, which takes place in the ninth month of the Muslim calendar.

#### ADDITIONAL PRACTICE

- Resource bank: Activity 7A *Relative clauses crossword* (Defining relative clauses); Activity 7B *What's buried at the bottom of the garden?* (Non-defining relative clauses)  
Study, practice & remember: Practice 1  
Workbook: Language focus 1: *Relative clauses*, pages 40–41

#### Reading and speaking (PAGES 68–69)

- 1a Focus students' attention on the photos and titles. Put students into groups to list what they know about each event but make sure they don't read the texts yet. When they have finished, elicit ideas from the class but don't correct them at this stage.
- b Students match the words to the events in pairs. Don't give any answers yet.
- 2a Students read the four texts and check their ideas from exercises 1a and b, then check in pairs. Check answers with the whole class and check understanding of *nightmare*, *overwhelming pressure*, *hammers* and *crammed the streets*.

**ANSWERS:**

- The Wall Street Crash and the Jarrow March: the Stock Exchange, rebellion, reforms, starvation, shares, homelessness, to protest  
The Summer of Love: an alternative lifestyle, the establishment, rebellion, to protest  
The fall of the Berlin Wall: a border crossing, rebellion, reunify, to protest  
Obama's election night: the campaign for Black rights, victory

- b Students discuss the questions in pairs before checking with the class.

**ANSWERS:**

- The Wall Street Crash:** 1929 in New York, spreading all over the world; protest; because the crash brought about the 'Great Depression', homelessness and hunger; it was a worldwide event.
- The Jarrow March:** 1936 from Jarrow in the north east of England to London; protest; because of severe unemployment as a result of the 'Great Depression'; it was a national event.
- The Summer of Love:** 1967 in San Francisco; celebration; an alternative lifestyle was born from a rebellion against the establishment; there was rebellion in many parts of the world, but the 'Summer of Love' itself was in San Francisco.
- The fall of the Berlin Wall:** November 1989 in Berlin; celebration; following the erosion of communist rule in Eastern Europe, East Berliners were at last allowed to cross the wall and visit the West; all countries under communist rule in Eastern Europe were eventually affected.
- Obama's election night:** November 2008 in Chicago, USA and across the world; celebration; because Barack Obama became the first black president of the United States; celebrations took place across the world.

- 3 Before students discuss the question, ask the class if anyone can remember any of the events, and if they were involved in any way. Students discuss in pairs and write three words for each event. Circulate and help with vocabulary where necessary. In feedback, elicit students' ideas and find out if they have any answers in common.
- 4a Make sure students understand that one event has two comments. Students work individually then check in pairs, before checking answers with the class.

**ANSWERS:**

- A 3 The fall of the Berlin Wall  
 B 2 The Summer of Love  
 C 4 Obama's election night  
 D 1 The Wall Street Crash and the Jarrow March  
 E 2 The Summer of Love

- b Students discuss the question in pairs. Walk round and answer any questions students have about the vocabulary in the comments. When they have finished, nominate students to share their ideas with the class and elicit the answers below.

**ANSWERS:**

- A being shaken, excited; feelings of disbelief, then great joy  
 B free and wild atmosphere; feelings of great emotion  
 C feeling that the limits have been pushed back  
 D mournful atmosphere; feelings of deep depression  
 E feeling of complete liberation

- 5 Students work individually then check in pairs. In feedback, elicit answers and ask students to show you which parts of the texts give the answers.

**ANSWERS:**

- 1 T ('unthinkable')
- 2 T ('The Jarrow marchers were cheered and given food ... when they reached parliament, nothing was done for them')
- 3 F ('the organisers held a 'funeral' and burnt a coffin labelled "Summer of Love")
- 4 T ('Under overwhelming pressure')
- 5 F ('swept to victory')
- 6 T ('The town was murdered ... like a hangman dropping a noose')
- 7 T ('I remember my mother bursting into tears')
- 8 T ('We just couldn't believe it ... it seemed impossible ... We were worried it might be closed again')
- 9 T ('the presidency was always closed to us')

- 6 Students discuss the questions in groups. When they have finished, nominate a student from each group to share their ideas with the class.

**Reading and speaking: Additional activity**

Ask students to find out about other important events from history, either in class or for homework. Some suggestions could include: 1963 – John F Kennedy assassinated; 1969 – first man on the moon; 1955 – Rosa Parks refuses to give up her seat on a bus; 2005 – Hurricane Katrina; 2007 – launch of the iPhone. Students choose one and research it on the internet (particularly eyewitness accounts) in order to share with the rest of the class.

**Vocabulary and listening (PAGE 70)****Special events**

See *Teaching tips: Working with lexis*, page 21.

**WARM UP**

Review the vocabulary from page 66 of the Students' Book. Before class, prepare sets of cards with words from exercise 2, e.g. *placard*, *protester*, *flag*, *clashed*, etc. Make one set of cards for each group of three or four students. Put students in groups and give one set of cards to each group. Ask them to sit in a circle and place the pile of cards face down in the middle. Students take it in turns to take a card without showing it to anyone else in the group, and describe the word or phrase for other students to guess. Whoever says the word first wins the card. The student with the most cards in each group at the end is the winner.

- 1 Focus students' attention on the photos. Students discuss the questions in pairs. When they have finished, nominate students to share their ideas with the class, and feed in the information from the Culture notes below.

**Culture notes**

**Fireworks:** These are commonly used for New Year celebrations around the world. They are also traditional in the UK on November 5th, which is known as Guy Fawkes Night. With bonfires and fireworks people remember Guy Fawkes, who was caught attempting to blow up the Houses of Parliament on that day in 1605.

**London 2012:** The 2012 Summer Olympic Games were held in London. The last time they had been held there was in 1948.

**Chinese New Year:** This is the most important of the traditional Chinese holidays, and is usually held in January or February, at the start of the Chinese Lunar New Year.

**Cake:** A traditional wedding cake at an English wedding often has many layers and is covered with decorative white icing. Small figures of the bride and bridegroom usually stand on the top.

**Masquerade ball:** Originally a European tradition which started in 15th-century Venice, these costume parties are now held around the world, usually during Carnival season.

- 2 Go through the example with the class. Students work individually to identify the incorrect word in each event and rewrite it in the correct place. Make sure students understand that the words may match more than one event. Check answers with the class, and give further explanations or examples where necessary.

**ANSWERS:**

carnival: a bridegroom, fireworks  
 wedding: mourners; a bride, a bridegroom, presents  
 music festival: presents; fans, merchandise  
 anniversary/engagement: merchandise; a bride, a bridegroom, presents  
 public holiday: fans, fireworks, presents  
 fair: a bride; fireworks, merchandise  
 funeral: fireworks; mourners

- 3** **7.2** Explain that students need to listen and say which event is being described. Play the recording, pausing after each one for students to check answers.

**ANSWERS:**

1 wedding 2 public holiday 3 music festival

- 4** Play the recording again, pausing after each one for students to make notes of the positive and negative issues. When they've listened to all three recordings, students check answers in pairs. Play the recording again if necessary, then check answers with the class.

**POSSIBLE ANSWERS:**

1 Positive: inviting just close family and a few old friends, saving money, nice party later  
 Negative: very expensive, too many guests, stressful, too impersonal, too much fuss  
 2 Positive: big family gathering, special food, football matches and parade on TV, not commercial, very few presents or cards  
 Negative: too much food, lazy day  
 3 Positive: build up of excitement through the day, great atmosphere, good facilities  
 Negative: some festivals are friendlier than others, long queues for the toilets, expensive food and drink, easy to spend too much, never enough water

**ADDITIONAL PRACTICE**

Workbook: Vocabulary: Special events, page 43

**Language focus 2 (PAGES 70–71)****Quantifiers**

See *Teaching tips: Using a discovery approach to grammar*, page 20.

- 1a** Elicit the first answer from the class as an example. Students choose the best quantifiers then check in pairs. Don't give any answers yet.  
**b** **7.3** Play the recording for students to check their answers, then check answers with the class.

**ANSWERS:**

1 Quite a few of 2 hundreds of 3 some 4 hardly any  
 5 a few 6 a couple of 7 far too much 8 Very few  
 9 a little 10 plenty of 11 enough 12 any

**GRAMMAR****Quantifiers**

**1 & 2** Students answer the questions individually then check in pairs, before checking answers with the whole class.

**ANSWERS:**

- 1 large quantities: hundreds of (C), quite a few of (C), far too much (U), plenty of (B).
  - 2 small quantities: some (B), hardly any (B), a few (C), a couple of (C), very few (C), a little (U).
  - 3 neither: enough (B), any (B).
- 3** Give students a few minutes to discuss the groups of sentences. Go through the answers with the class.

**ANSWERS:**

- 1 Sentence a is a neutral comment, while b is a negative comment.
- 2 Sentences a and b are similar, however b suggests that there are 'more than enough' toilets.
- 3 The number of friends implied in the sentences decreases from a to b to c.
- 4 In a, some of the guests were not known to the person getting married, but in b, all the guests were strangers (an unlikely situation).
- 5 In a, the speaker loves going to festivals and attends as many as possible, but in b, the speaker never goes to festivals.

You may want to ask students to read Study 2 on page 150 for a more detailed explanation of quantifiers.

**PRACTICE**

If you think students need more controlled practice before doing these exercises, they could do Practice 2 on page 150 first.

- 1a** Demonstrate the activity by using the first set of prompts to describe your country. Students write the rest of the sentences individually. Circulate and check students are using the quantifiers correctly.
- b** Students compare answers in pairs. When they have finished, ask one or two pairs to describe any answers they have in common to the class.
- 2** Give students a few minutes to plan what they are going to say. Monitor and help where necessary. When they are ready, put students in pairs to share their descriptions. Monitor and note any errors with quantifiers for later feedback. When they have finished, ask a few students to report any interesting information they found out to the class.

**ADDITIONAL PRACTICE**

**Study, practice & remember: Practice 2**

Workbook: Language focus 2: Quantifiers, pages 43–44

## Wordspot (PAGE 71)

### *take*

See *Teaching tips: Working with lexis*, page 21.

### WARM UP

Books closed. Write the following sentences on the board:

*It doesn't \_\_\_\_\_ me long to get ready in the morning.*

*The concert will \_\_\_\_\_ place on 1st November.*

*Please fasten your seatbelts. The plane is going to \_\_\_\_\_ off shortly.*

Students work in pairs to decide what the missing word is (*take*), and discuss what the phrases with *take* mean in each sentence.

- 1 Put students into pairs and ask them to guess the meaning of any phrases they do not know. Tell students they will need to change the form of the verb *take* in most of the sentences. Check answers as a whole class and elicit or give more examples if necessary.

### ANSWERS:

- 1 took part    2 takes place    3 take a photo of
- 4 take your time    5 It takes    6 take care of
- 7 taking a seat    8 take it seriously    9 taken notes
- 10 takes after    11 take off    12 to take up

- 2a 7.4 Play the recording, pausing after each question to give students time to write their answers. Tell them they do not need to write full sentences. As an example, write an answer for question 1 on the board, e.g. *no, only at weekends*. After students have written their answers, give them a few minutes to try and remember the questions. They then check their ideas by looking at audio script 7.4 on page 173 of the Students' Book.
- 2b Put students into pairs to ask and answer the questions. For feedback, ask students to tell the class the most interesting or surprising thing they heard.

### Wordspot: Additional activity

Before the lesson, prepare sets of cards (one per group of three or four students) with the phrases from exercise 1 on. Put students in groups and place a set of cards in the centre of each group, face down. Students take it in turns to pick up a card and say an example sentence using that phrase. If the rest of the group think it's correct, the student can keep the card. If not, then whoever can correct it first keeps the card. The student with the most cards in each group at the end is the winner. Walk round and be ready to adjudicate where necessary while students are playing the game.

### ADDITIONAL PRACTICE

Workbook: Wordspot: *take*, page 44

## Task (PAGES 72–73)

### Present ideas for an event

See *Teaching tips: Making tasks work*, page 23.

## Preparation (PAGES 72–73)

### Reading and vocabulary

- 1a Focus students' attention on the photos. Students match these to the events in the box in pairs, and then check answers with the class.

### ANSWERS:

from left to right: traditional dancing, art exhibition, children's entertainment, sports day

- 1b Students discuss the questions in pairs. Check answers as a class and feed in information from the Culture notes below where necessary. Ask a few students to share their experiences with the class.

### ANSWERS:

Women are wearing traditional costumes for dancing flamenco, a typical dance in Spain.

Visitors are looking at pictures in an exhibition.

A Punch and Judy show is taking place, possibly at a summer fair. Schoolchildren are taking part in an egg and spoon race at a sports day.

### Culture notes

**Punch and Judy show:** This is a traditional British puppet show. It is popular with children and often shown at the seaside or at a summer fair. It dates back to 17th-century Italy and is performed by a single puppeteer. Audience participation is encouraged and it is similar to a pantomime.

**Egg and spoon race:** This is a race where participants must balance an egg on a spoon and race other participants in a straight line to the finish line. It is still a traditional competition in most British primary schools on the annual sports day, held in the summer.

- 2a Students work individually then check in pairs, before checking answers with the whole class.

### ANSWERS:

- 1 This is an event organised by local residents to raise money for charity, and sponsored by the mayor.
- 2 You plan your event in detail, then present your idea to the mayor.
- 3 The idea that's most exciting and original and raises the most money for charity will win the competition.

- 2b Students use their mobile phones or dictionaries to check the meaning of the phrases in bold, then compare with a partner.

- 2c Students answer the question in pairs. Check answers with the class and give further explanations where necessary.

### ANSWERS:

- 1 promotion    2 raising money    3 raising money
- 4 promotion    5 promotion    6 raising money

- 3 Students discuss in pairs. When they have finished, elicit ideas from the class.

## Task (PAGES 72–73)

### Speaking

- 1a Put students in small groups, and give them time to decide which type of event they are going to plan. Walk round and help with ideas where necessary.
- b Go through the Useful language box, section a with the class. Go through the questions with students and make sure they make detailed notes.
- 2 Go through the phrases in the Useful language box, section b and make sure students are clear about who will present which pieces of information. Encourage students to practise their presentation and help with vocabulary where needed.
- 3a Students present their ideas to the class. Go through the topics beforehand and make sure other students make notes while they watch each presentation.
- b Go through the questions in the Useful language box, section c and encourage students to ask questions at the end of each presentation. Hold a class vote for the best idea via a show of hands, and keep a tally on the board.

#### Share your task

Some additional ideas could include:

- Students prepare pictures and/or objects related to what they're talking about, and then film themselves, referring to the pictures or objects as they talk.
- Students film/record themselves carrying out part of the event they've presented.
- Students film/record their presentations, then watch with another student who suggests ways it could be improved. Students then film a second version.

#### ANSWERS:

- 1 They're definitely one of the best live bands (who are) performing today.
  - 2 The two women (who were) sitting next to me were cheering ...
  - 3 No one (who was sitting in the arena) seemed to mind.
  - 4 Quite a lot of the songs were from their latest album, (which is) currently standing at the top of the charts.
  - 5 I'll sit a bit further away from the two women with tuneless voices (who were) trying to sing louder than the lead singer.
- The sentences in the review all omit words from the relative clauses.

- b You may wish to refer students back to Language focus 1 on page 67 and/or Study 1 on page 149 of the Students' Book to review relative clauses before starting this exercise. Students work alone then check in pairs, before checking answers with the whole class.

#### ANSWERS:

- 2 who 3 who was 4 who is 5 that 6 that is  
7 who is 8 no deletion possible

- 4a Refer students back to the topics in exercise 2b, and give them plenty of time to make notes. Monitor and help with vocabulary, writing any new words/phrases on the board.
- b Students organise their notes. Walk round and help where necessary, discussing what information should go in what paragraph and in what order. Students write their first drafts.
- 5a Students review their first draft and attempt to improve it using the ideas in the checklist. They then write a final draft of their review. Explain that students should write 120–150 words. Go round and help with ideas and suggestions here.
- b When they have finished, students swap reviews with a partner and read them in order to give each other feedback. Encourage them to comment on good features as well as give suggestions.

## Language live (PAGES 74–75)

### Writing (PAGE 74)

#### A review of an event

- 1 Introduce the topic by telling students about any famous bands or singers you've been to see in concert. Students discuss the questions in pairs. When they have finished, ask a few students to share their ideas with the class.
- 2a Give students a few minutes to read the review quickly and answer the questions, before checking in pairs and then as a class. Check the meaning of *off by heart*.

#### ANSWERS:

- 1 the atmosphere was electric; the concert included the band's biggest hits; unforgettable experience to sing along with other fans
- 2 something was missing, because he didn't know the songs from their latest album; two women in the audience were singing too loud and very badly
- b Students read the text again more carefully and tick the things he describes. Students check in pairs, and then check answers with the whole class.

#### ANSWERS:

The reviewer describes everything except the quality of the performance and the names of the band members.

- 3a Elicit the first answer as an example. Students find the rest of the sentences in the review alone before checking in pairs. Check answers with the whole class.

## Speaking (PAGE 75)

### Awkward social situations

- 1 Introduce Bella and ask students why the situations are awkward. Students discuss in pairs what they would say in each situation. Elicit suggestions from the class.
- 2a 7.5 Play the recording and ask students if their suggestions in exercise 1 were the same or different.
- b 7.6 Play the recording, pausing after each sentence for students to complete the sentences. Check understanding of any phrases they don't know, e.g. *I couldn't manage any more*. (= I can't eat any more); *I hope I didn't offend you*. (= I hope I didn't make you feel bad/uncomfortable); *I don't want to keep you*. (= I don't want to take up your time). Tell students that polite intonation is very important because Bella is refusing invitations and offers. Play the recording and pause after each sentence for students to repeat.

#### ANSWERS:

- 1 full 2 manage 3 worry 4 matter, happen 5 met  
6 everything 7 realise 8 offend 9 keep 10 chance

- 3a Give students five to ten minutes to prepare their conversations. If time is short, ask students to choose only one situation. Walk round the class providing vocabulary and modelling intonation for students to copy.
- b First, give students a few minutes in pairs to practise their conversations and polite intonation. If time is short, select only a few pairs to act out their conversations for the class.

### ADDITIONAL PRACTICE

- Workbook: Writing: A review of an event, pages 44–45; Language live: Awkward social situations, page 45; Pronunciation: Sounding polite, page 45

## Study, practice & remember

(PAGES 149–151)

See *Teaching tips: Using the Study, practice & remember sections*, page 25.

### Practice 1

**ANSWERS:**

- 1  
1 whose    2 which    3 where    4 which    5 when    6 which
- 2  
1 a shop which/that sells second-hand computer games  
2 ✓  
3 ✓  
4 the couple whose house is for sale  
5 ✓  
6 the place where I was born  
7 ✓  
8 the beach where he works
- 3  
1 This house, in which Dickens lived as a child, is now a museum.  
2 Our new computer system, which cost several thousand euros, is still not in operation.  
3 The receptionist, who was in a bad mood, told us to wait outside.  
4 He is a man to whom the whole nation will always be deeply grateful.  
5 I'll call you next week, when I'll have more information.  
6 The fishing trade, which the whole town depends on, has been badly affected by pollution.  
7 The man on the left, whose wife is wearing a red dress, is my old headmaster!

### Practice 2

**ANSWERS:**

- 1  
1 more than a few    2 more than we need    3 not much  
4 a lot of    5 all of them    6 more than enough  
7 everything    8 certain
- 2  
1 a bit of    2 very few    3 a bit of    4 much    5 no    6 any

### Remember these words

**ANSWERS:**

- 1  
**people:** a bridegroom, a mourner, a spectator, a steward  
**things:** a balloon, a banner, a coffin, a costume, a float, merchandise, a placard  
**events:** a ceremony, a demonstration, a fair, a funeral, a parade, a reception, a victory
- 2  
1 made    2 place    3 waved    4 after    5 part    6 rebel
- 3  
celebrate – celebration  
decorate – decoration  
gather – gathering  
promote – promotion  
starve – starvation

### Study tips

- Ask students how they can practise speaking outside the classroom, and write their ideas on the board. Give students a few minutes to read the suggestions, and tick off any on the board that they mentioned. Students then discuss which of the ideas are possible for them in pairs.
- Students try out an idea for a month. Make sure you remember to revisit the idea a month later (and remind students of the idea once a week). A month later, ask students how effective they feel the idea was and find out which ideas were most effective.

# 08 STRANGE BUT TRUE

## OVERVIEW

PAGES 76–77

Reading and vocabulary: Mysteries and oddities

Common European Framework: Students can read articles and reports on contemporary problems in which the writers adopt particular stances or viewpoints.

PAGES 78–79

Grammar: Overview of modal verbs

Vocabulary: Extreme adjectives

Common European Framework: Students can present clear, detailed descriptions on a wide range of subjects; can express their ideas and opinions with precision.

PAGES 80–81

Listening and speaking: A mystery story

Grammar: Past modals

Pronunciation: Weak form of *have*

Common European Framework: Students can understand a story; can use a sufficient range of language to be able to give clear descriptions, and express viewpoints on most topics.

PAGES 82–83

Task: Discuss two mysteries

Common European Framework: Students can exchange, check and confirm accumulated factual information with some confidence; can write clear, detailed descriptions of real or imaginary events.

PAGES 84–85

World culture: The Bermuda Triangle

Common European Framework: Students can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail.

## Reading and vocabulary

(PAGES 76–77)

### Mysteries and oddities

See *Teaching tips: Working with lexis*, page 21.

#### WARM UP

Put students in pairs. Read the following riddle to the class, and ask if they can solve it:

A businessman is about to leave on a business trip. As he leaves the office building, the night security guard stops him and says, 'Sir, don't go on that trip! Last night I had a dream that your plane would crash and everyone would die!' Being superstitious, the businessman believes him and cancels his trip. Sure enough, later that night the plane crashes and everyone dies. The businessman rewards the night security guard with \$1,000 and then immediately fires him. Why did he fire him?

Give students a few minutes to discuss the situation and try to solve the riddle. If no one works it out, then tell the class the solution (*The night security guard was fired for sleeping on the job!*).

- Check understanding of the types of mysteries by eliciting an example of each one. Students discuss the questions in small groups.

- Give students a few minutes to check they understand the phrases, using their mobile phones or dictionaries and checking with you where necessary. Students then think of examples in pairs. In feedback, nominate a different student to share each example with the class.
- Students read the story beginnings then answer the questions in pairs. Check answers with the whole class, and write students' predictions for question 5 on the board. Check understanding of *fetch millions* and *amnesia*.

#### ANSWERS:

1

- A first picture (drawing)
- B second picture (painting)
- C third picture
- D spider picture
- E last picture

2

- A Yoro, in Honduras, May or June every year
- B the Netherlands, 19th century
- C Detroit, 1930s
- D California, 2007
- E the north of England / London, March 2002 / December 2007

3

- A Every year, small fish rain down on the streets.
- B Van Gogh, a tormented artist, cut off his own ear.
- C A small baby fell from the fourth floor of a building on top of a street sweeper below, and both survived.
- D David Blancarte lost the use of his legs in a motorcycle accident, and 20 years later was bitten by a potentially deadly spider.
- E John Darwin, who had been missing presumed dead after a canoeing accident, reappeared five years later, saying he had been suffering from amnesia.

4

- A supernatural event, unexplained natural phenomenon
- B unfortunate mishap, tragic incident, popular myth
- C near miracle, amazing coincidence
- D near miracle, unexplained natural phenomenon
- E clever hoax, mysterious disappearance, practical joke, stupid publicity stunt

- Students match the beginnings and endings then check in pairs, before checking answers with the class.

#### ANSWERS:

A 5   B 4   C 1   D 3   E 2

- Students discuss the questions in pairs. When they have finished, nominate one or two pairs to share their ideas with the class.

#### ANSWERS:

Still unexplained: raining fish, David Blancarte walking again.

- Do the first one with the class as an example, showing how students can use the context to explain the meaning by asking *If it was raining fish, were there a lot of fish or only a few?* Students discuss the other meanings in pairs. In feedback, check answers and give any further explanations as necessary.

## ADDITIONAL PRACTICE

Workbook: Vocabulary: *Mysteries and oddities*, page 46

## Language focus 1 (PAGES 78–79)

### Overview of modal verbs

See *Teaching tips: Using a discovery approach to grammar*, page 20.

- Check understanding of *hiccup*, *catch a cold* and *sleepwalk*. Students discuss the questions in pairs. Elicit ideas from the class but don't confirm answers yet.
- Students check answers with the article, then discuss the question in pairs.

#### ANSWERS:

We can't tickle ourselves because our brain can predict the feeling  
We hiccup when our diaphragm gets irritated.  
No, we can't catch a cold from being cold.  
No one is sure why people sleepwalk but it could be a sign of stress.

- The aim of this exercise is to give you a chance to see how much your students already know. This will give you an idea of how much detail you need to go into in the Grammar box. Students work individually, and then check in pairs before checking answers with the class.

#### ANSWERS:

1 can    2 be able to    3 can't    4 must    5 able to  
6 must    7 might    8 can    9 don't have to    10 shouldn't  
11 should    12 ought to    13 can't    14 shouldn't  
15 may    16 could    17 mustn't

### GRAMMAR

Most of this should be revision for your students, so allow them to work through the questions in pairs and clarify where necessary.

#### Modals of ability

- Students discuss in pairs before checking with the class.

#### ANSWER:

Because in 2, there is already another modal verb, *should*. Only one modal verb can appear in a clause.

#### Modals of obligation

- Students discuss in pairs before checking with the class. When checking answers, go through the language notes below as necessary.

#### ANSWERS AND LANGUAGE NOTES:

- must* (*have to* describes a necessity, whereas *must* describes a necessity which originates from the speaker)
- mustn't*
- don't/doesn't have to* (this describes the lack of a necessity, whereas *mustn't* describes a negative obligation)
- should, ought to*
- shouldn't*

#### Modals of possibility or probability

- Students discuss in pairs before checking with the class. When checking answers, go through the language notes below as necessary.

#### ANSWERS AND LANGUAGE NOTES:

3

- must* (this shows that the speaker is sure something is true)
- may, might, could* (note that we don't use *can* in this way)
- can't*
- can*

4

Because we don't use *can* to talk about deduction in this way.

You may want to ask students to read Study 1 on page 152 for a more detailed explanation of modal verbs.

### PRACTICE

- Introduce the topic by asking what the connection between pets and an earthquake might be. Then ask students if they know anything about how animals can be used to predict natural disasters. On the strength of this discussion, pre-teach *behaviour* and *magnetic field*. Elicit answers to the question first, and then ask students to read the text and check.

#### ANSWERS:

They might be able to sense early signs of earthquakes, maybe because they are sensitive to slight changes in the Earth's magnetic fields.

- Do the first example with the class, eliciting why *must* is not appropriate. When you check answers, ask students to explain their choices.

#### ANSWERS:

1 ought to / should    2 could / may    3 might    4 can't  
5 could / may    6 aren't able to / can't    7 could / might  
8 have to / must    9 can

- Go through the questions with the class and check understanding. Give students a few minutes to think about the answers.
- Put students in groups to discuss their answers. Elicit their ideas but don't give any answers yet.
- Play the recording, pausing after each section for students to compare their answers in pairs. Check answers with the class.

#### ANSWERS:

- Yes and no: they don't close their eyes, but they are less active at certain times.
- Because they have thick layers of fur and dead skin on their feet.
- Yes, a sound of 200 decibels could kill you.
- No, they can't catch diseases, but they can have an allergic reaction to plants.
- Because a chemical in them tricks your body into thinking it is being burned.
- Give students plenty of time to think of their questions. Go round and help with vocabulary, writing any new words/phrases on the board. When they are ready, invite students to ask the class.

#### Practice, exercise 4: Alternative suggestions

- Do this as a mingling activity. When students have prepared their questions, ask them to walk around the class and ask and answer the questions with their classmates. When they have finished, ask students what the most convincing answers they received were.
- Hold an 'Ask the experts' panel show. Choose three or four 'experts' (or ask for volunteers) to come and sit at the front of the class, and one presenter to chair the discussion. Other students ask their questions to the panel, who take it in turns to give their answers. Students could also film/record this.

## ADDITIONAL PRACTICE

- Resource bank: Activity 8A *The maze of terror* (Overview of modal verbs)
- Study, practice & remember: Practice 1
- Workbook: Language focus 1: *Overview of modal verbs*, page 48

## Vocabulary (PAGE 79)

### Extreme adjectives

See *Teaching tips: Working with lexis*, page 21.

### WARM UP

Write the letters of the alphabet on the board vertically, leaving space next to each one to write a word. Put students into pairs, and give them three minutes to try and think of an adjective which begins with each letter of the alphabet. When they have finished, elicit their answers and write them on the board next to the corresponding letters, or invite students to write them on the board.

- 1 Read the example with the class and elicit what the adjectives mean. Explain that both of these adjectives have 'extreme' meanings.

#### ANSWERS:

hilarious – extremely funny  
horrible – extremely unpleasant

- 2a Go over the example with the class and elicit why *vast* doesn't belong in the group. Students work individually then check in pairs, before checking answers as a class.

#### ANSWERS:

1 *vast*; terrific    2 *terrific*; awful    3 *gorgeous*; incredible  
4 *incredible*; *vast*    5 *awful*; *gorgeous*

- 2b Elicit the first answer as an example, then students match the other phrases before checking answers with the class.

#### ANSWERS:

1 very good    2 very bad    3 very strange/impressive  
4 very big    5 very beautiful

- 3 Students match the adjectives and meanings individually then check in pairs. Check answers with the class.

#### ANSWERS:

deafening – very loud  
starving – very hungry  
exhausting – very tiring  
ridiculous – very silly  
furious – very angry  
tragic – very sad  
tiny – very small

- 4 Answer the question as a class, and highlight the following:
  - *very* is only used with gradable/normal adjectives, e.g. *very hungry* but NOT *very starving*.
  - *really* can be used with both gradable/normal and extreme adjectives, e.g. *really small* and *really tiny*.
  - *absolutely* is only used with extreme adjectives, e.g. *absolutely ridiculous* but NOT *absolutely silly*.

## ADDITIONAL PRACTICE

- Workbook: Vocabulary: *Extreme adjectives*, pages 48–49

## Listening and speaking (PAGE 80)

### A mystery story

- 1a Explain that students are going to hear the story of a mysterious disappearance. Ask them to match the words and phrases in the box to the pictures in pairs.
- 1b Give students about five minutes to read the beginning of the story and discuss the pictures, and then elicit some ideas.
- 2 8.2 Play the recording for students to check their ideas.
- 3a Students answer the questions in pairs.
- 3b When they are ready, play the recording for students to check their answers. Give them a chance to compare their answers in pairs, and then play the recording again if necessary. Check answers with the class.

#### ANSWERS:

- 1 To escape the latest outbreak of the plague.
- 2 Clara Redwood fell ill and the hotel doctor was called.
- 3 He examined Mrs Redwood carefully, then called the hotel manager and spoke to him in French.
- 4 She was sent to get the medicine from the doctor's surgery on the other side of Paris. She travelled in the doctor's carriage, while the doctor stayed with her mother.
- 5 It took four hours.
- 6 Because the hotel manager and the doctor both denied ever having met Eleanor's mother.
- 7 Nothing. The room was empty, the decorations had been replaced and the beautiful red velvet curtains had disappeared.
- 8 Officials refused to believe her.
- 9 She was declared insane and put in a mental hospital.
- 10 No, she was never able to trace her mother.

- 4 Put students in groups to discuss the questions. Walk round and help where necessary. When they have finished, choose a student from each group to share their ideas with the class.

- 5 8.3 Students listen to the explanation then discuss in pairs whether they find it convincing. Check understanding of *let someone down* and *be traced*. To round up, ask students what they think really happened.

## Language focus 2 (PAGE 81)

### Past modals

See *Teaching tips: Using a discovery approach to grammar*, page 20.

- 1 Put students into pairs and ask them to guess the answers if they are not sure.
- 2 8.4 Play the recording, pausing after each sentence, and ask students to check their answers. Then briefly go through the answers with the class.

#### ANSWERS:

- 1 could    2 managed to    3 had to call    4 couldn't leave
- 5 might have    6 must have conspired    7 can't have disposed
- 8 should have investigated

**GRAMMAR****Past modals**

1–3 Students work through exercises 1–3 in pairs before checking answers with the whole class.

**ANSWERS AND LANGUAGE NOTES:**

1

- 1 could  
2 managed to (this refers to a single event, and suggests it was difficult, but that the person succeeded)

2

- 1 had to  
2 should have (this form is often used to criticise past behaviour)

3

- 1 must have    2 might have    3 can't have

You may want to ask students to read Study 2 on page 153 for a more detailed explanation of past modals.

- 3 Students practise saying the sentences. Go round and listen to how they are pronouncing the weak form of *have* and drill where necessary.

**Pronunciation: Additional activity**

Write the following prompts on the board:

should – start – earl  
must – known – com  
can't – left – read  
might – told – soon

Drill the prompts with the class slowly, and keeping a steady rhythm. After a couple of times, add the following syllables between the prompts, but make sure you keep the same rhythm:

We should have started earlier.  
They must have known we were coming.  
She can't have left already.  
You might have told me sooner.

Insist students keep to the same rhythm, then after a while ask them what happens to the 'extra' words (they become weak forms). Explain that because of this, *have* when used with modals like this often becomes shortened to /əv/ or /v/.

- 3a 8.6 Go through the topics with the class and check students know what to listen for. Play the recording for students to match the speakers to the topics then check in pairs. Play the recording again if necessary and check answers with the class.

**ANSWERS:**

- 1 something people couldn't do 25 years ago  
2 something difficult that you've managed to keep doing  
3 something you didn't have to do ten years ago that you have to now  
4 something you had to do recently but didn't enjoy  
5 something you should have done recently, but forgot about

- b Students discuss the topics in pairs. Monitor and make notes on their language use for later feedback. When they have finished, ask one or two students to share their ideas with the class, and give feedback.

**ADDITIONAL PRACTICE**

- Workbook: Language focus 2: *Past modals*, pages 49–50;  
Pronunciation: *Weak form of have*, page 51  
Study, practice & remember: Practice 2

**Task (PAGES 82–83)****Discuss two mysteries**

See *Teaching tips: Making tasks work*, page 23.

**Preparation (PAGES 82–83)****Reading and vocabulary****WARM UP**

Tell students about a book you've read, or a film you've watched about a mystery. Give them details of the story and ask if anyone has seen/read the same story. Ask students to share any mystery stories they've read or seen with the class.

**PRONUNCIATION**

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1 8.5 Go through the sentences with the class and elicit possible endings. Play the recording, pausing after each sentence for students to complete it. Ask students to check in pairs, and then play the recording again if necessary. Check answers with the class, writing the sentences on the board each time, or inviting a different student to the board to write each sentence up.

**ANSWERS:**

- 1 ... shouldn't have gone out last night.  
2 ... might have got lost.  
3 ... shouldn't have worn them.  
4 ... can't have got my message.  
5 ... must have left it at work.  
6 ... shouldn't have got angry with her.  
7 ... must have been expensive!  
8 ... shouldn't have eaten so much.  
9 ... must have left my wallet at home.

- 2 Go through the examples with the class. Play the recording again and ask students to pay attention to the weak form of *have*.

- 1 Focus students' attention on the pictures and titles and ask students if they have ever heard of these cases. Students read the introductions then answer the question in pairs. Check answers with the class.

**ANSWERS:**

**Isidor Fink:** 9th March, 1929; Fifth Avenue, New York; Isidor Fink, an immigrant who ran a laundry

**Travis Walton:** 5th November, 1975; Arizona; Travis Walton, a forestry worker

- 2 Students check the meanings of the words with their mobile phones or dictionaries, and then match them to the stories in pairs. Check answers with the class, and give further explanations of the meanings where necessary.

**ANSWERS:**

**Isidor Fink:** to be nailed shut, bolts, a fortress, gangsters, gunshot wounds, iron bars, screams

**Travis Walton:** an abduction, aliens, a beam of light, a golden disc, to hover, a lie detector, a UFO

**Reading and vocabulary, exercise 2: Alternative suggestion**

Before the lesson, make one set of cards with the vocabulary from the box in, and another with pictures that you've downloaded of the things in the box (do an image search on the internet and print each one off). Give out the cards with the words to half the class and the cards with the pictures to the other half. Students find their 'partner' and stick their pair of cards on the board. Walk around and help where necessary.

- 3a Depending on how many students you have in the class, put students into either pairs or groups of four, and direct each student/pair to the stories.  
b Students read their stories and make notes on the topics. Go round and help where necessary.

**ANSWERS:**

**Isidor Fink:** Lithuanian immigrant, owned a laundry, found dead from gunshot wounds inside his securely locked apartment; a neighbour heard screams, called a police officer, no gun in the apartment, suicide ruled out, no money taken.

**Travis Walton:** forestry worker, claimed to have been abducted by aliens; six colleagues, driving with him, saw a golden disc and a beam of light that threw Travis to the ground, he disappeared for a few days, colleagues confirmed part of his story; witnesses passed lie detector tests during investigation, Travis himself failed one and passed two more.

- 3 Go through the phrases in the Useful language box, section d and ask each group to report back to the class and find out if other students agree.  
4 Students turn to page 129, and read what people have said about the mysteries, then discuss the questions in pairs. When they have finished, ask students to share their ideas with the class.

**ANSWERS:**

Experts now agree that Isidor Fink was shot outside his apartment, but managed to let himself in and lock up behind him, before collapsing dead on the floor.

In Travis Walton's case, it has been suggested that the workers might have invented the whole story to get money out of the forestry company. It has also been claimed that Travis might have taken LSD and hallucinated about aliens.

**Follow up (PAGE 83)****Writing**

- 1a Students can choose one of the mysteries from the unit or another real life mystery they know about. Give students a few minutes to decide what they are going to write about.  
b Students make notes on the facts of the story. You could refer them back to the topics in Preparation, exercise 3b on page 82 for help. If you have access to the internet, or students have mobile phones, they can research the mystery online to find out more information.  
c Students write a short description of the mystery. When they have finished, students swap their stories with another student to read.

**Share your task**

Some additional ideas could include:

- Students work in groups of three and each prepare a different explanation for one of the stories, which they film/record themselves giving. Other students watch/listen and vote for the best explanation.
- Students film/record themselves acting out part of one of the stories.
- Students film/record themselves acting out different endings/explanations, performing as characters from the story.
- Students act out a 'courtroom drama' scene where they find out what happened in one of the stories, then film/record it.

**ADDITIONAL PRACTICE**

■ Workbook: Vocabulary: *Mysteries*, page 51; Writing: *A story*, page 51

**Task (PAGES 82–83)****Speaking**

- 1 Go through the phrases in the Useful language box, section a. Students practise retelling their stories alone or in pairs. Go round and help with vocabulary where needed.  
2 Put students back into their pairs or groups from Preparation, exercise 3a, and go through the Useful language box, sections a and b. Students tell their stories. Encourage students to ask questions and check details as they listen.  
b Go through the phrases in the Useful language box, section c. Refer students back to the questions under the introductory texts on pages 82 and 83 of the Students' Book. Students discuss the questions.

**World culture (PAGES 84–85)****The Bermuda Triangle****Culture notes**

The Bermuda Triangle refers to an area in the western part of the Atlantic Ocean in the northern hemisphere, and is also known as The Devil's Triangle. Many official organisations such as the US Navy do not recognise its existence.

A number of aircraft and ships have disappeared within the area, which some have blamed on paranormal activity or alien abduction. However, investigations have shown that many of the reports of disappearances have been inaccurate or invented.

## Find out first (PAGE 84)

- Students read the texts then discuss which details they think are incorrect. Elicit their ideas but don't check any answers yet. Check understanding of *on board* and *cargo*.
- Students research the cases individually, using the search terms to help, and then check in pairs. Monitor and help with vocabulary where necessary. Check answers with the class. If you don't have access to the internet in class, tell your students the answers.

### ANSWERS:

The Mary Celeste was found in 1872.

The Voynich manuscript contains 240 pages.

## View (PAGE 84)

See *Teaching tips: Using the video material in the classroom*, page 24.

- Students discuss the questions in pairs. Don't check any answers yet.
- Play the DVD for students to check their answers to exercise 2a, and check answers with the class. Students then answer the questions in pairs. Play the DVD again if necessary. Check answers with the class and feed in any additional information from the Culture notes.

### ANSWERS:

#### Exercise 2a

The Bermuda Triangle is in the area between Bermuda, Miami and Puerto Rico.

Planes and ships are said to have disappeared in the triangle under mysterious circumstances.

#### Exercise 2b

- strange lights in the sky
- They vanish without trace: no warning, no distress calls, no wreckage.
- Bermuda, Miami, Puerto Rico
- 5 planes and 14 people
- They couldn't see land, couldn't confirm their position, didn't know which way was west and were out of gas (fuel).
- The plane sent to the rescue also disappeared.

- Go through the numbers and dates with the class, and elicit students' ideas about how to correct them. Play the DVD again for students to correct them.
- Students check their answers in pairs and explain each figure. Check answers with the class.

### ANSWERS:

hundreds of lives – the number of people who died

1000 ships – the number of ships which disappeared in the last century

1492 – the year Columbus reached America

1,500,000 square miles – the area of the Bermuda Triangle

5th December, 1945 – the day five US Navy planes disappeared while flying over the Triangle

twenty-seven minutes later – the time it took for the rescue plane to vanish

- Discuss the questions as a class.

## World view (PAGE 85)

- Focus students' attention on the table and check they are clear about what information to listen for. Ask them to copy the table into their notebooks. They then watch the DVD for the first three speakers (up to the end of Martin speaking) and complete the information. Check understanding of *flying saucer*, *a figure* and *hooves*.
- Give students time to compare answers. If necessary, play the DVD again then check answers with the whole class.

### ANSWERS:

Eben: He was at home in Namibia, outside packing the car to go on their summer holiday with his sister; they saw a bright light appear. It was moving very fast and making a swishing sound; it could have been 'the morning star' / planet Venus or a meteorite.

Madeleine: She was with a friend in a hostel in Delhi, and they had just arrived after a long flight; her friend saw the figure of a child on the staircase; she could have just been tired, but the owner of the hostel said other people had seen it though there were no children staying in the hostel.

Martin: He was on his own in a house in the middle of the countryside; he heard horse's hooves outside; there was no explanation as he couldn't see anything.

- Check students understand the question, and then play the rest of the DVD for them to write their answers. Students check in pairs before checking answers with the whole class.

### ANSWERS:

1 D 2 Y 3 Y 4 N 5 D 6 Y 7 N

- Students discuss what they can remember in pairs. When they are ready, play the DVD again for them to check their ideas, and then check answers with the whole class.

### ANSWERS:

- He likes the idea of the paranormal but he's quite logical.
- Too many things have happened to her that she can't explain.
- He hasn't had any proof but he's open-minded and hopes something will happen to him.
- He believes science will explain everything.
- She's open to it but doesn't think there's anything to either prove or disprove it.
- She knows a lot of people who have had strange experiences (including herself) and feels that she can sense another dimension.
- He doesn't believe in anything which can't be proved by science.

- Students work in small groups to discuss the questions. Go round and help with vocabulary, writing any new words/phrases on the board. In feedback, nominate students from each group to share their stories or ideas with the class.

## Find out more (PAGE 85)

- Go through the list with the class, and elicit what students know about each one.
- Students choose one of the mysteries and research it online, using the search terms provided and making notes. Circulate and help with vocabulary where necessary.

## Write up your research

- Go through the prompts with the class and elicit ways to finish each one as an example. Students write their paragraphs individually, using their notes from exercise 7b. When they have finished, put students in pairs to check and correct each other's work. In feedback, ask students to share any interesting information they found out.

Students can now do Progress Test 4 on the Teacher's Resource Disc.

## Study, practice & remember

(PAGES 152–154)

See *Teaching tips: Using the Study, practice & remember sections*, page 25.

### Practice 1

#### ANSWERS:

1

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

2

1 can (cheetah) 2 have to (mayfly) 3 may/might (tiger)  
4 could (flea) 5 should (bear) 6 can't (bat) 7 can (moth)  
8 must (Pinta Island tortoise)

### Practice 2

#### ANSWERS:

1

1 could 2 didn't have to 3 must have been 4 could have  
5 should have 6 may have

2

|                        |                    |
|------------------------|--------------------|
| 1 a can't have left    | b must have left   |
| 2 a could have studied | b had to study     |
| 3 a must have got      | b can't have got   |
| 4 a can't have gone    | b must have gone   |
| 5 a had to buy         | b must have bought |

### Remember these words

#### ANSWERS:

1

1 a myth 2 a natural phenomenon 3 mysterious  
4 a practical joke 5 eye witness 6 UFO

2

Possible answers:  
1 tiny 2 appalling 3 furious 4 deafening 5 terrible  
6 huge 7 exhausted 8 hilarious 9 starving 10 stunning

### Study tips

- Students read through the ideas individually, and then discuss the question in pairs. Go round helping with vocabulary where necessary. Get class feedback on their answers and encourage them to try some of the ideas at home.

# 09 GETTING IT RIGHT

## OVERVIEW

### PAGES 86–87

**Reading and speaking:** How to stand out from the crowd

**Vocabulary:** Phrasal verbs

**Common European Framework:** Students can quickly scan long and complex texts to find relevant details; can read articles concerned with contemporary problems in which the writers adopt particular stances or viewpoints.

### PAGES 88–89

**Grammar:** Use and non-use of articles

**Common European Framework:** Students can exchange, check and confirm factual information.

### PAGES 90–91

**Grammar:** Different ways of giving emphasis

**Pronunciation:** Using stress for emphasis

**Listening and writing:** Taking notes

**Wordspot:** *right* and *wrong*

**Common European Framework:** Students can understand a clearly structured lecture on a familiar subject, and can take notes on points which strike him/her as important.

### PAGES 92–93

**Task:** Collect and present tips

**Common European Framework:** Students can give a clear, systematically developed presentation which highlights significant points and includes supporting detail.

### PAGES 94–95

**Speaking:** Suggestions and advice

**Writing:** A speculative covering letter

**Common European Framework:** Students can explain why something is a problem, discuss what to do next, compare and contrast alternatives; can convey information and ideas on abstract as well as concrete topics.

- b Explain that students should look for the ideas from exercise 2a in the article, but also identify any other ideas given. When they have finished, students check in pairs before checking with the whole class. Check understanding of *be overlooked* (not be noticed), *aloof* (unfriendly and distant), *name-dropping* (referring to famous people as if they're your friends) and *narcissist* (someone who spends too much time admiring him/herself). Answer any further questions students have about vocabulary in the article, especially the meaning and pronunciation of *zeitgeist* /'zaitgaɪst/ (general spirit or feeling of a period in time), *paradigm* /'pærədaɪm/ (a very clear or typical example of what something should be) and *panacea* /pænə'sɪə/ (something that people think will solve all their problems).

## ANSWERS:

Ideas from exercise 2a mentioned in the article:

making eye contact ...

referring to important people ...

listening carefully ...

saying publicly what you believe in ...

Other ideas mentioned in the article:

**Make an entrance:** be a good actor, pretend to be confident, raise your status, hold yourself upright, speak slowly and clearly, hold your breath as you walk into a room

**Sound like an expert:** mention famous people ('name-dropping'), use abbreviations and acronyms, make things up if you have to

**Act like a leader:** set goals, stand up for your beliefs, listen to people and treat them as equals, remember being a leader is about serving people, not the other way round

- 3 Students read the article again and answer the questions, then check in pairs. Check answers with the whole class.

## ANSWERS:

1 Because it's the key to creating a connection with people.

2 To look relaxed and 'raise your status'.

3 It makes you look more radiant and lively.

4 'Name-dropping' makes you sound like an expert yourself.

5 Using abbreviations, acronyms and complicated words also makes you sound like an expert.

6 When you meet a real expert.

7 She stood up for what she believed in and sparked the American civil rights movement.

8 They have followers.

9 They think leadership is about other people looking up to them and serving them, when in fact true leaders treat other people as equals and serve them.

- 4 Students discuss the article in pairs. In feedback, ask a few students to share their ideas with the class.

## POSSIBLE ANSWER:

The article is partly humorous, partly serious.

## Reading and speaking (PAGES 86–87)

### WARM UP

Write the following things on the board:

*Dye your hair a strange colour (green, blue, ... ).*

*Disagree with someone just to create a discussion (even if it's not really your opinion).*

*Do something dangerous, just for 'fun'.*

*Tell other people about a time you failed at something.*

Put students in small groups to discuss which of the things they have done or would consider doing, and why. When they have finished, nominate a student from each group to share their ideas with the class.

- 1 Check understanding of the quotation by eliciting ways in which people can get themselves noticed, e.g. *wearing strange clothes*, *voicing a controversial opinion*, etc. Put students in groups to discuss how far they agree with the statement, and what other things they think are necessary to be successful in life. When they have finished, nominate students from each group to share their ideas and have a brief class discussion.
- 2a Students discuss the question in pairs. In feedback, go through each action and elicit students' opinions.

## Vocabulary (PAGE 87)

### Phrasal verbs

See *Teaching tips: Working with lexis*, page 21.

- 1 With weaker classes, do the first one with the class as an example. Find the phrasal verb in the text and ask *Would the tips in section 1 help you seem different from or the same as everyone else? (different from)*. Students choose the other meanings alone then check in pairs. Check answers with the class, and give further explanations where necessary.

#### ANSWERS:

- 1 seem different from 2 become unconscious 3 invent  
4 know that someone is lying 5 say publicly 6 respect

- 2a Explain that students should think of a different person for each topic. Walk round and help with ideas where needed.  
b Put students in small groups to compare their answers. In feedback, find out if students had any answers in common.

#### Vocabulary: Additional activity

Students pick one of the phrasal verbs, then work in pairs to prepare a short conversation to illustrate its meaning, e.g. a situation where someone has to stand up for something. Go round and help with vocabulary, writing any new words/phrases on the board. When they have finished, students act out their conversations to the class, who listen and guess which phrasal verb they chose.

### ADDITIONAL PRACTICE

Workbook: Vocabulary: *Phrasal verbs*, page 53

## Language focus 1 (PAGES 88–89)

### Use and non-use of articles

See *Teaching tips: Using a discovery approach to grammar*, page 20.

- 1 Introduce the topic by telling students about a job interview you've had. Students discuss the questions in pairs. When they have finished, nominate students to share their ideas with the class. You could also ask if students ever conduct interviews, and if so what questions they usually ask.  
2a Use the picture to pre-teach *manhole cover*. Students read the weird interview questions in part A then discuss in pairs. Elicit possible answers to the questions.  
b Students discuss the questions in pairs. When they have finished, students check their answers in part B of the article. Tell them not to worry about the gaps. Go through the answers to the questions with the class.

#### ANSWERS:

Top companies tend to use these questions. They are designed to test the creativity and quickness of a candidate, and to find out more about the way they think. The best way is to tackle the question intelligently, and never say 'I don't know.'

- 3 9.1 Students complete the article then check in pairs. When they are ready, play the recording for students to check their answers, pausing after each one.

#### ANSWERS:

- 1 the 2 a 3 a 4 ø 5 the 6 a 7 the 8 the  
9 a 10 ø 11 ø 12 The 13 the 14 the 15 the  
16 an 17 a 18 the 19 the 20 the 21 ø 22 ø  
23 the 24 the 25 the

#### Notes on a Test-Teach-Test approach

The aim of this exercise is for students to check how much they know about articles. Rather than just teaching the rules for students to practise, they are first given a chance to 'test' what they know in exercise 3. As students work through the exercise, monitor them closely and take note of which parts they find more difficult. This will give you an idea of which areas to focus on more when going through the Grammar box.

## GRAMMAR

### General rules for the use of articles

Explain that there are many rules and exceptions when using articles in English. Encourage students to think about the use of articles in their own language and to note where English is the same or different.

- 1–7 Students work through the questions in pairs. When they have finished, check answers with the class and go through the language notes below.

#### ANSWERS AND LANGUAGE NOTES:

- 1 a cartoon character (There are many cartoon characters and we don't know which one yet.)  
2 tackling the question intelligently (Show students in the text where this has been mentioned before.)  
3 the President of the United States (There is only one President.)  
4 the way that the candidate thinks (This is an example of the lexical pattern *the + noun + relative clause*.)  
5 the only wrong answer (*only* makes the noun unique here.)  
6 a trend amongst top companies (*top companies* are being referred to in general terms here.)  
7 Hollywood (a singular proper name.)

You may want to ask students to read Study 1, section 1 on page 155 for a more detailed explanation of the basic rules for use of articles.

## PRACTICE

- 1a Students complete the questions then check in pairs. Check answers with the whole class.

#### Practice, exercise 1a: Alternative suggestion

On three large pieces of paper, write *a/an*, *the* and *ø* and stick them on different walls in the classroom. Put students into three or four groups, and ask them to do exercise 1a orally. Do not let them write any answers at this stage. After a few minutes, explain that you will call out a number from the exercise and a student from each group has to run to the correct symbol and touch it. The first student to touch the correct article wins a point for their group. The group with the most points at the end of the game wins. After the game, students can complete exercise 1a on their own in their books, and check answers with the class when they have finished.

**ANSWERS:**

1 a 2 a 3 ø 4 an 5 The 6 the 7 the 8 the  
 9 the 10 the 11 ø 12 the 13 a 14 a 15 a  
 16 the 17 an 18 the 19 a 20 The

- b Students discuss the questions in pairs. When they have finished, ask students for their opinions about the easiest/most difficult questions.

**GRAMMAR****Specific rules for the use of articles**

- 1 Students complete the rules in pairs then check answers with the class.

**ANSWERS:**

1 the: the most important part  
 2 ø: Professor Abdul Khalid  
 3 ø: London University

Highlight the following:

- That there are general rules for the use of the definite article with places and times, but there are also exceptions. For example, in 2 above, if the title is unique in a company/organisation, then we use *the*, e.g. *the Sales Manager*. Also, in 3 above, we could say *the University of London*, which matches rule 4 from the previous Grammar box on page 88.
  - That it is necessary for students to learn both the rules and the exceptions.
  - That students should notice the rule/exception each time they learn a new place name or time phrase.
- 2 Students discuss in pairs, and then check with Study 1 on page 155. Check answers with the class.

**ANSWERS:**

5, 7, 8

- 3 Students work in pairs then check answers with the whole class.

**ANSWERS:**

1 the 2 the 3 ø 4 both 5 ø 6 the

You may want to ask students to read the rest of Study 1 on page 155 for a more detailed explanation of the use and non-use of articles.

- 2a Students work individually then check in pairs. Make sure students only decide where articles need to be added and don't do the quiz yet.

**ANSWERS:**

|                        |                    |
|------------------------|--------------------|
| the afternoon          | the Czech Republic |
| the same day           | the Black Sea      |
| the morning            | the Blue Sea       |
| the next day           | the Red Sea        |
| the previous day       | the Yellow Sea     |
| a female bird          | the sun            |
| an exotic plant        | the Earth          |
| a red and black insect | the moon           |
| a very small woman     | the Earth          |
| the River Vltava       | the sun            |
| the Šumava Mountains   | the nearest star   |

- b Students do the quiz in pairs. When they have finished, elicit students' ideas but don't give any answers yet.

- c 9.2 Play the recording, pausing after each answer for students to check.

**ANSWERS:**

A the same day as you left, in the afternoon B a red and black insect C the Czech Republic D leave hospital E the Blue Sea F the distance from the sun to the Earth

**ADDITIONAL PRACTICE**

- Resource bank: Activity 9A *The genuine article* (Use and non-use of articles)

**Study, practice & remember:** Practice 1

Workbook: Language focus 1: *Use and non-use of articles*, pages 53–55

**Language focus 2 (PAGE 90)****Different ways of giving emphasis**

See *Teaching tips: Using a discovery approach to grammar*, page 20.

**WARM UP**

Prepare some compliments you can pay to students in your class, using some of the language for giving emphasis from this lesson, e.g. *Marissa, your hair looks really nice today. Sergei, your jokes do make me laugh. Jan, what I like most about your English is your pronunciation*. Ask students to prepare some compliments for other people in the class, and write them down. Walk round and offer advice on how they can emphasise their sentences. Don't explicitly teach the language yet, just make suggestions here and there. When they are ready, students pay compliments to the people they wrote about.

- 1a Introduce the topic by telling students about a presentation you've given. If you've never given a presentation, you could tell them about the first time you taught a class. Students discuss the questions in pairs.

- b Students read the conversation then answer the questions in pairs. Check answers with the class. Check understanding of *a wimp*.

**ANSWERS:**

Paul is nervous because he has to give a presentation in class and he is terrified of speaking in public. Sophie tells him to take deep breaths and listen to some relaxing music.

- 2 9.3 Elicit ideas from the class as to what the missing words might be. Play the recording, pausing after each one for students to write it down. Check answers with the class and elicit what effect the missing words have.

**ANSWERS:**

I'm so nervous.  
 Why on earth are ...  
 ... public speaking is absolutely terrifying ...  
 Don't be such a wimp.  
 It was you who cried ...  
 ... an extremely important interview.  
 What I need is sympathy ...  
 I'm really sorry.  
 I do sympathise.  
 ... what helps is to take ...  
 The missing words all give extra emphasis.

## GRAMMAR

### Different ways of giving emphasis

1 Give students five to ten minutes to work through the questions in pairs. Check answers with the class and go through the language notes.

### ANSWERS AND LANGUAGE NOTES:

- 1 absolutely, extremely, really, so. (Other words: *completely, terribly, awfully, incredibly* – These are called intensifiers.)
- 2 *So* is used in front of an adjective or an adverb; *such* is used in front of a noun. (Both are used to emphasise a point. *Such* can also be used before an adjective + noun, e.g. *It's such a lovely day.*)
- 3 I do sympathise.
- 4 It was you who cried in the toilet ... , what helps is to take deep breaths ... (These are called cleft sentences, and are used to emphasise the particular thing or person rather than the verb.)
- 5 on earth

You may want to ask students to read Study 2 on page 156 for a more detailed explanation of different ways of giving emphasis.

## PRACTICE

If you think students need more controlled practice before doing these exercises, they could do Practice 2 on page 156 first.

- 1a** Match the first sentence with the class as an example. Put students into pairs to match the other sentences.

### ANSWERS:

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

- b** **9.4** Use the first sentence and show how it can be made more emphatic. Tell students there may be more than one possibility in some cases. Use the recording to check answers.

### ANSWERS:

- 1 I'm absolutely exhausted
  - 2 I really like living here; it's so near
  - 3 such a nice evening
  - 5 Why on earth are we
  - 6 so painful
  - 7 What on earth have
  - 8 was really lovely; I do hope
  - 10 I really think
- a he really enjoyed  
 b it was you who wanted to  
 c Why on earth; It wasn't me who started  
 e you really need  
 f I really do think  
 g you're so boring  
 h really noisy  
 i it was you I wanted to see  
 j It wasn't me who broke

## PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1** **9.4** Go through the information, and either ask a student to read the two examples with the appropriate stress or read them yourself. Ask students to look at the audio script for recording 9.4. Play the recording, pausing briefly after each pair of sentences to give students time to mark the stress. Emphasise they need only mark the words that are specially stressed. Check answers as a whole class, playing the sentences again if students find this activity difficult.

### ANSWERS:

- 1 absolutely, so boring
- 2 really, so near, really noisy
- 3 such
- 4 suppose, No, you
- 5 earth, inside, beautiful, you
- 6 so painful, really need
- 7 glass, earth, doing, me, me
- 8 really lovely, do, he
- 9 new club, really do, home, three
- 10 really think, earth, me

- 2** Students practise saying the conversations in pairs.

- 2** Students work in pairs to extend one of the conversations. Walk round and help where necessary, checking that students are giving emphasis correctly. When they have finished, give students time to practise the conversation before taking it in turns to perform it to the class.

## ADDITIONAL PRACTICE

- Resource bank:** Activity 9B *Where on earth are we?* (Different ways of giving emphasis)

**Study, practice & remember:** Practice 2

**Workbook:** Language focus 2: *Different ways of giving emphasis*, pages 55–56; Pronunciation: *Sentence stress for giving emphasis*, page 56

## Listening and writing (PAGE 91)

### Taking notes

- 1 Put students in groups to discuss the questions. In feedback, nominate students from each group to share their ideas with the class, and find out if other students agree.
- 2a Look at the examples with the class, then give students a few minutes to think of more words, then compare in pairs. Elicit ideas from the class and write them on the board.
- b **9.5** Play the recording once for students to check their answers from exercise 2a. Focus students' attention on the notes and ask if anyone can see the two mistakes. Play the recording again for students to check their answers.

### ANSWERS:

don't move around too much and don't talk too fast

- 3a** Go through the techniques and check students understand what they are. Students find examples in the notes. They then check in pairs before checking answers as a class.

### ANSWERS:

- bullet point: ‘·’ (there are three in total)  
 highlighting: start & finish @ right time  
 main heading: How to Give Presentations  
 underlining: don't read it out  
 abbreviation: esp (= especially); @ (= at)  
 sub-heading: important points

- b** Discuss the question as a class.

- 4a 9.6 Students listen to the recording and take notes. Refer them back to the techniques in exercise 3 and give them a few minutes to make their notes clearer, using the techniques. Play the recording again if necessary.
- b Students compare their notes in pairs.
- 5 Students discuss the question in pairs. When they have finished, ask a few students to share their ideas with the class.

**Listening and writing: Additional activity**

For homework (or in class if you have time), ask students to find a short video clip online related to a topic they're interested in. The clip should be of no more than three minutes. Students take notes on the main points covered in the clip. In the next class, students share their notes with a partner, who reads them and asks follow-up questions. Students then show their clip to their partner who compares it with the notes they read.

**Wordspot (PAGE 91)*****right and wrong***

See *Teaching tips: Working with lexis*, page 21.

- 1 Match the first sentence with the class as an example. Put students into pairs to match the other sentences. In feedback, give further explanations where necessary.

**ANSWERS:**

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

- 2 Students work individually to rewrite the phrases. Circulate and help where needed. When they have finished, students check in pairs before checking answers as a class.

**ANSWERS:**

1 went wrong 2 looks about right now 3 it serves you right  
 4 you were completely right about her 5 That's all right by me!  
 6 the wrong way round 7 there's nothing wrong with me  
 8 Right here, right now. 9 What's wrong? 10 I'll be right back.

**ADDITIONAL PRACTICE**

Workbook: Wordspot: *right and wrong*, page 56

**Task (PAGES 92–93)****Collect and present tips**

See *Teaching tips: Making tasks work*, page 23.

**Preparation (PAGES 92–93)****Reading**

- 1 Give students a minute to look at the website, then put them in small groups to discuss the questions.

**ANSWER:**

It's a self-help website, with advice on a range of topics and situations.

- 2a Students match the tips and sections individually then check in pairs. Check answers with the class and elicit why students gave those answers.

**ANSWERS:**

- 1 How to be a good friend 2 How to be successful in exams  
 3 How to get fit and stay fit 4 How to have a happy romantic relationship  
 5 How to impress your colleagues and boss  
 6 How to dress for success in the workplace 7 How to prepare for a job interview

- b Students discuss the tips in pairs. If they disagree, then encourage them to say what they think a better tip would be. When they have finished, nominate students to share their ideas with the class.  
 3 Look at the first tip with the class and elicit the phrases *Always be ...* and *A (dishonest) person has no chance of ...*. Students underline other useful phrases then check in pairs. Check answers with the class. You could also refer students to the Useful language box at this point.

**ANSWERS:**

Always be ...; A (dishonest) person has no chance of ...;  
 Most experts agree that ...; The first and most basic point is ...;  
 Research shows that ...; those who ... (achieve the best results);  
 One classic mistake is to ...; ... try to be realistic.; Take every opportunity to ...; Never be afraid to ...; It's far better to ...;  
 Always remember that ...; Until you know differently, it's best to ...;  
 Aim to (find out as much as you can) ...; ... think about how you can best ...

**Task (PAGES 92–93)****Speaking**

- 1a Give students time to choose a topic. Make sure they understand they can choose another topic that interests them if they prefer, as long as they both know about it.  
 b While students are working, walk round the class providing any vocabulary they need.  
 c Explain that the aim here is for students to collect as many tips as possible, so encourage them to make notes as they walk around.  
 d Give students plenty of time to prepare their talk and think about how they will present their tips. Refer students to the phrases they underlined in Preparation, exercise 3, and go through the Useful language box, sections a–c. Then ask them to finalise their list of tips and think about how they can use some of this language. Walk round and help where necessary.  
 2 Put students into new groups, with people who have worked on different topics. Ask them to take turns to introduce their topic and to go through their list. At the end of each list, encourage the other students to make comments. Ask students to vote on the most useful tips and share these with the class in feedback.

**Follow up (PAGE 93)****Writing**

- 1 Students choose one of the topics and write their blog or tips for a website. Monitor and help with vocabulary, writing any new words/phrases on the board. When they have finished, ask students to show each other their blogs or tips in order to get feedback.

**Share your task**

Some additional ideas could include:

- Students film/record themselves in the style of a 'How to ...' programme.
- Students show their recording to other students without saying what the topic is. Other students watch/listen and guess the topic.
- Students film themselves acting out some of the tips related to their chosen topic silently. They then show the video, but provide a 'live' running commentary.
- Students prepare joint presentations in pairs, then film/record themselves giving the presentations.
- Students prepare questions to ask when they watch/listen to the presentations, then interview the presenters.

**ANSWERS:****Conversation 1**

- 1 suggestions 2 ever thought about 3 look into it  
 4 perhaps you're right 5 could, suppose 6 not go  
 7 should do 8 don't you

**Conversation 2**

- 1 some advice 2 any advice, what I should 3 definitely  
 4 the most important thing 5 it's essential 6 taking a course  
 7 I would suggest 8 I hadn't thought 9 I'd just write  
 10 I really appreciate

- b** ⑩ 9.9 Students match the sentences in pairs, then listen and check. Finally, check answers with the class.

**ANSWERS:**

asking for advice and suggestions: conversation 1 – 1; conversation 2 – 1, 2

giving advice and suggestions: conversation 1 – 2, 3, 5, 6, 7, 8; conversation 2 – 3, 4, 5, 6, 7, 9

responding to advice and suggestions: conversation 1 – 4; conversation 2 – 8, 10

- c** Drill the sentences with the class, both chorally and individually. Elicit which phrases sound particularly formal or informal.

**ANSWERS:**

Informal: 1 and 4 in Conversation 1

Formal: 2 and 10 in Conversation 2

- 4** Refer students to page 129 and give them time to read the situations and choose which one they want to act out. Walk round and help with vocabulary while students are planning what to say, and monitor them while they practise the conversations. When they are ready, choose a few pairs to perform their conversation for the class.

**Writing (PAGE 95)****A speculative covering letter**

- 1** Ask students what Jenny's last piece of advice was in recording 9.8 on page 94 (*to write to estate agents*). Students read the letter then answer the questions in pairs.

**ANSWERS:**

1 her name and address, where she is currently working, what her qualifications and personal qualities are

2 It has got an excellent reputation.  
 3 her CV

- 2** Go through the example with the class. Students match the phrases individually then check in pairs. Check answers with the class, talking about the differences in meaning and the degree of formality.

**ANSWERS:**

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

- 3a** Give students time to choose one of the options and decide whether they want to write as themselves or invent a persona.

- b** Students first make notes, using the ideas given. Monitor and help with vocabulary or further ideas where necessary. Students write their first drafts. Walk round and encourage students to use or adapt the phrases from exercise 2.

- c** Students swap and read each other's letters in order to suggest changes. Students then write a final draft of their letter.

**Language live (PAGES 94–95)****Speaking (PAGE 94)****Suggestions and advice****WARM UP**

Tell the class about a 'problem' you have that you need help with. Keep it light-hearted and not too serious, e.g. you'd like to learn a new language but you don't know any good schools, or you want to buy a car but you're not sure how to go about it. Ask students for advice. Give students a minute or two to think of a similar 'problem' they have. When they are ready, students stand up, mingle and ask each other for advice, and give each other suggestions. When they have finished, nominate different students and ask them to share the best piece of advice they received.

- 1** Check understanding of *fed up (with something)*. If possible, introduce the topic by describing someone you know who is fed up with their job. Students discuss the questions in pairs.

- 2a** ⑩ 9.7 Give students time to go through the sentences and check they know what to listen for. Check understanding of *estate agent*. Play the recording for students to choose the correct answers then check in pairs. Play the recording again if necessary, then check answers as a class.

**ANSWERS:**

- 1 more lively and interesting 2 Amy 3 right personal qualities  
 4 interested 5 contacting an acquaintance for advice

- b** ⑩ 9.8 Give students time to read the sentences then play the recording for students to choose the correct answers. Students check in pairs then check answers with the whole class.

**ANSWERS:**

- 1 happy 2 are not 3 computer skills  
 4 getting some part-time experience

- 3a** Students try to complete the sentences, and then listen to the recordings again to check their answers. Students check in pairs before checking as a class.

**ADDITIONAL PRACTICE**

- Workbook: Language live: *Suggestions and advice*, page 57;
- Writing: *A speculative covering letter*, page 57

**Study, practice & remember**

(PAGES 155–157)

See *Teaching tips: Using the Study, practice & remember sections*, page 25.**Practice 1****ANSWERS:****1**

1 a 2 the 3 the 4 a 5 The 6 the  
 7 the 8 the 9 a 10 a 11 A 12 a  
 13 a 14 the 15 a 16 the 17 the

**2**

1 The 2 the 3 a 4 the 5 the 6 ø  
 7 a 8 the 9 ø 10 ø 11 ø 12 the  
 13 The 14 the 15 The 16 ø 17 ø 18 ø

**3**

1 a travel representative 2 The President, the USA  
 3 The Sahara, the largest desert 4 the last person, the victim  
 5 no changes necessary 6 The weather, the south, the country  
 7 the/a hospital 8 the morning 9 the 9 p.m. film  
 10 a tropical island

**Practice 2****ANSWERS:****1**

1 so 2 did 3 What 4 It 5 on 6 such 7 really  
 8 far 9 absolutely 10 do

**2**

1 most about it 2 far 3 absolutely 4 do 5 such  
 6 on earth

**Remember these words****ANSWERS:****1**

1 A 2 B 3 A 4 B

**2**

1 take (a few) deep breaths 2 hold (your) head high  
 3 make (a great) entrance 4 set goals 5 make eye contact

**3**

2 right by me! 3 gone wrong 4 right back 5 wrong with it  
 6 wrong way round

**4**

1 job candidate 2 outgoing 3 good IT skills 4 better paid  
 5 right qualifications

**Study tips**

- 1 Ask students how they engage with English outside the classroom. Students then look at the list and discuss which of the ideas they use.
- 2 Students choose ideas to try in the future, and discuss how they might do each one. Write up any new tips or ideas on the board.

# 10 MEDIA

## OVERVIEW

PAGES 96–97

Reading and vocabulary: The media

Common European Framework: Students can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints; can participate actively in an informal discussion.

PAGES 98–99

Listening: Questions about the media

Grammar: Reporting people's exact words

Pronunciation: Stress patterns to express disbelief

Common European Framework: Students can easily follow complex interactions between third parties in group discussion and debate; can summarise information from different sources.

PAGES 100–101

Grammar: Verbs that summarise what people say

Wordspot: speak and talk

Common European Framework: Students can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics; can summarise information from different sources.

PAGES 102–103

Task: Discuss an article

Common European Framework: Students can summarise texts, commenting on and discussing contrasting points of view and the main themes.

PAGES 104–105

World culture: The science of film

Common European Framework: Students can understand a wide range of recorded and broadcast audio material; can describe films they have seen.

## ANSWERS:

- 1 people over 50
- 2 up to four hours a day
- 3 25%
- 4 It has increased.
- 5 males aged 15–24
- 6 60 million minutes
- 7 tabloid
- 8 coverage of a sports event
- 9 a type of social media called microblogging

### Reading and vocabulary, exercise 1: Alternative suggestion

Put students in groups of three, and allocate one of the sections of the infographic to each student. Students work individually to find the answers to as many of the questions as they can in their section, and then share them with the rest of the group. Students then read the whole infographic more carefully in exercise 2.

- 2 Students use their mobile phones or dictionaries to check the meaning of the words in bold, then check and answer the question in pairs. In feedback, answer any questions students still have about the words in bold.
- 3a Students work in pairs to think of examples from their country. Try to pair students from the same country if possible, but if not, explain that students can write more than one answer. Make sure both students write their answers down, as they'll be working with a different partner later.
- b Rearrange students into new pairs to compare their answers. Read the example with the class and encourage students to ask follow-up questions. When they have finished, choose a few students to share any interesting information they found out with the class.
- 4a Go through the examples with the class. Put students into groups to brainstorm more words. When they have finished, divide the board into three sections (one for each category), and invite students to the board to write up their answers. Correct any spelling mistakes and check understanding of the words with the class.

## POSSIBLE ANSWERS:

- 1 newspapers and magazines: article, story, picture, advertising, front page, back page, column, journalist, editor
  - 2 TV and films: public service, channel, satellite, high definition, remote control, screen, broadcasting, licence, subscription, news programme, drama, games show, talk show, variety show, comedy, reality TV, multiplex, science fiction, animation, 3D, DVD, actor, producer
  - 3 online: email, website, browsing, surfing, Google, search engine, blog, wiki, YouTube, Skype, Twitter
- b Students discuss the questions in the same groups. In feedback, nominate students from each group to share their ideas with the class, and have a brief class discussion.

## ADDITIONAL PRACTICE

■ Workbook: Vocabulary: *The media*, page 58

## Listening (PAGE 98)

### Questions about the media

- 1 Go through the questions and check understanding. Students work in pairs to choose three questions. When they have finished, elicit students' choices.

- 10.1** Explain that students shouldn't worry if they don't understand every word at this stage, as they just need to listen for the questions asked, and will have another chance to listen more carefully afterwards. Play the recording for students to identify the questions then check answers with the class.

**ANSWERS:**

Who controls the media?  
Does the media reflect what we think or control what we think?  
How has the internet affected the world of media?  
Will we still read newspapers in the future?

- 3 In pairs, students decide if the statements are true or false or if there is no information. Play the recording again if necessary, then check answers with the class.

**ANSWERS:**

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

- 4a Discuss the question as a class.  
b Refer students back to the questions in exercise 1, and ask students to choose three or four to discuss. When they have finished, nominate students to share their ideas with the class and find out if other students agree.

## Language focus 1 (PAGES 98–99)

### Reporting people's exact words

See *Teaching tips: Using a discovery approach to grammar*, page 20.

- 1 You could introduce this topic by selecting a video clip from a video-sharing website, showing a famous person saying something that doesn't make sense. Students discuss the question in groups before sharing their ideas with the class.  
2a Read the introduction and the first quote with the class, and elicit why it doesn't make sense.

**ANSWERS:**

It doesn't make sense for the speaker to say 'my mother and father' because people don't normally have any parents other than their mother and father!

- b Students read the quotes individually and choose the one they like best and then explain their choice to their partner. If students find some of the quotes difficult to understand, briefly explain the meaning.  
3 Establish that the quotes in the article are in direct speech, and show students the inverted commas. Students match the sentences and underline the differences and then compare with a partner. Elicit the underlined sections and write them on the board.

**ANSWERS:**

- a 3 The mayor told journalists that if you excluded the killings, Washington actually had ...  
b 4 The lawyer asked the witness whether she had been present when her photograph had been taken,  
c 5 The actress said that smoking kills people and added that if you are killed, then you have lost an important part of your life.  
d 8 The lawyer asked the witness how his first marriage had ended. The witness replied that it had ended with death. The lawyer then asked whose death had ended the marriage.  
e 13 The minister said that he didn't know what he had said, but that he knew what he thought and that he assumed that that was what he had said.

### GRAMMAR

If you think students will find this activity difficult, go through the questions with them. Otherwise, put students into pairs and give them time to answer the questions.

**Verb tenses**

- 1 & 2 When checking answers, elicit some examples of specific tense changes from exercise 3.

**ANSWERS:**

- 1 The verb forms move one tense into the past.  
2 Because it is a generalisation and is still true/relevant now.

**Reported questions**

- 3 & 4 When checking answers, explain that when reporting yes/no questions, we can use the conjunctions *if* or *whether*. There is no difference in meaning, but *whether* is a little more formal.

**ANSWERS:**

- 3 whether, how, whose  
4 In reported questions, the word order is the same as in statements.

**Other changes**

- 5–8 Go through the answers with the class, referring to examples from exercise 3 in each case and giving further examples where necessary.

**ANSWERS:**

- 5 They often change and are sometimes omitted altogether.  
6 Interjections are omitted.  
7 You add more reporting verbs, such as *added* and *replied*.  
8 You expand it into a complete sentence.

You may want to ask students to read Study 1 on page 158 for a more detailed explanation of reporting people's exact words.

### PRACTICE

If you think students need more controlled practice before doing these exercises, they could do Practice 1 on pages 158–159 first.

- 1 Put students into pairs and walk round the class helping with the verb forms. Elicit the answers and write them on the board highlighting the changes.

**POSSIBLE ANSWERS:**

- 1 The Australian golfer said he owed a lot to his parents, especially his mother and father.  
2 The commentator said the lead car was absolutely unique, except for the one behind it, which was identical.  
6 The British footballer said he'd like to play for an Italian club like Barcelona.  
7 The American footballer said that the word 'genius' was not applicable in football, adding that a genius is a guy like Norman Einstein.  
9 The commentator said that that player dribbled a lot and that the opposition didn't like it, adding that you could see it on their faces.  
10 The lawyer asked the witness to describe the person he/she saw. The witness replied that that person was medium height with a beard. The lawyer then asked whether the person was male or female.  
11 The former US President told his audience that when he and his administration were talking about war, they were really talking about peace.  
12 The lawyer asked the witness for his/her date of birth. The witness replied that it was July 15th. The lawyer then asked the witness to specify the year. The witness answered that his/her birthday was every year.

2a Ask if students can think of a time in their own lives when something was not reported accurately. Focus students' attention on the pictures, and read the speech bubbles aloud, dealing with any vocabulary problems. In each case, elicit what the people claim was said, in direct speech. Ask students to speculate briefly about what each person really said.

b 10.2 Tell students that they are going to hear the original conversations and to make notes about what was said in each case. Emphasise that they do not have to report exactly what was said, but that the overall content should be the same.

#### POSSIBLE ANSWERS:

- 1 He told Sheila that Rachel wasn't there. Sheila asked him to tell Rachel to call her back as soon as she got in and said it was about something important. She added that he mustn't forget.
- 2 She asked Zoë whether she had borrowed any money from her purse. Zoë said that she hadn't touched it and added that she felt she was always getting the blame.
- 3 Alex said he wanted to go first. His mum told him he could, but added that after ten minutes, it would be Rosie's turn.

## PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

1 10.3 Explain that students are going to hear two people saying the same thing but in different ways. Play the recording and get students to compare answers in pairs before checking as a whole class.

#### ANSWERS:

Speaker A is the one who thinks Debbie is telling the truth. Speaker B puts the emphasis on *said* which implies that the speaker might not have been telling the truth.

2 10.4 Students write numbers 1–8 in their notebooks. Explain that they are going to hear eight people reporting what other people said, and that they must put a tick next to the number if the person thought the speaker was telling the truth, or a cross if the person thought the speaker wasn't telling the truth. Check and ask students how they know which people thought the speakers weren't telling the truth. (Answer: *These people stress the reporting verbs to show their disbelief.*)

#### ANSWERS:

In statements 1, 3, 4 and 7 the speaker doesn't believe what the other person said.

3 Put students into pairs and refer them to the audio script to practise saying the sentences with the correct stress patterns.

## ADDITIONAL PRACTICE

Study, practice & remember: Practice 1

Workbook: Language focus 1: *Reporting people's exact words*, pages 60–61; Pronunciation: *Stress patterns and telling the truth*, page 61

## Language focus 2 (PAGES 100–101)

### Verbs that summarise what people say

See *Teaching tips: Using a discovery approach to grammar*, page 20.

- 1 Focus students' attention on the photos and elicit who is in each one. Students discuss the questions in pairs. Elicit students' ideas but don't give any answers yet.
- 2a Students complete the texts with the phrases then check in pairs. Check understanding of *an eating disorder*. Don't give any answers yet.

b 10.5 Play the recording for students to check their answers, then check answers with the class.

#### ANSWERS:

- 1 admitted being
- 2 admitted that
- 3 accused her husband of having
- 4 explained that
- 5 invited Richard Nixon to be
- 6 denied committing
- 7 refused to accept
- 8 accepted that
- 9 confessed to making

3a Students work individually then compare their guesses in pairs. Check answers with the whole class.

#### ANSWERS:

- Diana: 2, 5, 7  
Nixon: 1, 3, 6  
Extra: 4, 8

b Make sure students understand that they don't need to actually report the sentences yet, just choose the best verb to report them. Students work in pairs then check answers with the class.

#### ANSWERS:

- 1 accept
- 2 admit
- 3 confess
- 4 refuse
- 5 explain
- 6 deny
- 7 accuse
- 8 invite

## GRAMMAR

### Verbs that summarise what people say

1 Go through the first example with the class. Students match the other verb patterns individually then check in pairs. Check answers with the whole class.

#### ANSWERS:

- 2 accept, admit, explain
- 3 admit, deny
- 4 confess to
- 5 accuse (someone) of
- 6 refuse
- 7 invite

2 Students work in pairs before checking answers with the class.

#### ANSWERS:

- 1 warn
- 2 agree, claim, point out, suggest
- 3 recommend, suggest
- 4 apologise
- 5 blame (someone) for, warn (someone) about
- 6 offer
- 7 warn (someone) not to

You may want to ask students to read Study 2 on page 159 for a more detailed explanation of verbs that summarise what people say.

## PRACTICE

If you think students need more controlled practice before doing these exercises, they could do Practice 2 on page 159 first.

1 Read the example with the class, then students report the quotes before checking in pairs. Invite different students to come up and write each reported sentence on the board in order to check answers.

#### POSSIBLE ANSWERS:

- 2 Diana admitted she had had bulimia for a number of years.
- 3 Nixon confessed to letting down his friends and letting down the country.
- 4 He/She refused to talk about his/her private life, adding that it was too personal.
- 5 Diana explained she didn't see herself being queen of the country.
- 6 Nixon denied committing any offence.
- 7 Diana said she couldn't tolerate the media, which she accused of having become abusive.
- 8 He/She was invited to say a bit more about the crimes he/she had committed.

- 2a Students read the quotes, then categorise each one in pairs. Check answers with the class.

**ANSWERS:**

Film star: 3, 5, 6, 9  
 Manager of a sports team: 1, 7, 10  
 Politician: 2, 4, 8

- b Students report the quotes using the best verb in each case, then compare answers in pairs. Walk round and check students are using the correct verb patterns. Check answers with the class.

**POSSIBLE ANSWERS:**

- 1 He/She suggested they wrote something positive about his/her team.
- 2 He/She accused the minister of having lied in the past and having carried on lying.
- 3 He/She recommended going to see his/her new film.
- 4 He/She apologised for making mistakes but said he/she still expected voters' support.
- 5 He/She confessed to hitting the photographer at the Oscar ceremony, while acknowledging the photographer was only doing his job.
- 6 He/She blamed the director for the poor quality of the film.
- 7 He/She denied having any intention of leaving the club.
- 8 He/She offered to look into the problem.
- 9 He/She warned them he/she would sue them if they wrote a negative review.
- 10 He/She agreed they should have won that game.

**Practice, exercise 2b: Alternative suggestion**

Before class, write the sentences in direct speech from exercise 2a in large letters on pieces of paper, and display them round the classroom. Number each sentence as in the Students' Book. After exercise 2a, ask students to close their books and put them in A/B pairs. Explain that each turn, you will say a number and a reporting verb. Student A stays where they are, and Student B finds the corresponding sentence, memorises it, then runs back to Student A who writes it using the reporting verb. The first pair to report each sentence correctly wins a point. Students should alternate in their pairs, taking turns to either memorise the sentences or write them down. The pair with the most points at the end wins.

- 3 Elicit the first answer as an example. Students report the information in pairs, then check answers with the whole class.

**POSSIBLE ANSWERS:**

- 1 The interviewer asked the minister if he/she had accepted money from a property developer.
- 2 The minister refused to answer that question.
- 3 The journalist offered him/her the chance to give a simple yes or no answer.
- 4 The minister admitted accepting some money, ...
- 5 He/She explained it was a business deal ...
- 6 ... and denied having done anything illegal.
- 7 He/She refused to say how much he/she had accepted, ...
- 8 ... claiming that it was confidential.
- 9 He/She accused the journalist of being unprofessional.

**ADDITIONAL PRACTICE**

- Resource bank:** Activity 10A *Reporting a crime* (Verbs that summarise what people say); Activity 10B *The marriage from hell* (Reporting people's exact words; Verbs that summarise what people say)  
**Study, practice & remember:** Practice 2  
**Workbook:** Language focus 2: *Verbs that summarise what people say*, pages 61–62

**Wordspot (PAGE 101)****speak and talk**

See *Teaching tips: Working with lexis*, page 21.

- 1a Tell students to read each sentence carefully and think about the context before completing the gaps. Students check in pairs.  
 b 10.6 Play the recording, and give students time to change their answers if necessary. Then go through the answers and, if need be, provide more examples to reinforce the meaning of the phrases.

**ANSWERS:**

1 speak 2 speaks 3 talk 4 talking 5 speak  
 6 talking 7 Talk 8 speak 9 Talking 10 talk  
 11 speaking 12 talks 13 talk

- 2a The main aim of this activity is for students to process the phrases to help them memorise them. Ask students to copy a bigger version of the diagrams into their notebooks.  
 b The aim of this additional activity is to check that students really understand the phrases. Give them time to read the phrases again and to ask questions if they need to. Then refer them to the questions on page 129. Students answer the questions individually before comparing with a partner.

**ADDITIONAL PRACTICE**

**Workbook:** Wordspot: *speak and talk*, page 62

**Task (PAGES 102–103)****Discuss an article**

See *Teaching tips: Making tasks work*, page 23.

**Preparation (PAGES 102–103)****Reading and vocabulary****WARM UP**

Write the following questions on the board:

*How often do you read articles for pleasure?*

*Where do you read them? In magazines? On the internet? Somewhere else?*

*Do you use any apps which allow you to save articles from the internet to read later?*

*Which topics interest you most?*

Put students in small groups to discuss the questions. When they have finished, nominate a student from each group to share their ideas with the class.

- 1a Focus students' attention on the photos and the headlines. Students make guesses about each story, then compare in pairs. In feedback, elicit ideas from the class.  
 b Check understanding of the words and phrases in the box. Students match them to the articles in pairs. Check answers as a class.

**ANSWERS:**

**The most popular TV show in the world:** forensic investigators, graphic violence, ratings

**Your prospective employer is checking you out on Facebook:** in the public domain, untested in court, violate someone's privacy

**The most offensive TV advert ever:** the Advertising Standards Authority, undermine parental authority, uphold a complaint

- 2a Students work in three groups. Each group reads one of the articles and decides which headline it relates to. Check understanding of swearing and blasphemy.

**ANSWERS:**

1 A 2 C 3 B

- b Students read their article again, more carefully, and try to remember as much information as they can. They then compare what they can remember with their group members. If they want to, let students read the article again quickly to check any details they are unsure of.

**Task (PAGES 102–103)****Speaking**

- 1a Go over the Useful language box, section a with the class, eliciting possible ways to finish each sentence. Students practise summarising their article in pairs. Walk round and help with vocabulary where necessary, writing any new words/phrases on the board.
- b Go through the phrases in the Useful language box, section b and the examples, and ask students to write their questions down. Monitor and check students are forming the questions correctly.
- 2 Students work in groups of three with members of each of the other groups and take turns summarising the articles. As students are summarising and discussing the articles, listen carefully and make notes on their language use for later feedback. When they have finished, give students feedback on their language, highlighting any examples of good language use and correcting any errors as a class.

**Follow up (PAGE 103)****Writing**

- 1 Students write a comment for a blog summarising what they said in the task. When they have finished, students either show their comment to another student for feedback or post it on a class blog for other students to read.

**Share your task**

Some additional ideas could include:

- Students film/record themselves giving their opinion, and finish by asking three questions. Other students watch/listen, then discuss the questions.
- Students prepare one of the stories as a TV/radio news report, including an interview, which they then film/record as a news programme.
- Students roleplay a debate on one of the topics, and film/record it. Other students watch/listen and say who they agree with most.

**ADDITIONAL PRACTICE**

Workbook: Writing: Summarise an article, page 63

**World culture (PAGES 104–105)****The science of film****Culture notes**

The history of film begins in the 1880s, when the first movie camera was invented, though long before this, in the 1830s, moving images had been produced on revolving drums and disks. Early movies were at first shown as novelties at carnivals, but later went on to become one of the most important entertainment and communication mediums in the world.

The first part of the 20th century was known as 'The Silent Era', as in the early days film producers were unable to fix sound to work at the same time as the pictures, and so in cinemas there would usually be a pianist who would play a musical accompaniment to words shown on the screen. However, many developments were made during this era, including the first colour moving images taken by Edward Raymond Turner in 1902. There had also been very early experiments with 3D film, and in 1922 the first 3D movie, *The Power of Love*, was shown to a Los Angeles audience.

In 1927, Warner Brothers released *The Jazz Singer*, which was still a predominantly silent film, but holds the distinction of being the first film to have a section of dialogue and singing synchronised with the pictures. Then came a period of very rapid change which meant that by 1929, almost all Hollywood films were being called 'talkies' and 'The Sound Era' was born.

The next major development came in 1972 with the introduction of Video Cassette Recorders, though it wasn't until the early 1980s that they became widely available. These devices meant people could watch more films at home. They were however superseded by DVDs, which appeared in 1996, and in recent years various other high-definition digital formats have started to appear.

**WARM UP**

Draw a circle in the middle of the board and write *Films* inside. Elicit different genres, e.g. *horror*, *comedy*, *romance* and add them to the board in a mind map. Put students in pairs to discuss which genres they like most and give examples of recent films they've seen. In feedback, elicit answers and find out if students have any answers in common.

**Find out first (PAGE 104)**

- 1a Focus students' attention on the photos and elicit what they can see (*film stills of a horse galloping* and *a reel of celluloid*). Students do the photography quiz in pairs.
- b Students research the questions individually, using the search terms to help, and then check in pairs. Monitor and help with vocabulary where necessary. Check answers with the class, and feed in information from the Culture notes if necessary. If you don't have access to the internet in class, tell your students the answers.

**ANSWERS:**

|        |        |        |        |        |
|--------|--------|--------|--------|--------|
| 1 1922 | 2 1902 | 3 1997 | 4 1826 | 5 1975 |
| 6 1927 | 7 1996 |        |        |        |

## View (PAGE 104)

See *Teaching tips: Using the video material in the classroom*, page 24.

- Students choose the correct answers then check in pairs. Don't give any answers yet.
- Play the DVD for students to watch and check their answers. Check answers as a whole class.

### ANSWERS:

**slow-motion footage:** slower, fast

**time-lapse footage:** faster, long

**a time-slice photograph:** 3D, many different angles

- Check understanding of the difference between *trot* and *gallop* (relating to horses). Play the DVD for students to answer the questions in pairs. Check answers as a class.

### ANSWERS:

- He showed that when a horse gallops, all four of its legs leave the ground at certain points.
- a 24 b 500
- You take one shot of the fruit every four seconds for two weeks, and then run the film at normal speed.
- You arrange 120 lenses in a semi-circle, feed a strip of film behind the lenses and open them all simultaneously. When you watch the images back, you get a frozen 'slice' of time.
- We might be able to see objects millions of times smaller than the atom, and microscopic nano-cameras inserted into our bodies could even record our dreams.

## World view (PAGE 105)

- Pre teach *CGI* (computer-generated imagery) and *slo mo* (slow motion). Ask students to copy the table into their notebooks, and go through the topics to check students know what to listen for. Play the DVD, pausing after each speaker for students to write their answers.
- Students compare their notes, then watch the DVD again if necessary. Check answers with the class.

### ANSWERS:

**Sion:** *The Artist*; silent film, shot in black and white; still manages to have an impact in the modern film world.

**Audrey:** *Life of Pi*; a very visual film, they used a real tiger in the film, and cut it with *CGI*; they conveyed the emotions of the animal well; you could understand what it was thinking.

**Jeff:** *Inception*; they make the city fold in on itself and there are some beautiful scenes of characters floating in a hotel room; makes the film beautiful/visually appealing.

**Helen:** *Forrest Gump*; they take historical footage and put actors in; it's funny to see a new take on a historical event.

**Elliot:** *The Matrix*; 'bullet time' – they film a scene from lots of different angles and at different rates; adds a *slo mo* effect.

- Students discuss the questions in groups. Go round and help with vocabulary where necessary, writing any new words/phrases on the board. When they have finished, choose a student from each group to share their ideas with the class.

## Find out more (PAGE 105)

- Write the three words on the board and elicit what students know about them as a class. Don't worry if they don't know much about all of them yet.
- Students research the three film industries online and take notes. Focus on the search terms given to help them. Circulate while they are online and help with any vocabulary where necessary.

### Find out more, exercise 6b: Alternative suggestion

Put students in groups of three and assign one of the film industries to each student. Students go online and research their industry, making notes on the topics in exercise 6b. When they have finished, students share the information they found out with the other members of their group.

## Write up your research

- Go through the prompts with the class and elicit ways to finish each one as an example. Students write their paragraphs individually, using their notes from exercise 6b. Circulate and help where necessary, and write any new words/phrases on the board. When they have finished, students swap paragraphs and read each other's work. In feedback, nominate students to share any new information they discovered with the class.

Students can now do Progress Test 5 on the Teacher's Resource Disc.

## Study, practice & remember (PAGES 158–160)

See *Teaching tips: Using the Study, practice & remember sections*, page 25.

### Practice 1

#### ANSWERS:

- The journalist asked the prime minister whether he knew anything ...
  - The minister told journalists last year he would resign if his policy was not successful ...
  - The manager said that his team had done their best the day before but that the other side ...
  - Journalists asked the minister when he would make his decision.
  - ... he was speaking to other leaders later that day to discuss how they would react.
- a & b**
  - The journalist said that most of their readers would find that quite hard to believe. He/She added that he/she him/herself found it quite hard to believe.
  - The politician asked the audience who they trusted to run the country, the other party or them.
  - The journalist asked the minister whether he/she had known about the missing money.
  - The celebrity announced that they had just adopted their third child, adding that her name was HoneyBee.
  - The journalist asked the minister whether he/she was going to resign.
  - The minister replied that he/she had no intention of resigning, adding that the mess wasn't his/her fault.

## Practice 2

**ANSWERS:**

1

- 1 they watched 2 had failed 3 wanted 4 he had thrown  
 5 her husband to get in touch 6 to investigate 7 the Totts  
 that they had 8 the couple not to inform 9 had broken  
 10 to pay out 11 him to leave 12 to inform 13 to put  
 14 the couple to appear 15 for causing 16 they had to  
 follow 17 Camelot of ruining their lives 18 to sue  
 19 making 20 the media for raising

2

- 2 Kay suggested they had a quiet night in and watched a video.  
 3 Martyn apologised for throwing the ticket away a few weeks earlier.  
 4 Camelot officials promised Martyn that they would investigate the matter most thoroughly.  
 5 They warned them not to tell anyone, even their family, about the matter.  
 6 They refused to answer any questions about the investigation itself.  
 7 Kay denied that they had had any problems in their marriage before all that happened.

## Remember these words

**ANSWERS:**

1

- 1 all kinds of TV programmes  
 drama series: regular fiction programme  
 soap opera: ongoing series with an open-ended narrative  
 talent show: reality TV programme and competition for amateur performers, such as singers or musicians

2 both printed press

- broadsheet: larger format, which used to be associated with quality press  
 tabloid: smaller format, which used to characterise the popular press; many 'quality' papers now use a tabloid format

3 number of newspapers/readers

- circulation: how many copies are printed  
 readership: how many people read it

4 online communication

- microblogging: a form of social media, the best-known example is Twitter  
 social media: interactive websites including Facebook

5 journalists

- a foreign correspondent: reports events in a particular foreign country or region back to his/her newspaper  
 an editor: a leading journalist in many traditional media, such as newspapers, radio or television

2

- 1 speak louder 2 speaks highly 3 Speak 4 speaking  
 5 talking about 6 talk

3

- 1 recommend 2 accuse 3 warn 4 admit  
 5 apologise 6 agree 7 offer 8 deny

## Study tips

- 1 Introduce the topic by telling students a couple of things you (used to) do when preparing for an exam. Students work in pairs to brainstorm ideas. When checking answers with the class, build up a list on the board.
- 2 Students read the list and tick the ones they find effective and cross the ones they don't, then compare in pairs.
- 3 Students discuss which they intend to try in the future, and how exactly they intend to do it.

# 11 LIFE ISSUES

## OVERVIEW

### PAGES 106–107

**Grammar:** Hypothetical situations in the present

**Common European Framework:** Students can give clear, detailed descriptions of imaginary events; can express their ideas and opinions with precision.

### PAGES 108–109

**Reading:** Interfering with nature

**Pronunciation:** Word stress and vowel sounds

**Vocabulary:** Science and processes

**Common European Framework:** Students can understand long and complex factual texts; scan quickly through texts to find relevant details.

### PAGES 110–111

**Task:** Discuss a controversial issue

**Common European Framework:** Students can express their ideas and opinions with precision; can respond to complex lines of argument convincingly.

### PAGES 112–113

**Grammar:** Hypothetical situations in the past

**Wordspot:** *life*

**Common European Framework:** Students can explain and discuss past situations and discuss what would have happened.

### PAGES 114–115

**Speaking:** Reporting opinions

**Writing:** A 'for and against' essay

**Common European Framework:** Students can research and summarise factual information; can write an essay that develops an argument systematically, including significant points and relevant supporting detail.

## ANSWERS:

Katy K: 5 Fabgirl 17: 1 PaulfromOz: 1 JeremyJ: 6

JennyEP: 4 Amir K: 2

Situation 1 has two comments, situation 3 none.

- b Students discuss which comments they agree/disagree with in pairs. When they have finished, nominate students to share their ideas with the class and have a brief class discussion.
- 4 Go through situation 1 and its comments with the class and elicit the language used to talk about imaginary situations. Students underline the language in the other situations and comments then check answers with the class.

## ANSWERS:

### Situations 1–6

How would the world change if we learnt, What if we had, how would life be, Imagine if everyone could, how would the human race change, Suppose that men could, how would the world change, Imagine that a harmless drug was invented, What would the effects be, What if people had to pass, before they could become, how would society change

### Comments

this would be horrible, I wouldn't be able to, I would have to, I really wish we could do this, I wish I knew what they were thinking and what they really wanted, It would be so cool, It would be a bit difficult, wouldn't it, It might feel, if only this was true, would be invented ... wouldn't it, If we found out ... really thought of us, we'd get a few shocks, this would be such a great idea

## GRAMMAR

### Hypothetical situations in the present

- 1 Students discuss the questions in pairs, before checking with the whole class. Go through the answers with the class.

## ANSWERS:

- 1 present/future
- 2 past simple ('unreal past')
- 3 modal *would* in the main clause
- 4 Imagine if ...  
Suppose that ...  
Imagine that ...  
If only ...

See the notes on the use of past tenses with hypothetical language under Language focus 2 on page 101 of the Teacher's Book.

It would be useful to summarise some of the different forms used to introduce hypothetical ideas, and add a few extra on the board:

*If (only) + Past simple*

*I wish + Past simple.* (The verb *wish* here expresses something that you want, but do not expect to happen. It does not express a simple desire.)

*What if + Past simple + ?* (Point out that, unlike the other possibilities, this is a question not an affirmative sentence.)

*It's time (that) + Past simple.* (This often expresses disapproval of the current situation, e.g. *It's time (that) you went out and found a job because I can't afford to pay for everything myself.*)

*Imagine (that) + Past simple* (e.g. *Imagine (that) you had \$100,000 to spare ...*)

*Suppose (that) + Past simple* (e.g. *Suppose (that) everyone went out and did the same thing ...*)

You may want to ask students to read Study 1 on page 161 for a more detailed explanation of hypothetical situations in the present.

## Language focus 1 (PAGES 106–107)

### Hypothetical situations in the present

See *Teaching tips: Using a discovery approach to grammar*, page 20.

### WARM UP

Download or bring to class a picture of a genie to show students, and explain that they have a magic genie who is going to give them three wishes. Tell students what your three wishes would be, then give them a few minutes to decide what theirs would be. Go round and help with vocabulary, writing any new words/phrases on the board. When they are ready, put students into groups to share their ideas.

- 1 Focus students' attention on the photos and elicit what they can see. Students work in groups to read and discuss the questions.
- 2 Students discuss possible consequences in their groups. Monitor and listen to how well they are using language to describe hypothetical situations, and make notes on any areas/forms to focus on more when working through the Grammar box.
- 3a Make sure students understand that one situation has two comments and one has none. Students match the comments to the situations then check in pairs, before checking answers with the whole class. Check understanding of *duvet*, *cannibalism* and *LOL* (laugh out loud).

## PRACTICE

If you think students need more controlled practice before doing these exercises, they could do Practice 1 on page 161 first.

- 1 Do the first one together as an example. Students complete the rest of the sentences individually then check in pairs. Check answers with the class.

### POSSIBLE ANSWERS:

1 became, burnt, would life change    2 passed, would happen  
3 would life be, was invented, could stop    4 were not allowed,  
might the effects be    5 had, would it make    6 would our lives  
be, was discovered    7 got, was banned, would happen

- 2a Remind students of the situations on the website on page 106, and ask them to choose five to write about. Walk round as they're writing and check they are forming sentences correctly.  
b Students compare their sentences in pairs. In feedback, choose students to share their favourite idea with the class.  
3a 11.1 Check understanding of *magic wand*. Play the recording, pausing after each speaker for students to choose the sentence and make notes. Students check answers in pairs. Play the recording again if necessary and check answers with the class.

### ANSWERS:

**Speaker 1:** Sentence 10 – He would like to be able to speak Chinese, which is an important language, but it is so difficult he thinks his best chance of learning it is by magic.

**Speaker 2:** Sentence 3 – She would like to have naturally black hair instead of mousy brown.

**Speaker 3:** Sentence 8 – He would never emigrate and live abroad. He likes going to other countries on holiday, but would always want to come back to his home and family.

**Speaker 4:** Sentence 6 – She wishes she was better with technology, instead of always having to ask her daughter or her husband for help.

**Speaker 5:** Sentence 1 – She would choose to be a cat, because they are independent creatures, who come and go as they like, but get totally looked after and sleep all day.

- b As students are completing their sentences, walk round and help with vocabulary and check they are forming the tenses correctly.  
c Students compare their ideas in pairs. Encourage them to give reasons and ask each other follow-up questions to find out more information.

## ADDITIONAL PRACTICE

Resource bank: Activity 11A *Wishing* (Hypothetical situations in the present)

Study, practice & remember: Practice 1

Workbook: Language focus 1: *Hypothetical situations in the present*, page 64

## Reading (PAGES 108–109)

### WARM UP

Divide the board into two sections, and at the top of one write *Problems* and the other *Solutions*. Elicit an example of a problem that human beings face and a solution to the problem and write them on the board. Students then brainstorm more ideas in pairs. When they have finished, invite students to the board to write up their answers and check understanding with the rest of the class.

- 1a If you did the Warm up activity, ask students to compare the ideas in the box with those on the board and see which are the same. Students categorise the words in the box in pairs. In feedback, elicit answers and add them to the lists on the board.

### ANSWERS:

**Problems:** burning fossil fuels, climate change, earthquakes, nuclear bombs, rising sea levels, toxic chemicals, volcanic eruptions

**Solutions:** solar energy, technological advances, wind power

- b Students discuss the problems in pairs. When they have finished, elicit ideas from the class.  
2a Make sure students only look at the pictures and the introduction, and don't read the article yet.

### ANSWERS:

See answers to exercise 2b below.

- b Students discuss the questions in pairs, then check answers with the class.

### ANSWERS:

Pictured top left: 'stirring up the oceans' – relates to climate change. Long plastic tubes would stir up the sea, bring up cold water to the surface, absorb heat and CO<sub>2</sub> and cool the planet.

Pictured top right: 'building a giant umbrella in space' – relates to asteroid strikes. The umbrella would collect solar energy and refocus it on the asteroid, deflecting it away from the earth.

Pictured bottom left: 'pumping toxic chemicals into the atmosphere' relates to climate change. A 12-mile pipe would pump toxic chemicals into the atmosphere to form a protective layer, reflecting sunlight and cooling the earth.

Pictured bottom right: 'building a huge nuclear bomb' relates to asteroid strikes. A nuclear bomb would be launched to destroy an approaching asteroid.

- 3a Students work in pairs and each reads about one problem. They then answer the questions for the relevant section of the text.

### ANSWERS:

**Student A (climate change):**

- Solution one: pump even more chemicals into the atmosphere
- Solution three: stop burning fossil fuels
- Solution one: pump even more chemicals into the atmosphere
- Solution one: pump even more chemicals into the atmosphere
- Solution three: stop burning fossil fuels
- Solution two: stir up the oceans

**Student B (asteroids):**

- Solution one: build a huge nuclear bomb
- Solution three: do nothing and hope
- Solution one: build a huge nuclear bomb
- Solution three: do nothing and hope
- Solution two: build a giant umbrella in space
- Solution one: build a huge nuclear bomb

- b Students now work in pairs and ask each other their questions. Check answers with the class.  
4 Students read the whole text and take turns explaining the solutions in their own words.  
5 Put students in small groups to discuss the questions. When they are ready, nominate a student from each group to summarise their answers for the class.

## PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- Elicit the first answer as an example. Drill the word with the class and ask students to underline the stressed syllable. Students work through the other words in pairs.
- 11.2 Play the recording, pausing after each word for students to check their answers. When checking answers with the class, write the words on the board and underline the stress. Drill the words if necessary, then students practise saying them in pairs.

### ANSWERS:

(stresses are underlined, vowels are in bold)  
asteroid: /ɪ/, catastrophe: /i/, dioxide: /aɪ/, dinosaur: /ɔ:/,  
eruption: /ɪ/, fuel: /ju:/, nuclear: /nʊkələr/, ocean: /ə/,  
radioactive: /eɪ/, scientific: /aɪ/, solar: /əʊ/, surface: /ɪ/,  
temperature: /ə/, volcanic: /æ/, volcano: /eɪ/

## ADDITIONAL PRACTICE

Workbook: Pronunciation: Vowels in science/nature words, page 65

## Vocabulary (PAGE 109)

### Science and processes

See *Teaching tips: Working with lexis*, page 21.

- Check understanding of *roofs*. Give students a few minutes to read the sentences, and then discuss their ideas in pairs. Elicit ideas from the class but don't give any answers yet.
- Students use their mobile phones or dictionaries to check the words in bold, then match the reasons to the sentences in exercise 1. Students check answers in pairs before checking answers with the class.

### ANSWERS:

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

- Students work in pairs then check answers with the class. Check the difference in meaning between the words and give further explanations where necessary.

### ANSWERS:

1 to prevent 2 reflect 3 contributes to / causes an increase in  
4 disappear 5 affect / cause an increase in

### Vocabulary, exercise 3: Additional activity

After exercise 3, ask students to think of their own solution to one of the problems on page 108 (or another important problem facing humanity). Give them plenty of time and allow any ideas they have, but encourage them to use the vocabulary from exercises 1–3 and think about how they will present their idea to the class. When they are ready, students take it in turns to present their ideas to the class, and then vote for the best one.

## ADDITIONAL PRACTICE

Workbook: Vocabulary: Science and processes, page 65

## Task (PAGES 110–111)

### Discuss a controversial issue

See *Teaching tips: Making tasks work*, page 23.

## Preparation (PAGES 110–111)

### Listening

- Go through the key vocabulary with the class, checking understanding. Students look at the photos and discuss what they think each case is about in pairs.
- 11.3 Play the recording for students to check their ideas. Ask students how much they guessed correctly.
- Focus students' attention on the case summaries on page 111, and ask students to complete them from memory.
- Play the recording again for students to check their answers, pausing after each section for them to make any changes to their notes. Check answers as a class.

### ANSWERS:

#### Case 1:

15, secondary school student, attends private girls' school wants plastic surgery to change the shape of her nose; says she feels strong peer pressure to look attractive; believes her appearance will affect her career prospects  
don't think her nose is a problem, and think she should wait until she is 21, as she may feel differently then; will pay for the surgery if doctors recommend it  
Should she have surgery to change her nose before she is 21?

#### Case 2:

6, parents separated, two siblings, lives with his mother diagnosed with ADHD, for which he has been prescribed a new drug wants her son to take the drug, as his problem is affecting his life both at home and at school, where he is falling behind  
doesn't want his son to take the drug, saying he just needs a more disciplined school, and to play outside more instead of playing computer games indoors  
Should he start taking the drug?

#### Case 3:

early 60s, lifelong smoker, retired school secretary has a life-threatening illness, needs expensive surgery and medication treating her does not represent value for money, as she is shortening her life through smoking anyway  
she has paid her taxes all her working life, and her illness isn't directly linked to smoking; she is well enough to undergo surgery because, with an ageing population, healthcare is getting more and more expensive and choices have to be made  
Should she be treated at the taxpayer's expense?

- Give students a few minutes to read the fact file and answer any questions they have. Students match the facts to the cases and check in pairs before checking answers as a whole class.

### ANSWERS:

A 1 B 2 C 3 D 2 E 3 F 1 G 3

## Task (PAGES 110–111)

### Speaking

Explain the two options to the class, and elicit, via a show of hands, which they would prefer to do. If you feel your students are able to discuss fairly controversial issues maturely, then Option B may be better as students can discuss their own opinions at the end. If not, then Option A might be better.

### Option A

- 1 Go through the Useful language box, sections a and b, then put students in pairs to choose a case and think of their arguments. Go round and help with ideas and vocabulary where necessary.
- 2 Go through the phrases in the Useful language box, section c, and explain that students may want to use the phrases in sections a and b too. Put pairs into groups, and explain that they should present their arguments for and against, before discussing and trying to reach agreement.
- 3 Groups take it in turns to present their arguments and conclusions to the class. Encourage the other students in the class to ask questions and voice their own opinions.

### Option B

- 1a–c Divide the class into two large groups to prepare their arguments either for or against each case. Go through the Useful language box, sections a and b, then put students in pairs within each group to think of and write their arguments. Monitor and help with ideas and vocabulary where necessary. When they are ready, pairs share their ideas with the rest of the group.
- 2 Put students in pairs with a student from the other group. Students present their arguments, and then try to persuade each other of their side of the argument.
- 3 Go through the phrases in the Useful language box, sections b and c, and then discuss each case as a class.

#### Share your task

Some additional ideas could include:

- Students work in groups of three, each discussing a different case from the task. They then film/record themselves taking it in turns to summarise the facts and give their opinion. Other students watch the recording and say who they agree with most.
- Students work in pairs, and film/record themselves interviewing the person in one of the cases.
- Students film/record themselves roleplaying a panel discussion: with a presenter and one person arguing for and another arguing against the issue.

## Language focus 2 (PAGES 112–113)

### Hypothetical situations in the past

See *Teaching tips: Using a discovery approach to grammar*, page 20.

#### WARM UP

Tell the class about a regret you have in your life. Give details and explain how you think your life might be different if you had done things differently. Give students a few minutes to think of a regret they are happy to share with their classmates and prepare the details. When they are ready, put students in small groups to tell each other their ideas.

- 1 Focus students' attention on the photo and elicit how students think the man is feeling. Give students a few minutes to read the quotes and discuss which they most agree with and why. Ask a few students to share their ideas with the class.
- 2 Tell students to read the text quickly and decide whose regrets they think it describes.

#### POSSIBLE ANSWER:

The text describes the regrets people have when they come to the end of their lives.

- b Students read the regrets again and guess the missing words then compare ideas in pairs. Elicit ideas from the class, then refer students to page 126 to check their answers.

#### ANSWERS:

a myself    b hard    c feelings, feelings    d friends  
e happier, happiness

- 3a Students work individually then check in pairs. Check answers with the class, but don't go into any explanation of answers at this stage.

#### ANSWERS:

1 might have, had    2 wouldn't, had    3 hadn't, wouldn't  
4 had, would have

- b Students match the sentences and regrets in pairs. Don't give any answers yet.

- c 11.4 Play the recording for students to check their answers. Students check in pairs before checking answers with the whole class. Discuss which speakers they think express regret.

#### ANSWERS:

1 c    2 a    3 d    4 b  
Speakers express regrets in situations 1 and 4.

## GRAMMAR

### Hypothetical situations in the past

1–3 Students work through the questions in pairs. Check answers with the class, and go through the notes on the use of past tenses with hypothetical language below.

#### ANSWERS:

- 1
  - They refer to things which didn't happen.
  - the Past perfect
- 2
  - sentences 1 and 4
  - sentences 2 and 3
  - sentences 1 and 4: *would have + past participle* in the main clause, Past perfect in the *if* clause  
 sentences 2 and 3: *would + infinitive* in the main clause, Past perfect in the *if* clause
- 3
  - would have been promoted / would be manager*
  - would have got together / would be together*
  - wouldn't have lost touch / would still be friends*

You may want to ask students to read Study 2 on page 162 for a more detailed explanation of hypothetical situations in the past.

**Notes on tenses with hypothetical language**

It can be useful to think of past tenses as 'distant' and present tenses as 'near'. In this way, there are three things which affect our choice of tense: time, register and reality.

**Time:** We use past tenses to describe past actions because they are distant in time, e.g. *I crashed the car yesterday*.

**Register:** We communicate with people we see as distant by using past tenses to sound more formal, e.g. *I was wondering if you could tell me how to get there?*

**Reality:** We speak hypothetically by using past tenses to indicate distance in reality, e.g. *If I had arrived earlier, I would have seen her.*

Hypothetical situations in the past with *if* are made up of two 'pasts' – one to express non-reality, and one to express past time.

**PRACTICE**

If you think students need more controlled practice before doing these exercises, they could do Practice 2 on page 162 first.

- 1a Do the first example as a whole class, highlighting the tenses and the position of *never*. Ask students to write the complete sentences in their notebooks so that they have space to write the answers. Check that they understand *set eyes on someone* (meet someone). Students work individually or in pairs. Walk round the room helping with verb forms. Go through the answers with the class. Where there are alternative answers, ask students to explain what the difference in meaning is.

**ANSWERS:**

- 2 hadn't done    3 had bought    4 hadn't met, would have been  
 5 had allowed    6 had tried    7 would be / would have been,  
 hadn't opened    8 had never gone    9 could    10 had never set

- b To demonstrate the activity, give a true example of your own. Then give students a few minutes to think of their situations. If you are short of time, reduce the number of situations students write about. While they are working, walk round the room providing any vocabulary they need and helping with verb forms.  
 c Students work in pairs to discuss their regrets. When they have finished, ask if anyone would like to share ideas with the class. Since some of the situations might be quite personal, don't force the issue if students don't want to share.  
 2 Students discuss the question in pairs.

**ADDITIONAL PRACTICE**

**Resource bank:** Activity 11B *A nightmare holiday* (Hypothetical situations in the past); Activity 11C *I wish he wouldn't do that!* (Hypothetical situations in the present and past)

**Study, practice & remember:** Practice 2

**Workbook:** Language focus 2: *Hypothetical situations in the past*, pages 67–68

**Wordspot (PAGE 113)*****life***

See *Teaching tips: Working with lexis*, page 21.

- 1a Students do the exercise in pairs. Encourage them to guess the answers if they are unsure and allow weaker classes to use their dictionaries. Check answers as a class.

**ANSWERS:**

See answers to exercise 1b below.

- b Students work individually to underline the words and phrases. Check answers as a whole class.

**ANSWERS:**

- 1 lifelong    2 private life    3 Life expectancy    4 life guard  
 5 life sentence    6 life-threatening    7 lifetime    8 making life  
 9 life jacket    10 real life    11 lifelike    12 that's life

- 2 Students complete the definitions in pairs. Refer them to the previous exercise for help if necessary. Check answers as a class and emphasise that it is often useful for students to learn the whole phrase, e.g. *a life-threatening illness*, *a lifelong ambition*, etc.

**ANSWERS:**

- 2 life guard    3 life sentence    4 life jacket    5 lifelike  
 6 That's life    7 life difficult    8 life-threatening    9 private life  
 10 lifelong    11 chance of a lifetime    12 Life expectancy

- 3 11.5 Play the recording, pausing after each question for students to write it down. Check students have written the questions correctly before they discuss them in pairs.

**ANSWERS:**

- 2 Have you ever been rescued by a life guard?  
 3 Do you find it easy to talk about your private life?  
 4 Is anyone making life difficult for you at the moment?  
 5 Which film star would you like to meet in real life?

**ADDITIONAL PRACTICE**

**Workbook:** Wordspot: *life*, page 68

**Language live (PAGES 114–115)****Speaking (PAGE 114)****Reporting opinions**

- 1 Students work in pairs to make a list of reasons for and against the use of animals in medical research. Walk round and help with vocabulary, writing any new words/phrases on the board.  
 2 11.6 Go through the questions and elicit possible endings. Play the recording, pausing after each question for students to write what the reporter said.

**ANSWERS:**

- 1 polls reveal    2 do the polls show    3 testing cosmetics on animals    4 summarise the polls overall

- 3 Before playing the recording, ask students to read the sentences and attempt the exercise from memory. Play the recording again for students to check their answers. Students check in pairs before checking answers with the class. Drill the phrases chorally and individually.

**ANSWERS:**

- 1 opinion polls    2 one in five    3 Three-quarters    4 four out of five    5 over half    6 The vast majority    7 Generally speaking

- 4 Introduce the topic by asking students about smoking in their country/ies, e.g. *Do many people smoke? Is it illegal to smoke in public places?* Give students a few minutes to read the research about smoking.

#### POSSIBLE ANSWERS:

More than four out of five people are non-smokers.

Two thirds of people support a ban on smoking in all public places. In 2001, only one out of three people supported the idea.

Just under half the people support a ban on smoking in cars.

One in three people think smoking should be made completely illegal.

The vast majority of people think that the minimum age to buy cigarettes should be 16 or higher.

- 5a Give students plenty of time to think about what they are going to say, they then act out their interview in pairs. Monitor and help where necessary.
- b Students swap roles. When they have finished, ask if any pairs want to perform their interview for the class.

#### Language live, Speaking: Additional activity

After completing the exercises, ask students to choose a 'controversial' topic and pose it as a question, e.g. *Should celebrities be allowed to keep their privacy? Are we becoming too dependent on computers? Do computer games cause violence?* Make sure they choose something which interests them, as this will make it more motivating. When they are ready, students mingle and ask their question to other students in the class, recording answers. When they have finished, give them five minutes to write some sentences which report the class's opinions using the language from exercise 3. Circulate and help where necessary. When they are ready, students present their findings to the class.

## Writing (PAGES 114–115)

### A 'for and against' essay

- 1 Students discuss the questions in pairs and make lists. In feedback, elicit students' answers and write their ideas on the board.

#### POSSIBLE ANSWERS:

- 1 aquariums, circuses, cockfighting, dog racing, films, horse racing, hunting and shooting, theatres  
2 Students' own answers

- 2 Students read the essay and compare the arguments in it with their ideas from exercise 1. Check understanding of *take something for granted*, *crammed* and *outweigh*. In feedback, ask different students to summarise the arguments for and against in the essay.

#### ANSWERS:

For:

- safer and more enjoyable life in the entertainment business
- important educational function
- animals are adaptable and enjoy life in captivity

Against:

- suggests animals have no rights
- animals are kept in cramped, unnatural conditions
- often badly treated by their keepers
- they lose their identity, and so the educational aspect is lost

- 3 Students complete the essay with the words then check in pairs. Go through the answers with the class and check understanding of the linking words.

#### ANSWERS:

- 1 although 2 First of all 3 both 4 Secondly  
5 lastly 6 both 7 both 8 both 9 Another argument  
10 both 11 both

#### Writing, exercise 3: Alternative suggestion

Before looking at the words in exercise 3, ask students to read the essay again. They think of their own words to fill the gaps, then check in pairs. Elicit students' answers and write them on the board, then ask students to compare them with the alternatives in exercise 3. Finally students complete the text with the correct words.

- 4 Explain that either one or two of the phrases are wrong each time. Students work individually then check in pairs, before checking answers with the whole class. As you check answers, ask students to explain why the options are wrong.

#### ANSWERS:

(incorrect phrases)

- 1 Such as / Also, Another argument  
2 another argument / however; Such as / At first  
3 first of all; In conclusion / However

- 5a Give students enough time to choose a title and think of arguments for and against. Walk round and help with ideas and vocabulary where needed, and encourage them to think of as many arguments as possible.
- b Students select their strongest ideas and think of supporting points. Circulate and help where necessary.
- 6a Go through the checklist with the class. Students write the first draft of their essay. Monitor and help with vocabulary, and make sure students are using the linking expressions correctly.
- b Students swap drafts with a partner, and comment on each other's work using the checklist in exercise 6a. When they have finished, students write a final draft of their essay.

## ADDITIONAL PRACTICE

- Workbook: Language live: *Reporting opinions*, page 69; Writing: *A for and against essay*, page 69

## Study, practice & remember (PAGES 161–163)

See *Teaching tips: Using the Study, practice & remember sections*, page 25.

### Practice 1

#### ANSWERS:

- 1  
1 got, could buy 2 started 3 wouldn't interrupt  
4 would be, wasn't 5 could 6 made  
7 won, would you do 8 would hurry up

- 2  
Students' own answers

- 3  
1 went 2 could type 3 were 4 was 5 had 6 went  
7 weren't leaving 8 wanted 9 could eat 10 didn't work

## Practice 2

**ANSWERS:**

1

- 1 had told me, would have bought you
- 2 would have brought, had had
- 3 would have got, hadn't followed
- 4 hadn't failed, would have
- 5 would never have done, hadn't encouraged
- 6 had known, would have waited
- 7 had taken, would believe / would have believed
- 8 had listened, wouldn't be

2

Students' own answers

3

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

4

- 1 'd bought 2 had treated 3 had known 4 had not lost  
 5 had stayed 6 had done 7 would be 8 would have been  
 9 might have given 10 had gone

## Remember these words

**ANSWERS:**

1

solar energy, nuclear bomb, life guard, life expectancy, life sentence, private life, long-term effects, wind power, peer pressure, self esteem, fossil fuel, volcanic eruption, toxic chemical, magnifying glass, taxpayer

2

- 1 a nuclear bomb: man-made; the other words are natural phenomena
- 2 toxic chemicals: the other words refer to sources of energy
- 3 to reflect: describes what happens to sunlight on some surfaces; the other words are movements
- 4 to contribute to: the other words are trying to stop something
- 5 a life sentence: a punishment; the other words are to do with saving lives

## Study tips

- 1 Introduce the topic by asking students how quickly they read in their first language and in English, and if there's much difference. Students read the ideas and tick or cross them as appropriate, then compare in pairs.
- 2 Students discuss the ideas in pairs. Encourage them to try out some of the ideas over the next few weeks.

**OVERVIEW****PAGES 116–117**

**Reading and vocabulary:** Fifteen minutes of fame

**Common European Framework:** Students can scan longer texts to find specific information, and find information in different parts of a text in order to fulfil a specific task; can account for and sustain their opinions in discussion by providing relevant explanations, arguments and comments.

**PAGES 118–119**

**Grammar:** Use of gerunds and infinitives

**Listening:** Celebrities and the media

**Common European Framework:** Students can understand most radio programmes and other recorded or broadcast audio material delivered in standard dialect; can take an active part in informal discussion.

**PAGES 120–121**

**Grammar:** Different infinitive and gerund forms

**Pronunciation:** Sentence stress

**Common European Framework:** Students can express their thoughts on cultural topics such as celebrities, music, films; can give brief comments on the views of others.

**PAGES 122–123**

**Task:** Hold the floor!

**Common European Framework:** Students can intervene appropriately in discussion, exploiting appropriate language to do so; can initiate, maintain and end discourse appropriately with effective turn-taking.

**PAGES 124–125**

**World culture:** Changing lives in Malawi

**Common European Framework:** Students can understand a wide range of recorded and broadcast audio material, including some non-standard usage.

- 3a Students read the introduction then answer the questions in pairs. Elicit students' ideas and have a brief class discussion.

- b Before students read the article, go through the names in the box and ask if students have heard of any of them. Students read the article and make notes on the people, then check answers in pairs. Check understanding of *preacher*, *hoax*, *daydream* and *stalkers*. Check answers with the class.

**ANSWERS:**

**George Whitefield:** 18th-century English preacher who drew a large crowd when he visited Boston in the USA

**Sam Patch:** 19th-century American, made famous in the first cheap newspapers for jumping into rivers, including Niagara Falls, from high places

**Falcon Heene:** the young son of an American couple who tried to attract media attention by pretending he was on board a large balloon which had broken free

**Susan Boyle:** Scottish singer who gained international fame after appearing on a British TV talent show

**Donato Dalrymple:** a fisherman who enjoyed the media spotlight after saving a boy from the sea

- 4 Students complete the sentences, referring back to the article to help, then check in pairs. Go through answers with the class.

**POSSIBLE ANSWERS:**

- 1 TV talent-show contestants
- 2 photography
- 3 the arrival of cheap newspapers and the demand for exciting stories
- 4 jump into the Genesee River in New York
- 5 the audience
- 6 fame / landing their own reality TV show
- 7 Over 40 percent
- 8 she was ill-equipped to cope with her sudden fame
- 9 the press and paparazzi
- 10 'Andy Warhol Syndrome', or having to adjust to ordinary life after a spell in the spotlight

- 5 Students discuss the questions in groups. When they have finished, nominate a student from each group to summarise their discussion for the class.

**ADDITIONAL PRACTICE**

⇒ **Workbook:** Vocabulary: *Fame*, page 70

**Language focus 1 (PAGES 118–119)****Use of gerunds and infinitives**

See *Teaching tips: Using a discovery approach to grammar*, page 20.

**WARM UP**

Write the following prompts on the board:

*I'm not very keen on ...*

*I try to put a lot of effort into ...*

*I'm too sensible to ...*

*When I was younger, my parents never let me ...*

*I don't think I'm likely to ... in the near future.*

*I find it difficult to put up with ...*

Ask students to complete the sentences so they are true for themselves. Walk round and correct any errors with gerunds/infinitives, if students are using them. When they have finished, put students in pairs to share their answers. In feedback, ask a few students to share any interesting information they found out with the class.

- 1 Elicit one or two personality traits as an example, then put students in pairs to think of more. Write students' answers on the board.
- 2a Check that students understand *bump into someone* and *pose (for a photo)*. Students do the quiz in pairs.
- b Students use the key to add up their scores, then ask them to turn to page 130 to read the conclusions. In feedback, ask students if they agree with the conclusion and why/why not.

## GRAMMAR

### Use of gerunds and infinitives

- 1 Students underline the infinitives and circle the gerunds then check in pairs. Check answers with the class.

#### ANSWERS:

**Infinitives:** to become, to go, to celebrate, to bump into, to go, to let, to go, to be seen, to remember, to remember, to remember, to wear, to wear, to be, to impress, to tell, to make, to get, to remember, to talk, to move on, to find, to be, to hide  
**Gerunds:** going, making, marrying, having, choosing, planning, finding, impressing, talking, being, practising

- 2 Give students a minute to read the examples, and then ask them to find more examples in the quiz. Check answers with the class and go through the language notes below.

#### ANSWERS AND LANGUAGE NOTES:

- 1 You don't like making, who won't mind talking. You've spent ages practising (Some verbs are followed by gerunds, but there are no explicit rules for this. When students learn a new verb, they also need to learn what form follows it. As a very general rule, however, verbs which describe true feelings, e.g. *like, love, enjoy, hate, can't stand*, etc. are usually followed by the gerund.)
- 2 How do you go about choosing. You aren't ... keen on being photographed
- 3 Impressing the right people ... is important (Grammatically, a gerund as the subject of a sentence is used in the same way as a noun. A gerund can also be used as an object, e.g. *I like watching TV*)
- 4 You expect other people to remember, if it helps to get you noticed. You pretend not to remember. You manage to hide (There are no explicit rules for this. When students learn a new verb, they also need to learn what form follows it. As a very general rule, however, verbs with a future meaning, e.g. *hope, expect, plan, promise*, etc. are usually followed by the infinitive.)
- 5 the right place to be seen, an excuse to move on
- 6 happy to let other people, desperate to impress, prepared to tell lies (Many adjectives are followed by the infinitive. Students need to learn them as they go along.)
- 7 too nervous to remember
- 8 Have you got what it takes to become, go to a club to celebrate, tell lies about yourself to make the right impression (This pattern is very common, and is a shortened form of *in order to*.)
- 9 something special to wear
- 10 You wouldn't dare tell lies

Explain to students that after *like*, both the gerund and infinitive can be used, but with slightly different meanings. Demonstrate this with the following example:

*I don't like getting up early, but on a Monday morning I like to get up early so I can plan my work for the week.*

The gerund is used to show a true feeling, but the infinitive is used when there is a reason why I have this preference.

You may want to ask students to read Study 1 on page 164 for a more detailed explanation of the use of gerunds and infinitives.

### Grammar: Additional activities

- a Make two posters, one for gerunds and one for infinitives, and put them on the wall of the classroom. As new verbs come up in class, ask students to add them to the appropriate poster.
- b Test students regularly by giving them a list of verbs and asking them to decide which take the gerund and which take the infinitive.
- c Encourage students to use their dictionaries to check if a verb is followed by a gerund or an infinitive.

## PRACTICE

- 1a Students complete the quotes then check in pairs. If students find this activity difficult, refer them to Study 1 on page 164 of the Students' Book. Don't check answers yet.
- b 12.1 Play the recording for students to check their answers. Ask students which quotes they like best.

#### ANSWERS:

- 1 to become 2 to prevent 3 recognising 4 Being
- 5 dreaming 6 being 7 to be 8 reading 9 writing
- 10 to have 11 to get 12 to mean 13 to achieve
- 14 to achieve 15 dying 16 Being 17 being
- 18 being 19 being

#### Practice, exercise 1b: Alternative suggestion

When playing the recording for students to check their answers, tell students that you are a 'human media player' and elicit *play* and *pause*. Tell students that they can make you control the recording with these commands, so for example, if they need time to write an answer, they can call out 'pause' for you to pause the recording, and 'play' when they want you to continue.

- 2a Students complete the questions, and then check with the whole class.

#### ANSWERS:

- 1 going 2 getting 3 to chat, to stick 4 remembering, remembering 5 to get, to fit, to feel 6 taking, being

- b Students work in pairs to discuss the questions. Monitor and make notes of any common errors for later feedback. Ask one or two students to share any interesting information with the class, and give students feedback on their language.

## ADDITIONAL PRACTICE

Resource bank: Activity 12A *Gerund and infinitive dominoes* (Use of gerunds and infinitives); Activity 12B *Design your own soap opera* (Use of gerunds and infinitives)

Study, practice & remember: Practice 1

Workbook: Language focus 1: *Use of gerunds and infinitives*, pages 72–73

## Listening (PAGE 119)

### Celebrities and the media

- 1 Students discuss the meaning of the phrases in pairs, using their mobile phones or dictionaries to check any they're not sure of. Check understanding of the phrases with the class, and elicit students' ideas as to what the stories are about.
- 2 12.2 Students listen to the recording to check their predictions, and then answer the questions in pairs. Play the recording again if necessary, then check answers with the class.

**ANSWERS:**

- 1 To prevent the media from publishing details of an extra-marital affair he had with a colleague. He is a family man and said he and his family have a right to privacy.
- 2 Charlotte Morland's phone was hacked into by tabloid newspapers. They published details of her mother's mental illness and as a result, her mother had a breakdown. Charlotte Morland wrongly accused friends of selling stories to journalists.

**3a** **12.3** Explain that students are going to listen to a radio phone-in show, where members of the public call in to give their opinions on the news stories. Explain that students shouldn't worry if they don't understand every word at this stage, but should listen for the general opinions of the callers. Students listen then check in pairs. Check answers with the whole class.

**ANSWER:**

Listeners seem to be sympathetic to the Morland family, but not to the 'unnamed entertainer'.

- b** Students match the listeners to their opinions then check in pairs. Check answers with the whole class.

**ANSWERS:**

Carl f Lesley d Carol b Gemma e Robert a

- c** Ask students what reasons the listeners gave for their opinions and if the presenter gave any opinions. Play the recording again for students to check, and then go through the answers with the class.

**ANSWERS:**

- 1**  
Becky: X's children haven't chosen to be famous; they are the ones who are going to suffer  
Carl: X's behaviour is hypocritical so the public has a right to know  
Lesley: X should have thought about his children before he started having an affair  
Gemma: what happened to the Morland family makes her ashamed to be British; nothing can compensate for that kind of trauma  
Robert: the public are the hypocrites, not the journalists; tabloid newspapers only publish stories like this to sell newspapers
- 2**  
The Presenter doesn't really give an opinion, except to say that the story of Charlotte Morland and her mother is 'sad'.

- 4** Put students in groups to discuss the questions. When they have finished, ask one or two students to share their ideas with the class.

## Language focus 2 (PAGES 120–121)

### Different infinitive and gerund forms

See *Teaching tips: Using a discovery approach to grammar*, page 20.

- 1** Focus students' attention on the photos and elicit the celebrities' names. If they aren't sure of any, refer them to page 130 to check (from left to right: *Michael Jackson*, *Elvis Presley*, *Marilyn Monroe*, *John Lennon* and *Amy Winehouse*). Students discuss what they know about each one in pairs. Elicit students' ideas.
- 2** Students read the article and match the descriptions to the photos, then check in pairs. Check answers with the whole class.

**ANSWERS:**

A Marilyn Monroe    B Elvis Presley    C John Lennon  
D Michael Jackson    E Amy Winehouse

- 3** Students discuss in pairs then check answers with the class.

**ANSWER:**

Michael Jackson

- 4** Go through the phrases with the class and check understanding. Students complete the article with the phrases then check answers with the class.

**ANSWERS:**

- 1 She desperately wanted to be taken seriously
- 2 most men would like to have met
- 3 he became notorious for not looking after himself
- 4 despite having died in 1977
- 5 he decided not to focus on music any more
- 6 he hated being criticised
- 7 she often seemed to be suffering

## GRAMMAR

### Different infinitive and gerund forms

Explain that gerunds and infinitives can be used in different forms. These should not be too difficult because students are already familiar with passives, perfect and continuous forms, and the same rules of form and meaning apply here. Give students a few minutes to find the examples and think about the form. Then go through the answers and the language notes, eliciting and giving explanations.

**ANSWERS AND LANGUAGE NOTES:**

- 2 not looking
- 3 to be taken (Used here because it's clear who she wanted to take her seriously.)
- 4 being criticised (Used here because the people who criticised him are not specified.)
- 5 to be suffering
- 6 to have met (Used to refer to the past, i.e. it's not possible to meet Marilyn Monroe now.)
- 7 having died

You may want to ask students to read Study 2 on page 165 for a more detailed explanation of different infinitive and gerund forms.

## PRACTICE

- 1a** Introduce the texts and ask students to predict what they expect to find in each. Elicit a few ideas. Students will have seen most of the vocabulary earlier in this unit, but check that they understand *paparazzi* and *kidnap*. Students work in pairs to read the first text and choose the correct answers. Refer them to Study 2 on page 165 of the Students' Book if necessary. Check answers as a class.

**ANSWERS:**

- 1 being seen
- 2 Being followed
- 3 Not getting, to take
- 4 to be criticised
- 5 to sell
- 6 to have
- 7 Having
- 8 being kidnapped
- 9 selling
- 10 Not knowing

- b** Students read the second text, complete the gaps and then check in pairs. Check answers with the class and ask if students would like to be rich and famous or not.

**ANSWERS:**

- 1 to have become
- 2 being invited
- 3 Not having, to be
- 4 Not having, to spend
- 5 to be seen
- 6 have
- 7 Being expected
- 8 Not having, to buy
- 9 to sell
- 10 Being given

- 2a Go through the situations and elicit one thing to not worry about in each case. Students work in groups to choose three of the situations and make their lists. Walk round the class providing vocabulary and correcting form, if necessary.
- b Put students in pairs with someone from a different group. Ask them to compare their lists and to add more ideas if they can. When they have finished, nominate a few students to share their ideas with the class.

**Practice, exercise 2b: Alternative suggestions**

- If you have a large class, add more topics to the list or ask students to decide on additional topics before you begin the exercise.
- If the topics are not suitable for your students, prepare different ones in advance or ask students to decide on their own topics.
- If you want to extend the activity, ask students to think of five things to worry about as well.

**PRONUNCIATION**See *Teaching tips: Helping students with pronunciation*, page 22.

- 1 12.4 Play the recording, pausing after each sentence for students to tell you how many words there are. Play the recording again, pausing after each sentence for students to write. Check answers with the class, and write the sentences on the board.

**ANSWERS:**

See answers to exercise 2a below.

- 2a Ask students to mark where they think the stressed words are. Play the recording again for students to check their answers. Go through the answers with the class and mark the stressed words on the sentences on the board.

**ANSWERS:**

(stresses are underlined)

- She asked me not to be late. (7 words)  
 I'm unhappy about not working. (5 words)  
 I'd like to have travelled more. (6 words)  
 He needs to be told. (5 words)  
 She seems to be sleeping. (5 words)  
 I really like being asked my opinion. (7 words)

- b Drill the sentences with the class.

**ADDITIONAL PRACTICE**

## Study, practice &amp; remember: Practice 2

Workbook: Language focus 2: *Different infinitive and gerund forms*, pages 73–74; Pronunciation: *Sentence stress*, page 74**Task (PAGES 122–123)****Hold the floor!**See *Teaching tips: Making tasks work*, page 23.**Preparation (PAGES 122–123)****Listening and speaking**

- 1a Look at the example with the class, then put students in groups to make a list. When they have finished, elicit answers from the class and write their ideas on the board.

**POSSIBLE ANSWERS:**

in seminars at school or university, in a school assembly, in a place of worship, at a wedding or other celebration, in the local branch of a political party or other community group, as a presenter in an amateur dramatics or music show

- b Discuss how students feel in these situations.  
 2a Give students a minute to read the rules and check they understand what they have to do.  
 b 12.5 Give students a minute to read the topics on the cards and go through the questions so that they are clear about what to listen for. Students listen then answer the questions in pairs. Check answers with the class.

**ANSWERS:**

Eliza: If you had to be famous, what would you like to be famous for?

James: Is it easier or more difficult to make friends if you are famous?

Harriet: Would you ever appear on a reality TV programme?

James did best, as he spoke for the full 30 seconds.

Eliza repeated herself and Harriet hesitated.

**Task (PAGES 122–123)****Speaking**

- 1a Give students plenty of time to prepare their ideas. Walk round and help with vocabulary, writing any new words/phrases on the board, and also help with ideas where needed.  
 b Refer students to the phrases in the Useful language box, sections a and b, and ask them to think about how they could use them with their ideas and topics.  
 2 Before students start, refer them to the phrases they will need in the Useful language box, section c. Students play the game. Monitor and make notes on students' errors and good language use for later feedback. When they have finished, ask each group who was most successful, and give the class feedback on their language.

**Follow up (PAGE 123)****Writing**

- 1 Students choose an option and write their texts. Go round and help with ideas and vocabulary where necessary. When they have finished, students swap their written work with a partner in order to get feedback. Students can then write a final draft for homework.

**Share your task**

Some additional ideas could include:

- Students film/record themselves speaking about one of the topics for a minute. Other students work in groups and brainstorm ideas related to the topic, then watch or listen to the recording to see if any of their ideas were mentioned.
- Students film/record themselves playing the game as a TV/radio programme, with one student acting as a presenter.
- Students prepare visuals to show as they talk about the topic, then film themselves referring to these as they speak.

**View (PAGE 124)**

See *Teaching tips: Using the video material in the classroom*, page 24.

- 2a** Focus students' attention on the photos and elicit students' ideas.  
**b** Go through the events with the class and check understanding, especially of *to go viral*. Play the DVD for students to watch and put the events in order. Students check in pairs, and then check answers with the whole class.

**ANSWERS:**

e, d, b, g, h, c, f, a

- 3** Students match the beginnings and endings of the phrases. Play the DVD again for students to check their answers, then compare in pairs. Check answers with the whole class.

**ANSWERS:**

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

- 4** Give students a minute or two to review their answers to exercises 2b and 3, then put them in pairs to practise retelling the story. In feedback, nominate students to retell the story to the class, with one student starting, another continuing, etc.

**World view (PAGE 125)**

- 5a** Go through the questions and make sure students are clear about what to listen for. Play the DVD, pausing after each speaker for students to write their notes. Check understanding of *abseiling*.  
**b** Students compare notes in pairs. Play the DVD again if necessary, and then check answers with the class.

**ANSWERS:**

Jurgen: hostels for homeless people; doesn't say what moved him to help; he abseiled from the top of an eighteen-storey building.

Fauzia: Booktime (help students with reading); she had been reading about the problem; she went to a school and read with a child.

Helen: Homelessness; she gets upset when she sees homeless people on the streets; she donates money.

Jeanette: Famine in Ethiopia; she was upset when she saw pictures on television; she organised an ice-skating event and raised over a thousand pounds.

Martin: Dementia UK; his father has dementia and he wanted to help others in the same situation; he gave money.

- c** Put students in groups, and ask them to choose one of the questions to discuss, or allocate a different question to each group. When they have finished, nominate a student from each group to share their ideas with the class, and find out if other students agree.

**ADDITIONAL PRACTICE**

Workbook: Writing: A forum post, page 75

**World culture (PAGES 124–125)****Changing lives in Malawi****Culture notes**

Malawi is a landlocked country in southeast Africa. It is a former British colony (formerly known as Nyasaland), which gained independence in 1964.

It is one of the world's least-developed countries, with an economy based mainly on agriculture, and a largely rural population of around 15 million. The government relies heavily on overseas aid to meet development needs, though this has decreased since 2000. In recent years the economy has shown some improvement, but this is still a country where the average amount to live on per day is only 60 pence, and only 74% of adults can read.

Malawi has a high infant mortality rate and a low life expectancy of around 55 years.

The Great Rift Valley runs through Malawi from north to south, and to the east of the valley is Lake Malawi, sometimes called the 'Calendar Lake' as it is 365 miles long and 52 miles wide. This huge expanse of water means that 20% of Malawi is covered by water.

**WARM UP**

Download or bring to class a map of Africa, and show or elicit where Malawi is. Elicit what students know about the country.

**Find out first (PAGE 124)**

- 1a** Students complete the factfile in pairs. Elicit students' ideas but don't give any answers yet.  
**b** If possible, students go online to check their answers, using the search terms in the box. Otherwise students check answers with you. Check answers with the class, and feed in information from the Culture notes if necessary.

**ANSWERS:**

Population: 15

Life expectancy: 55

Average amount to live on per day: 60 pence

Percentage of adults who can read: 74

Extraordinary fact: water

## Find out more (PAGE 125)

**6a** Go through the list of events and ask if students have heard of any of them. Students go online to find out only where each event takes place. Check answers with the class.

### ANSWERS:

Thrill the World: worldwide

Red Nose Day: UK

The Mongol Rally: Europe – Mongolia

Twestival: online, worldwide

**b** Students research one of the fundraising events individually, then compare what they found out in pairs. Circulate and help with vocabulary where necessary.

## Write up your research

**7** Students write their paragraphs individually, using the prompts to help them. Circulate and help where necessary. When they have finished, students swap and read each other's paragraphs. Elicit any interesting information that students found out.

Students can now do Progress Test 6 and the End of course test on the Teacher's Resource Disc.

## Study, practice & remember

(PAGES 164–166)

See *Teaching tips: Using the Study, practice & remember sections*, page 25.

### Practice 1

#### ANSWERS:

**1**

gerund: don't mind, enjoy, good at, have trouble, it's worth, miss, practise, suggest

infinitive: agree, offer, old enough, pretend, refuse, seem, too lazy  
infinitive without **to**: let, had better, would rather

**2**

- 1 to go    2 ignoring    3 to remember    4 getting
- 5 to be    6 wait, to see, to make, appreciate    7 knowing
- 8 going    9 to make    10 to find, notice
- 11 arrive, to make    12 to like

**3a**

- 1 ✓
- 2 Do you miss being a young child?
- 3 ✓
- 4 ... too old to change career?
- 5 Are you better at talking or listening?
- 6 Would you rather be watching TV ... ?
- 7 ✓
- 8 Have you ever threatened to hit someone?
- 9 ... your 16-year-old son stay out late at night?
- 10 When and where do you practise speaking English?
- 11 Do you have more trouble writing or speaking English?
- 12 Do you refuse to give money to beggars?
- 13 ✓
- 14 ✓

**3b**

Students' own answers

## Practice 2

### ANSWERS:

**1**

- 1 to be asked    2 to worry    3 asking    4 to take    5 to be
- 6 to have worked    7 to have seen    8 to be released
- 9 to be seen    10 not to interfere

**2**

Students' own answers

## Remember these words

### ANSWERS:

**1**

- 1 obsession    2 confidence    3 legend    4 immortality
- 5 fame    6 hypocrite    7 paranoia

**2**

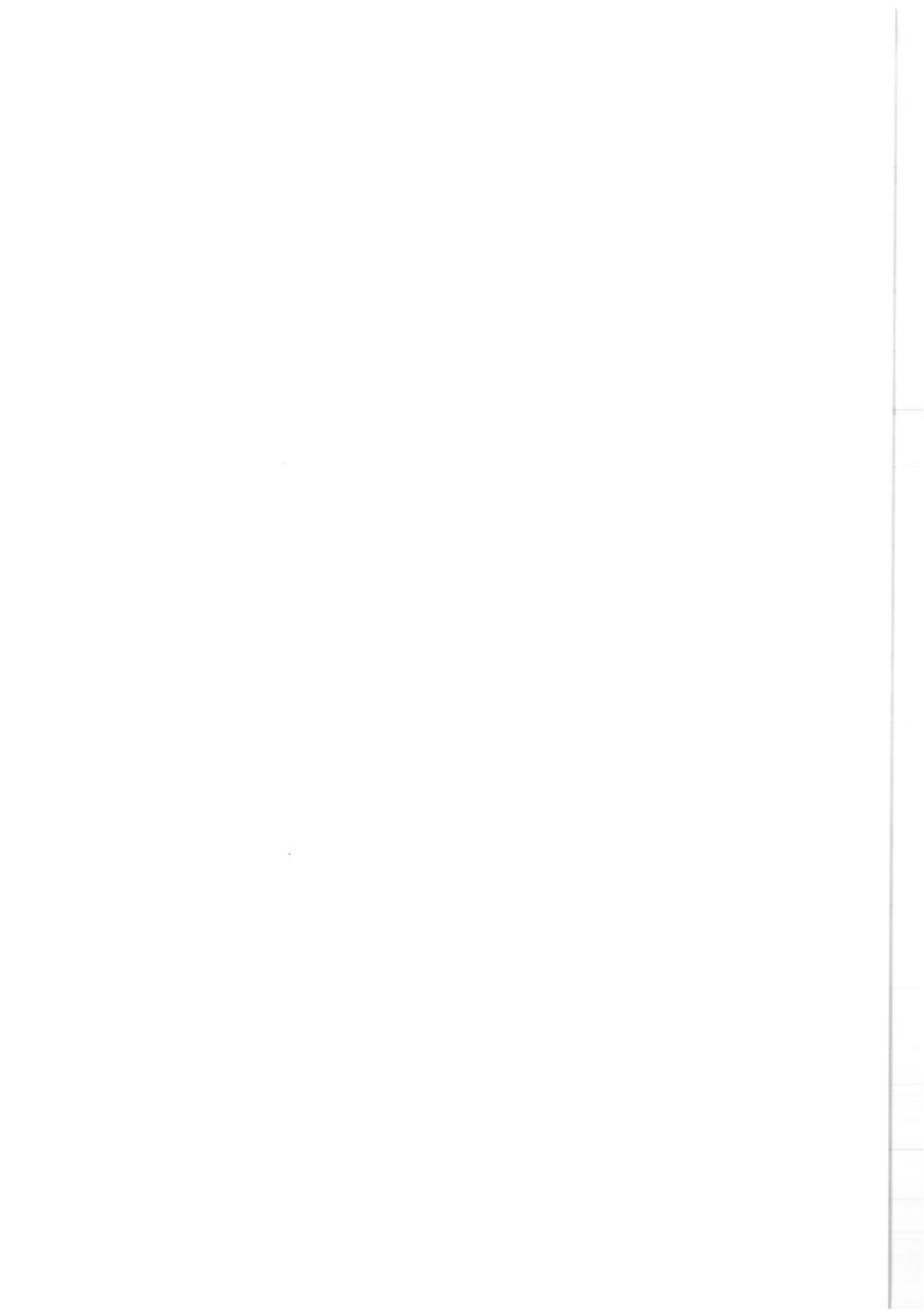
- 1 draw    2 splashed    3 making    4 made    5 lose
- 6 take    7 receive    8 pose    9 make

**3**

the media spotlight  
to be a living legend  
she does have a record deal  
very comfortable in her own skin  
the pressure of fame hard  
splashed across the newspapers

## Study tips

- 1** Introduce the topic by asking students how they use the internet to learn or practise English. Explain that an *online corpus* is a huge database of authentic language use. There are several of these which can be accessed online. By searching for a word or phrase you can see examples of how it's used. Show one or two examples if possible. Students read the suggestions and tick the ones they've tried.
- 2** Students discuss in pairs, and then share their ideas with the whole class.



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