

PERSPECTIVES

UPPER INTERMEDIATE

Teacher's Book

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**Perspectives Upper Intermediate
Teacher's Book**

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Introduction

Perspectives encourages students to develop an open mind, a critical eye and a clear voice in English. Here are some teaching tips to help you make this happen in your classroom.

An open mind

As well as developing students' knowledge and use of English, every unit explores one theme from a variety of perspectives and fresh contexts. *Perspectives* encourages students to keep an open mind about the information that they meet throughout the course and to look at the world in new ways so that they leave every lesson a little smarter.

My perspective activities

In every unit there are several activities called My perspective, which ask students to reflect on the content of the lesson from their personal point of view. Sometimes you'll find a My perspective activity at the beginning of the unit to engage students in the theme and get them thinking about what they already know about it. Here are three ways to use them:

- conduct a class discussion. Let students read the questions, then nominate individuals to share their ideas. Encourage others to respond and welcome contrasting points of view.
- organize students into discussion groups. Group work can get more students talking, even the quieter, less confident class members. Consider giving individuals specific roles like chairperson and spokesperson, the chairperson's job being to make sure everyone stays on task and gets to speak, while the spokesperson summarizes the group's discussion to the whole class.
- let students work on their own to answer the questions in writing or as recorded audio. Not only does this allow students time to prepare, it provides a private space that some students need to be able to express themselves.

Choose activities

Students are motivated by greater control in their learning. In every unit they get the chance to choose a task. There are three options, which include one or more speaking and writing tasks. Which activity is best depends on several things, such as what skills the students need to work on, which is possible with the technology available, and how much time you have. If you expect students to make sensible decisions, they need to be well informed, so make them aware of the issues. Here are three ways to approach Choose activities:

- students choose which task to work on and get into groups with others who have made the same choice. This can create a happy, productive atmosphere, but do bear in mind that some activities take longer to complete than others, and require varying degrees of input from the teacher. Be prepared for these issues by having fast finisher activities ready, for example.

- have a vote on one task the whole class will do. After the vote, if there is a tie, ask one student from each side to explain which is best and take the vote again. If there is still a tie, you can make the decision. Consider holding a secret ballot, since students may be reluctant to choose an activity they like if they feel it may be unpopular with the majority.
- there may be times when it is necessary for you to decide for the class. In cases like these, explain why, e.g. there isn't enough time to do the others or because one task is better exam preparation than the others.
- let students do more than one task. For example, the writing task may make a suitable preparation step before the speaking task for a class that finds speaking spontaneously challenging.

A critical eye

Students learn the critical thinking skills and strategies they need to evaluate new information and develop their own opinions and ideas to share. Being able to critically evaluate and assess ideas and information is becoming ever-more important as young people have to deal with fake news and one-sided presentations of facts, often distributed online via social media. Being able to think critically involves a range of different skills, including developing the ability to interpret data, ask critical questions, distinguish between fact and opinion, see other points of view, detect bias, and recognize and assess the merit of supporting arguments.

Critical thinking and Challenge activities

Lesson B of every unit in *Perspectives* is based around a reading text. The texts cover a wide range of genres and students are asked to interact with them in many different ways. Once comprehension of the texts has been fully checked, there is often a Critical thinking focus which encourages students to practise a range of skills in the context of particular texts. The Challenge activities in each Lesson D get students to engage with the big idea of the TED Talk.

Both within the Critical thinking activities and elsewhere, there will be plenty of times where students are asked to work together and discuss their ideas, opinions, thoughts and feelings. Some students may not always be very enthusiastic about taking part in pair or group work, so it is important for them to realize its many benefits. These include:

- giving learners the chance to brainstorm ideas before they have to think about the best language to express those ideas in. To make life easier for lower levels, brainstorming tasks can initially be done in the students' first language.
- giving learners the chance to use language they have only recently studied alongside language they are already able to use well.

- encouraging students to learn from each other. Obviously, this may mean learning new language, but also means being exposed to new ideas and opinions.
- developing the class bond and improving relationships between students. This is especially true if you mix up the pairs and groups and ensure everyone talks to everyone else.
- giving you a chance to see how many ideas students have about any particular topic, the range of language they are using and what content and/or grammar and vocabulary you might want to focus on during feedback.

There are several things you can do to help students get more from pair and group work:

- make sure you always explain the task clearly before splitting students up into pairs/groups.
- give your own models to show students the kind of speaking you want them to do.
- check understanding by asking the class to tell you what they are going to do before they do it.
- set a clear time limit.
- monitor carefully to check everyone is doing what you want them to, and to see how they are handling the task.
- have extra activities ready for any fast finishers. There are ideas on these throughout this book.
- finish with some feedback. This may mean looking at errors, exploring new language and/or asking students to share their ideas. After Critical thinking tasks, you may also want to comment and expand on students' ideas.

A clear voice

Developing a clear voice in English is about learning language and expressing your own views, but it is also about how we can help students with pronunciation, become independent learners and achieve the grades they need in exams.

Help with pronunciation

There are tasks that focus on aspects of pronunciation in every unit of *Perspectives* as well as the Authentic listening skills sections in each Lesson D. These highlight features of connected speech that may cause difficulties. In both these sections, students may attempt to copy different speakers' pronunciation. However, we see these sections more as opportunities for students to experiment with how they sound in English and find their own voice, so:

- don't expect students to be perfectly accurate.
- treat the answer key as a guide.
- judge students' efforts according to their intelligibility.

You can also take the ideas in these sections and apply them to other language sections in the book. So as you go through a vocabulary or grammar task, you might:

- drill individual words, collocations or whole sentences.
- help with individual sounds.
- draw attention to word and sentence stress, elision, linking, etc. by marking these features on examples on the board.
- get students to experiment saying phrases at different speeds or with different intonation or different emotion.

Independent learners

We can't cover all the language students need in class, so it is important that we help them become independent learners. An essential part of that is for students to make good use of dictionaries, both bilingual and monolingual.

A bilingual dictionary is good for when they are looking for a word in English. You could encourage their use for example in the brainstorming activities mentioned above. You might give students the topic of the next unit and, for homework, get them to create a phrase book that they think may be useful to talk about the topic.

A monolingual dictionary is better when they have the English word and need to know not just the meaning but also the grammar, collocations and other aspects of usage connected with it. You can help students become independent by getting them to use a monolingual dictionary when doing vocabulary tasks rather than pre-teaching the key language before they start.

When you go through answers to activities, you can check the meaning and other aspects of the word by asking students questions, such as *What other things can you X? Why might you Y? Can you give three examples of Z?*

You will see specific examples of such questions in the teaching notes. As well as asking questions like those above, you might also give extra examples, ask students to find examples in a dictionary, and get students to create sentences related to *their* lives.

Exam skills

Throughout the Teacher's Book you will find tips that you might pass on to students to help them achieve good grades in their exams. Some of these tips are about being an independent learner, using a dictionary and knowing what to revise. That's because (as you probably know), fundamentally, students do better when they know more language!

The exam tips also give advice on specific task types commonly found in international and local exams, when these tasks appear in the Student's Book. Some of these tips may be repeated at different levels and you might want to further reinforce the point by checking if students remember them each time that task comes up in class.

Unit walkthrough

Vocabulary

Vocabulary gives students the language they need to respond as they think about the unit theme in new and interesting ways.

High-impact photo engages students' interest in the topic.

Students relate the content to themselves and their own world.

6 Adapt to survive

The flag-footed bug has evolved to hide among leaves and flower petals.

IN THIS UNIT YOU

- discuss evolution and conservation
- read about an endangered animal
- learn about mysterious occurrences
- watch a TED Talk about where camels come from
- write a solution to a problem

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6A Evolution and conservation

VOCABULARY Endangered species

1 Work as a class. Discuss the questions.

- What is evolution? What is conservation?
- What reasons are there for a species to adapt? What characteristics about a species might change?

2 Complete the article about Madagascar with these words.

adapted	breed	conservation	died out	endangered	extinct
habitat	hunting	risk	saved	species	survival

Madagascar is an island famous for its biodiversity. Evolution has created thousands of unique (1) _____ that have (2) _____ to life on the island. In fact, scientists have discovered more than 600 new animals since the beginning of this century. However, while it may seem that wildlife is doing well, many animals and plants are in fact at (3) _____ because tropical forests are being destroyed to make farmland. Eighty percent of Madagascar's human population live in poverty and depend on basic farming for (4) _____. The silky sifaka is one of the most (5) _____ animals. There are only around 250 left in the wild. A (6) _____ programme is trying to preserve its (7) _____ and prevent people from (8) _____ it. The national dog of Madagascar, the Coton de Tulear, was (9) _____ from extinction, and now people (10) _____ it in several countries. The Madagascan Elephant Bird wasn't so lucky. It became (11) _____ in the 17th century. It was three metres tall and may have (12) _____ because people stole its huge eggs, which were big enough to feed a family.

3 Work in pairs. Discuss the questions.

- What endangered species do you know?
- Why are they endangered?
- How are they being protected?
- What animals have become extinct? Why?
- What arguments can you think of for and against conservation?

4 Match each word with the correct group of collocations.

benefit	consequence	conservation	gene
habitat	risk	species	survival

1 destroy their ... / preserve their ... / lose its natural ...
2 ... of the fittest / its long-term ... / ensure its ...
3 at ... of extinction / a high ... / reduce the ... of disease
4 work in nature ... / be involved in a ... group / improve energy ...
5 an endangered ... / a ... of bird / discover a new ...
6 bring a lasting ... / a potential ... / be of ...
7 pass on their ... / in its ... / find a ... for cancer
8 as a ... / have serious ... / consider the ...

5 Look through the collocations in Exercise 4. Identify any phrases that are new to you. Write an example sentence for each of the new phrases.

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Words are taught with their collocates and practised in context.

Listening and grammar exercises continue to develop structures and skills through authentic content. Grammar 1 usually reviews previous knowledge before building on it.

Sustained context provides meaningful and motivating practice.

LISTENING

6 Listen to the interview with a conservationist. Who mentions these points – the interviewer (I), the conservationist (C) or both (B)? **27**

- Most animals have died out.
- Conservation goes against evolution.
- Genetic changes through evolution do not make a species more perfect.
- Animals can't choose to adapt to a new environment.
- Human activity is increasing the number of extinctions.
- We must protect endangered species because we can.
- Conservation is expensive.
- Humans may become extinct sooner rather than later.

7 What reasons for possible human extinction did you hear in the interview? Listen again and check. **27**

8 Work in pairs. Discuss the questions.

- Do you like exhibitions or television programmes about the natural world? What was the last one you saw? What was it about?
- Have you studied anything about conservation at school? What other things did you learn?
- Would you like to be a conservationist? What might be good or bad about the job?
- Have you ever taken part in action to protect something? What did you do?

GRAMMAR Modal verbs and meaning

9 Look at the Grammar box. Then compare the first sentences in 1–5, which contain a modal verb, with the changes in the second sentences. What are the differences in meaning?

- You might stop weak species going extinct, which could be a bad thing.
You will stop weak species going extinct, which is a bad thing.
- Maybe we shouldn't interfere.
We mustn't interfere.
- 'The survival of the fittest' can suggest evolution is a kind of competition.
'The survival of the fittest' suggests evolution is a kind of competition.
- If that habitat disappeared for whatever reason, they'd easily die out.
When the habitat disappears, the animals die out.
- Shall we leave it there?
Could we leave it there?

Modal verbs and meaning

A modal verb (*would, will, may, might, could, can, should, shall, must*) adds a general meaning to another verb to show a speaker's attitude or intention.

The first thing that **will strike** people is ...
= I am certain it strikes people.

The first thing that **should strike** people is ...
= I believe it strikes people, but I'm not certain.

Other meanings are: certainty, uncertainty, obligation, permission, suggestion, possibility and frequency (habit).

Check your answers on page 138. Do Exercises 1 and 2.

10 Read about National Geographic explorer Çağan Şekercioğlu. What similarities can you find with what you heard in the interview? Think about:

- the rate of extinction.
- the importance of conservation.
- what happens to animals that adapt and then face a sudden change.

Growing up in Turkey, Çağan Şekercioğlu was once taken to a child psychologist because he (1) constantly brought back small animals and insects to his house. Fortunately it didn't end his interest in wildlife, and now he's a professor of biology working to protect birds in countries such as Costa Rica, Australia, Ethiopia, the USA and Turkey. He says (2) losing 25 percent of all bird species this century is a possibility, and that whatever happens to birds (3) is certain to happen to other animals and even people. The question is not if (4) it's better for us to do something about it, but when (5) are we going to decide to do something and (6) what do we decide to do.

In Costa Rica, he's found that species (7) sometimes become endangered because the area of forest they live in shrinks as it becomes surrounded by agriculture. The birds are so well adapted to a certain part of the forest that they (8) refuse to move even when bigger areas of forest (9) are possibly close by. Çağan says (10) it's essential that conservationists work with local people to improve the situation by explaining to farmers why (11) they're better off encouraging bird diversity. For example, if farmers encourage birds to live in their areas of land, (12) the birds will eat insects that destroy their crops, which could possibly increase farmers' profits.

11 Rewrite the underlined parts in Exercise 10 using modal verbs. Use each modal verb in the Grammar box at least once.

12 On a piece of paper, write nine sentences about yourself, using a different modal verb in each sentence. Your teacher will read out the sentences. Guess who the person is.

13 MY PERSPECTIVE

Make a list of animals, habitats, jobs, businesses, languages, customs, activities or skills that are at risk of dying out. Would you try to preserve any of them? Why? / Why not?

Baobab trees in Madagascar have adapted to survive in places where there is little rainfall. Their wide trunks can store large amounts of water.

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My Perspective activities get students reflecting on their beliefs and behaviours related to the main idea of the unit.

A final open-ended activity allows students to personalize the language.

Vocabulary building, Reading and Critical thinking

Reading helps students to become critical consumers of information.

The focus on building vocabulary helps students understand the way words work together.

Reading texts with a global perspective encourage students to think expansively about the world, also recorded for extra listening practice with classes who need it.

6B Tree life?

VOCABULARY BUILDING Compound nouns

We often use two or more nouns together to create a new meaning. The first noun acts like an adjective. It describes the type of thing, its use, the material it is made from or other aspects of the second noun, such as where it is found.

Ice ages caused the extinction of many species.

Bookshops are dying out in our country because people are buying books online.

1 Choose the correct forms to complete the sentences.

1 We often go skiing in the *Olympic Mountains* / *Mountain Olympics* north of here.

2 On average there is 20 centimetres of *rainfall* / *fallrain* here in March.

3 Many environmental charities run *campaigns social media* / *social media campaigns*.

4 Scientists believe there might be many *sea creatures creature seas* that still have not been discovered.

5 I really like our *teacher science / science teacher*. She brings the subject to life.

6 I avoid all *animal products / product animals*. I don't even wear *shoe leather / leather shoes*.

2 Work in groups. Starting with these compound nouns, how many other compound nouns can you create by changing one word each time? Use a dictionary if necessary.

farm animal leather shoes rainfall science teacher

ice age: ice cream; cream cheese; cheesecake; cake tin; biscuit tin; tin opener

READING

3 Think of one animal from these categories that you are familiar with and one that you would like to find out more about.

farm animals pets sea creatures wild animals

4 Work in groups. Compare the animals you thought of. Explain your choices.

5 Work in pairs. Look at the photo on page 73 and discuss the questions.

1 Where do you think this animal is found?

2 What is unusual about it?

3 How do you think the photographer was able to get the shot?

6 Read the article to check your ideas in Exercise 5. What else do you learn about questions 1 and 2 in Exercise 5?

7 Which statements are supported by the article? Which parts of the article help you decide your answers?

1 The tree octopus is the most endangered creature in the USA.

2 Washington State is one of the wettest places in the USA.

3 The tree octopus may provide clues about how early sea creatures adapted to live on land.

4 The animals often live in small groups.

5 Many companies that cut down trees in the forests are not doing enough to protect octopuses.

6 Young octopuses are dying because the seas are increasingly polluted.

7 Soon there may be no tree octopuses left.

8 Few people are aware of the dangers facing octopuses.

8 Work in groups. Discuss the questions.

- Did you know about the tree octopus before? If not, what surprised you most?
- Which of the threats to the tree octopus do you think is the most serious? Why?
- Which of the different kinds of activism do you think are the most effective? Why?
- Should people care about the tree octopus? Why / Why not?

9 Look at the source for the article. Do you think it is reliable? What other sources could you check to make sure the information is accurate?

10 Listen to a news extract about the tree octopus story. Answer the questions. **29**

1 Why is the story mentioned?

2 What do the findings seem to suggest?

CRITICAL THINKING Assessing information

You will often see information or read something that is unfamiliar. You need to do further reading or check the information is from a reliable source.

11 Work in pairs. Discuss the questions.

- Why do you think so many people believe this story?
- Looking back, is there anything in the story that should have made you more suspicious?
- Can you think of any other examples of fake internet stories like this?

12 MY PERSPECTIVE

Work in groups. What are the consequences of fake news stories?

HELP SAVE THE ENDANGERED Pacific Northwest Tree Octopus FROM EXTINCTION

ABOUT **HELP** **FAQs** **SIGHTINGS** **MEDIA** **ACTIVITIES** **LINKS**

29 About

The Pacific Northwest tree octopus (*Octopus paxarbolis*) is only found in the forests of Washington State, on the eastern side of the Olympic Mountains, in the USA. These creatures reach an average size of between 30 and 35 centimetres and live for around four years. They are unusual in that they live both in water and on land, a fact made possible by the very high amounts of rainfall in this part of the USA.

Possessing the largest brain of any octopus, the tree octopus explores its surroundings by touch and sight. Some scientists believe that the way it has adapted to life in the forest mirrors the way early life forms adapted to life away from the water. Although they are not social animals like humans, they can still show emotions by changing their skin colour: red indicates anger and white, fear. Normally, though, they are a green-brown colour that matches their surroundings.

Every spring, tree octopuses leave their homes and travel to the coast to breed. Males soon return to the forest, while females lay their eggs underwater. The young then spend their first month or so floating near to the shore before moving out of the water and beginning their adult lives in the forest.

Source: <http://zapata.org.net/treecapopus/>

30 Why it is endangered

Although the tree octopus is not yet on the official list of endangered animals, it should be, as numbers are now seriously low. It faces many threats: trees in Pacific-Northwest forests are constantly being cut down; new roads have cut off access to water; the growth of local towns has introduced house cats into the region which hunt the octopuses and pollution is getting worse. Immediate action needs to be taken to stop the tree octopus from becoming extinct.

Become an activist

Here are some things you can do to help protect the last few tree octopuses:

- Write to the government to say you are worried and that you feel the tree octopus should be given special protection and included on the Endangered Species List.
- Write to celebrities, asking them to talk in interviews about the dangers facing the tree octopus.
- Let the world know about the tree octopus: tell your family and friends.
- Tell people not to buy products made by companies that don't protect the tree octopus when cutting down trees.
- Start an online campaign! Encourage people to sign a petition.

Carefully chosen task types provide practice of common task formats found in international exams.

The focus on critical thinking teaches students the skills and strategies they need to evaluate new information.

Grammar 2

Grammar 2 continues to develop students’ understanding of grammar.

Well-scaffolded pronunciation activities help students be better understood.

Volcanic gases are made up of many different gases, including methane.

6C Mysterious changes

GRAMMAR Modal verbs and infinitive forms

1 Listen to three people. What did they change their minds about? Why? **1** **30**

2 Listen to the people again. Complete the sentences. **1** **30**

1a I _____ attention when I read about it.

1b All the links about the different kinds of tree octopuses go to the same page. I really _____ that.

1c Even my little brother _____ me that the photos were fake.

2a I mean, you _____ me how cruel it was, and I honestly _____.

2b I don't know, but if it was that, it _____ an impact because I've been vegan for quite some time now.

3a I _____ touch one or pick one up if the chance had arisen.

3b I _____ certainly _____ about owning one, that's for sure.

3c Our favourite is a python called Monty. We _____ him for three years this November.

3 Look at the sentences in Exercise 2. Answer the questions.

1 Which sentence describes a period leading up to a future point?

2 Are the other sentences about the past, the present or the future?

3 Which modal verb form emphasizes that an action was in progress at the same time as another?

Modal verbs and infinitive forms

Modal verbs can be followed by different kinds of infinitive forms.

I *can't* see it.

We *should be doing* more to help.

It *wouldn't have made* any difference.

You *can't have been listening* properly.

More attention *must be paid* to this issue.

The eggs *must have (must've) been moved* from the nest.

4 Work in groups. Look at the Grammar box. Decide if each pair of sentences has the same meaning or not. Discuss any differences.

1a They can't have been serious.

1b They must have been joking.

2a I should have helped him.

2b I would have helped him.

3a It must have been really interesting.

3b It was really interesting.

4a I guess that might have been the reason.

4b I guess that could have been the reason.

5a You shouldn't have texted me.

5b You shouldn't have been texting me.

6a It should've arrived by now.

6b It will have arrived by now.

Check your answers on page 138. Do Exercises 3 and 4.

5 PRONUNCIATION Weak forms of have and been

When the sentences in Exercise 4 are said slowly and carefully, *have* and *been* are often pronounced differently to how they are pronounced in fast speech.

a Listen to each sentence from Exercise 4. Notice how *have* and *been* change their sound in fast speech. **1** **31**

b Work in pairs. Practise reading the sentences in Exercise 4 slowly and quickly.

6 Complete the summary using the modal verbs and the correct form of the verbs in brackets. Make one modal verb negative.

Reported sightings of the Loch Ness monster

(1) _____ soon _____ (will / go on) for a century! In 1933, a man named George Spicer reported seeing something that looked like a plesiosaur, a kind of long-necked marine dinosaur. Some people think such a creature (2) _____ very easily _____ (could / survive) in the quiet Scottish waters, away from people, while others are convinced that Spicer (3) _____ (must / lie) or that he (4) _____ (might / see) a piece of wood covered in green water plants. Most scientists question the whole story and claim that a creature like this (5) _____ (can / live) in the loch* for so long without any real human contact. If it was real, they say, it (6) _____ (would / capture) by now – or at least caught on film. Others, though, suspect that the monster (7) _____ (might / develop) special skills that help it to hide from those hunting it. Even today true believers can be found on the shores of the loch trying to spot a beast that (8) _____ (should / die out) 65 million years ago.

loch a Scottish word for a lake

7 Work in pairs. Read the two paragraphs about mysteries of the natural world. Then discuss what you think happened. Use modal verbs where necessary.

The Great Dying

Around 250 million years ago, long before dinosaurs roamed the Earth, about 95 percent of all species were suddenly wiped out. This was by far the biggest mass extinction the world has ever seen and the event – widely known as the Great Dying – came close to ending all life on the planet. Everything alive today comes from the five percent of species that survived back then.

The Bloop

The Bloop was an extremely low and very powerful underwater sound first detected at points across the vast Pacific Ocean by NOAA, the National Oceanic and Atmospheric Administration. The Bloop was significantly different from other previously recorded sounds and many theories emerged to explain the mysterious noise.

8 Read about what really happened. Student A: read about the Great Dying; Student B: read about the Bloop. See if you guessed correctly. Then report back to your partner.

Student A: The Great Dying

Many theories to explain the Great Dying have been put forward – everything from asteroids from space hitting Earth to huge volcanic eruptions. Volcanoes did in fact play a part in the event. At the time, Siberian volcanoes were erupting almost constantly, sending out huge quantities of a gas called methane. This resulted in the seas and the atmosphere being poisoned and many species dying out.

Student B: The Bloop

Theories put forward to explain the Bloop ranged from the sensible to the strange. Some people thought the noise must be from an unknown deep-sea creature while others thought it could be mermaids or voices from a lost city. In the end, it turned out that the sound was actually made by an icequake. A large mass of ice in Antarctica was slowly breaking up and was picked up by NOAA.

9 CHOOSE

1 Work in groups. Prepare a short presentation about a mystery you have read about or know. Include at least four different modal verbs.

2 Write a story about something you regret doing – or not doing. Include at least four different modal verbs.

3 Work in pairs. Write a conversation between two people about an influential and inspiring person. Include at least four different modal verbs.

Dinogorgon became extinct a quarter of a billion years ago, long before dinosaurs roamed the earth.

Students are guided through an analysis of the grammar that gives them a deeper understanding of how it works.

Examples in a grammar box provide clear models for students.

A Choose task gives students an opportunity for independent learning.

Authentic listening skills and TED Talk

TED Talks help students understand real-world English at their level, building their confidence and allowing them to engage with topics that matter.

The focus on skills needed to deal with authentic pieces of listening prepares students for real-world interactions.

Vocabulary in context activities focus on level-appropriate, high-frequency words and phrases from the TED Talk.

6D You have no idea where camels really come from

“I’ve learnt that, actually, a lot of scientists are historians, too. They make sense of the past.”

LATIF NASSER

Read about Latif Nasser and get ready to watch his TED Talk. ▶ 6.0

TEDTALKS

AUTHENTIC LISTENING SKILLS

Understanding fast speech

When phrases are spoken very quickly, it can be difficult to hear individual words because words get shortened or sound as one.

1 Look at the Authentic listening skills box. Then listen to these extracts from the TED Talk where people speak quickly. Try to write down what you hear. ▶ 3.2

- 1 ... she thought it was just a splinter of wood, because _____ at the Fyles Leaf Bed before – prehistoric plant parts.
- 2 How certain were you that you had it right, like ... that _____, like?
- 3 ... something like a cow or a sheep. But _____: It was just too big.
- 4 ... you’re going to have different body sizes, _____, so they’re actually functionally like giraffes.
- 5 And, as a historian, you start with an idea _____.

WATCH

2 Work in groups. Do you think the sentences are true (T) or false (F)? Why?

- 1 Camels have been around for about a million years.
- 2 The first camels were only found in North America.
- 3 Giraffes and llamas are in the same family as camels.
- 4 The hump on a camel’s back contains water.
- 5 Camels have evolved to walk on sand.

3 Work in pairs. Write down as many other facts about camels as you can. Then compare your ideas with another pair of students. Do any of the other pair’s facts surprise you? Why?

4 Watch Part 1 of the talk. Complete the summary with one to three words in each gap. ▶ 6.1

One day in 2006, Natalia Rybczynski was digging at a site less than (1) _____ south of the North Pole when she found a strange object. To begin with, she thought it was a piece of (2) _____. She collected more fragments over the next four years and eventually used a (3) _____ to find out that it was a (4) _____ of a huge mammal. When they cut a piece off one fragment, they (5) _____ collagen, which is a substance found in bones and which (6) _____ in the ice. A couple of years later, she sent the fragments to a colleague who had invented a technique called (7) _____, which can identify an animal from a bone. They discovered it was a(n) (8) _____ million-year-old camel and that it must have weighed (9) _____, which is (10) _____ than camels today.

5 Watch Part 2 of the talk. Check your answers in Exercise 2. Correct the false answers. ▶ 6.2

Camels have been around longer than a million years. According to Latif, they have been around for 45 million years.

6 Watch Part 2 of the talk again. Choose the correct options. ▶ 6.2

- 1 Scientists believe that at first, camels were only found in *hot places / cold places*.
- 2 They also believe that 40 million years ago, there were around 20 / 24 different species of camels.
- 3 They say that some early camels were as small as *dogs / rabbits*.
- 4 They also say that one branch of camels became *llamas / giraffes*.
- 5 Some scientists believe that a camel’s hump helped it to survive *long walks / winters*.
- 6 It is believed that three and a half million years ago, the weather was significantly *warmers / cooler* than today.

7 Watch Part 3 of the talk. Which sentence best summarizes the point Latif is making? ▶ 6.3

- a It’s important to change your mind about things.
- b Scientists should also study history.
- c Much of what we think we know might be wrong.
- d Camels are well suited to different environments.

8 What discoveries or news have you heard about the natural world recently? Think about:

- archaeology.
- new or lost species.
- the sea.
- medical advances.

VOCABULARY IN CONTEXT

- a Watch the clips from the TED Talk. Choose the correct meanings of the words and phrases. ▶ 6.4
- b Work in pairs. Discuss the questions.
 - Have you ever experienced *hitting a wall*? Why? How did you overcome it?
 - What scientific theories still have *no proof*?
 - What good *spots* do you know to:
 - have a picnic?
 - see wildlife?
 - hang out with friends?
 - watch the world go by?
 - What things would you be *willing or unwilling* to do to be successful in life?

CHALLENGE

Think of a time in your life when you have had to rethink what you thought you knew about something – or someone.

- What did you use to believe? Why?
- What caused you to rethink your beliefs?
- Did you develop your new ideas quickly or slowly?
- How do you feel about the thing or person now?

Work in groups. Tell each other your experiences. Ask and answer questions about the changes. Decide who experienced the biggest change.

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Unit 6 Adapt to survive 77

Background information and extra activities on the video help students tune into the themes and language of the TED Talk.

Challenge activities build student confidence through open-ended exercises that go beyond the page.

Speaking and writing

Lesson E allows students to put their own voices to the themes they have been discussing, while developing key strategies for speaking and writing.

Useful language boxes highlight the language students need to communicate in person and in writing.

Each writing section focuses on a common text type and provides training in a useful writing skill.

Writing models at the back of the book provide the text for analysis as well as being a handy reference.

6E Finding a solution

Speaking strategy

Telling anecdotes

Anecdotes are short real-life stories. When we want to tell an anecdote, we often give a very short summary of what we are going to say. We might also add a comment or say how we felt in order to make it sound interesting.

Useful language

Responding to anecdotes

If the listener is interested, they will say things like:

Really? Why was that?

Wow! What happened?

Really? They have foxes there?

SPEAKING

1 Work in pairs. Look at the photo and discuss the questions.

1 Where do you think the photo was taken? Who might the man be?

2 How would you feel if you were the man in the photo?

2 Read the opening lines of six different anecdotes. Which sounds most interesting to you? What would you ask about it?

a I once saw a polar bear in a zoo. It was really sad.

b I almost stepped on a scorpion once.

c My brother once tracked a group of gorillas in Africa.

d When I went to the city, I saw lots of foxes in the street.

e Where my gran lives, there are vultures. We once climbed up to their nests.

f I hate cows. I was chased by some once. It was really scary!

3 You are going to tell an anecdote about a time you encountered some kind of wild animal – big or small. Make notes using these questions and think of a sentence you will say to start the anecdote to get people interested.

- When did it happen? How old were you?
- Where was it?
- What happened?
- What was the animal doing?
- How did it make you feel?
- Did it have an effect on you afterwards?

4 Work in pairs. Tell your anecdotes. Your partner should show interest and ask questions to help you.

WRITING A problem-solution essay

5 Tigers are endangered in the wild. Do you think having them in zoos and parks is good for their survival? Why? / Why not? What other things might help them?

6 **WRITING SKILL** Topic sentences

Read the essay about how people can help to protect tigers on page 151. Put the topic sentences in the correct order as they might appear in the text.

a The author J.A. Mills suggests we should strengthen rules about domestic tigers.

b Finally, we should work closely with local people.

c According to the WWF (World Wildlife Fund), there are only about 4,000 tigers left in the wild.

d Countries have to work together to protect the habitat.

7 In the essay, the writer refers to various organizations and people. Answer the questions.

- Why does the writer do this?
- Do you think they are good sources to reference? Why? / Why not?
- What other information would be good to know or what other sources could you look for?

8 Work in pairs. Choose one of the animals or things from your list that are at risk of dying out (page 71, Exercise 13). Find out more information and make notes on three big problems it faces. Then think of ways to tackle these problems and help save it.

9 Work on your own. Using your notes, write a problem-solution essay.

- In the first paragraph, outline the problems and say you will suggest solutions. Then tackle each problem in a subsequent paragraph. Use the writing model on page 151 as a guide if you need to.
- Find two or three sources that you can add to your essay to give it greater authority. Decide how you want to use them and where to place the sources. Use the Useful language box to help you.

10 Exchange your essay with your partner. Read your partner's work and comment on:

- the structure and the strength of the argument.
- the use of sources.
- the use of language.

Writing Strategy

Topic sentences

It is good to start a new paragraph with a topic sentence – a sentence that explains what the paragraph is about.

Useful language


Naming sources

According to [name / organization / book, etc.], ...

The [job title], [name], says that ...

I agree with [job title], [name], when she/he says that ...

Some people have a special connection with animals.



78 Unit 6 Adapt to survive

Unit 6 Adapt to survive 79

An open-ended activity allows students to personalize the language.

1 Travel, trust and tourism

UNIT AT A GLANCE

Students will

- talk about student exchanges and study-abroad programmes
- read about a disappearing way of travelling for free
- learn about the Grand Tours that were popular in the past
- watch a TED Talk about how design can build trust between strangers
- write a review of a place you have visited

1A Vocabulary

Experiences abroad, e.g. *culture shock*, *hiking*, *lie around*

Listening

A podcast about study-abroad programmes

Grammar

Present and past forms

1B Vocabulary building

Phrasal verbs, e.g. *break down*, *come down to*

Reading

An article about a disappearing way of travelling for free

Critical thinking

Evaluating ideas

1C Grammar

Used to and *would*

Pronunciation

Elided 'd

1D TED Talk

How Airbnb designs for trust, Joe Gebbia

Authentic listening skills

Reporting

1E Speaking

Advice / Making recommendations

Writing

A review

Writing skill

Adding comments

1A Cultural exchange

pp8–11

Information about the photo

Jemaa el-Fnaa Square sits in the heart of Marrakech next to the main 'souq' (or market), a winding labyrinth of small shops selling all types of products. In 2001, it became a UNESCO Masterpiece of the Oral and Intangible Heritage of Humanity to protect the traditional storytellers, musicians and performers that gather in the square daily. In fact, the idea for this UNESCO project originated from people's concerns about Jemaa el-Fnaa Square and its daily activities.

LEAD IN

- Focus students' attention on the photo and the caption or project it using the CPT.
- Ask for a show of hands from students who like it. Choose individual students to explain what they like about it. Choose someone who didn't put their hand up and ask why they *don't* like it.
- Ask the class briefly, nominating students to answer each question:
 - *Where was this photo taken?* (Jemaa el-Fnaa Square in Marrakech, Morocco)
 - *What kind of public space is this?* (a market in the main square) *Are there places like this where you live?*
 - *Why do people come to places like this?* (to buy food, gifts, etc.; meet friends; enjoy the atmosphere; watch other people, or 'peoplewatch'; go sightseeing; be entertained; etc.)
 - *What are the people in the photo doing?* (eating, selling fabric and other things; walking around)

VOCABULARY Experiences abroad p9

1

- Before students do the task, you might want to explain the difference between a *student exchange* and a *study-abroad programme*.

student exchange: a holiday for language learners. You visit a family in a country where the language is spoken, then a member of that family comes to your home and stays in your house to learn your language.

study-abroad programme: going to a country where the language you are learning is spoken, and studying in a school there. You usually pay to stay with a family.

- Put students in pairs. Tell them to look at the three questions and to think of one more question about travel to ask each

other. Give them two minutes to discuss their ideas. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.

- Nominate individual students to tell the class something about their partner, such as what they do during the holidays or where they have visited abroad. Be sensitive that some students won't have travelled abroad because of financial difficulties. Show interest in what they say by asking follow-up questions, e.g. *And where did you go this time? What was your favourite part of the trip?* etc. If anyone has experience of a student exchange or study-abroad programme, let them share it with the class.

2

- Tell students they are going to learn some phrases to describe things you do or things that happen to you when you are abroad.
- Look at the instructions and do the first item with the whole class. Draw two columns on the board and add two headings, *Good* and *Bad*. Ask: *If you are away in a foreign country and you are left to your own devices, do you think that's a good or bad thing, or could it be either?* Either wait for someone to volunteer the answer or nominate someone to answer. You could also add a third column for *Either*.
- Tell students to do the other items themselves and to use a dictionary if they need to. Make sure they understand that to find some phrases, they will need to look for key words in the dictionary, e.g. 1 *device*, 4 *feel*, 6 *track*, etc. Go round and check students are doing the task correctly and notice words and phrases they look up, ask you about or underline. Focus on these in feedback.
- When most students have finished, invite individual students to write one answer each in the correct column on the board. When all the phrases have been put on the board, invite students to challenge the position of some of the phrases.
- Ask students to justify the positions of the phrases in the table to check their understanding of the phrases. For example, a student may say that item 3 could go in the third column because a culture shock is an important stage

in getting to know a new culture. This would show that they have a good understanding of the phrase.

3

- Read out the questions and put students in small groups to ask and answer them. Set a time limit of about three minutes. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
- At the end of the time limit, ask individual students for their group's ideas. Ask them to explain their reasoning.

4

- Tell them to look at the photo and discuss the questions. Invite a volunteer to say one sentence to describe the photo using one of the words and phrases, e.g. *I think I would get lost there if I was left to my own devices.*
- Put students in pairs to discuss the questions. Check that they can explain why they have chosen particular words and phrases in their lists.
- When most pairs have finished, nominate students to talk about the photo using the words and phrases from Exercise 2.

5

- Look at the instructions and do the first item with the whole class. Get students to do the other items.
- When most students have finished, get them to compare answers in pairs and to help each other with anything they haven't finished.
- Go through the answers by asking different students to read out the full sentence. Write the numbers and missing words on the board.

Answers

1 hang out 2 (real) feel for 3 host family
4 culture shock 5 get used to 6 own devices
7 B&B 8 the sights 9 lie around 10 food poisoning

Suggested answers

Good actions	Bad actions	Either good or bad
2 find people very welcoming 4 get a real feel for the place 6 get off the beaten track 8 go hiking in the mountains 9 hang out with local people 11 see all the sights	3 get a bit of a culture shock 5 get food poisoning 7 get robbed 10 lie around a house all day 14 take a while to get used to the food	1 be left to your own devices (good if you want to be on your own, bad if you'd prefer a local person to show you around) 12 stay in a B&B 13 stay with a host family

6

- Put students in pairs. Tell them to discuss the advantages and disadvantages of each. Go round and check students are doing the task correctly and notice any errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
- When a couple of students have finished, ask the class to change partners and compare their ideas. Continue listening and making notes.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

Extension


- Tell students to imagine they are in Jemaa el-Fnaa Square. Get them to close their eyes and ask these questions slowly: *What can you see? What can you hear? You walk around the stalls. What do you see now? What can you smell? How do you feel?*
- Then put students in pairs to do a roleplay. One of them is at the square reporting and the other is listening and asking questions. Ideally, they should be sitting back to back while doing the roleplay.
- Get students to change roles and repeat the roleplay. You could also get them to change partners before they repeat the roleplay. Then ask for volunteers to do the roleplay for the whole class.

LISTENING *p10*

LEAD IN

- Ask the class to imagine that they are going to do a study-abroad programme to improve their English. Ask them to choose a country to learn English in. Remind them of the less obvious English-speaking places, such as South Africa, New Zealand, Malta, and places where they could practise their English with local people, like India, Pakistan, the Philippines, Nigeria and so on.
- Put students in pairs to discuss where they would go for their study-abroad programme and why.
- Set a time limit of about two minutes. Then get individual students to explain their choice. You could also have a class vote on the most popular country.

7

- Tell students they are going to listen to the first part of a podcast about study-abroad programmes. Ask them to read the questions and check they understand them. Check understanding of *benefits* by asking: *What are some of the benefits of having your own bedroom?*
-  **1** Check students are ready to take notes. Play the audio once straight through.

Audioscript **1**

Presenter: *Hi there, and welcome back to another one of our weekly podcasts. Today we're talking about*


study-abroad programmes, which, as you probably know, allow secondary school or university-level students to go and study abroad for anything from a week to a year. What you may not know, though, is that the roots of the present system date back to the end of the Second World War, when it was hoped that the experience of living overseas would increase participants' understanding and tolerance of other cultures whilst also improving their language. So is this really what happens? Well, we decided to talk to two students who have taken part in study-abroad programmes to find out what their experiences were. First we'll hear from Kenji in Tokyo, Japan, and then Catalina, who's in Buenos Aires, Argentina.

- Allow students to compare their answers in pairs. Go round and notice how well they did in order to decide how quickly to go through answers, and whether you will need to play the audio again.
- Check the answers as a class by nominating students. After each suggestion, ask whether anyone disagrees. If there are differences of opinion, ask students to justify their different answers, but don't say who is correct. Tell students they will listen again and check.
- Go through all the answers like this and then play the audio again if necessary, telling students to focus on the areas of uncertainty.
- If students are still uncertain of the answer, play the audio again and stop at key points. Play these sections again two or three times if students are still struggling. Draw attention to the problem sounds or words and explain them when you give the answers.

Answers

- 1** Secondary school or university-level students can do the programmes.
- 2** People can go abroad and study for anything from a week to a year.
- 3** The roots of the present system date back to the end of the Second World War.
- 4** The possible benefits of study-abroad programmes are that they help people to understand other cultures and boost language skills.

8

- Ask the class what they are going to hear next in the podcast (two students talking about their study-abroad programmes). Check if they remember where the students are from. (Tokyo, Japan and Buenos Aires, Argentina)
- Ask them to read the questions. At this point, you could ask students to say a couple of things they think they will hear.
-  **2** Play the audio once straight through. Students take notes while they listen and then compare their ideas in pairs. Go round and notice how well students did without saying anything. If you see the majority have not understood, be prepared to play the audio again.

Kenji: My name's Kenji. I spent **six months in Germany** last year. My dad's American so I'd been to the US with family a few times, but I hadn't travelled on my own before. I was actually thinking about cancelling my trip before I left. I remember as my departure day got nearer, I got really nervous, but I'm so happy I didn't cancel because it completely changed my life. I stayed with a host family in Munich and they were really welcoming. When I wasn't in school, **they showed me all the sights, took me hiking and skiing and really helped me get a feel for the country.** I have become far more fluent in German and feel as though I have matured a lot. I miss my host family, but we still talk a lot online and I'm actually planning to visit again in the summer.


Catalina: My name is Catalina. I went to **Italy** last year as part of a Summer Explorer programme. I have an Italian grandmother, so I'd been wanting to go there for ages. I'd never left Argentina! I'll never forget the feeling I had as I was stepping off the plane and into Palermo airport! **It all took a while to get used to and I got a bit of a culture shock to begin with, but I soon started making new friends.** After the **first month**, I could get by in Italian and, by the end of the **second month**, it had got way better. By the **third**, I didn't want to leave as my Italian was really improving, and I'd made loads of new friends. All in all, it was a great experience and I'm keen to go back sometime in the future to live and work for a few years.

- Nominate students to answer and then write their answers on the board.

Answers

- 1 Kenji: Munich, Germany; Catalina: Palermo, Italy
- 2 Kenji: six months; Catalina: three months
- 3 Yes, the trip increased their understanding of other cultures and developed their language skills.

9

- Tell students to read the sentences and check they understand them. Ask them to decide whether they are true or false in pairs. Tell them you will play the audio once more to check their answers.
-  2 Say the task you set them again and play the audio.
- Check the answers as a class by asking for a show of hands, shouting out an answer all together or nominating people (get two people to give their answer, especially where you noted differences). Where students agree, write the answer on the board. Where there is a dispute, ask students to justify their different answers, but *don't* say who is correct. Put a question mark on the board. Tell students they will listen again and check. Go through all the answers like this and then play the audio again if necessary, telling students to focus on the areas of uncertainty.
- If students are *still* uncertain of the answer, play the audio again and stop at key points. Play these sections two or

three times if students are still struggling. Draw attention to the problem sounds or words and explain them when you give the answers.

Answers

- 1 F (He had visited only the US.)
- 2 F (He was nervous.)
- 3 T (They helped him get a feel for the country.)
- 4 T (They talk online.)
- 5 T (She has an Italian grandmother.)
- 6 F (It took a while to get used to. She got a culture shock.)
- 7 T (She could get by.)
- 8 F (She's keen to go back to live and work.)

10 MY PERSPECTIVE

- Look at the instructions. Ask students to call out the benefits and issues around study-abroad programmes that they have already heard about, e.g. improving language skills, culture shock, etc.
- Put students into pairs, or groups if you think they need more support. Give them a few minutes to think of ideas before they discuss the questions. You could provide further support by putting some prompt words on the board, e.g. *emotions, transport, money, family, nationality, culture*, etc.

GRAMMAR Present and past forms p10

To prepare for teaching the following exercises, see Grammar reference on page 128.

LEAD IN

- **Books closed.** This may be a good idea if you think students are reasonably familiar with the six tenses in the lesson. Tell students to close their books. Write sentences a–f from the Grammar box on the board and explain they come from the podcast.
- Put students in pairs. Tell them to identify each tense, and discuss why each tense is used. Go around the class and listen to students' explanations to get a clearer idea of how well they know these tenses.
- When they have discussed all the sentences, read out questions 1–5 and let them call out answers, or nominate individual students to answer.

11

- Get students to read the Grammar box silently, or read out the sentences, or nominate different students to read a sentence each and correct any pronunciation problems.
- Then ask them to answer the grammar checking questions in Exercise 11 in pairs or ask the questions yourself to the whole class. Nominate different students to answer. You can either give the answer now or wait for them to read the Grammar reference on page 128.

Answers

- 1 c, f
- 2 a, b, d, e
- 3 b, d
- 4 d, e, f
- 5 a, b, c

Grammar reference and practice

Ask students to do Exercises 1 and 2 on page 129 now, or set them for homework.

Answers to Grammar practice exercises

1

1 went 2 stayed 3 had 4 took 5 hadn't been
6 I'd been having 7 improved 8 were staying
9 felt 10 is coming 11 I just hang out
12 I'm still looking

2

1 had been talking 2 had known 3 had been lying
4 had seen 5 had enjoyed 6 had been staying

12

- Look at the instructions and do the first item with the whole class.
- Ask students to do the rest. When they are ready, you can tell them to check their answers on page 128 or go through the answers in class.

Answers

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

13

- Encourage students to read the whole text quickly before they fill the gaps. Set a time limit of one minute and ask: *What kind of trips does the writer enjoy?* (adventure trips) *Where has he been and where is he going soon?* (China; Iceland)
- Explain the task and ask students to work on their own or in pairs. Go round and check students are doing the task correctly and notice sentences they are struggling with. Focus on these in feedback.
- When most students have finished, go through the answers by asking different students to read out the full sentences. Write the correct answers on the board or have a student do this.

Answers

1 love 2 am ('m) planning / plan 3 went
4 spent 5 had ('d) ever gone / been*
6 loved 7 were staying 8 visited
9 had ('d) been dreaming / had ('d) dreamt (dreamed)
10 am ('m) hoping / hope

* In this case, *been* can also be used as the past participle of *go* indicating that someone has gone to a place and come back.

14

- Look at the instructions and do the first item with the whole class. Point out the clues that help them decide they need a simple tense in the first sentence (*usually, summers* in general) and a continuous tense in the second (*This summer* only, a temporary situation).

- Go round and check students are doing the task correctly and notice sentences they are struggling with. Focus on these in feedback.
- When most students have finished, go through the answers by asking different students to read out the full sentences.

Answers

- 1 a spend (*usually, summers*, in general)
b is staying (*This summer* only, a temporary situation)
2 a am going (*This weekend*, future arrangement)
b leaves (*at six every morning*, schedule)
3 a got (*while I was in Scotland*, finished action in the past)
b was waiting (*somebody stole my suitcase while*, an action in progress)
4 a had been hanging out (*by the time I left, for the last few months*, an action in progress before a particular point in the past)
b had (never) tried (*before*, it never happened before that time in the past)

15

- **Optional step.** Prepare a story from your own life about one of the three situations, making sure you use all four past forms at least once. Tell it to the class. Ask them which of the three situations you described.
- Look at the instructions. Encourage students to write one sentence from their story using each tense and to incorporate any useful language from Exercise 2 on page 9.
- Give them a few minutes to plan. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.

16

- When most students have finished, put them in pairs to tell each other their stories. Tell them that they will be sharing their partners' stories later, so they should listen carefully and make notes.
- When all students have told their stories, put them in new pairs. Tell them to tell their original partners' stories to each other.
- At the end of the task, ask for volunteers to share interesting stories that they have heard. Then give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board.
- **Optional step.** Students write their stories and display them in class. Get them to read each others' stories and give the writers feedback. Discuss feedback with the whole class.

Teaching tip

Successful speaking

Students may find free-speaking activities demanding as they have to think fast in English and they may feel embarrassed at making errors. To help them feel more comfortable, you can:

- Give them time to prepare for the task. They should think about the language they will use and if necessary, make notes of key words and phrases. Don't let them write every word they will say and they shouldn't read their notes aloud.
- Write a suggested first line on the board to get them started. For example, in Exercise 15 write: *I'm going to tell you about the time I ...*
- Do speaking tasks more than once. Encourage students to treat the first time as a rehearsal, a chance to try out the language and make errors. Then the second (and third) times can be performances, possibly even culminating in telling their stories in front of the class.
- When students are ready, consider having them record their stories using their phones. This could be for their ears only or they can let you hear it afterwards. It's an incentive to perform well, as well as a chance for them to check errors and pronunciation.

Extension

Ask students to write a postcard from a tourist destination they have been to, one of their choice, or one based on a photo from anywhere in the book. They should try to include at least three of the words and phrases from today's lesson.

Homework

Set Workbook Lesson 1A exercises on pages 2–5 for homework.

1B Ask for a lift pp12–13

VOCABULARY BUILDING Phrasal verbs p12

1

- **Books closed.** Write a few sentences on the board containing phrasal verbs that students will be familiar with, but omit the preposition or particle. For example: *She came in and turned the light ...; The plane took ...; I have to look ... my little sister this afternoon.* Ask the class if these sentences are correct and to call out the missing words. (*on, off* and *after*)
- Ask whether *turn, took* and *look* have the same meaning as *turn on, took off* and *look after*. Ask students what these three verbs have in common. (They are phrasal verbs, or multi-word verbs.)
- Ask students to open their books and read the Vocabulary building box. Ask: *Why is it a good idea to learn phrasal verbs well?* (to sound natural and understand people better in conversations) *What should you do to learn phrasal verbs?* (learn them as individual verbs, e.g. *turn on* is different from *turn up*)
- Look at the instructions and do the first item with the whole class. Then get students to do the others individually, using a dictionary if necessary. While they work, notice words and phrases they look up, or ask you about, or underline.
- When most have finished, get students to compare answers in pairs. Go through the answers by asking different students to read out the sentences and write the numbers and phrasal verbs on the board.
- **Optional step.** Tell students to briefly close their books. Read out sentences 1–6 stopping before the phrasal verb. Students shout them out from memory.

Answers

- 1 picked me up 2 broke down 3 queue up
4 come down to 5 pulled up 6 turned out

Fast finishers

Ask them to write another sentence with a different phrasal verb they know. Then, in pairs or small groups, they test each other by reading out the sentence and pausing at the phrasal verb. Their partners call it out.

2

- Look at the phrasal verbs and ask students which two they saw in Lesson 1A. (*hang out* and *lie around*)
- Tell them to write at least one sentence using each verb. When they have a sentence, let them compare with other students.
- Invite volunteers to read their sentences out.

Suggested answers

I want a relaxing holiday. I just want to hang out next to the pool all day.
Don't just lie around! Come and help me in the kitchen, please!
Who's looking after the cats while you're away?
A boy stepped out in the road and almost got hit by a car.

Information about the photo

Hitchbot was a robot created as a social experiment by a team of professors and students from McMaster University and Ryerson University in Canada. In 2014, the robot successfully hitchhiked 19 rides across Canada travelling over 10,000km in just 26 days. In 2015, Hitchbot explored cities in Germany and the Netherlands. Today, it can be seen on display in the Canadian Science and Technology Museum in Ottawa. Its designers equipped the robot with a GPS device and a 3G connection so they could track it, as well as a camera to document its journeys. Hitchbot, which was powered either by solar power or by cigarette lighter sockets in cars, wasn't able to walk. It had to ask for a ride and it was programmed to have basic conversations with drivers and passengers.

3

- Focus students' attention on the photo on page 13. Put students in pairs and ask them to discuss the questions.
- As they are discussing the photo, go around the class listening to their ideas and explanations to check they understand the verbs.
- **Optional step.** Students research online to find out what happened to Hitchbot.

Suggested answers

A robot is sitting at the side of the road while cars go past. Possible phrasal verbs include:

break down	The robot looks as if it has <i>broken down</i> at the side of the road.
pick up	He is hoping that a car will <i>pick him up</i> .
pull up	If a car <i>pulls up</i> , he can get in.
turn out	It <i>turns out</i> that the robot couldn't walk but it could talk to drivers.
look after	Did drivers pick Hitchbot up to <i>look after</i> it?

READING p12

4

- Tell students they are going to read a text about hitchhiking and point to the robot's right hand to show the hitchhiking sign.

Exam tip

Skimming for gist


In exams, candidates are usually given very little time to read long texts. Students should be aware that they don't need to read every word slowly and carefully to do the task. In Exercise 4, for example, students only need to understand the basic topic of each paragraph. They can get a good idea by reading the first sentence of longer paragraphs, and skimming quickly over the paragraph to look for key words. A simple way to encourage students to read in this way is to set a strict time limit for the task: too little time to read every word carefully, but just enough to do the task.

- Ask them to read the first sentence of the first numbered paragraph and to skim the rest of the paragraph. Ask them which heading, a–f, they think it is. Tell them to read the rest of the paragraph very quickly. Ask them again which heading they think it is. Ask them what words helped them to decide this. (*horror, kidnap, murder, robbed*, etc.)
- Tell them to read the rest of the article quickly and do the task. Set a time limit of about two minutes.
- At the end of the time limit, stop students reading. Ask individual students to tell you quickly each answer and write them on the board. Ask students to explain their decisions in the same way as they did for the first paragraph.

Answers

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

5

-  3 Ask students to read the whole article again. Look at the instructions and do the first item with the whole class. Ask students to shout out the answer or you can ask for a show of hands. Don't immediately say if the answer is correct, but ask students to explain their choice. Let students debate and see if they can persuade each other. Give the final answer and clarify why.
- Put students in pairs to discuss the other statements.
- Go through the answers in the same way as above, making sure you get students to justify answers.

Answers

Ideas presented:

- 1 (lines 9–12: *Often when you went to some hitching spots ... so popular.*)
- 3 (lines 28–30: *There are more major roads ... not allowed to pull up.*)
- 4 (lines 34–35: *... what's more, many more people have driving licences.*)
- 6 (lines 46–50: *Levitt and Dubner state ... creates unnecessary traffic and pollution.*)
- 8 (lines 60–62: *And I think it genuinely gave me a different perspective to other travellers and tourists.*)

Ideas not presented: 2, 5 and 7

6

- Look at the instructions and set a time limit of about one minute for students to think of ideas on their own.
- At the end of the time limit, put them in pairs and get them to compare their ideas. Tell them to combine their ideas to create interesting stories. Set a time limit of about five minutes for students to prepare their story. Go around the class, checking that pairs are making brief notes but not writing the story in full.
- When each pair has a story to tell, ask the class to change partners and share their stories. Continue listening and make notes of language that is used well or some errors you hear.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

7

- Invite students to tell their stories to other students or to the whole class. Encourage students to give each other feedback.
- When they have finished, have a class vote on the best story. Ask individual students to explain why they preferred a particular story.

CRITICAL THINKING Evaluating ideas p12

8

- Ask students to raise their hands if they would choose to hitchhike at the moment. Ask whether their opinion, or point of view, might change one day, and if so, how it would change.
- Ask a student to read the Critical thinking box. Explain that students are going to discuss the perspectives offered by the writer and compare them with their own opinions.
- Put students in groups of four to six. Ask them to discuss the questions. Go around the room, listening to the discussions and helping them express their ideas where it is appropriate to do so.
- When most of the groups have finished, nominate individual students to summarize what their groups said. Challenge students to defend their own points of view by asking questions.

Suggested answers

- 1 Fear is the most important reason the author gives for the decline in hitching.
- 2 The comparison is that a person is more likely to die by tripping and falling than hitchhiking.
- 3 The example of ride sharing in Virginia is not too different from hitchhiking, though it is more organized.
- 4 It is possible that he thinks that by hitchhiking, he saw new places in a different way from other tourists because he met interesting people.

9

MY PERSPECTIVE

- Ask students to read the questions and make notes for themselves. When they have finished, put them back in groups to compare their ideas.
- Round up the lesson by asking for ideas about making hitchhiking safer. Ask students whether they would consider hitchhiking if these ideas were put into practice.

Extension

Encourage students to search online for the TEDx Talk titled *How to travel the world with almost no money* by Tomislav Perko and watch it. Ask them to make a note of new vocabulary to share in the next lesson and write a short summary of what they most enjoyed about the talk.

Homework

Set Workbook Lesson 1B exercises on pages 6–7 for homework.

1C The Grand Tour pp14–15

LEAD IN

- **Books closed.** This may be a good idea if you think your group are reasonably familiar with *used to* and *would*. Dictate the extract in the Grammar box, which is from the article on page 13. Read the text at normal speed. Tell students not to worry if they don't write down every word. Read it again.
- Then put students in pairs or small groups. Set a time limit of about five minutes and ask students to reconstruct the text using their notes. Go around checking their progress, and focus on their choice of past tenses. Don't correct any errors at this point.
- Invite students to read out their texts and listen to each other's versions. Discuss any differences you notice about the tenses used.
- Ask students to open their books on page 14 and compare their versions with the extract in the Grammar box. Tell them to look especially at the verbs in bold.

GRAMMAR *Used to and would* p14

To prepare for teaching the following exercises, see Grammar reference on page 128.

1

- Look at the instructions. You may decide to explain the difference between 'states' and 'actions'. Write on the board: *We moved last week. Now we live in Nairobi.* Ask which verb is a state verb (*live*) and which is an action verb (*move*).
- Get them to do the task and nominate students for the answers. Make sure they provide example sentences from the Grammar box to support their answers but don't confirm answers yet. Tell them to check their answers on page 128.

Answers

1 b 2 c 3 a

Grammar reference and practice

Ask students to do Exercises 3–5 on page 129 now, or set them for homework.

Answers to Grammar practice exercises

3

1 would / used to 2 would / used to 3 was
4 would 5 treated 6 made / did / completed /
managed / took

4

1 used to come / would come / would usually come
2 used to work / would work 3 didn't use to travel /
would not travel / wouldn't travel / wouldn't usually
travel / never used to travel / would never travel
4 used to have 5 used to be

5

1a I had ever left 1b You're leaving already / You're
already leaving / Are you leaving already 2a got used
to 2b I'm slowly getting used to 3a I had never
stayed 3b are you staying 4a We have got
4b we're hardly getting

2

- Ask students to read the text quickly to answer the questions. Set a time limit of two minutes for this.
- When they have finished, invite a volunteer to explain Grand Tours. Ask if anyone knows any more about them, whether they have seen any films or read books set on Grand Tours. (Many people wrote about their travels.)

Answers

Grand Tours were long trips round Europe that rich young people started doing in the 17th century. They were intended to educate and help spread culture and ideas.

3

- Look at the instructions and do the first item with the whole class. Invite students to explain why *used to* or *would* can't be used in item 1. (It's about an individual past event so only past simple is possible.)
- Go round and check students are making correct changes to the text. If you notice any incorrect changes, ask students to explain the change and refer them to the Grammar reference if necessary.
- When most students have finished, get them to compare answers in pairs and to help each other with anything they haven't finished.
- Read the text out, pausing at each item. Invite students to suggest changes and clarify the answers on the board afterwards.
- **Optional step.** Remind students that it is unusual to find a text with so many instances of *used to* and *would*, and ask them to decide which verbs it might be better to change back to the past simple (for example, items 4, 7, 8, 9 and 10).

Answers

3 used to spend / would spend
4 would often start / often used to start
5 would hire / used to hire
6 would do / used to do
7 would either come / either used to come
8 (would / used to) travel
9 would go / used to go
10 used to play
No change: items 1, 2, 11 and 12

4 MY PERSPECTIVE


- Get students to read the questions and make notes on their own before discussing their ideas.

- You can either put students in groups to share and compare answers or discuss as a class. Encourage a variety of opinions and ideas.
- **Optional step.** Have students present their Grand Tour itineraries to their groups or the whole class, e.g. *First, I'm going to go to ... to learn about ... Then I'd like to visit ... While I'm there, I'm going to try ...*, etc.

Extension

Get students to print out maps and trace their itineraries and encourage them to mark their stops including images and notes about what they are going to do/see. Display the maps in class and invite volunteers to present their itineraries.

5 PRONUNCIATION Elided 'd

- **5a** Write two sentences on the board: *We'd drive to my grandmother's house. / We'd driven to my grandmother's house.* Ask what the 'd is in each sentence (*would*, *had*) and find out how students can tell the difference. (*would* is followed by the infinitive; *had* by the past participle)
- Tell students to read the Pronunciation box. Say the sentences on the board, first carefully (*We'd drive ...*), then quickly, as in normal speech, connecting the sounds (*We'drive*).
-  **4** Explain the task and play the audio, pausing after each sentence for students to write. You may decide to play it twice.

Answers and audioscript 4

- 1 We'd often go camping and sleep under the stars.
- 2 I didn't use half the clothes I'd taken with me.
- 3 Whenever I'd ask them to do something, they'd do the opposite.
- 4 They brought us a present back from every place they'd visited.
- 5 I'd try any kind of food if you put it in front of me.
- 6 My dad'd often come home after I'd gone to bed.

- **5b** Put students in pairs and ask them to compare their sentences. Ask them to decide which contractions are *had* and which are *would*. Give them two minutes to practise saying the sentences.
- Nominate students to read out the sentences naturally, using contractions. After each sentence, ask a different student to say whether the contraction is *had* or *would*.

Answers

- 1 would
- 2 had
- 3 would, would
- 4 had
- 5 would
- 6 would, had

6

- Look at the instructions and do the first item with the whole class.
- Give students three minutes to correct the text on their own. Go round and provide help if necessary.
- Have students take turns at reading out the corrected text. Each time an item is read out, ask the class if they agree. When the answer is agreed on, write it on the board.
- **Optional step.** Ask if anyone would like to make similar journeys to the ones Andrew makes. Encourage students to explain.

Answers

- 1 Incorrect (goes)
- 2 Correct
- 3 Incorrect (used to freeze)
- 4 Correct
- 5 Correct
- 6 Incorrect (spent)
- 7 Correct
- 8 Incorrect (cry)
- 9 Incorrect (changed)
- 10 Correct

7 CHOOSE

The idea is for students to make their own choice of activity here. However, you might want to make the decision for them, in which case explain why. Alternatively, you may decide to let students do more than one task. You could divide the class into groups and have each group do a different task – or you could have a vote on which task the whole class should do. For the vote:

- put students in pairs or groups to decide which they prefer.
- take a vote on each task.
- if the vote is tied, ask one student from each side to explain which is best and take the vote again. You can decide if there is still no change.

Teaching tip

Correcting speaking activities

Students appreciate being corrected during speaking activities. It reinforces learning while they are using language and makes the benefits of speaking activities clear. However, knowing you've made lots of mistakes can be demotivating. Here are some tips for effective feedback.

- Don't interrupt students during a speaking task unless there are serious problems. As you listen, quietly take notes of instances where students have used new language well, not just their errors.
- Prioritise errors: those that could cause miscommunication; that are common to many students; and errors that are quick to correct. Most importantly, listen for students' use of the target language of that lesson, the language they have just learnt.
- Encourage self-correction. Ask questions like: *Is this sentence correct? Why not?* Signpost the error so students have an idea of what's wrong, e.g. *What's the problem with the noun? How many syllables in this word?*
- Don't be worried about nominating students when correcting errors. Students know that they make mistakes and can learn from each other's, but they pay attention more when they know it concerns them. Correct stronger students as well as weaker ones to avoid demotivation.
- Teach students to record their errors. Get them to create a list in their notebooks called 'My common errors'.

Homework

Set Workbook Lesson 1C exercises on pages 8–9 for homework. You might want to tell students to watch the track called *Unit 1 TED Talk* on the *Perspectives* website before they come to the next class.

1D How Airbnb designs for trust

pp16–17

TED Photo and initial task

- Tell students they are going to watch a TED Talk about trusting strangers.
- Read out the quote and ask students to translate it or say what they think it means in English (or both). Ask specifically what they think *Olympic* means in this context (very big or strong).
- ▶ 1.0 Tell them they are going to see a short text on the DVD to introduce the talk and the speaker, and play the About the speaker section. Then do the vocabulary exercise.
- After they finish, write the key words from the About the speaker section on the board and ask students to retell it aloud, or ask them to write as much of what it said as they can.

About the speaker ▶ 1.0

Joe Gebbia and Brian Chesky started the company Airbnb which was built on the belief that people can **overcome worries** and trust each other enough to stay in each other's homes. He argues that our worries are based on **deeply-rooted biases** against strangers. Joe believes that design can **change our perspective** and help build a **sharing economy** which values human connection above **privacy** and separation.

Joe Gebbia's idea worth spreading is that we can design products, services and experiences that feel more local and authentic and that strengthen human connections.

Answers to About the speaker

- 1 overcome worries = a (to successfully deal with stress or difficulty)
- 2 deeply-rooted biases = c (very strong opinions in favour or against)
- 3 change our perspective = c (to adjust our way of thinking)
- 4 sharing economy = b (to borrow things from other people)
- 5 privacy = b (the ability to do things in private)

AUTHENTIC LISTENING SKILLS Reporting

p16

As well as teaching aspects of phonology and listening skills, these tasks also:

- allow you to pre-teach some vocabulary.
- allow students to read and hear new language before they listen to the whole text.
- allow students to tune in to the speaker's voice and style.

1

- Ask for a volunteer to read out the Authentic listening skills box. Ask students if people often use present tenses when retelling stories in their language. Elicit one or two examples.
- 🔊 5 Tell students they are going to complete the extracts that they hear. Play the audio, pausing after each item for students to write the missing lines.

- Invite students who are feeling confident in their answers to come to the board to write them clearly. Check with the rest of the class that they are correct.

Answers and audioscript 🔊 5

- 1 I make the mistake of asking him 'So where are you staying tonight?'
- 2 And I'm thinking 'Oh man! What did you do?'
- 3 And the voice in my head goes, 'Wait, what?'
- 4 I'm staring at the ceiling, I'm thinking, 'Oh my god, what have I done?'

2

- Put students in pairs. Give them three minutes to look back at the four sentences from Exercise 1 and discuss what they think happened before – and after – each one.
- When they are ready, ask different pairs to explain their ideas about each of the four sentences.

3

- Look at the instructions and put students in pairs to discuss ideas. Go round and provide help if necessary.
- When a few students have finished, either stop the task or ask students to change partners and compare their ideas. Then ask some individual students to share their ideas with the class.

WATCH p16

If you are short of time, or want a different approach to the video, you may want to watch the whole talk all the way through with only some brief checking questions. A version of this is on the DVD and is labelled as *TED Talk with activities*. At the end of each section, there is a short gist question(s). Pause after each question on screen so students can give their answers, then play the answer.

Answers to gist questions on DVD

Part 1

Are the sentences true (T) or false (F)?

- a Joe tells the story of how he once had a bad experience hosting someone. F
- b He tells the story to explain why he set up his business. T
- c Joe and Brian didn't immediately get investment for their business. T

Part 2

According to Joe, which three design features help to develop trust?

- b Making sure both guest and host reviews are published online
- c Having more than ten reviews
- d Making sure the box for reviews is not too small or too big

Part 3

The main point Joe wants to make with his talk is that

- b design can help us to trust and share more

4

- Put students in small groups. Set a time limit of five minutes and get them to discuss the questions. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things with the class.

5

- Tell students that they are going to watch Part 1 of the talk. They should choose the best answers from the options. Give them a minute to read the questions.

Exam tip

Answering MCQ tasks

A good exam strategy for multiple choice question (MCQ) reading and listening tasks is to read the question carefully and underline key words. Students should be aware that the questions will often contain synonyms of words that appear in the passage or audio. Most importantly, they should know that options might also contain words or phrases that appear in the passage or audio. This is often a distraction. Students mustn't 'word-spot' (choose an option just because it has a word or phrase from the passage or audio), but they should read the options carefully and choose the correct one based on meaning.

- ▶ 1.1 Play Part 1 straight through.

TED Talk Part 1 script ▶ 1.1

I want to tell you the story about the time I almost got kidnapped in the trunk of a red Mazda Miata. It's the day after graduating from design school and I'm having a yard sale. And this guy pulls up in this red Mazda and he starts looking through my stuff. And he buys a piece of art that I made. And it turns out he's alone in town for the night, driving cross-country on a road trip before he goes into the Peace Corps.

I make the mistake of asking him, 'So where are you staying tonight?' And he makes it worse by saying, 'Actually, I don't have a place.' And I'm thinking, 'Oh, man! What do you do?' We've all been there, right? Do I offer to host this guy? But, I just met him – I mean, he says he's going to the Peace Corps, but I don't really know if he's going to the Peace Corps and I don't want to end up kidnapped in the trunk of a Miata. That's a small trunk!

So then I hear myself saying, 'Hey, I've got an airbed you can stay on in my living room.' And the voice in my head goes, 'Wait, what?'

That night, I'm laying in bed, I'm staring at the ceiling, I'm thinking, 'Oh my God! What have I done? There's a complete stranger sleeping in my living room. What if he's psychotic?'

My anxiety grows so much, I leap out of bed, I sneak on my tiptoes to the door, and I lock the bedroom door.

It turns out he was not psychotic. We've kept in touch ever since. And the piece of art he bought at the yard sale is hanging in his classroom; he's a teacher now.

This was my first hosting experience and it completely changed my perspective. Maybe the people that my childhood taught me to label as strangers were actually friends waiting to be discovered. The idea of hosting people on airbeds gradually became natural to me and when I moved to San Francisco, I brought the airbed with me.

So now it's two years later. I'm unemployed, I'm almost broke, my roommate moves out and then the rent goes up. And then I learn there's a design conference coming to town and all the hotels are sold out. And I've always believed that turning fear into fun is the gift of creativity.

So here's what I pitch my best friend and my new roommate Brian Chesky: 'Brian, thought of a way to make a few bucks – turning our place into 'designers' bed and breakfast' – offering young designers who come to town a place to crash, complete with wireless internet, a small desk space, sleeping mat and breakfast each morning. Ha!'

We built a basic website and Airbed and Breakfast was born.

Here's what we pitched investors: 'We want to build a website where people publicly post pictures of their most intimate spaces – their bedrooms, the bathrooms – the kinds of rooms you usually keep closed when people come over. And then, over the internet, they're going to invite complete strangers to come sleep in their homes. It's going to be huge!'

We sat back and we waited for the rocket ship to blast off. It did not. No one in their right minds would invest in a service that allows strangers to sleep in people's homes. Why? Because we've all been taught as kids: strangers equal danger.

Now, when you're faced with a problem, you fall back on what you know and all we really knew was design. In art school, you learn that design is much more than the look and feel of something – it's the whole experience. We learnt to do that for objects, but here, we were aiming to build Olympic trust between people who had never met. Could design make that happen? Is it possible to design for trust?

- Say the task you set them again and tell students to compare their ideas in pairs.
- Nominate students to give an answer and to justify it. Then either give the answers yourself or play the section again to resolve any disagreement.

Answers

1 c 2 a 3 b

6 MY PERSPECTIVE

- Look at the instructions and give students a minute or two to think of ideas.
- Let them share their ideas in groups or as a whole class.

- **Optional step.** Discuss the following questions with the class: *Which of your ideas do you think Joe Gebbia used? Have you ever been on/used the Airbnb site? How does it help people trust each other more? What other sites rely on people trusting each other?* (e.g. Ebay, because you trust that buyers will send the money and sellers will send the product)

7

- Tell students that they are going to watch Part 2 of the talk. Give them time to read the notes first. Explain that they might write between one and five words.
- ▶ **1.2** Play Part 2 straight through.

TED Talk Part 2 script ▶ **1.2**

I want to give you a sense of the flavour of trust that we were aiming to achieve. I've got a 30-second experiment that will push you past your comfort zone. If you're up for it, give me a thumbs-up. OK, I need you to take out your phones. Now that you have your phone out, I'd like you to unlock your phone. Now hand your unlocked phone to the person on your left.

That tiny sense of panic you're feeling right now ...

... is exactly how hosts feel the first time they open their home. Because the only thing more personal than your phone is your home. People don't just see your messages, they see your bedroom, your kitchen, your toilet.

Now, how does it feel holding someone's unlocked phone? Most of us feel really responsible. That's how most guests feel when they stay in a home. And it's because of this that our company can even exist.

Now what if we changed one small thing about the design of that experiment? What if your neighbour had introduced themselves first, with their name, where they're from, the name of their kids or their dog? Imagine that they had 150 reviews of people saying, 'They're great at holding unlocked phones!'

It turns out, a well-designed reputation system is key for building trust. And we didn't actually get it right the first time. It's hard for people to leave bad reviews. Eventually, we learnt to wait until both guests and hosts left the review before we revealed them.

The more different somebody is, the less we trust them. Now, that's a natural social bias. But what's interesting is what happens when you add reputation into the mix – in this case, with reviews.

Now, if you've got less than three reviews, nothing changes. But if you've got more than ten, everything changes. High reputation beats high similarity. The right design can actually help us overcome one of our most deeply-rooted biases.

Now we also learnt that building the right amount of trust takes the right amount of disclosure. This is what happens when a guest first messages a host. If you share too little, like, 'Yo' acceptance rates go down. And if you share too much, like, 'I'm having issues with my mother, ...'

... acceptance rates also go down. But there's a zone that's just right, like, 'Love the artwork in your place. Coming for vacation with my family.' So how do we design for just the right amount of disclosure? We use the size of the box to suggest the right length and we guide them with prompts to encourage sharing.

- Say the task you set them again and tell students to compare their ideas in pairs. Go round and notice how well they did in order to decide how quickly to go through answers, and whether you need to play Part 2 again.
- Check the answers as a class by asking students to shout out the answers or nominating individual students to give an answer. Get two students to give their answer, especially where you noted differences. Where students agree, write the answer on the board. Where there is a dispute, either write up both answers for students to watch again and check or simply give the correct answer, depending on time.

Suggested answers

- Experiment – shows how host can feel **panic / a tiny sense of panic** but guest can feel **responsible / a sense of responsibility** = how business works. Well-designed reputation (review) system – key to **building trust**
- **Both guests and hosts** must leave reviews before they are revealed.
- **More than ten good reviews** = people stop worrying about differences (reputation beats similarity)
- **Good design** and prompts = right amount of honesty and sharing (disclosure)

8

- Tell students that they are going to watch Part 3 of the talk. Explain that this time, they don't have to write anything while they watch, but should prepare to talk about the six ideas in the list. Let them read the list.
- ▶ **1.3** Play Part 3 straight through. When it is finished, put students in groups to discuss the connections Joe makes between the ideas. Then nominate students to give their ideas.

TED Talk Part 3 script ▶ **1.3**

Obviously, there are times when things don't work out. Guests have thrown unauthorised parties and trashed homes. Hosts have left guests stranded in the rain. In the early days, I was customer service and those calls came right to my cell phone. I was at the front lines of trust breaking. And there's nothing worse than those calls – it hurts to even think about them. And the disappointment in the sound of someone's voice was and, I would say, still is our single greatest motivator to keep improving. Thankfully, out of the 123 million nights we've ever hosted, less than a fraction of a percent have been problematic. Turns out people are justified in their trust. And when trust works out right, it can be absolutely magical.

We had a guest stay with a host in Uruguay and he suffered a heart attack. The host rushed him to the hospital. They donated their own blood for his operation. Let me read you his review.

'Excellent house for sedentary travellers prone to myocardial infarctions.

The area is beautiful and has direct access to the best hospitals.

Javier and Alejandra instantly become guardian angels who will save your life without even knowing you. They will rush

you to the hospital in their own car while you're dying and stay in the waiting room while the doctors give you a bypass. They don't want you to feel lonely, they bring you books to read and they let you stay at their house extra nights without charging you. Highly recommended!

Of course, not every stay is like that. But this connection beyond the transaction is exactly what the sharing economy is aiming for.

Now, when I heard that term, I have to admit, it tripped me up. How do sharing and transactions go together? So let's be clear; it is about commerce. But, if you just called it the rental economy, it would be incomplete. The sharing economy is commerce with the promise of human connection. People share a part of themselves and that changes everything.

What if cities embraced a culture of sharing? I see a future of shared cities that bring us community and connection instead of isolation and separation.

In South Korea, in the city of Seoul, they've actually even started this. They've repurposed hundreds of government parking spots to be shared by residents. They're connecting students who need a place to live with empty-nesters who have extra rooms. And they've started an incubator to help fund the next generation of sharing economy start-ups.

Tonight, just on our service, 785,000 people in 191 countries will either stay in a stranger's home or welcome one into theirs.

Design can overcome our most deeply-rooted stranger-danger bias. And that's amazing to me. It blows my mind. I think about this every time I see a red Miata go by.

Now, we know design won't solve all the world's problems. But if it can help out with this one, if it can make a dent in this, it makes me wonder, what else can we design for next?

Thank you.

Suggested answers

When trust works it can be magical. For example, a guest in a house in Uruguay **suffered a heart attack** and the hosts rushed him to hospital and looked after him. This extra human element beyond the financial transaction is really what **the sharing economy** should be all about. It should really be about commerce with the promise of **human connection**. In **Seoul**, in **South Korea**, they've realized this and are doing a lot to encourage this. They've even set up a site that connects **students and empty-nesters**.

9

- Ask the questions to the whole class. Encourage students to compare and contrast their own ideas and the ones Joe mentions.

10 VOCABULARY IN CONTEXT

- 10a** ▶ **1.4** Tell students they are going to watch some clips from the talk which contain new or interesting words or phrases. They should choose the correct meaning for each one. Play the Vocabulary in context section. Pause after each

question on screen so students can choose the correct definition, then play the answer. If you like, you can ask students to shout out the answers. If helpful, either you or your students could give an additional example before moving on to the next question.

Answers

- anxiety = a (a worried feeling)
- kept in touch = b (see or speak with someone regularly)
- almost broke = b (out of money)
- up for it = c (happy to do something)
- rushed = a (took very quickly)
- tripped me up = b (confused me)

- 10b** Ask students to discuss the questions in pairs. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need. Focus especially on their use of the new words and phrases.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

CHALLENGE

- Explain that just like Joe, they have the chance to make friends and some money in a sharing economy, even though they're too young to rent out their house. Read out the Challenge box and give an example.
- Put students in small groups. Tell them to make a list of all the things they could share, and then think of some ways they can share them, both online and in the real world. Go around and help groups with their ideas, making suggestions and asking questions.
- Stop the task as it begins to go quieter. Put students into different groups to share the ideas they discussed with their previous partners.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

Teaching tip

Regrouping students for feedback

Normally, students tell the teacher their answers or ideas. After a speaking activity such as a discussion, consider allowing students to give feedback to one another instead. Regrouping students so that they can relay what they have discussed lets them reformulate ideas and say them in a better, more fluent way.

Homework

Set Workbook Lesson 1D exercises on page 10 for homework.

1E Trip advice pp18–19

Information about the photo

The Perito Moreno Glacier is an important tourist attraction for trekkers in southern Argentina. Its ice comes from the an ice field in the Andes, the world's third largest reserve of fresh water. Scientists don't know why this thirty-kilometre long glacier is moving forward while most glaciers around the world are disappearing. The glacier is five kilometres wide at the front and blocks water in the Argentino Lake so that the level of that side of the lake rises many meters. Then, every few years, the water suddenly breaks through in a huge natural spectacle. There are many videos online of these 'ruptures'.

LEAD IN

- Focus students' attention on the photo and the caption or project it on the CPT.
- Ask: *What is the glacier made of? (ice) Where does the ice come from? (mountains) What is happening to many glaciers around the world? (They are retreating, or getting smaller, due to climate change.) Is this a problem? (Yes, many people rely on water from glaciers.) Has anyone visited / Would you like to visit a glacier?*
- **Optional step.** You could show a clip of parts of the glacier breaking off or a rupture in the glacier.

SPEAKING p18


1

- **Books closed.** Ask students to brainstorm the things that people visiting a city or area might be interested in knowing about. Give an example by writing *Places to stay* on the board. Elicit more, e.g. *places to eat, shops, sightseeing attractions, snack bars and coffee shops, transport options*, etc.
- Tell students to open their books and to look at the four groups of people who are visiting the area. Put them in pairs and tell them to list three different places for each group.

2

- Focus students' attention on the Useful language box. Explain that these are ways of making suggestions and recommendations for visitors. Ask students to make a suggestion for the first group of visitors using one of the phrases, e.g. *If dancing is their thing, then the best place to go is the Garden Ball Rooms in the park.*
- Put pairs together into groups of four. Tell them to share their ideas from Exercise 1 with the group by using a variety of different expressions from the Useful language box.
- Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Focus your attention on the new language and natural connected speech in phrases like *the best place to go, for a short while* and *They'd be best off going to.*
- Nominate individual students to say a sentence. Drill the sentence chorally and individually.

3

- Look at the instructions. Set a time limit for students to do the task.
-  **6** When most students have finished, tell them to listen and check their answers. Play the audio straight through.

Audioscript **6**

M = Male, F = Female

- M:** *I'm thinking of seeing some sights today. Can you recommend anywhere?*
- F:** *Well, the Old Town is well worth a visit. There are some amazing buildings there.*
- M:** *OK. Well, I'll check that out this morning, then. And do you know anywhere good to have lunch?*
- F:** *Well, there's a great steak place down by the river.*
- M:** *Oh, right. Well, actually, I don't eat meat, so ...*
- F:** *In that case, you'd be best off going to Madragora – a nice little vegetarian place near the park.*
- M:** *Great. Thanks for the tip.*

- **Optional step.** Put students in pairs. Tell them to read out the dialogue as the local person and the guest; then to read it again, but this time swapping the expressions for making and reacting to suggestions with others in the Useful language box. Give them two minutes for this, and go around listening for pronunciation errors.

Answers

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

4

- Explain to the class that they are going to roleplay a similar situation but talking about their local area. Get them to underline more useful phrases from the dialogue in Exercise 3, such as *I'm thinking of* and *In that case*. Refer them to their ideas in Exercise 1 for things to mention. Tell them to take turns in the different roles.
- You might suggest that they roleplay as themselves, or let them adopt one of the roles mentioned in Exercise 1. Give them five minutes to practise.
- As they act out the dialogues, go around the room and listen for good ways to suggest and respond to suggestions. Also listen for errors and other difficulties students might be having.
- Nominate three or four pairs to act out their dialogues in front of the class. Set the rest of the class the listening comprehension question: *What do they suggest? Is this an appropriate suggestion?*
- Get some feedback from the rest of the class about what they have heard.

Fast finishers

They can repeat the dialogue but talk about a tourist destination they know well.

WRITING A review p19

- Tell students they are going to learn how to write a review of a place.
- Ask students to read the four reviews on page 149 and decide what kind of place each review is about. Set a time limit of four minutes.
- Nominate students to tell you the answer for each review. Check that the class agrees.

Answers

- Review 1: a host family
- Review 2: a theme park
- Review 3: a hotel
- Review 4: a café

6

- Put students in pairs to discuss which reviewer each of the questions refers to. Make sure they do not look at page 149 at this stage.
- Nominate students to answer each question and write their answers on the board once you have checked that most of the class agrees. Don't confirm the answers yet.

7

- Look at the instructions and do the first item with the whole class.
- Get students to do the rest. Go round and check that students are doing the task correctly.
- Invite students to say which reviewer each question is asking about. Make sure they also say the part of the text where they read the answers.

Answers

- 1 Reviewer 2 (... given that the price for a family of four for the day was £195, it's just not worth it.)
- 2 Reviewer 3 (They then tried to charge me €40 per night to upgrade to a suitable room, which was ridiculous. We finally agreed on nine euros per night for the upgrade.)
- 3 Reviewer 4 (I can't recommend it enough.)
- 4 Reviewer 1 (... I was often left to my own devices as they were busy working.)
- 5 Reviewer 3 (... I went back down to the front desk and asked for a larger room.)
- 6 Reviewer 2 (If it hadn't been as full and we'd actually got to go on more than three rides in seven hours – and it was less expensive – it might have been worth it.)
- 7 Reviewer 1 (Wu and Ting Ting were incredibly welcoming and did everything that they could to make me feel at home, ...)
- 8 Reviewer 4 (Looking out over the main square, and close to the museum and the market, ...)

8 WRITING SKILL Adding comments

- Explain the task and set a time limit of one minute.
- Nominate students to share their answers with the class. Ask them to recall what they know about relative clauses. Write on the board:
 - *The hotel manager called the waiter, **who apologized immediately.***
 - *The hotel, **which claims to have 4 stars,** doesn't even provide irons in the rooms.*
- Ask what *who* and *which* stand for in each sentence ('the manager' and 'the hotel', respectively). Clarify that we use *who* with people and *which* with things.
- Then copy the first sentence of Exercise 8 on the board and ask what *which* stands for in this sentence. Elicit that it replaces the whole of the main clause in the relative clause, i.e. **the fact that the restaurant closed at nine** was rather disappointing.
- Ask students to read the Writing strategy box.

Answers

1 b 2 a 3 d 4 c

9

- Explain the task. Make sure they understand that their review can be positive or negative, and that they should plan what they will write. Remind them that the advice on page 149 and the Useful language box are there to help them. Go round and make sure that students are making notes. Make suggestions if they can't think of something to write about.
- If you are going to give students a mark, tell them it will be higher if they organize the review in a similar way and use language they have learnt. Put students in pairs and tell them to talk about or plan their review.
- Set the writing for homework or set a time limit of about twenty minutes to do it in class. As students are writing, go round and offer help. You might note some common errors for feedback when the time is up.
- **Optional step.** Put the reviews on a wall or tables so that classmates can read each other's. Ask them to find the most positive and negative reviews. Also find out which place that is reviewed they would most like to visit, and why.

Extension

Students write and post a review of somewhere they have stayed, eaten at or visited on a review website such as TripAdvisor.

Homework

Set Workbook Lesson 1E exercises on pages 11–13 for homework.

2 The business of technology

UNIT AT A GLANCE

Students will

- discuss young entrepreneurs
- read about online scams
- learn how to be a responsible user of social media
- watch a TED Talk about responding to scam emails
- persuade people to invest in a product

2A Vocabulary

Setting up a new business, e.g. *entrepreneur*,
negotiate with, *raise money*

Listening

A lecture about young entrepreneurs

Grammar

Present perfect forms and past simple

2B Reading

An infographic about online scams

Vocabulary building

Adjective and noun collocations 1, e.g. *distant*
relative, *common sense*

Critical thinking

Interpreting data

2C Grammar

Verb patterns (-ing or infinitive with *to*)

2D TED Talk

This is what happens when you reply to spam email,
James Veitch

Authentic listening skills

Intonation and pitch

2E Speaking

Persuading

Pronunciation

Intonation for persuasion

Writing

A persuasive article

Writing skill

Getting people's attention

2A Young business pp20–23

Information about the photo

The photo shows a man standing inside a 'cave automatic virtual environment' (also known simply as 'cave'). It's a room-sized cube with 3.4-metre sides. Its walls, ceiling and floor are made of acrylic and act as screens that display high-quality 3D images. The first cave was invented in the US in 1992. The one in the photo was built at the Gdansk University of Technology in Poland and presented in 2014. What's unique about it is the gait simulator which looks like a transparent sphere and can be placed inside the cave. Just like a hamster wheel, the user can walk or even run inside it experiencing the virtual world freely. The headgear the user wears synchronises with the projectors inside the cave that project the 3D images. There are sensors that detect motion and align the image to the user's perspective. So, the user can 'walk' inside the image and study it from different angles.

LEAD IN

- Tell students to look at the photo. Ask them whether they have had any experiences with virtual reality and/or 3D technology. They can discuss this in small groups or as a class.

VOCABULARY Setting up a new business p21

1

- Focus students' attention on the photo and the caption or project it using the CPT.
- Conduct the conversation as a whole class or in pairs.

2

- This task eases students into the topic and helps them before the pairwork. Tell students they are going to learn about setting up a new business. Write the words *entrepreneur* and *businessperson* on the board. Ask students to raise their hand if they think they know the difference between the two words – or can give a translation. If no-one offers anything, explain both words. Then ask if any students can give examples of each from their country, their area, their family – or from movies.
- For the second question, build a mind map around the word *entrepreneur*. Ask students to shout out ideas and/or nominate individual students. When you have run out of ideas, maybe ask if any of these qualities *don't* work for businesspeople.
- For the third question, have a class vote to decide whether it's easy, very difficult, or somewhere in between. Ask

individual students to explain their ideas further and help them.

- Ask for ideas on young entrepreneurs (if not discussed earlier).

Suggested answers

1 An **entrepreneur** invents / comes up with the business and starts it themselves. They may be self-employed / a sole trader or employ other people.

A **businessperson** buys or works for an existing company. They may introduce new ideas or change the course of a company, but they don't start it from nothing.

2 creativity, strength, determination, an ability for negotiating and convincing, curiosity, resourcefulness, people skills, time management, learning skills

Teaching tip

Brainstorming ideas

There are lots of tasks in *Perspectives* – as well as in other school subjects – where students have to generate lots of ideas. There is some evidence that this is best done first individually and then in groups or as a whole class. When you start with the whole class, the first idea that is suggested can end up locking people into thinking of similar ideas, whereas a moment thinking individually and then pooling ideas produces more variety that can then be built with the whole class.

3

- As well as practising speaking, this task helps you pre-teach some vocabulary that will come up in Exercise 4. Ask students to read the questions in Exercise 3 and ask if they are unsure of the meaning of any words.
- Put students in pairs and get them to discuss the questions. Tell them if they don't know how to say it in English to note down their ideas in L1. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
- When a couple of students have finished, ask the class to change partners, but to start from the last question this time. They should feel more confident as they have already had time to generate ideas, and so can pay more attention to the language they use. Starting from the end ensures variety as well. Continue listening and making notes.
- Stop the task when two or three pairs have finished. Go through each question, nominating a different pair each time to give an answer and then inviting others to add their ideas. Translate or correct new language and write some of this on the board. You might add it to the mind map you started in Exercise 2.

Suggested answers

- Business: People **raise money** by asking people to invest in return for part of (a stake in) the business; getting a loan from a bank; selling shares in the business by listing (floating) their company on the stock market; borrowing money from family; mortgaging their house; selling assets.
- Charity: Charities may put on a concert or other event; run a campaign to ask for donations; organize a sponsored activity; hold a sale or auction.
- Businesspeople might **negotiate with** investors over the amount of money they put in and what share of the business they'll get; negotiate with staff / employees / unions about pay and conditions; negotiate with distributors or shops on the commission / cut they get of the profit.
- Businesses **market products** through advertising, leaflets or flyers, sponsoring events, placing stories in the news, placing products in films, word-of-mouth, social media, etc.
- Business: Businesses may **recover from** an economic crisis (recession), loss of a major buyer, a strike, a scandal, a fire or a (price) war.
- Person: A person may recover from illness, an accident, a death / loss in the family or failure (setback).
- Good ways of **handling pressure** are doing sport or some other hobby, meditating / breathing deeply and / or getting enough sleep.
- Bad ways of handling pressure may include losing one's temper and shouting at people / getting angry, suffering from depression and anxiety

4

- Tell students they are going to learn some more words and phrases to talk about setting up and running a business. Look at the instructions and do the first item with the whole class. If you think students will find the exercise difficult, do another item as a class before asking them to start.
- Tell students to do the other items themselves and to use a dictionary if they need to. Go round and check students are doing the task correctly and notice words and phrases they look up, ask you about or underline. Focus on these in feedback.
- When most students have finished, get them to compare answers in pairs and to help each other with anything they haven't finished.
- Go through the answers by asking different students to read out the full phrase. Write the number and letter on the board. As you write on the board, ask a question or two to the class to check they understood the vocabulary. For example: *What do we call someone who invents things? And the thing they invent? What else can you recover from? What preposition follows **capable**?*

Answers

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

5 MY PERSPECTIVE

- Explain the task. You might ask students to make their choice individually first.
- Ask students to discuss and agree on their three in pairs. Encourage them to give reasons and give an example if necessary. You might choose a skill which you *don't* think is important so students might disagree.
- Put students in pairs. Check they are doing the task. When you think the task has run its course, go straight to Exercise 6 without giving any feedback.

Fast finishers

Ask them to answer the follow-up question, ie think of three more skills that entrepreneurs need. Alternatively, ask them to rank the rest of the skills.

6


- Put the pairs into groups of four and tell them to agree on their top three skills.
- Stop the task and ask one group for their top three and why. Then ask another group if they agreed or disagreed and why. Encourage some class debate and help them to do so in English by correcting language and giving translations if necessary.
- Ask if anyone thought of other skills and where they would rank.

LEAD IN

- If this is a new lesson, you might start it with Exercise 5 on page 21 or start by asking students to complete these sentences: *I wouldn't like to ... for a living. I would love to ... when I am older.* Write the prompts on the board and ask everyone to fill them in. Then go round asking different students to share their sentences and give reasons.

LISTENING *p22*

7

- Tell students they are going to hear a woman talking about entrepreneurs. Ask them to read the questions. At this point, you could ask students to say a couple of things they think they will hear.
-  **7** Play the audio once straight through. Students take notes while they listen and then compare their ideas in pairs. Go round and notice how well students did without saying anything. If you see the majority have not understood, be prepared to play the audio again.

Audioscript **7**

The number of entrepreneurs has been growing ever since the arrival of new technology and online services. This new technology has reduced the barriers that previously discouraged people from setting up a business. Now, a company does not have to be based in an impressive office or employ lots of people. It could be just one person at home with a computer – like Nick D'Aloisio. He created an app in his bedroom to summarize news articles and then sold it to Yahoo for \$30 million – all before he reached his 18th birthday! Or, it could be someone like the best-selling author Amanda Hocking. Rather than finding a publisher to market and distribute her work, she self-published her fantasy-thrillers as e-books. She has since sold over a million copies of them on Amazon. This new style of business particularly benefits people like Nick and Amanda: young people or people from other groups who have been under-represented in corporate leadership.

Technology has also changed how businesses are funded. Previously, people trying to raise money to develop their ideas had to go to a bank or negotiate a deal with an investor. Bankers and investors often only supported people like themselves – older, wealthy men in suits. In contrast, D'Aloisio's first investor contacted him by email from Hong Kong and had no idea that the company was run by a 15-year-old boy out of his bedroom. Crowdfunding websites such as Kickstarter allow entrepreneurs to avoid banks or having to sell part of their business to an investor. They provide a place for anyone in the world to give small or large amounts of money to a project in return for the future product, a gift or even a simple 'thank you'.

While traditional banks focus on future profits, many Kickstarter entrepreneurs and investors are more interested in having a positive impact on the world. Kickstarter has been running for several years now and has raised over \$2 billion to develop more than 300,000 projects that include everything from hi-tech smart watches to Oscar-winning films and projects to save the rainforests of the world.

So, the new entrepreneurs may be younger, more diverse and more socially aware than in the past, but there are some things that don't change. 50 percent of new businesses never make money. Over half of the campaigns on Kickstarter don't receive any funding because they fail to reach their set target. Most successful entrepreneurs have failed at least once: Amanda Hocking had 17 books rejected by publishers before she found success herself. Entrepreneurs have always needed the confidence to recover from failure and maintain a passion for what they do – and it's still key.

- Ask the whole class or individual students for their answers. Don't say if they are right or wrong, but ask them to explain and to say other words they heard to support their answer. Where everyone agrees on the answer, write the number and words on the board. If they don't agree or most don't know, you can either give the answer or tell students to listen again and check.


Suggested answers

1

- Being an entrepreneur is changing because technology is making it easier to become one, e.g. you can work online from home; you no longer need a big office.
- Entrepreneurs need less money to start up a company and it's easier to raise the money when they need it.
- Entrepreneurs are more diverse and technology is encouraging diversity.

2 The most important aspect according to the speaker is confidence (*to recover from failure and maintain passion for what they do*).

8

- Ask students to read the questions and check they understand them. Ask them to discuss their answers first in pairs before they listen again.
- Tell students you will play the audio once more. They should decide if the sentences are true or false. You could ask what they think the answer to item 1 is before they listen, but don't tell them if they are right or wrong.
-  7 Say the task you set them again and play the audio.
- Tell students to compare their ideas in pairs. Go round and notice how well they did in order to decide how quickly to go through answers, and whether you will need to play the audio again.
- Check the answers as a class by asking for a show of hands, shouting out an answer all together or nominating people. Get *two* people to give their answers, especially where you noted differences. Where students agree, write the answer on the board. Where there is a dispute, ask students to justify their different answers, but *don't* say who is correct. Put a question mark on the board. Tell students they will listen again and check. Go through all the answers like this and then play the audio again if necessary, telling students to focus on the areas of uncertainty.
- If students are *still* uncertain of the answer, play the audio again and stop at key points. Play these sections two or three times if students are still struggling. Draw attention to the problem sounds or words and explain them when you give the answers.

Answers

- 1 F (... *all before he reached his 18th birthday*!)
- 2 T (*She self-published her fantasy-thrillers as e-books.*)
- 3 T (*Bankers and investors often only supported people like themselves – older, wealthy men in suits.*)
- 4 F (... *had no idea the company was run by a 15-year-old boy out of his bedroom.*)
- 5 F (... *Kickstarter allow entrepreneurs to avoid banks or having to sell part of their business to an investor.*)
- 6 F (*While traditional banks focus on future profits, many Kickstarter entrepreneurs and investors are more interested in having a positive impact on the world.*)
- 7 T (*Over half of the campaigns on Kickstarter don't receive any funding because they fail to reach their set target.*)
- 8 T (... *had 17 books rejected by publishers before she found success herself.*)

9

- Ask different students to read out the questions in Exercise 9. In each case, give your own answers.
- Then put students in pairs to ask and answer. Go round and check students are doing the task correctly and notice any errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
- When a couple of students have finished, ask the class to change partners. Tell them to start with any question they like and continue in any order. Continue listening and making notes.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

GRAMMAR Present perfect forms and past simple p22

To prepare for teaching the following exercises, see Grammar reference on page 130.

10

- Get students to read the Grammar box silently, or read out the sentences, or nominate different students to read a sentence each and correct any pronunciation problems.
- Then ask them to answer the grammar checking questions in Exercise 10 in pairs or ask the questions yourself to the whole class. Nominate different students to answer. You can either give the answer now or wait for them to read the Grammar reference on page 130.
- When you do the tasks in the Grammar reference repeat some of these questions in Exercise 10 or refer back to the explanation when you go through answers. This helps to reinforce the grammar rules.

Answers

- 1 *contacted*: past simple; *has been running*: present perfect continuous; *have failed*: present perfect simple
- 2 past simple: to talk about completed events in the past
present perfect continuous: to talk about the duration of activities that started in the past and continue now
present perfect simple: to introduce experiences connected to a present situation / to refer to a completed event within a period of time including now.

Grammar reference and practice

Ask students to do Exercises 1–3 on page 131 now, or set them for homework.

Answers to Grammar practice exercises

1

1 b 2 a 3 a 4 b 5 b 6 a 7 a or b* 8 b

* for a long time in the past, but not now OR for a long time from the past and continuing to now

2

1 always 2 since* 3 when 4 set / started / opened 5 last / past 6 made / earned 7 living / leading 8 has

* This was the point at which the actions began.

3

- 1 The present perfect simple: refers to the duration of something (*always*) that's still true now (= she still loves drawing).
- 2 Present perfect continuous: talks about the duration of activities that are still true now – and emphasizes the process (not the completed action).
- 3 Past simple: completed in the past.
- 4 Present perfect simple: introduces an action (starting to make shoes) connected to a present situation / discussion.
- 5 Present perfect simple: refers to a completed event within a period of time including now.
- 6 Present perfect continuous: talks about the duration of activities that are still true now – and emphasizes the process (not the completed action).

Exam tip

Reading the whole text first

Many tests have short texts that test language. While they may not ask students to correct verb forms, it's good for students to get into the habit of reading the text first before filling in any gaps or choosing from options. Answers often become more obvious when the whole context surrounding them is clearer.

- Look at the instructions and do the first item with the whole class. Get students to do the other items.
- When most students have finished, get them to compare answers in pairs. Then look at each verb and tell students to put their hands up if they think it's correct. Ask students who think it's incorrect to explain why. Write up the answers on the board as you go through.

Suggested answers

- 1 Correct (*at university* acts as a completed time phrase.)
- 2 Incorrect (*he's been running* or *he's run*; *since* expresses a time period including now.)
- 3 Correct (*invented* is also possible if it is assumed it was in 2012.)
- 4 Incorrect (*tested*; *first* acts as a completed time phrase.)
- 5 Incorrect (*raised*; in 2014 expresses a finished time.)
- 6 Correct (*since then* expresses a time period including now.)
- 7 Incorrect (*have successfully detected*; This expresses a relationship between the past and present.)
- 8 Incorrect (*have lost*; The specific amount indicates a complete action.)

11

- You might want to do this task immediately after Exercise 10 and before they check the Grammar reference to get them thinking about meaning. Explain the task. Point out that students must use each form once. Put them in pairs to discuss their ideas.
- Check the answers as a class and write the correct forms on the board. Note there may be more than one choice in each individual case, but if students are going to use all three forms as requested in the instructions, then these are the only possible answers:

Answers

1 has been growing 2 has reduced 3 discouraged

12

- Tell students they are going to read about the man in the photo. Tell them *not* to read the caption yet. Before they read, ask the class for ideas about what Topher is doing and how his device might work.
- Ask students to read the caption and the whole text to find out if they were right. As brief feedback, comment on how accurate students' ideas were.

13

- Read out the instructions and give your own example, e.g. *I haven't watched TV since last Thursday*. To help stimulate ideas, give students some options to think about, e.g. sport, the news, business/economics, social trends, family, etc. Write them on the board.
- Tell them to complete at least three sentences. Go round the class and correct students' errors. When you see all students have completed at least three, stop the task.
- Ask different students to read out their ideas. Ask them follow-up questions to develop the conversation. Do this with four or five students. You could ask them to do the same as you did in small groups or just move on to the next task.

14 MY PERSPECTIVE

- Explain the task and give your own example. Tell students to do the same individually and if they can't think of examples for the top three skills, tell them to think of examples that show other business skills from Exercise 5.
- Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.

- When you notice that most students have at least three ideas, stop the task and put them in groups for Exercise 15.

15

- Put students into groups and tell them to choose who would make the best entrepreneur by sharing their experience and proof of qualities. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1.
- When most students have finished, stop the task or give the extra task to the fast finishers.
- As feedback ask each group who they chose and why. Then ask students who would be the best entrepreneur in the class from what they heard. Allow some debate.
- Go through some language that was used well or some errors and correct them on the board.

Fast finishers

Ask them to discuss the following:

Are the skills you need the same for all businesses?

What would be the best business to set up at the moment?

Why?

Homework

Set Workbook Lesson 2A exercises on pages 14–17 for homework.

2B Risky business pp24–25

LEAD IN

- Put students into groups of five or six to list themselves in terms of:
biggest social media user to person who uses it the least
biggest internet user to person who uses it the least
safest social media user to least safe.
- Elicit some questions they might ask such as *What social media do you use? How many posts do you put up each day? Do you use any filters?* etc. before they discuss.
- Get some feedback about the most and the least in different groups.

READING p24

1

- Tell students they are going to read a text about the internet and crime, but first they are going to learn some words and phrases to talk about the topic.
- Look at the instructions and do an example with the whole class. Either wait for someone to volunteer the answer or nominate someone to answer. Tell students to do the others themselves, using a dictionary if they need to.
- Go round and check students are doing the task correctly and notice which words and phrases they look up, ask you about, or underline. Focus on these in feedback.
- When most students have finished, get them to compare answers in pairs and to help each other with anything they haven't finished.
- Go through the answers by asking different students to read out the full sentence. Write the numbers and missing words on the board. Point out some interesting phrases, e.g. *without my permission, get through my spam filter, very active on social media, confirm my (bank) details.*
- As you write on the board, ask a question or two to the class to check they understood the vocabulary. For example: *What happens when a computer is infected? What other things can get infected? What examples of social media do you know/use?*

Answers

- 1 deleted, permission 2 emails, filter
3 social media, posting 4 profile, edit
5 inbox, attached 6 confirm, scam 7 store, USB stick
8 infected, backups

2


- Look at the instructions and do the first item with the whole class. Ask: *So why do you think someone might delete your posts without your permission?* Either wait for someone to volunteer an answer or nominate someone to answer. You could let them say their ideas in L1 first and then get them to say what they can in English helping them fill in the gaps.
- Put students in pairs to discuss the other items. Go round and help with new language and tell them to use a dictionary.

- When a few students have finished, stop the task. Get ideas from different students.
- **Optional step.** When students have finished, you could put them in pairs to say if any of the things in Exercise 1 have happened to them.

Suggested answers

- 1 Maybe the posts broke the rules of the site they were on and the moderators deleted them.
- 2 The settings on the spam filter need to be updated.
- 3 He's very vain or a celebrity and uses social media to promote himself.
- 4 They are very aware of the way companies or people judge the public based on their online appearance.
- 5 It could have contained a virus.
- 6 Real banks never ask you to confirm bank details, so it can't have been genuine.
- 7 It is said to be more secure so you don't need to update your computer as often.
- 8 They had forgotten to back files up. / They had opened a corrupt file. / They hadn't got security software.

3

- Tell students they are going to read an infographic about scams and where they originate. Ask them to explain the word *scam*. (A **scam** is a trick or plan to get money from people. It's a crime like fraud.)
-  **8** Tell students to read the stories quickly and answer the questions. Set a time limit of about five minutes and then stop students reading. Say the task you set them again and tell them to check their ideas in pairs.
- Read out each person's name in the text. Choose individual students to answer the questions for that person. If they don't know, nominate other students to help.

Answers

- 1 **Laura** panicked and gave out too much personal information over the phone.
Bruno didn't read the details carefully enough and rushed into buying something because he thought it was cheap.
Janella believed the person claiming to be a lawyer and sent money to cover legal fees that she thought would help process her inherited money.
- 2 **Laura** had her account hacked / used without her permission and over £11,000 was spent on her credit card.
Bruno ended up buying just a box and receipt – without the PlayStation.
Janella lost the \$8,000 she sent.

4

- Ask students to do Exercise 4 quickly in pairs without looking at the text to see how much they remember.
- You do not need to give answers or feedback on this. Check generally how much they think they could remember and also if there is any language they were unsure of.

5

- Now ask students to read the stories again to check their answers and underline the key language.
- Do the first item as an example. Ask the class which person the statement applies to. They can shout out the answer all together or you can ask for a show of hands. Don't immediately say if students have given the correct answer, but ask someone to explain their answers. Then give the final answer. Get students to do the other items individually.
- Go through the answers in the same way as above, making sure you get students to justify their answers.

Answers

- 1 Laura (She didn't hear back and didn't realize there was a problem until a month later when she got her credit card statement.)
- 2 Janella (They kept on writing.)
- 3 Bruno (He couldn't believe how cheap they were.)
- 4 Laura (She wanted to stop anything bad from happening.)
- 5 Janella (She now thinks it was her own fault.)
- 6 Bruno (He bought it without checking the details.)

6 MY PERSPECTIVE

- Explain the task. Give students three minutes to draw up their own individual lists. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
- Put students in pairs to compare their ideas. When a few have finished, stop the task and ask each pair to share the single best idea they had.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things with the class.

VOCABULARY BUILDING Adjective and noun collocations 1 p24

Exam tip

Learning collocations

It is a good idea for students to learn collocations (words that commonly go together) such as *heavy rain* or *achieve your goals*. These combinations can often be tested by multiple-choice and gap-fill exam tasks on Use of English.

7

- Write the following on the board:
It's a very user-friendly website with lots of functions and it is also very secure.
The number of crimes that are committed on the internet is quite shocking.

- Ask students to say what noun the adjective *shocking* describes (*number*), and what *user-friendly* and *secure* describe (*website*).
- Read out the Vocabulary building box. Point out that it is good to learn adjectives with the nouns they go with, but in writing they may not always be right next to each other in the text.
- Look at the instructions and do the first item with the whole class. Point out that *fees* could also collocate with *normal*, so remind students that they are looking for pairs as they were used in the text. Then get students to do the others individually checking in the text if necessary. While they work, notice words and phrases they look up, ask you about, or underline.
- When most have finished, get students to compare answers in pairs. Go through the answers by asking different students to read out the collocations and write the numbers and words on the board. As you write on the board, get students to give other nouns that each adjective collocates with.

Answers

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

Fast finishers

Ask them to think of at least one more collocate for each adjective.

Extension

Ask students to retell the stories using the collocations or get them to choose four and link them in a paragraph.

CRITICAL THINKING Interpreting data p24

8

- Read out the Critical thinking box. Ask students what kinds of sources could be said to be reliable or what may make them less reliable. For example, is the information collected from the general population? Is it independent from something they are trying to sell? Does it give the source of any statistics used? Is it based only on one source or several? etc.
- Put students in groups to discuss the questions. Tell them to use a dictionary or if they can't find the words in English to note them down in their L1. Go round and check students are doing the task correctly and notice words and phrases they look up, ask you about, or underline. Help them and make a note on the board of new language for whole-class feedback.
- When a few groups have finished, stop the task and go through answers together. You might start by asking individual students to explain or translate new words you wrote up on the board, so they are available for them to use. Then ask different groups for their answers and correct their English as they provide them.

Answers

- 1 The data comes from the U.S. Department of Justice and the Federal Bureau of Investigation (FBI). It is a reliable source.
- 2 Suggested answers:
Auction fraud may involve some of the examples below:
 - buyers receiving goods late, or not at all
 - sellers not receiving payment
 - buyers receiving goods that are either less valuable than those advertised or significantly different from the original description – or else just fakes
 - failure to disclose relevant information about a product or the terms of sale**Non-payment / Non-delivery** is paying for items online that then never get delivered.
Credit card fraud is committed using or involving a card as a fraudulent source of funds in a transaction. The purpose may be to obtain goods without paying, or to obtain unauthorized funds from an account.
Malware /Scareware allows hackers to gain access to computer systems and steal data or hold data hostage for a payment by creating a fake virus.
Phishing is an activity committed by a criminal acting as a company to gain access to account holders' personal information / passwords.
Identity theft is the deliberate use of someone else's identity, usually to gain a financial advantage or obtain credit and other benefits in the other person's name.
- 3 The most common crime is non-payment / non-delivery. Some reasons may be that many people sell and buy things online and it's fairly easy to pull off.
- 4 The 50–59 age group is most affected. It could be assumed that this age group is vulnerable. The under 20 age group is least affected. It could be assumed that this age group is the most tech savvy.
- 5 Students' own answers.

9

- Ask students to read the questions in Exercise 9 and check they understand them.
- Put students into the same groups or different groups to those they were in for Exercise 8. Tell them to discuss the questions. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
- When a few groups have finished, tell students to find a partner from another group. In their pairs, they compare ideas but start from question 4 this time. Continue listening and making notes. When a few students have finished, stop the task.

- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

Extension

Ask students to use the internet to find out about any common online scams that are currently happening. At the start of the next class, put students in groups and ask them to report on their findings, and discuss how the scams could best be tackled.

Homework

Set Workbook Lesson 2B exercises on pages 18–19 for homework.

2C What's in a post? pp26–27

LEAD IN

- Ask students to think of a time they had a problem with a piece of tech. Tell students about a problem you have had, using the present tense and verb patterns with *-ing* and infinitive with *to*. (Think about your story before the lesson.) Ask students for advice on how to solve it. Perhaps give a second example too.
- Get students to stand up and move round the class (or form groups). Each person should tell their problem and get advice. Every so often, stop students and get them to change partners so that they keep moving and talking. As they are talking, look for errors connected with *-ing* or infinitives with *to* in order to introduce the grammar as well as errors to correct.
- Stop the task. Ask if anyone *didn't* find an answer to their problem or if anyone got some really good advice. Then give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board.

GRAMMAR Verb patterns *-ing* or infinitive with *to* p26

To prepare for teaching the following exercises, see Grammar reference on page 130.

1

- Get students to read the Grammar box silently or you could read out the sentences, or nominate different students to read a sentence each and correct any pronunciation problems.
- Write two columns on the board *-ing* and infinitive with *to*. Then ask them to answer the grammar checking questions in Exercise 1 in pairs or ask the questions yourself to the whole class. You could conduct this as a game with a show of hands. Students should give themselves marks for every correct answer they give.
- As you get each answer, add the verb into the correct column on the board. You could give a bonus point if students can answer a question about the verb meaning. For example, you could ask: *So what might someone **admit** doing? If you **can't stand** doing something, how do you feel?*

Answers

Followed by the *-ing* form: admit, can't stand, consider, delay, enjoy, finish, mind, miss, practise, recommend
Followed by the infinitive with *to*: agree, arrange, decide, expect, hope, intend, offer, plan, promise, refuse

2

- If you want to get students to read the whole text first, tell them to read it and find out what it's about and if they

agree with the author's idea. Set a time limit of about a minute.

- This exercise checks Exercise 1. Rub out the two columns you wrote up on the board or leave them for reference with weaker groups. Ask students to choose the correct form in items 1–12 and encourage them to focus on the verb that precedes the options.
- When a few have finished, get students to compare answers in pairs. Ask individual students to read out the verb pairs, e.g. 1 *enjoy posting*; 2 *hope to create*. Write the numbers and the verbs on the board.

Answers

1 posting 2 to create 3 to show 4 to provide
5 to share 6 revealing 7 doing 8 to make
9 to understand 10 to guarantee 11 using
12 posting

3

- This task is a general speaking task related to the text students have just read. Students may use verbs followed by *-ing* or infinitive with *to*, or they may not. What's important is that they focus on real communication.
- Ask different students to read out the questions. In each case, give your own examples. Then put students in pairs to ask and answer. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
- When a few students have finished, ask the class to change partners, but to start with any question they like and continue in any order.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct (in particular on *-ing*/infinitive with *to* errors), which you may have written on the board. You can also share some interesting things you heard with the class.

4

- You may want to set Exercises 4 and 6 for homework. Check students understand all the verbs, for example *quit* (to stop doing something or leave a job). Look at the instructions and do the first item with the whole class. Either wait for someone to volunteer the answers or nominate someone to answer.
- Get students to do the rest individually. Set a time limit of about three minutes and then go through the answers. Ask individual students to read out the verb pairs, e.g. 1 *can't stand feeling*. Write the number and the verb on the board.

Answers

1 feeling 2 to quit 3 hearing 4 to have
5 to protect 6 being 7 posting 8 to spend

5

- Put students into groups or do this as a whole class. Set a time limit of about two minutes for students to discuss their ideas.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

Teaching tip

Working in pairs before a class discussion

It's sometimes good to ask questions to the whole class and to let everyone share ideas. However, some questions are difficult to answer on the spot. By putting students in pairs for a moment, you give them time to think. You don't always have to give them a lot of time. It's just a bit of thinking space before the class discussion.

6

- Explain the task and tell students to do it individually. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1.
- When everyone has written at least one response, ask students to share their ideas either in groups or as a whole class where you nominate people.
- Write any errors you saw on the board and ask students to shout out the mistake or nominate individual students to provide a correction.

Grammar reference and practice

Ask students to do Exercise 4 on page 131 now, or set it for homework.

Answers to Grammar practice exercise

4

- 1 Correct
- 2 Incorrect (*We've almost finished **raising** the money we need.*)
- 3 Incorrect (*Have you considered **paying** someone who can do it?*)
- 4 Incorrect (*I'm going to keep **writing** to them until I get an answer!*)
- 5 Correct
- 6 Incorrect (*I'd recommend **reporting** it. It doesn't look right.*)
- 7 Incorrect (*I tried to get a better deal, but they basically just refused **to negotiate**.*)
- 8 Correct

7

- Write the following sentences on the board: *They asked me to confirm my bank details. His parents stopped him playing video games.* Point out how in English we can add a direct object (*me, him*, etc.) between the main verb and the *-ing*

or infinitive form with *to*. In some languages this is not possible. You might ask students to translate the sentences into their own language to compare the structures. Focus their attention on the Grammar box.

- Explain the task and give your own examples. Then tell students to write their own ideas. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Provide help if necessary.
- When most students have at least three sentences completed, nominate different students to read out their sentence. Ask them a follow-up question to find out more, e.g. *How did you feel about that? Why's that? So what happened?* You could write these on the board for students to use in the pairwork that follows.
- Put students in pairs to discuss their ideas and ask similar follow-up questions. Note down anything else that comes up.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

Grammar reference and practice

Ask students to do Exercise 5 on page 131 now, or set it for homework.

Answers to Grammar practice exercise

5

- 1 posting 2 to crash 3 to speak 4 feeling
5 to change 6 playing 7 to buy 8 trying
9 to take 10 winning

8

- Write the sentence on the board: *Can you email me your essays, please, instead of handing me them in class?* Explain the verbs *email* and *hand* can take two objects, in this case *me* and *essay*. Show them these can be in a different order by writing *email the essays ...* and see if anyone knows what comes next. Don't expect students to necessarily know. Add in *to me*. Tell students to look at the explanation and example in the Grammar box.
- Look at the instructions and the example. Point out that students need to choose a noun from the box and add a direct object using either of the patterns you showed them. For example, ask them to rewrite the example *pass the remote control ... to me*.
- Get students to do the other items. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Provide help if necessary.
- Nominate individual students to read out the whole sentence. You could ask another student to correct wrong sentences or to say the alternative pattern of the two you have just taught.

- **Optional step.** You could ask students to reword item 5 replacing *tell* with *say*. (*If I were you, I wouldn't **say anything to him**. He can't keep a secret!*) Point out the common errors with *say/tell* (e.g. *say me, tell to me*).

Answers

- 1 me the remote control
2 me a new tablet
3 you a loan
4 them permission
5 him anything
6 our parents / our friends / them a special dinner

Grammar reference and practice

If students had difficulty with Exercise 8, ask them to do Exercise 6 on page 131 now, or set it for homework.

Answers to Grammar practice exercise

6

- 1 me to use 2 me thinking about 3 her not to
4 force you to 5 anyone / someone not liking
6 Remind me not / never 7 taught me to
8 you not listening

9 CHOOSE

The idea is for students to make their own choice of activity here. However, you might want to make the decision for them, in which case explain why. Alternatively, you may decide to let students do more than one task. You could divide the class into groups and have each group do a different task – or you could have a vote on which task the whole class should do. For the vote:

- put students in pairs or groups to decide which they prefer.
- take a vote on each task.
- if the vote is tied, ask one student from each side to explain which is best and take the vote again. You can decide if there is still no change.

Fast finishers

They could exchange writings and make any corrections or comments. Alternatively, get them to do one of the other tasks in Exercise 9.

Homework

Set Workbook Lesson 2C exercises on pages 20–21 for homework. You might want to tell students to watch the track called *Unit 2 TED Talk* on the *Perspectives* website before they come to the next class.

2D This is what happens when you reply to spam email

pp28–29

LEAD IN

- Write *Spam email* on the board and invite students to explain what it is. (Unwanted 'junk' email messages that usually advertise a product or service.) Discuss with the whole class how they feel about spam and whether they have ever read any of the spam emails they receive.

TED Photo and initial task

- Tell students they are going to watch a TED Talk about dealing with scams on the internet.
- Read out the quote and ask students to translate it or say what they think the 'crazy stuff' might be.
- ▶ 2.0 Tell them they are going to see a short text on the DVD to introduce the talk and the speaker, and play the About the speaker section. Then do the vocabulary exercise.
- After they finish, write the key words from the About the speaker section on the board and ask students to retell it aloud, or ask them to write as much of what it said as they can. Correct as necessary.

About the speaker ▶ 2.0

James Veitch is a British comedian who wrote a book called *Dot Con*. He spent three years answering spam emails instead of **deleting** them or putting them in a junk folder. He got all kinds of responses including **proposals** of marriage and offers to **ship** gold **bullion**. He considers how these emails and the people who send them might affect **vulnerable** people.

James Veitch's idea worth spreading is that spam email can lead us to some surprising, bizarre, and often hilarious exchanges with others.

Answers to About the speaker

- 1 deleting = a (getting rid of something)
- 2 proposal = c (an offer or a suggestion)
- 3 ship = a (send something)
- 4 bullion = b (bars or blocks of valuable metal)
- 5 vulnerable = a (weak or easily attacked)

AUTHENTIC LISTENING SKILLS

Intonation and pitch p28

As well as teaching aspects of phonology and listening skills, these tasks also:

- allow you to pre-teach some vocabulary.
- allow students to read and hear new language before they listen to the whole text.
- allow students to tune in to the speaker's voice and style.

1

- Read out the Authentic listening skills box. Demonstrate high pitch and questioning intonation by saying the word *really?*
- Put the students in pairs to read the dialogue. Ask them to try and use the same pitch and intonation for *50 kilograms?*. Get students to change roles and repeat several times. Alternatively, read out the dialogue as a whole class. You say the first line and ask different students to say the second line.

2

- 🔊 9 Play the audio and ask how close students were to the intonation James uses.
- Ask students to practise again as in Exercise 1.

Extension

For further practice, get students to repeat Exercise 1. This time, speaker B only says words from the first line and each time expresses surprise at a different piece of information. For example:

A: *We can start with 50 kilograms as a trial shipment.*

B: *We? / Start? / A trial shipment?*

3

- Explain the task and demonstrate it by doing the following. Ask a student to read out sentence 1. Reply *Gold? How much?* Then ask another student to say sentence 1 and reply: *Gold? It must be a scam.* Ask a third student and this time say *An email? I hope you didn't open it.*
- Ask students to individually think about which word they will repeat in 1–6. If appropriate, encourage them to think of a comment they might add but make sure this doesn't distract them from the focus on pitch and intonation.
- You might say sentence 2 to a few students to elicit their responses. Encourage the use of a high pitch and a questioning intonation. Then put students in pairs to practise.
- **Optional step.** As feedback, you could say sentences 1–6 for different students to respond.

Extension

Put students in new pairs. Ask them to take turns saying something random, anything that comes to mind, e.g. *I had a salad for dinner yesterday.* Their partner should respond in surprise, e.g. *a salad? or for dinner?*

WATCH p28

If you are short of time, or want a different approach to the video, you may want to watch the whole talk all the way through with only some brief checking questions. A version of this is on the DVD and is labelled as *TED Talk with activities*. At the end of each section, there is a short gist question(s). Pause after each question on screen so students can give their answers, then play the answer.

Answers to gist questions on DVD

Part 1

Which three things happened?

- a Solomon tried to scam James.
- c James pretended to be interested.
- d James persuaded Solomon to send a message in a code.

Part 2

Which two reasons does James give for replying to scam emails?

- a It was enjoyable.
- c He thought it was a way to protect certain people.

Part 3

Are the sentences true (T) or false (F)?

- 1 James did not respond to Winnie Mandela. F
- 2 James requested to see proof of identification. F
- 3 James thought the scammer was funny. T

4

- This is a short introduction to get students thinking about the content of the video. Put them in groups to discuss the email or read it out yourself and ask for ideas from the whole class. Encourage different possibilities. The idea is to create interest, not get the 'right' answer.
- You might need to tell them that gummy bear is a kind of chewy sweet and a creme egg is a kind of chocolate with a very sweet soft filling.

5

- ▶ **2.1** Explain the task and play Part 1 once straight through.

TED Talk Part 1 script ▶ 2.1

A few years ago, I got one of those spam emails. And it managed to get through my spam filter. I'm not quite sure how, but it turned up in my inbox, and it was from a guy called Solomon Odonkoh. I know.

It went like this, it said: 'Hello James Veitch, I have an interesting business proposal I want to share with you, Solomon.' Now, my hand was kind of hovering on the delete button, right? I was looking at my phone. I thought, I could just delete this. Or I could do what I think we've all always wanted to do.

And I said, 'Solomon, your email intrigues me.' And the game was afoot.

He said, 'Dear James Veitch, we shall be shipping gold to you. You will earn ten percent of any gold you distribute[s].'

So I knew I was dealing with a professional. I said, 'How much is it worth?'

He said, 'We will start with smaller quantity,' – I was like, aww – and then he said, 'of 25 kilograms. The worth should be about 2.5 million.'

I said, 'Solomon, if we're going to do it, let's go big. I can handle it. How much gold do you have?'

He said, 'It is not a matter of how much gold I have, what matters is your capability of handling. We can start with 50 kilograms as a trial shipment.'

I said, '50 kilograms? There's no point doing this at all unless you're shipping at least a metric tonne.'

He said, 'What do you do for a living?'

I said, 'I'm a hedge fund executive bank manager.'

This isn't the first time I've shipped bullion, my friend, no no no.

Then I started to panic. I was like, 'Now look, where are you based? I don't know about you, but I think if we're going via the postal service, it ought to be signed for.' Right? That's a lot of gold.

He said, 'It will not be easy to convince my company to do [a] larger quantity shipment.'

I said, 'Solomon, I'm completely with you on this one. I'm putting together a visual for you to take into the board meeting. Hold tight.' This is what I sent Solomon.

I don't know if we have any statisticians in the house, but there's definitely something going on.

I said, 'Solomon, attached to this email you'll find a helpful chart. I've had one of my assistants run the numbers. We're ready for shipping as much gold as possible.'

There's always a moment where they try to tug your heartstrings and this was it for Solomon. He said, 'I will be so [much] happy if the deal goes [well] because I'm going to get a very good commission as well.' And I said, 'That's amazing! What are you going to spend your cut on?' And he said, 'On real estate, what about you?'

I thought about it for a long time. And I said, 'One word: Hummus. It's going places. I was in Sainsbury's the other day and there were, like, 30 different varieties. Also you can cut up carrots and you can dip them. Have you ever done that, Solomon?'

He said, 'I have to go bed now. Till tomorrow. Have sweet dream.'

I didn't know what to say! I said, 'Bonsoir, my golden nugget, bonsoir.'

Guys, you have to understand, this had been going for, like, weeks, albeit hitherto the greatest weeks of my life, but I had to knock it on the head. It was getting a bit out of hand.

So I figured I had to knock it on the head. I had to take it to a ridiculous conclusion. So I thought ... I concocted a plan. I said, look, 'Solomon ... Solomon, I'm concerned about security. When we email each other, we need to use a code.' And he agreed.

And I said, 'Solomon, I spent all night coming up with this code we need to use in all further correspondence:

Lawyer: Gummy Bear

Bank: Cream Egg

Legal: Fizzy Cola Bottle

Claim: Peanut M&Ms

Documents: Jelly Beans

Western Union: [guys] A Giant Gummy Lizard.'

I knew these were all words they use, right? I said, 'Please call me Kitkat in all further correspondence.'

I didn't hear back. I thought, I've gone too far. I've gone too far. So I had to ... I had to backpedal a little. I said, [look] 'Solomon, is the deal still on? KitKat.'

Because you have to be consistent. Then I did get an email back from him. He said, 'The business is on and I am trying to blah blah blah ...'

I said, 'Dude, you have to use the code!' What followed is the greatest email I've ever received.

I'm not joking: this is what turned up in my inbox. This was a good day. 'The business is on, and I am trying to raise the balance for the Gummy Bear ...'

... so he can submit all the needed Fizzy Cola Bottle Jelly Beans to the Cream Egg, for the Peanut M&Ms process to start.

Send £1,500.00 via a Giant Gummy Lizard.'

- Say the task you set them again and tell students to compare their ideas in pairs.
- Check their ideas by nominating different students to answer the questions.

Suggested answers

- 1 'Solomon Odonkoh' was trying to make money by pretending to have gold to distribute.
- 2 The email is code for the transfer of the gold. It is related to the exchange about the scam and it basically means: *The business is on. I'm trying to raise the balance for the **lawyer** so he can submit all the needed **legal documents** to the **bank** for the **claim** process to start. Send £1,500.00 via **Western Union**.*

6

- Look at the instructions and do the first item with the whole class. Make sure students get the correct answer (f) and write the number and letter on the board. You could read the sentences as a whole class first and check they understand the vocabulary. They might need help with *knock it on the head, hedge fund, go big*, etc.
- Put students in pairs to discuss the rest. Go round the class and check they are doing the task. When a few students have finished, stop the task. Don't check answers at this point.

7

- ▶ 2.1 Explain the task and play Part 1 again. Put students in pairs to compare their answers again.
- Go through the answers by asking different students and write the number with the correct letter on the board.

Answers

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

8

- This is a short introduction to get students thinking about the content of Part 2. Put them in groups to discuss the options or vote on the different options with the whole class. At this stage, the idea is to create interest, not get the 'right' answer.

9

- ▶ 2.2 Play Part 2 once through. Nominate different students to check their answers in Exercise 8. Ask individual students to justify their choices. Then give the answer (c).

TED Talk Part 2 script ▶ 2.2

And that was so much fun, right, that it got me thinking: like, what would happen if I just spent as much time as I could replying to as many scam emails as I could? And that's what I've been doing for three years on your behalf. Yeah!

Let me tell you. Crazy stuff happens when you start replying to scam emails. It's really difficult, and I highly recommend we do it. I don't think what I'm doing is mean. Right? I ... You know, there are a lot of people who do mean things to scammers. I don't think what I'm doing ... All I'm doing is wasting their time. And I think any time they're spending with me is time they're not spending scamming vulnerable adults out of their savings, right?

And if you're going to do this – and I highly recommend you do – get yourself a pseudonymous email address. Don't use your own email address because that's exactly what I was doing at the start and it was a nightmare.

- Ask for a show of hands about James's approach. Choose one person to explain why they think it is effective. Then choose someone who didn't put their hand up and ask why they don't think James's idea is effective.

10

- ▶ 2.3 Explain the task and play Part 3 straight through.

TED Talk Part 3 script ▶ 2.3

I tell you what: any day is a good day, any day is a good day if you receive an email that begins like this:

'I AM WINNIE MANDELA, THE SECOND WIFE OF NELSON MANDELA THE FORMER SOUTH AFRICAN PRESIDENT.' I was like, oh! – that Winnie Mandela. I know so many.

'I NEED TO TRANSFER \$45 MILLION OUT OF THE COUNTRY BECAUSE OF MY HUSBAND NELSON'S HEALTH CONDITION.'

Let that sink in. She sent me this, which is hysterical. And this. And this looks fairly legitimate – this is a letter of authorization. But, to be honest, if there's nothing written on it, it's just a shape!

I said, 'Winnie, I'm really sorry to hear of this. Given that Nelson died three months ago, I'd describe his health condition as [fairly serious]. That's the worst health condition you can have – not being alive.

She said, 'KINDLY COMPLY WITH MY BANKERS INSTRUCTIONS. ONE LOVE.'

I said, 'Of course. NO WOMAN, NO CRY.'

She said, 'MY BANKER WILL NEED TRANSFER OF 3000 DOLLARS. ONE LOVE.'

I said, 'no problema. I SHOT THE SHERIFF' (BUT I DID NOT SHOOT THE DEPUTY)'

Thank you.

- Say the task you set them again and tell students to compare their ideas in pairs.
- Check their ideas by nominating different students to answer the question.

11 VOCABULARY IN CONTEXT

- **11a** ▶ **2.4** Tell students that they are going to watch some clips from the talk which contain new or interesting words or phrases. They should choose the correct meaning for each one. Play the Vocabulary in context section. Pause after each question on screen so students can choose the correct definition, then play the answer. If you like, you can ask students to shout out the answers. If helpful, either you or your students could give an additional example before moving on to the next question.

Answers

- 1 turned up = b (appeared)
- 2 intrigues = b (interests)
- 3 matter = a (a question or issue)
- 4 out of hand = c (uncontrolled)
- 5 knock it on the head = b (stop doing something)
- 6 gone too far = a (done or said something wrong – too extreme)

- **11b** Check students understand the words and phrases in italics and teach again if necessary or ask students if they can recall the example in the video.
- Give one or two of your own examples. Students can ask further questions to find out more details. Now tell them to think of a true example for at least two of the questions. Give them two minutes to decide what they are going to say.
- Put students in pairs or groups to tell their anecdotes and ideas. Go round and check they are doing the task correctly and notice errors, difficulties, or where they use L1 and help them by correcting or giving them the English they need.
- Get students to change pairs and repeat the task. Continue listening and making notes. At the end of the task, give some feedback about new language that came up, and

focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

12 MY PERSPECTIVE

- Explain the task. Tell the whole class they will need to come up with different ways of dealing with internet scams. Elicit one possible solution from the whole group to begin with. Then put students in pairs and set a time limit of about three minutes for them to generate ideas. Go round and check students are doing the task correctly and notice words and phrases they look up, ask you about, or underline.
- Stop the students and then give them a minute or two to decide which piece of advice is most relevant to which group and why.
- Round up by asking the whole class which piece of advice they think is best for each group. Hold a class vote to decide in each case.

CHALLENGE

- Explain the task. Tell the whole class they will need to come up with questions to find out about people's experiences related to internet scams. Elicit one or two questions from students as an example, e.g. *Have you ever responded to a scam email thinking it was real? If so, what happened?*
- Put the students into groups. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

Extension

Encourage students to use their questions out of class and interview people they know. Tell them to make notes and report back their findings at the start of the next lesson.

Homework

Set Workbook Lesson 2D exercises on page 22 for homework.

2E Investment opportunity pp30–31

SPEAKING p30

- 1
 - Tell students that in this lesson they are going to learn how to persuade people and make sales pitches. This first speaking task is a lead in to this.
 - Explain the task and put students in groups to discuss the questions. First, ask them to choose a student in their group to be the 'secretary', who reads out the questions one at a time. The rest of the students (with books closed) listen and discuss. The secretary listens to the discussion and makes notes.
 - At the end of the task, invite the 'secretaries' to report the ideas discussed in their groups for the whole class. Ask any follow-up questions if appropriate.


- 2
 - Explain the task and give students two minutes to read about the Kickstarter project. Then put them into pairs and make sure that in each pair, one student is thinking of reasons to invest in this project, while the other is thinking of reasons not to. Set a time limit of about three minutes for them to generate ideas. You could start by giving one reason to invest and one reason not to.
 - After three minutes, students should discuss their ideas. Finish by asking each pair who was more persuasive and why/how.

- 3
 - Explain the task and get the whole class to transform item 1 into a negative question. (*Wouldn't it be good to have something like that?*)
 - Give students another minute or so to do the same for items 2–5 and then ask them to check their ideas in pairs. Get them to discuss which questions they could have used to persuade each other to invest, or to not invest.

Suggested answers

- 1 Wouldn't it be good to have something like that?
- 2 Don't you think it's a bad idea to give money to strangers online?
- 3 Isn't there something similar to that already?
- 4 Haven't you ever wished you could do that?
- 5 Wouldn't you be happy to pay a bit extra to help?

4 PRONUNCIATION Intonation for persuasion

-  10 Either use the audio or, if you prefer, model the questions yourself. After each question, get the whole class to repeat.
- Then nominate individual students. Correct their pronunciation or play the audio again before they repeat.

5

- Ask students to read about the two Kickstarter projects. Give them no more than two minutes. Ask If there is any language students don't understand and explain it. You may need to explain that a *laser cutter* is a very precise tool that uses lasers to cut a wide range of different materials.
- Put students into pairs and allocate each pair a project (*after school* or *chocolate*). Each pair should think of reasons to support their project (including some negative questions they could ask). They could also think of some reasons not to invest in the other project if they want. Go round the class and offer help.
- Either join pairs supporting different projects to create a group of four or make new pairs with a supporter of each project and tell them to argue their case. Tell students to pay attention to the intonation of any negative questions they use when trying to persuade. At the end of the task, take a class vote as to which project is best.

WRITING A persuasive article p31

6

- Tell students they are going to write a persuasive article. Explain the task and ask students to read the model article on page 149. Set a strict time limit or read it out while they follow in their books.
- Repeat the task you set and ask students to discuss in pairs what they think and why. Check with the class.

Answers

- 1 The aim of the article is to inform people of a new product and Kickstarter campaign; to try to persuade them to support Mason's Kickstarter campaign.
- 2 The nightmare is losing your USB and work (and having to explain it to a teacher / boss).
- 3 The business is manufacturing and selling a piece of software to automatically save work to the cloud when you save it to a USB.

7 WRITING SKILL Getting people's attention

- Tell students the task and see if they can do it in pairs *without* looking at the model article on page 149.
- In the same pairs, students read the model article again and check the answers. You might want to tell one student to look at Exercise 7 on page 31 and the other student to look at the model article on page 149 to avoid a lot of flipping backwards and forwards.

Suggested answers

- 1 The article grabs your attention by asking a *have you ever* question to facilitate / simulate a shared experience.
- 2 The article tries to persuade you to continue reading by telling you that it will provide a solution, but not exactly what.
- 3 The factual information comes from Mason himself and from the Kickstarter page.
- 4 The purpose of the final paragraph is to provide a reason / 'moral' for the article or some other comment which refers us back to the first paragraph and the headline.

8

- This is a quick link to the next task. Ask for a show of hands from students who would invest and votes for who wouldn't invest.
- Choose a student to explain what they like about it and then ask if anyone has any other reasons. Then choose someone who voted not to invest and ask why not.

9

- Explain the task. Tell students to refer to the model article on page 149. Remind them of the structure of the model article by reading out the advice on page 149. Go through the Useful language box on page 31.

Exam tip

Learning useful chunks for writing

Students could learn the phrases in the Useful language box and use them when writing similar types of texts. It is normal to use quite standard phrases and style when writing as it helps readers understand the writer's intention. Using these phrases appropriately is usually marked positively in exams.

- If you are going to give students a mark, tell them it will be higher if they organize their article in a similar way and use language they have learnt. Put students in pairs and tell them to talk about or plan their article.
- Set the writing for homework or set a time limit of about twenty minutes to do it in class. Tell the students to leave space at the bottom of their texts for their partners to write comments later on. As students are writing, go round and offer help. You might note some common errors for feedback when the time is up.

Fast finishers

Get them to check their writing for errors and make sure they included new language. Encourage them to think of different ways to complete the sentences in the Useful language box.

10

- You could do this task in groups or you could set up a proposal panel: each student takes turns to read out their proposal. After they finish reading, the rest of the class can ask questions about the proposal. When everyone has made their proposal the class could vote who to invest in.
- Following this, you could suggest that everyone rewrites their proposal taking into account the questions and comments the class made.

Homework

Set Workbook Lesson 2E exercises on pages 23–25 for homework.

3 Faster, higher, stronger

UNIT AT A GLANCE

Students will

- describe sportspeople
- read about the lengths countries will go to in order to host the Olympics and do well
- learn about small changes that can make big differences
- watch a TED Talk about how athletes are improving
- write and carry out a survey

3A Vocabulary

Describing sportspeople, e.g. *energetic, real passion, skilful player*

Listening

Four people talking about sportspeople they admire

Grammar

Determiners (articles, demonstratives, possessives, quantifiers)

3B Vocabulary building

Synonyms in texts, e.g. *hold–host*

Reading

An article about the lengths countries will go to in order to host the Olympics and do well

Critical thinking

Supporting arguments

3C Grammar

Comparatives and superlatives

Pronunciation

Linking words together in fast speech

3D TED Talk

Are athletes really getting faster, better, stronger?, David Epstein

Authentic listening skills

Slowing down and stressing words

3E Speaking

Reporting findings

Writing

A survey

Writing skill

Describing statistics

3A Incredible achievements *pp32–35*

VOCABULARY Describing sportspeople *p33*

1

- Focus students' attention on the photo and the caption or project it using the CPT.
- Ask for a show of hands from students to see who would like to be in a crowd like this. Choose one person to explain what they'd like about it. Choose someone who didn't put their hand up and ask why they *wouldn't* like it.
- Put students in groups to discuss the rest of the questions for a few minutes. Go round the class listening to their ideas and helping them with their English.
- Round up by asking a couple of individual students the same questions.
- **Optional step.** Ask students to talk about the last sport they watched or took part in and what happened.

2

- Tell students they are going to learn some words and phrases to talk about sportspeople.
- Look at the instructions and do the first item with the whole class. Either wait for someone to volunteer the answer or nominate someone to answer.
- Tell them to do the other items themselves and to use a dictionary if they need to. Go round and check students are doing the task correctly and notice words and phrases they look up, ask you about, or underline. Focus on these in feedback.
- When most students have finished, get them to compare answers in pairs and to help each other with anything they haven't finished.
- Go through the answers by asking different students to read out the phrase that doesn't fit. Write the number and phrase which is wrong on the board. As you do each question, also explain the correct collocations and ask a question or two to check they understood them. For example: *If you are a footballer what do you need to be aware of? What could be good technique in skiing / tennis?*

Answers

- 1 (is) very energetic
- 2 (has) a really great attitude
- 3 (scored) a great goal
- 4 (won) the race
- 5 He won the (race, game, match, medal).
- 6 she competed (in the 100 metres; in the final; for the gold medal; against more experienced athletes).

Fast finishers

Get students to check words in the other collocations that they don't know or to think of another verb which collocates with each phrase, e.g. *raise awareness*, *practise a technique*, etc.

3

- Ask students to cover Exercise 2 while they do the task to check what they remember. Then nominate a student to do the first item. If they need help, ask other students to volunteer.
- Ask students to try to complete the other sentences without looking at Exercise 2. Go round and check to see how well students do and notice words and phrases they leave blank. Focus on these when you go through the answers.
- When most students have finished, get them to compare answers in pairs and finally to look at Exercise 2 for help.
- Go through the answers by asking different students to read out the full sentences. Write the numbers and words on the board. As you write on the board, ask a question or two to the class to check they understood the vocabulary. For example: *What other kinds of medals can you win? What's the adjective of 'compete'? And the noun?*

Answers

1 attitude 2 holds 3 medal 4 awareness
5 captained 6 for 7 competed, silver 8 goal

4

- Think of two or three people that you could describe using the language from Exercise 2. Make sure at least one is not a sportsperson to model ideas for students who aren't very interested in sport. You could also choose a sportsperson you think the class won't know.
- Explain the task and tell the students about the people you chose. Highlight the words from Exercise 2 either by writing them up as you say them or slowing down and drawing attention to them as you speak.
- Give students two or three minutes to choose their person/people. They could write the name and key words to use as a reminder when they speak.
- Get students to stand up and share their ideas with different students. Ask them to change partner from time to time. Alternatively, they can do the task in groups. Listen and take notes as students talk.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

5 MY PERSPECTIVE

- This task introduces some of the themes in the unit. Discuss the question as a class or leave it as a lead in for the next lesson if you are doing the listening on page 34 then.


- Ask students to think about changes over the last 30 years or since their parents were young. Give them two minutes to think of at least two changes in each category silently and individually.
- Collect ideas from the group. Nominate different students to give one idea. You could build a mind map on the board around the three categories.

LEAD IN

- If this is the start of a new lesson, do Exercise 5 on page 33 now. Alternatively, ask students to write down on a piece of paper as much of the vocabulary on page 33 as they can remember. Then ask them which of that language might describe the sportsmen in the photo.
- They could also look at the photo and discuss MotoGP. Do they consider it to be a 'real' sport? Why? / Why not? Do they enjoy watching it? Why? / Why not?

LISTENING p34

6

-  11 Tell students they are going to hear four people talking about their sporting heroes. Look at the instructions and play the audio once straight through.

Audioscript 11

1

Female 1: *She's retired now, but I've always really admired Mia Hamm. She used to be a forward in the US women's football team, and she's one of the most successful football players ever! I mean, she's won Olympic medals, World Cup medals ... She played for her country 275 times – and scored over 150 international goals! No man has ever managed that! And they were some of the best goals I've ever seen as well. She really had everything: awareness, technique, skill, stamina, everything! And she was so consistent too – always an eight or nine out of ten performer.*

2

Male 1: *Not many people can claim to have made a sport popular more or less on their own, but Valentino Rossi is one of them. In my eyes, he's the greatest MotoGP racer of all time and, without him, fewer people would watch motorcycle road racing. And I'm not just saying that because we're both Italian! He's won the World Championship nine times, but I won't bore you with the details because actually what I love most about him is both his passion for racing and the fact he seems so decent, so humble. He has no ego problems and a great personality. I love watching him ride and his celebrations when he wins are always really entertaining as well.*

3

Male 2: *I love diving! A great hero of mine is Joaquín Capilla because he was Mexico's most successful diver. He competed in three Olympic Games and won many medals, including one gold. And, you know, that was at a time when there were few competitors in the Olympics from Mexico and very little support for them. My coach has shown me some videos of Joaquín when he was at his best. Obviously, things have moved on and the dives we do now are more difficult, but you can still appreciate his amazing technique. I also admire him for his later life when he managed to overcome a lot of personal problems. I think he serves as a great lesson about what you can achieve in both sport and life.*

4

Male 3: *Susi Susanti was a national hero when my father was at high school. Ask any Indonesian of his generation, and they'll know her. Before the 1992 Olympics in Barcelona, we'd never won any gold medals. I guess you could say we were lucky the International Olympic Committee decided to introduce badminton as an Olympic sport that year because Susi won the women's singles – and her future husband, Alan Budikusuma, won the men's. Susi is not very tall – maybe 1 metre 60, something like that – but she was so energetic and determined, always moving, almost floating! Another thing I love about her is her attitude. She always fought right to the end, even when it seemed there was no hope, and I admire that.*

- Say the task you set them again and tell students to compare their ideas in pairs. Go round and notice how well students did without saying anything. If you see the majority have not understood, be prepared to play the audio again.
- Ask the whole class or individual students for their answers. Where everyone agrees on the answer, write the name, nationality and prize on the board.

Answers


Mia Hamm is from the United States. She won Olympic and World Cup medals (for women's football).

Valentino Rossi is from Italy. He has won the MotoGP World Championship nine times.

Joaquín Capilla is from Mexico. He won Olympic medals for diving.

Susi Susanti is from Indonesia. She has won an Olympic gold medal for women's badminton.

7

-  **11** Ask students to look at the facts and topics. Play the audio again and ask them to find out what was said about each word or phrase. You could ask what they think the answer to the first item is before they listen, but don't tell them if they are right or wrong.

Exam tip

Thinking about what you already know before reading or listening

Before students listen to an audio or read a passage and do the tasks, they should think briefly about what they already know about the topic. There are often headings or short descriptions about the topic that can help them get started. Doing this will help them prepare for the task and guess the answer to any questions they are not sure of.

- Ask students to compare their answers in pairs. Go round and notice how well they did in order to decide how quickly to go through answers, and whether you will need to play the audio again.
- Check the answers by nominating individual students. Get two students to give their answers, especially where you noted differences. Where students agree, write the answer on the board. Where there is a dispute, ask students to justify their different answers, but *don't* yet say who is correct. Put a question mark on the board. Tell students they will listen again and check. Go through all the answers like this and then play the audio again if necessary, telling students to focus on the areas of uncertainty.
- If students are *still* uncertain of the answer, play the audio again and stop at key points. Replay these sections two or three times if students are still struggling. Draw attention to the problem sounds or words and explain them when you give the answers.

Suggested answers

- 275 times:** the times Mia represented the team / played for her country
over 150: the number of goals Mia scored for her country
eight or nine out of ten: Mia's performance
- popular:** Valentino made MotoGP more popular
Italian: both the speaker and Valentino are Italian
celebrations: really entertaining
- videos:** watched videos of Joaquín with his coach
personal problems: Joaquín overcame many
a great lesson: Joaquín demonstrates what you can achieve in sport and in life
- her future husband:** he won the men's gold medal
introduced: badminton was introduced as Olympic sport in 1992 (This was lucky for Indonesia.)
fought: Susi always fought right to the end, admirable

8

- Before you put students in groups, ask them to think individually who has achieved most or to rank the sportspeople from 1 (person who has achieved most) to 4 (person who has achieved least).
- Put students in groups to discuss and reach an agreement. Alternatively, have a class vote on each sportsperson in the listening. After voting for each sportsperson, ask individual students to explain why they chose that person. Then ask another student to say why they didn't.

GRAMMAR Determiners p34

To prepare for teaching the following exercises, see Grammar reference on page 132.

9

- This is a quick introduction task to check how much students already know about determiners. Give students a minute to try and complete the information. Then go through the answers with the whole class.

Answers

- 1 articles 2 demonstratives 3 possessives
4 quantifiers

10

- You can either ask students to work on their own and underline the determiners before checking with the whole class or do the exercise with the whole class. Ask different students to read out the sentences in the Grammar box and identify the determiners.

Answers

- a That year, Susi won the women's singles.
b Ask any Indonesian of his generation.
c He won many medals, including one gold.
d Without him, fewer people would watch motorcycle road racing.
e We'd never won any gold medals.

Grammar reference and practice

Ask students to do Exercises 1–3 on page 133 now, or set them for homework.

Answers to Grammar practice exercises

1

- 1 Italy, junior high school, the boys' team
2 women's
3 the truth, motorbikes, charm, a lovely personality
4 Alabama, the youngest, a farmer
5 a teenager, groceries, a shoe repair shop
6 a company, badminton rackets, the material, the rackets

2

- 1 not much 2 almost no 3 Very few / Not many
4 any 5 very much 6 A lot of / Most
7 every 8 a lot of / so many

3

- 1 No 2 both 3 Neither 4 every 5 any
6 Either 7 All 8 each

11

- Tell students all the sentences are from the audio. Read out the first sentence and pause at each gap to elicit the missing word. Ask students to work in pairs to do the rest.
- Go through the answers with the class. As you check the answers, you could ask what each determiner is doing, e.g. showing possession, quantity, etc.

Answers

- 1 a, the 2 her, No 3 many, their 4 no, a
5 My, his 6 the, no / little

12

- Look at the instructions and do the first item with the whole class. Ask why *any* should be used instead of *no*. Either wait for someone to volunteer the answer or nominate someone to answer.
- Put students in pairs to discuss the other sentences. Go round the class to see if there are any particular problems. When a few pairs have finished, ask them to change partners and discuss, working from item 8 backwards. Tell them they can refer back to the Grammar reference if necessary. Stop when a pair has finished.
- Go through the answers by nominating different students to give an answer.

Suggested answers

- 1 When you have a negative, e.g. *I don't like*, you can't use *no*. You have to use *any*. Alternatively, you could say *I like no sport at all / whatsoever*.
2 *Hardly any* is followed by a plural countable noun, not a singular noun.
3 *Junk food* is uncountable, so we have to use *(very) little*. We only use *(very) few* with plural countable nouns, e.g. *very few burgers*.
4 *Places* is a plural countable noun, so we have to use *(not) many*. With *(not) much*, we use uncountable nouns.
5 *People* is the plural of *person*, so we have to use *(quite a) few*. We use *(a) little* with uncountable nouns.
6 *Money* is uncountable, so we have to use *(so) much*. We use *(so) many* with plural countable nouns.
7 We only use *of* if the noun that follows is used with *the*. We could say *most of the people I know* – or *most people I know*.
8 *every* is followed by a singular countable noun, e.g. *every minute of every day*, etc.

13

- Look at the instructions and the examples. Ask different students to read out another statement in Exercise 12. In each case, give your own answers.
- Put students in pairs to discuss the sentences. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language to go over with the class.
- When a few students have finished, ask the class to change partners and start with any statement they like and continue in any order.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

Extension

Ask students to use different determiners to write three sentences which are true for them. They could be about sport

or you could ask them to write about a different topic, e.g. music, shopping, school, etc.

14

- Tell students they are going to read about one more sporting hero. Give them one minute to read through the biography and find out who the person is, what their sport was and what they achieved.
- Look at the instructions and do the first item with the whole class. Either wait for someone to volunteer the answer or nominate someone to answer.
- Ask students to do the rest of the items. When most students have finished, get them to compare answers in pairs and to help each other with anything they haven't finished.
- Go through the answers by asking different students to read out a full sentence. Write the numbers and missing words on the board.

Answers

1 a 2 few 3 the 4 lot / number
5 many / several 6 no 7 any 8 Most
9 every 10 lot / number

15

- This task helps students prepare a short presentation. They can either choose one of the people from Exercise 4 on page 33 and expand on what they talked about then, or they can choose a new person. Ideally, it should be a sportsperson to make use of the language from the lesson.
- Ask students to work individually. Set a time limit for them to make notes.
- Students can write out their whole speech if they have time, but make clear they will not be able to look at this text when they speak. Alternatively, give a specific task to guide their planning such as writing down ten key words they will use or adding three ideas to what they spoke about before.

Extension

Students could do some additional research on the internet and prepare a PowerPoint presentation. If they do a PowerPoint, tell them they can show pictures, but they should limit the text on the slide to notes.

16

- You could give a short presentation yourself. When you finish, encourage students to ask you two or three further questions.
- Put students in groups to talk about the person they chose and to ask each other questions. Alternatively, ask students to present to the class. Either wait for someone to volunteer or choose a few students randomly to give their presentation. As students talk, make notes on areas of good language use, errors in pronunciation, or other ways the talk could be improved.
- After each presentation, let the rest of the students ask questions. Then, give some feedback on how well the student(s) did and give some suggestions for improvement.

Homework

Set Workbook Lesson 3A exercises on pages 26–29 for homework.

3B Is the cost of coming top too high? *pp36–37*

Information about the photo

The London 2012 opening ceremony cost £27million and lasted just under 4 hours. It was directed by Danny Boyle, the film director of *Slumdog Millionaire* and *127 hours*. The ceremony was very loosely based on the idea of Jerusalem, a poem (and now a song/anthem) by William Blake and presented an optimistic vision of British history from its rural beginnings through the industrial revolution, the founding of the welfare state and national health service to the celebration of the internet and Britain's modern multicultural society. It included everyone from the queen to grime music star Dizzzy Rascal and fictional characters from James Bond to Peter Pan and Harry Potter. Not everyone liked it, but many in Britain saw it as a very positive vision of the nation and it remains a point of reference.

LEAD IN

Do one of the following:

- Put students in groups and ask them to rank themselves from the biggest sports fan to the person who likes sport the least.
- Create a mind map on the board for the Olympics. Write *the Olympics* in the centre of the board in a circle. To get students started, ask students to brainstorm a few words related to the Olympics and write them around the circle. Then, in groups or as a class, ask students to brainstorm ideas about the last summer or winter Olympics. After a few minutes, get ideas from students and build up the mindmap. Introduce new language where possible.
- Focus students' attention on the photo and get them to answer the following questions in small groups or as a class:
Did you watch the London Olympics opening ceremony?
Would you have attended it if you had the opportunity? Do you think it's good to spend public money on something like this? What kind of things would you include to celebrate your country's culture? Who would direct it?

VOCABULARY BUILDING Synonyms in texts *p36*

1

- Write the sentence from the Vocabulary building box on the board: *Countries competing to host the Olympics will often spend huge amounts to hold the 16-day event.* Underline *host*. Ask students to find a synonym for *host* in the rest of the sentence (*hold*). Do the same with *the Olympics (the 16-day event)*. You could ask for any other ways that students know to say *host* (e.g. *put on*) or *the Olympics* (e.g. *sports competition*).
- Ask students why we might use synonyms like this. Then read out the Vocabulary building box.

- Look at the instructions and do the first item with the whole class. Then get students to do the others individually, using a dictionary if necessary. While they work, notice words and phrases they look up, or ask you about, or underline. Focus on these in feedback.
- Go through the answers by asking different students to read out the sentences and write the numbers and words on the board. As you write on the board, ask questions such as *What other things can you establish? What sources might funding come from?* You might also ask if they see any other pairs of synonyms in the sentences, e.g. *spend–invest, athletes–competitors, programme–system*.

Answers

1 hold 2 sums 3 top 4 funding
5 establish 6 selected

2

- Write on the board: *prove to have a natural ability*. Ask students to rewrite this replacing some words with synonyms. Look at the example: *prove to have talent*. Ask students for a synonym to replace *prove* (e.g. *show, demonstrate*). Rewrite the phrase on the board pointing out that you need to change other words, ie *show they have a natural ability*.

Exam tip

Learning synonyms

To help students learn vocabulary, encourage them to write definitions of the words in English and make a note of common synonyms. This will also help them with reading comprehension as in some tasks they need to match a word or phrase in the question with a synonym in the text. Point out that they should be careful when using synonyms in conversation and writing. Words with similar meaning often are used slightly differently – either with different collocations or different grammar. They might also make a note of this too.

- Put students in pairs to rewrite the other phrases. They should make at least one change in each one. They might use a dictionary or an online thesaurus for help. Go round and notice problems. Provide help if necessary.
- Nominate different pairs to give their ideas and where they are correct, write the phrase on the board. Ask for alternatives or give some yourself. You might need to correct some examples where a student has used a thesaurus. Highlight how a thesaurus often gives related words later in the list – not just simple synonyms – and how some synonyms may collocate differently.

Suggested answers

1 meet their goals / meet their objectives / fulfil their ambitions
2 basic belief / key theory
3 achieved its best-ever position
4 related to achievement / connected to accomplishment
5 deal with the problems you have / tackle the issues in front of you

READING p36


3

- Tell students to read the statements and check they understand them. Provide help with anything they ask about.
- Ask a student to read out the first statement. Give one possible view yourself with perhaps an exception, then ask other students for extra ideas. Then ask them to discuss the rest of the question in pairs.
- Go round and check students are doing the task correctly and help with any language they need. Note any new words/phrases on the board for feedback.
- When the first pairs finish, you could get students to change partners and start from the last statement before giving feedback.

Fast finishers

Ask students to think of two or three more 'controversial' statements on sport or the Olympics to discuss. You could use these as the basis of a further class discussion as part of your feedback at the end of the task.

4

-  12 Tell students they are going to read a text about countries that have hosted the Olympics. Set a time limit of about two minutes and ask them to read the text and find out:
 - 1) which country is the main focus of the article. (China)
 - 2) if the author is in favour of spending money on the Olympics. (no)
- Say the task you set them again and tell them to check answers in pairs. Go through the answers by asking the whole class what they found out.
- Look at the instructions and do the first item with the whole class. Read out the first paragraph in the text or at least the sentence before the first gap. Ask the class what sentence goes in the gap. Either wait for someone to volunteer the answer or nominate someone to answer. Don't immediately say if the answer is correct, but ask students to explain their choice. Let students debate and see if they can persuade each other. Give the final answer and clarify why, for example, the rest of the paragraph is talking about one motto and the sentence gives another (contradictory) one.
- Ask students to read the article again and complete it with the rest of the phrases. Go through the answers in the same way as above or play the audio.

Answers

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

Fast finishers

Check they have the correct answers. If not, just tell them at least one answer is wrong and get them to check again. If they are correct, ask them to read again and find at least six verb-noun collocations and/or six adjective-noun collocations.

5 MY PERSPECTIVE

- Ask different students to read out one or two questions from Exercise 5. In each case, give your own answers.
- Put students in pairs to ask and answer the questions. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language to go over with the class.
- When a few students have finished, either stop the task or ask students to change partners and compare their ideas.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

Teaching tip

Preparing tasks that model speaking

One way to encourage students to talk more is to model speaking tasks for the whole class yourself. Here, you could ask students to choose two questions from Exercise 5 to ask you – and then give full and detailed answers that are true for you. This helps students see that you expect longer answers, allows you to recycle language from recent lessons and lets students see your more human side!

CRITICAL THINKING Supporting arguments p37

6

- Write this fact on the board: *40% of the funding for UK athletes comes from money raised by the National lottery.* Ask students if they think this supports the idea of spending money on the Olympics, undermines it or is irrelevant. (Some may argue that if the money doesn't come from taxes, it's a good thing. Some may feel it is irrelevant because the money could still be spent on something else.)
- Explain how facts are sometimes chosen or excluded to build an argument. Explain they should not only trust what the writer says but see if other facts support or contradict an argument.
- Put students in pairs or groups. Tell them to discuss the other facts. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language to go over with the class.
- When a few have finished, stop the task and go through the examples asking one or two students to give their ideas on each fact. Answers will vary. The focus should be on encouraging students to express and justify opinions rather than a 'correct' version. Encourage debate between students.

Suggested answers

- Students may see this fact as support for spending money on the Olympics as it brought benefits to the wider community. Others may say six million is still too much and the other things could have been built anyway
- This might be seen as a negative in that the sports people are less able to contribute to society after they retire from sport. Or some may see this as irrelevant.
- This may support the idea of spending, though some may question how far a government audit office can be trusted.
- This is more likely to be a negative, though some might argue that plenty of people have a mortgage for 30 years. It depends what you get out of what you borrow and spend.

7

- Tell students they are going to debate the issue of hosting the Olympics in their country. Look at the instructions and divide the class into two groups. One group thinks of arguments for and the other arguments against.
- With larger classes, divide each group into smaller teams to brainstorm ideas for two or three minutes. Nominate one student in each team to be a secretary to write down ideas. After a few minutes, tell the teams to stop and regroup. Ask the secretaries to read out the ideas they came up with to the rest of the group.
- Now go round the 'for' group giving each member a number. Do the same for the 'against' group. Then ask the two students who are number 1 to stand up and sit together. Do the same for all numbers.
- Ask students to debate in pairs and persuade each other. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language to go over with the class.
- Stop the task as it begins to go quieter. You could then take a vote on who is in favour of having the Olympics. Ask individual students for some ideas. Then vote on who is against and ask for their ideas. Allow the debate to continue as a whole class if students want to.
- Using the board, go through some errors or useful new language that emerged during the discussion.

Extension

At home, students could write a persuasive article or a report on the topic for extra writing practice.

Homework

Set Workbook Lesson 3B exercises on pages 30–31 for homework.

3C Getting better all the time pp38–39

GRAMMAR Comparatives and superlatives p38

To prepare for teaching the following exercises, see Grammar reference on page 132.

1

- The initial section of this lesson makes use of examples from the TED video in Lesson 3D. You might consider doing Lesson 3D first, or you can see this as preparation to help students tackle the TED talk.
- Write the following on the board or dictate it to students:
This is the best time to be alive – ever.
- Ask students to work in pairs to make a list of things that are better these days than in the past, and a list of things that are worse. Have a class vote and ask a few students for their ideas. As you get these ideas, write some up on the board, if possible, including comparatives. Write what students say including any errors.
- When the discussion has finished, go back and look at the sentences you wrote and get students to correct the errors. Tell students they are going to learn more about comparatives in this lesson.

2

- Tell students they are going to look at some sentences from the TED talk they are going to watch in the next lesson. It's about how sport has changed over the years.
- Either get students to read the Grammar box silently, or read out the sentences in the box, or nominate different students to read a sentence each and correct any pronunciation problems.
- Then ask them to answer the grammar checking questions in Exercise 2 in pairs or ask the questions yourself to the whole class. For each statement, ask everyone to say their answer at the same time. Notice any differing answers you hear.
- You can either go through the answers with the whole class or wait for them to read the Grammar reference on page 132 and then ask the grammar checking questions to the class, or nominate individual students to give their answers.

Answers

- 1 These sentences use a comparative form with an adjective: a, d, f, g, h, i.
This sentence uses a comparative form with an adverb: c.
These sentences use a comparative form with a noun: b, e, i.
- 2 f
- 3 d
- 4 Words which show a small difference:
g two and a half inches taller
h only slightly better
Words which show a big difference:
a far more aerodynamic
b many more people
e much more energy
g 130 pounds heavier
- 5 *Many* is used with countable plural nouns like *people*.
Much is used with uncountable nouns like *energy*. The opposites are *far / much fewer* people and *far / much less* energy.
- 6 **i** – *the more money ... the better the results ...*

Grammar reference and practice

Ask students to do Exercises 4 and 5 on page 133 now, or set them for homework.

Answers to Grammar practice exercises


4

- 1 miles more goals than
- 2 wasn't as fast / didn't run as fast / ran almost as fast / was almost as fast
- 3 as much as
- 4 (country's) most successful swimmer
- 5 longer you play, the
- 6 were far fewer professional

5

Students' own answers.

3 PRONUNCIATION Linking words together in fast speech

- **3a** This task presents further examples of the grammar and helps students notice how the patterns can sound in fast speech – especially when pronouns are used.
- Dictate the following two sentences: *I don't do it as much as I used to. I'm better at it than I used to be.* Say each one twice, but say them quickly. Pause between each to allow students time to write. Don't repeat them more than twice.
- Get students to compare what they wrote in pairs and nominate a student to write their sentences on the board. Correct any errors and show how these may come about when words join together in fast speech. Ask them to read the Pronunciation box explanation, or read it out yourself.
-  **13** Focus students' attention on the sentences. Play the audio and ask them to mark where they think there are linking and missing sounds. Put students in pairs to compare their answers. You can either write up the

sentences on the board to give feedback or just get students to repeat the sentences individually and chorally. Note that the accuracy of the answers is relatively unimportant. The point is to encourage students to repeat the sentences and get their tongue round the language.

Answers

- 1 I'm better at it than I used to be.
- 2 It's the best thing I've experienced in my life.
- 3 I don't do it as much as I used to.
- 4 It's a lot more popular than it used to be.
- 5 It's a bit more difficult than it was in the past.
- 6 It's far easier than it was in the past.
- 7 I'm not as good at it as I'd like to be.
- 8 They're doing worse than they did last season.

- **3b** Explain the task. Give three or four of your own examples. Then ask individual students to think what they might use instead of *it*. Give them two minutes to do this.
- Ask one or two students their ideas. When they give their sentences, ask one or two follow-up questions to find out why they are, for example, better at English than they used to be or how they know. Then put students into groups to compare their ideas and similarly ask questions to find out more about each others' choices.
- Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language to go over with the class.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

Teaching tip

Speaking feedback and retelling student stories

While students are working in pairs or small groups, you might hear something interesting, like a personal story or anecdote, that you could share with the class. One way is to ask the student to retell it. However, they may get nervous in front of the whole class, not speak clearly or loudly enough, or make errors so that others don't fully understand. In this case, retell the story yourself and write some good language on the board as you do so. You or the class might also ask the student some questions to clarify points or get details.

4

- Tell students they are going to read about a successful sports programme and the lesson it may have for real life. Ask students to read the whole text to find out what the lesson is and how it could work in their own life.
- Get students to compare their ideas in pairs. As brief feedback, find out what small changes they could make and how that could contribute to a bigger change.

Suggested answers

The lesson it teaches us is that we should focus on small targets we can achieve rather than setting a big target which we fail at – and that approaching things this way can then lead to bigger successes.

5

- Look at the instructions and do one or two items with the whole class. Point out the key words around the gaps (1 *greatest*, 2 *so ... better*) and explain there might be more than one possible answer in some gaps.

Exam tip

Tackling open cloze tasks

Many exams have open cloze tasks where candidates must complete gaps in a text by writing one word in each gap. To do this, they need to read around the gap and think of the appropriate word based on their knowledge of English. Some of these words may be words connected to comparatives as they are here, but they will test a greater variety of language.

- Get students to complete the rest of the text. When most students have finished, get them to compare answers in pairs and to help each other with anything they haven't finished.
- Check the answers by reading out the text and when you get to a gap nominate random students. Ask them to point out surrounding language that helped them get the answer. Write the number and the missing word on the board eliciting other correct answers.

Answers

- 1 the 2 much 3 lot 4 than 5 more
 6 more 7 most 8 The 9 fewer 10 as
 11 slower / worse 12 bigger / larger / greater
 13 to / with 14 many / far / a lot 15 slightly

6 CHOOSE

The idea is for students to make their own choice of activity here. However, you might want to make the decision for them, in which case explain why. Alternatively, you may decide to let students do more than one task. You could divide the class into groups and have each group do a different task – or you could have a vote on which task the whole class should do. For the vote:

- put students in pairs or groups to decide which they prefer.
- take a vote on each task.
- if the vote is tied, ask one student from each side to explain which is best and take the vote again. You can decide if there is still no change.

Homework

Set Workbook Lesson 3C exercises on pages 32–33 for homework. You might want to tell students to watch the track called *Unit 3 TED Talk* on the *Perspectives* website before they come to the next class.

3D Are athletes really getting faster, better, stronger?

pp40–41

TED Photo and initial task

- Tell students they are going to watch a TED Talk about the way athletes are able to push their sports to new levels.
- Read out the quote and ask students to translate it or say what they think it means in English (or both).
- ▶ 3.0 Tell them they are going to see a short text on the DVD to introduce the talk and the speaker, and play the About the speaker section. Then do the vocabulary exercise.
- After they finish, write the key words from the About the speaker section on the board and ask students to retell it aloud, or ask them to write as much of what it said as they can. Correct as necessary.

About the speaker ▶ 3.0

David Epstein is a journalist who investigates aspects of science in sport such as **genes** of athletes and the ways in which athletes **enhance their performance**. In this talk, he compares athletes now and in the past and asks if athletes have **evolved** into stronger human beings. He also talks about old technologies like **cinder** tracks and the different **mindset** in trainers and sportspeople.

David Epstein's idea worth spreading is that the amazing achievements of many modern-day athletes are thanks to a complex set of factors, not just natural ability.

Answers to About the speaker

- 1 genes = b (strings of chemicals in a living thing that carry information)
- 2 enhance their performance = b (improve their results)
- 3 evolved = a (changed over time)
- 4 cinders = c (dust from things that have been burnt)
- 5 mindset = c (an attitude you have when you start or do an activity)

AUTHENTIC LISTENING SKILLS Slowing down and stressing words p40

As well as teaching aspects of phonology and listening skills, these tasks also:

- allow you to pre-teach some vocabulary.
- allow students to read and hear new language before they listen to the whole text.
- allow students to tune in to the speaker's voice and style.

1

- Read out the Authentic listening skills box. Point out that when students are listening, they may miss very fast speech, but by focusing on the more understandable

slower speech they may well get a reasonable understanding of the whole talk.

- 🔊 14 Point out that this task links with the pronunciation that students did in the previous lesson. Play the audio and ask students to underline where they think the speaker slows down and what particular words or phrases he stresses.

Answers and audioscript 🔊 14

The winner of the 2012 Olympic marathon [*slows down*] ran two hours and eight minutes. Had he been racing against the winner of the 1904 Olympic marathon, [*slows down*] he would have won by nearly an hour and a half.

2

- Ask students to read the sentences and check they understand the vocabulary. If they ask about the following, give a brief translation of the word, demonstrate it, draw or show a picture of it. There is no need for students to study and learn these words, but it will help them when they listen to the whole talk.

propel himself: throw himself

blocks: the things runners put on the ground to help them start

cinders: ashes, what remains after you burn something

gardening trowel: a small tool for digging

stride: one big step when you walk

beep: a small sound

niche: something specialized, which not many other people do

- Ask students to work in pairs to decide where the speaker might slow down and which words they might stress.
- Get students to change pairs and say the sentences to each other as they think they would be spoken. See if they agree with each other.

Suggested answers

- 1 Usain Bolt started by propelling himself out of blocks down a specially fabricated carpet designed to allow him to travel as fast as humanly possible. Jesse Owens, on the other hand, ran on cinders.
- 2 Rather than blocks, Jesse Owens had a gardening trowel that he had to use to dig holes in the cinders to start from.
- 3 ... had he been running on the same surface as Bolt, he wouldn't have been 14 feet behind, he would have been within one stride.
- 4 Rather than the last beep, Owens would have been the second beep. Listen to it again.
- 5 Rather than the average body type, you want highly specialized bodies that fit into certain athletic niches.

WATCH p40

If you are short of time, or want a different approach to the video, you may want to watch the whole talk all the way through with only some brief checking questions. A version

of this is on the DVD and is labelled as *TED Talk with activities*. At the end of each section, there is a short gist question(s). Pause after each question on screen so students can give their answers, then play the answer.

Answers to gist questions on DVD

Part 1

During his talk, David will

b question how athletic performance has improved by so much

Part 2

David is arguing that the biggest factor in improving athletic performance has been

c new technology

Part 3

David is arguing that another factor in improving athletic performance has been

b greater potential earnings attracting a wider variety of people

Part 4

David is arguing that the final main factor in improving athletic performance has been

a people believing they can reach greater limits than they did before

- 3
- In this task, students think about language related to the sports they are going to hear about. Look at the instructions and do the first item with the whole class. Write up some ideas on the board as a mind map and help students if they don't know the English words.
 - Put students in pairs and ask them to do the same. Tell them to use a dictionary for help. Go round and check students are doing the task correctly. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.

- When a couple of students have finished, ask the class to change partners and compare the vocabulary they have. They can add words for any sports they haven't covered.
- Go through the language by creating a table on the board. To cut down on time, don't repeatedly write the same words on the board (*power* or *strength* may be necessary for several sports), but write them up the first time. Alternatively, copy and hand out the list below and see if there were any differences. Explain any words they didn't know.

- 4
- Tell students they are going to watch Part 1 of the talk and, based on this introduction, decide which of the points they think the whole talk will be about. What will David's main argument be?
 - ▶ 3.1 Play Part 1 straight through.

TED Talk Part 1 script ▶ 3.1

The Olympic motto is 'Citius, Altius, Fortius'. Faster, Higher, Stronger. And athletes have fulfilled that motto rapidly. The winner of the 2012 Olympic marathon ran two hours and eight minutes. Had he been racing against the winner of the 1904 Olympic marathon, he would have won by nearly an hour and a half. Now, we all have this feeling that we're somehow just getting better as a human race, inexorably progressing, but it's not like we've evolved into a new species in a century. So what's going on here? I want to take a look at what's really behind this march of athletic progress.

- Say the task you set them again and tell students to compare their ideas in pairs.
- Have a class vote on what the correct answer is. Ask different students to justify their answers and then either give the answer yourself or play the section again to resolve any disagreement.

Answer

b

Suggested answers

Sport	Equipment	Skills and Physical attributes
athletics	trainers / running shoes (or spikes) / shorts / vest / (starting) blocks	power / speed (or pace)
basketball	ball / hoop / net	height / ability to jump, dribble, pass
cycling	bike / helmet / jersey / cycling shorts, shoes, gloves / repair tools	balance / ride in groups / descending / climbing / using gears
football	ball / trainers (football boots) / kit / shin pads	speed / awareness
gymnastics	mat / bar / springboard / rings / beam / chalk	control / bravery / strength / muscles / gracefulness / somersaults
swimming	trunks / swimsuit / goggles / cap	height / strength
tennis	racket / ball / bag / headband / wristband	touch / hand-eye co-ordination / forehand and backhand stroke / serve
water polo	swim cap / trunks / ball	ability to swim / height / strength

5

- Ask students to read the summary of the talk and check they understand it.
- Tell students they will watch Part 2 and that they should complete the text with the missing number, year or measurement. You could ask what they think the answer to item 1 is before they listen, but don't tell them yet if they are right or wrong.
- ▶ 3.2 Play Part 2 straight through.

TED Talk Part 2 script ▶ 3.2

In 1936, Jesse Owens held the world record in the 100 metres. Had Jesse Owens been racing last year in the World Championships of the 100 metres, when Jamaican sprinter Usain Bolt finished, Owens would have still had 14 feet to go. That's a lot in sprinter land. To give you a sense of how much it is, I want to share with you a demonstration conceived by sports scientist Ross Tucker. Now, picture the stadium last year at the World Championships of the 100 metres: thousands of fans waiting with bated breath to see Usain Bolt, the fastest man in history; flashbulbs popping as the nine fastest men in the world coil themselves into their blocks. And I want you to pretend that Jesse Owens is in that race. Now close your eyes for a second and picture the race. Bang! The gun goes off. An American sprinter jumps out to the front. Usain Bolt starts to catch him. Usain Bolt passes him and, as the runners come to the finish, you'll hear a beep as each man crosses the line. (Beeps) That's the entire finish of the race. You can open your eyes now. That first beep was Usain Bolt. That last beep was Jesse Owens. Listen to it again. (Beeps) When you think of it like that, it's not that big a difference, is it? And then consider that Usain Bolt started by propelling himself out of blocks down a specially fabricated carpet designed to allow him to travel as fast as humanly possible. Jesse Owens, on the other hand, ran on cinders - the ash from burnt wood - and that soft surface stole far more energy from his legs as he ran. Rather than blocks, Jesse Owens had a gardening trowel that he had to use to dig holes in the cinders to start from. Biomechanical analysis of the speed of Owens's joints shows that had he been running on the same surface as Bolt, he wouldn't have been 14 feet behind, he would have been within one stride. Rather than the last beep, Owens would have been the second beep. Listen to it again. (Beeps) That's the difference track surface technology has made, and it's done it throughout the running world.

Throughout sports, technology has changed the face of performance. In 1972, Eddy Merckx set the record for the longest distance cycled in one hour at 30 miles, 3,774 feet. Now that record improved and improved as bicycles improved and became more aerodynamic all the way until 1996, when it was set at 35 miles, 1,531 feet, nearly five miles farther than Eddy Merckx cycled in 1972. But then, in 2000, the International Cycling Union decreed that anyone who wanted to hold that record had to do so with essentially the same equipment that Eddy Merckx used in 1972. Where does the record stand today? 30 miles, 4,657 feet, a grand total of 883 feet farther than Eddy Merckx cycled more than four decades ago. Essentially, the entire improvement in this record was due to technology.

- Say the task you set them again and tell students to compare their ideas in pairs. Go round and notice how well they did in order to decide how quickly to go through answers, and whether you need to play Part 2 again.
- Check the answers as a class by asking students to shout out the answers or nominating individual students to give an answer. Get two students to give their answers, especially where you noted differences. Where students agree, write the answer on the board. Where there is a dispute, either write up both answers for students to watch again and check or simply give the correct answer, depending on time.

Answers

1 1936 2 100 3 14 4 one 5 1972 6 five
7 2000 8 883

6

- Ask students to read the points and sentences and check they understand them.
- ▶ 3.3 Explain the task and play Part 3 of the talk.

TED Talk Part 3 script ▶ 3.3

Still, technology isn't the only thing pushing athletes forward. While indeed we haven't evolved into a new species in a century, the gene pool within competitive sports most certainly has changed. In the early half of the 20th century, physical education instructors and coaches had the idea that the average body type was the best for all athletic endeavours: medium height, medium weight, no matter the sport. And this showed in athletes' bodies. In the 1920s, the average elite high-jumper and average elite shot-putter were the same exact size. But, as that idea started to fade away, as sports scientists and coaches realized that, rather than the average body type, you want highly specialized bodies that fit into certain athletic niches, a form of artificial selection took place, a self-sorting for bodies that fit certain sports, and athletes' bodies became more different from one another. Today, rather than the same size as the average elite high jumper, the average elite shot-putter is two and a half inches taller and 130 pounds heavier. And this happened throughout the sports world. In fact, if you plot on a height versus mass graph one data point for each of two dozen sports in the first half of the 20th century, it looks like this. There's some dispersal, but it's kind of grouped around that average body type. Then that idea started to go away and, at the same time, digital technology - first radio, then television and the internet - gave millions, or in some cases billions, of people a ticket to consume elite sports performance. The financial incentives and fame and glory afforded elite athletes skyrocketed and it tipped toward the tiny upper echelon of performance. It accelerated the artificial selection for specialized bodies. And if you plot a data point for these same two dozen sports today, it looks like this. The athletes' bodies have gotten much more different from one another. And because this chart looks like the charts that show the expanding universe, with the galaxies flying away from one another, the scientists who discovered it call it 'The Big Bang of Body Types'.

So, in sports where large size is prized, the large athletes have gotten larger. Conversely, in sports where diminutive stature is an advantage, the small athletes got smaller. The average elite female gymnast shrunk from 5'3" to 4'9" on average over the last 30 years, all the better for their power-to-weight ratio and for spinning in the air. And while the large got larger and the small got smaller, the weird got weirder. The average length of the forearm of a water polo player in relation to their total arm got longer, all the better for a forceful throwing whip. As the large got larger, small got smaller, and the weird weirder. In swimming, the ideal body type is a long torso and short legs. It's like the long hull of a canoe for speed over the water. And the opposite is advantageous in running – you want long legs and a short torso. And this shows in athletes' bodies today. Here you see Michael Phelps, the greatest swimmer in history, standing next to Hicham El Guerrouj, the world record holder in the mile. These men are seven inches different in height, but because of the body types advantaged in their sports, they wear the same length pants. Seven inches difference in height, these men have the same length legs.

Now, in some cases, the search for bodies that could push athletic performance forward ended up introducing into the competitive world populations of people that weren't previously competing at all, like Kenyan distance runners. But we think of Kenyans as being great marathoners. Kenyans think of the Kalenjin tribe as being great marathoners. The Kalenjin make up just 12 percent of the Kenyan population but the vast majority of elite runners. And they happen, on average, to have a certain unique physiology: legs that are very long and very thin at their extremity, and this is because they have their ancestry at very low latitude in a very hot and dry climate, and an evolutionary adaptation to that is limbs that are very long and very thin at the extremity for cooling purposes. It's the same reason that a radiator has long coils, to increase surface area compared to volume to let heat out, and because the leg is like a pendulum, the longer and thinner it is at the extremity, the more energy-efficient it is to swing. To put Kalenjin running success in perspective, consider that 17 American men in history have run faster than two hours and ten minutes in the marathon. That's a 4-minute-and-58-second-per-mile pace. 32 Kalenjin men did that last October. That's from a source population the size of metropolitan Atlanta.

- Say the task you set them again and tell students to compare their ideas in pairs. Go round and notice how well they did in order to decide how quickly to go through answers, and whether you need to play Part 3 again.
- Check the answers as a class in the same way as you did in Exercise 5. Write up the number and letter on the board.

Answers

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

Extension

You could get students to discuss these questions in pairs or as a class:

- Which sports generate the most money and why?
- Where does the money go?
- What effects does money have on these sports?

7

- Ask the students to read the questions and check they understand them.
- ▶ 3.4 Explain the task and play Part 4 straight through.

TED Talk Part 4 script ▶ 3.4

Still, even changing technology and the changing gene pool in sports don't account for all of the changes in performance. Athletes have a different mindset than they once did. Have you ever seen in a movie when someone gets an electrical shock and they're thrown across a room? There's no explosion there. What's happening when that happens is that the electrical impulse is causing all their muscle fibres to twitch at once, and they're throwing themselves [sic] across the room. They're essentially jumping. That's the power that's contained in the human body. But normally we can't access nearly all of it. Our brain acts as a limiter, preventing us from accessing all of our physical resources, because we might hurt ourselves, tearing tendons or ligaments. But the more we learn about how that limiter functions, the more we learn how we can push it back just a bit, in some cases, by convincing the brain that the body won't be in mortal danger by pushing harder. Endurance and ultra-endurance sports serve as a great example. Ultra-endurance was once thought to be harmful to human health, but now we realize that we have all these traits that are perfect for ultra-endurance: no body fur and a glut of sweat glands that keep us cool while running; narrow waists and long legs compared to our frames; large surface area of joints for shock absorption. We have an arch in our foot that acts like a spring, short toes that are better for pushing off than for grasping tree limbs, and when we run, we can turn our torso and our shoulders like this while keeping our heads straight. Our primate cousins can't do that. They have to run like this. And we have big old butt muscles that keep us upright while running. Have you ever looked at an ape's butt? They have no buns because they don't run upright. And as athletes have realized that we're perfectly suited for ultra-endurance, they've taken on feats that would have been unthinkable before – athletes like Spanish endurance racer Kilian Jornet. Here's Kilian running up the Matterhorn. With a sweatshirt there tied around his waist. It's so steep he can't even run here. He's pulling up on a rope. This is a vertical ascent of more than 8,000 feet, and Kilian went up and down in under three hours. Amazing. And, talented though he is, Kilian is not a physiological freak. Now that he has done this, other athletes will follow, just as other athletes followed after Sir Roger Bannister ran under four minutes in the mile.

Changing technology, changing genes and a changing mindset. Innovation in sports, whether that's new track surfaces or new swimming techniques, the democratization of sport, the spread to new bodies and to new populations

around the world, and imagination in sport, an understanding of what the human body is truly capable of, have conspired to make athletes stronger, faster, bolder, and better than ever.

Thank you very much.

- Tell students to compare their ideas in pairs. Go round and notice how well they did in order to decide how quickly to go through answers, and whether you will need to play Part 4 again.
- Check the answers as a class by asking for a show of hands, shouting out an answer all together, or nominating students. Get two people to give their answers, especially where you noted differences. Where students agree, write the answer on the board. Where there is a dispute, ask students to justify their different answers. To resolve the answers either give the final answer yourself or replay the video and stop at the relevant section.

Answers

- 1 T (*They're essentially jumping.*)
- 2 NS (The brain acts as a limit on physical exertion, but nothing is mentioned about how we use our brain.)
- 3 T (*... we learn how we can push it back ...*)
- 4 F (*Our primate cousins can't do that.*)
- 5 NS (We don't know if he's the first or not.)
- 6 F (*... other athletes will follow ...*)

8 VOCABULARY IN CONTEXT

- **8a** ▶ **3.5** Tell students that they are going to watch some clips from the talk which contain new or interesting words or phrases. They should choose the correct meaning for each one. Play the Vocabulary in context section. Pause after each question on screen so students can choose the correct definition, then play the answer. If you like, you can ask students to shout out the answers. If helpful, either you or the students could give an additional example before moving on to the next question.

Answers

- 1 throughout = a (in every part or at every time)
- 2 change the face of = a (changed the surface of)
- 3 essentially = c (basically)
- 4 the entire = a (all the)
- 5 fade away = b (disappear)
- 6 shrunk = b (got shorter)

- **8b** Check students understand the words and phrases in italics and teach them again if necessary or ask students if they can recall the example in the video.
- Give one or two of your own examples. Students can ask further questions to find out more details.
- Now tell them to think of true examples for at least two of the questions. Give them two minutes to decide what they are going to say.
- Put students in pairs or groups to share their anecdotes and ideas. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language to go over with the class.
- Get students to change pairs and repeat the task. Continue listening and making notes.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

9

- Ask students to discuss the questions in pairs. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language to go over with the class.
- When a few students have finished, stop the task and ask some individual students to share their ideas with the class.

CHALLENGE

- You could set this task for homework or ask students to do it in class using their mobile phones to access information online.
- Ask students to report what they found in groups. They could also present their ideas to the whole class in the next lesson or write a short text about the sport they chose.

Homework

Set Workbook Lesson 3D exercises on page 34 for homework.

LEAD IN

- You could begin by telling students they are going to talk about surveys and how to write up survey results. Ask for examples of different ways surveys can be carried out. Who or what kind of organizations might carry out surveys and why? How many students have taken part in a survey? What kind? When? Why? What concerns might there be about how the data gathered by surveys is then used?

OR

- Explain that they are going to look at a bar chart showing the results of a survey on the question 'What sport have you participated in during the last month?' Get students to discuss in groups which sports they did last month, where, how often, if that was a normal month for them or not, etc.

SPEAKING *p42*

1

- If you haven't done so already, explain what the bar chart is about. Give students two or three minutes to look at the chart and check they understand what it shows.
- Put students in groups to briefly discuss the three questions. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language to go over with the class.
- When a few students have finished, stop the task. Ask the class as a whole for their ideas about the three questions and allow students with differing points of view to express their ideas. Help where necessary.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

2

- This task follows on from the Critical thinking point on supporting arguments in Lesson 3B, page 37. Look at the instructions and do the first item with the whole class. Read out item 1 and ask for a vote on whether the statement is supported by the chart or not. Ask individual students to give their reasons before giving the final answer.
- Put students in pairs to discuss the other four statements.
- When most have finished, go through the answers as you did with the example. Write the answers on the board.

Answers

- 1 NS (14% of those doing health and fitness activities and 6% of those doing aerobics, yoga and dance may have used a gym, but they could also have used a park, outside areas, or done the activities at home.)
- 2 NS (These sports had the most *participants* in the last four weeks among a small sample, so you can't generalize. There may be seasonal sports that are more popular.)
- 3 S
- 4 NS (5% used bicycles to *get from place to place*, but this may include many places other than work.)
- 5 NS (This is obviously a true statement, but the data itself doesn't tell us this.)

3

- Explain students are going to carry out a similar survey. Read out the three questions and put students in pairs to choose one or think of their own.
- Ask students to think of at least six typical options to their question. Encourage them to think of more if possible. Go round and check students are doing the task correctly and help with vocabulary they need.
- When it seems all pairs have five options at least, stop the task. Tell them to add an 'Other' section to their list of options.

4

- All the pairs of students are going to carry out their surveys. They will need to move around the class freely to do this.
- Before they stand up to do the survey, ask the class how they will record the results and if participants will be able to choose more than one option for the question they wrote. They are not asking additional questions though.
- Get students to move round the class in pairs and take turns asking their classmates their question. When most have finished, end the task and tell them to sit down. In pairs, they should add up the answers and calculate percentages. Encourage them to discuss what reasons they would give to explain the results and any implications there might be.
- Get students to look at the phrases in the Useful language box and decide in their pairs how they might use them to report their findings.
- Ask a student from each pair to report their findings.

WRITING A survey *p42*

5

- Tell students they are going to learn how to write a description of a graph to report survey findings.
- Explain the task and ask students to read the model survey on page 150. Set a strict time limit or read it out while they follow in their books.
- Repeat the task you set and ask students to check their answers in pairs. Then check with the class.

Answers

- 1 The text includes information on the number of people who took part in the survey, how old they were, and the fact that 68% walked for health and recreation. The text also includes information on the time of year when the survey was conducted and reasons for not participating in sports.
- 2 The third paragraph expresses opinion rather than fact.

6

- Write this example from the model survey on the board with the complete passive form:
This bar chart shows the results of a survey which was carried out on 50 people aged between 13 and 55.
Underline *was carried out*. Ask the class what verb form this is. (past simple passive) Point out that the passive is common in survey reports and ask students why this is. (We often want to focus on the people answering the survey not those conducting it, as they're less important.) Point out the reduced passive relative clause used in the model text by crossing out *which was* on the board.
- Ask them to complete the sentences with the past participle of the verbs. Go round and check students are doing the task correctly and notice any problems.
- Go through the answers with the whole class. Ask students to volunteer the answer or nominate someone and get them to read the whole sentence. Write up the numbers and verbs. As you do so, you might ask questions to check they understand the vocabulary, e.g. *What else could be carried out?* You could also give other examples of usage, e.g. *The most popular thing to do was watch TV, followed by shopping, followed by ...*

Answers

- 1 carried out 2 aged, interviewed 3 seen, questioned
- 4 followed 5 repeated 6 given

7 WRITING SKILL Describing statistics

- Read out the Writing strategy box. Explain to students that they are going to learn some more ways to describe statistics.
- Ask students to volunteer the answer to item 1. You might then continue to do this as a whole class or put students in pairs.
- When students have completed the task, go through the answers nominating different students. You might give other examples of collocations with some of the words, e.g. *a significant event / difference / moment*. You could also ask questions to check collocations, e.g. *What is the opposite of a vast majority?* (*a slim majority* or *a tiny minority*).

Answers

- 1 A tiny percentage
- 2 Roughly a third
- 3 Almost half
- 4 A significant majority
- 5 Just under three-quarters
- 6 The vast majority

8

- Explain the task. Tell students to refer to the model survey for help. Remind them of the structure of the model survey by reading out the advice on page 150 and reminding them of the language they have studied.
- If you are going to give students a mark, tell them it will be higher if they organize the survey report in a similar way and use language they have learnt. Put students in pairs and tell them to talk about or plan their survey report.
- Set the writing for homework or set a time limit of about twenty minutes to do it in class. As students are writing, go round and offer help. You might note some common errors for feedback when the time is up.

Fast finishers

Get them to check their writing for errors and make sure they included new language.

Extension

Create a bar chart to illustrate some of the key findings in the survey that students conducted in Exercise 4. Then ask students to write a short text explaining the survey and outlining the findings.

Teaching tip

Rewriting texts after feedback

After you give a piece of writing back to students, go through the corrections or suggestions you made to improve the writing. If possible, do this with each student and as a whole class. Then ask students to rewrite the text as this will help them remember corrections and understand how different types of text are organized.

Homework

Set Workbook Lesson 3E exercises on pages 35–37 for homework.

4 Cultural transformation

UNIT AT A GLANCE

Students will

- discuss how art and cultural events can benefit people and places
- read about an innovative programme for teaching music
- learn about a Spanish city that was transformed by art and architecture
- watch a TED Talk about how a park was created on an old railway line
- write a *for* and *against* essay

4A Vocabulary

Cultural events, e.g. *attend an event, hold an event, sense of pride*

Listening

A podcast about art projects

Grammar

Future forms 1

4B Vocabulary building

Adjective and noun collocations 2, e.g. *individual performance, low income, mixed results*

Reading

An article about an innovative programme for teaching music

Critical thinking

Understanding and evaluating ideas

4C Grammar

Future forms 2

Pronunciation

Contrastive stress

4D TED Talk

Building a park in the sky, Robert Hammond

Authentic listening skills

Recognizing words you know

4E Speaking

Making suggestions

Writing

A *for* and *against* essay

Writing skill

Introducing arguments

4A Putting the town on the map *pp44–47*

Information about the photo

The photo shows members of the Vila Isabel Samba School perform in a parade during the Rio Carnival. Samba schools are attached to different areas in the city and each school raises money over the year and practises routines for the carnival. Some of the floats can cost up to \$250,000 and are made by specialist artists. The costumes worn by the members are very heavy (some can weigh 40 kilos) and also cost thousands of dollars. Each year, prizes are given to the best schools based on their parade routine, floats and costumes.

LEAD IN

- Focus students' attention on the photo and the caption or project it using the CPT.
- Ask for a show of hands from students who like it. Choose one person to explain what they like about it. Choose someone who didn't put their hand up and ask why they *don't* like it.
- You could tell the class some more details about the photo. Ask: *Is it a good idea to spend so much money on events like carnivals? Why? / Why not?* Choose students to give their ideas and help them express them in English.

VOCABULARY Cultural events *p45*

1

- You could discuss the first question as a class to ensure students understand the vocabulary and give them some ideas to begin with. Write some examples on the board. Alternatively, put students in groups to discuss the other questions. Listen and make notes as students talk.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.
- **Optional step.** Brainstorm other international events with the class, e.g. the carnival in Venice, Italy; the running of the bulls in Pamplona, Spain; Glastonbury festival in the UK, etc. Write these on the board and invite students to say which they'd like to attend and why.


2

- Tell students they are going to learn some phrases to talk about cultural events.
- Look at the instructions and do the first item with the whole class. Either wait for someone to volunteer the answer or nominate someone to answer. If you think students will find the exercise difficult, do another one as a class before asking them to start.
- Tell students to do the other items themselves and to use a dictionary if they need to. While they work, notice words and phrases they look up, or ask you about, or underline. Focus on these in feedback in Exercise 3.
- When most students have finished, get them to compare answers in pairs and to help each other with anything they haven't finished. Don't check answers at this point.

Answers

- 1 is held every February
- 2 put on a huge number of parades
- 3 attract almost a million tourists
- 4 has a big impact on the city
- 5 generates over \$750 million in income
- 6 attend the four-day event
- 7 boosts Brazil's broader economy
- 8 wide support for the festival
- 9 it brings people together
- 10 create a sense of pride
- 11 offers young people opportunities to take part
- 12 put Rio on the map

3

-  **15** Play the audio for students to check their answers in Exercise 2.
- Then go through the answers by asking different students to read out a sentence, putting the words in the correct order. Either write the number and phrase on the board or get the class to repeat the correct phrase.
- As you write on the board, ask a question or two to the class to check they understood the vocabulary. For example: *What other things are **held** in a city apart from a carnival?* (sports events, elections, conferences, etc.) *What other things can you **boost**?* (your self-esteem or ego, prices, sales, etc.) *What preposition follows **impact**?* (on) *What **impact** might a big festival have **on** the city?* (attract visitors, boost the economy, create jobs, etc.)

4

- Think of six different cultural attractions (local, national and international) to model ideas for students.
- Explain the task and tell the class about the attractions you chose using the sentence prompts.
- Give students two or three minutes to choose their attractions/events and complete the sentences. When most students have finished, ask them to compare their answers.

5

- The exercise aims to get students to reuse some of the phrases in Exercise 2. Explain the task and give an example. Highlight how the phrases from Exercise 2 can be used for a variety of other events.
- It's probably best to give students a couple of minutes to look back at Exercise 2 and to think about which words and phrases they want to use here.
- You could then either get students to stand up and share their ideas with different students, asking them to change partner from time to time, or else discuss the ideas as a whole class, asking different students to talk about their event. Ask them to say their sentences *without* looking at their book or notebook.
- Listen and make notes as students talk or help them where they forget the phrase.
- **Optional step.** Ask students if they have been to the event and what it was like. If they haven't been, would they like to go?

6 MY PERSPECTIVE

- Refer students to the text in Exercise 2. Ask: *How does the Rio carnival benefit people on a personal level?* (They take part in cultural activities.) *How does it benefit the city of Rio?* (It's a big tourist attraction.) *And how does Brazil benefit from it?* (It gives Brazilians a sense of pride.) Accept all plausible answers.
- Put students in pairs to generate some more ideas and set a time limit of two or three minutes. Help them by giving them the English they need.
- At the end of the time limit, ask different students to share their ideas. You could then discuss which they think is the most important benefit.

LISTENING p46

Background information


Jeroen Koolhaas and Dre Urhahn, better known as 'Haas and Hahn', are Dutch artists, who founded the Favela Painting Project in 2005. Their aim was to inspire locals in underserved communities to transform their neighbourhoods through art. Between 2007 and 2010, they reinvented parts of the 'favelas' in Rio de Janeiro by painting huge colourful murals on the facades of buildings, as well as squares and streets. The result was so successful that in 2011 they took their project to Philadelphia, US.

7

- Focus students' attention on the photo and the caption or project it using the CPT. Ask for a show of hands from students who like it. Choose one person to explain what they like about it. Choose someone who didn't put their hand up and ask why they *don't* like it.

- Ask the class to discuss the questions in pairs or groups.
- As this is a brief lead in to the listening, get one or two answers from different pairs as feedback.

8

- Tell the class they are going to hear two people talk about art projects in Haiti and the UK.
-  16 Explain the task and play the audio once straight through.

Audioscript 16

P = Presenter, H = Holly, M = Mark

- P:** Today on Arts Spot, we're looking at some art projects aiming to make a difference. I'm here with my usual guests, Holly and Mark. So Holly, if we can start with you ... I think you wanted to talk about the Favela Painting Foundation, right?
- H:** Yeah. You may have seen these guys Haas and Hahn give a TED Talk on their project in Rio.
- M:** Yeah, they're very cool guys. They created an incredible work of art by painting a whole neighbourhood.
- H:** Exactly. So their latest project is something similar, but in Port-au-Prince, the capital of Haiti, which, as you know, has suffered a lot over the last few years from an earthquake in 2010 and a hurricane in 2016.
- P:** OK. So these paintings have a big impact on the eye – I mean, they're really colourful and beautiful, but what about their impact on the community?
- H:** That's a difficult one. I mean, I think they have a positive impact. They certainly get local people involved very early on so the community really supports the projects. And in Haiti, the project is certainly going to create jobs, and it'll be employing local artists. I guess that work won't last, but I think the locals are hoping the project will attract interest in the area and bring in more investment long term.
- P:** That's always the hope, isn't it? Mark, you have another city which is hoping to put itself on the world cultural map – Birmingham!
- M:** Yeah, well that's what they say.
- P:** They're looking for an artist to create a big innovative piece of public art, aren't they?
- M:** That's the plan. It's part of the continuing redevelopment of the city. The idea is it'll be part of a space local people can enjoy; a place they can hold events to attract tourists and boost their economy.
- P:** That's quite ambitious! So, how much is it all going to cost?
- M:** Well, the budget for the selection process and the costs of installing the piece they choose is set at two million pounds.
- P:** Wow – and what about once it's been completed?
- M:** Who knows? I mean, the idea is the piece should be low maintenance, so they won't be spending thousands of pounds every year to keep it in good condition.
- P:** Yeah, that's important. Part of me wonders about that with the Haiti painting. What'll happen when the paint fades?

H: I don't know. Does it matter? I think in that case what matters is it's bringing people together and restoring pride in their community.

M: You're probably right, but aren't there cheaper ways to do that? For example, we're about to put on a community arts festival. We're holding various shows and events over a week with local people volunteering.

P: That sounds interesting, but I'm afraid we've run out of time. You can continue the discussion on the Arts Spot website and get information on Mark's festival, which starts on the 24th, is that right?

M: Yep.


P: OK. So thanks to Mark and Holly. Until next time.

- Say the task you set them again and tell students to compare their ideas in pairs. Go round and notice how well students did without saying anything. If you see the majority have not understood, be prepared to play the audio again.
- Get the answers by asking different students. Ask them how these plans connect to the photo and the unit.

Suggested answers

- 1 The plan for Port-au-Prince is to paint a whole neighbourhood.
- 2 The plan for Birmingham is to find an artist who can create a big and innovative piece of art.

9

- Ask students to read the statements and check they understand them.
-  16 Explain the task. You could ask what they think the answer to some of the questions is before they listen and why, but don't tell them if they are right or wrong. Play the audio straight through.
- Say the task you set them again and tell students to compare their ideas in pairs. Go round and notice how well they did in order to decide how quickly to go through answers, and whether you will need to play the audio again.
- Check the answers as a class by asking for a show of hands, shouting out an answer all together or nominating students. Get two students to give their answer, especially where you noted differences.
- Where students agree, write the answer on the board. Where there is a dispute, ask students to justify their different answers, but *don't* say who is correct. Put a question mark on the board. Tell students they will listen again and check. Go through all the answers like this and then play the audio again if necessary, telling students to focus on the areas of uncertainty.
- If students are *still* uncertain of the answer, play the audio again and stop at key points. Replay these sections two or three times if students are still struggling. Draw attention to the problem sounds or words and explain them when you give the answers.

Answers

1 P 2 PB 3 B 4 P 5 B 6 PB 7 P 8 P

10 MY PERSPECTIVE

- Tell students to look at the instructions and ask them what the three community projects are. (painting the neighbourhood; creating big public art; putting on community festivals)
- Put students in pairs to decide which they prefer and why. Set a time limit of about two minutes. Alternatively, discuss the questions as a class.
- **Optional step.** Have a class vote to decide which option is the most popular one. Ask different students for their reasons and allow a debate to develop. Have a final vote to see if anyone has changed their mind.

Extension

Students can watch the TED talk titled *How painting can transform communities* by Haas&Hahn. They can make a note of five new words or expressions to share in the next lesson, and write a 100-word summary of what they most enjoyed about the talk.

GRAMMAR Future forms 1 p46

To prepare for teaching the following exercises, see Grammar reference on page 134.

11

- Either get students to read the Grammar box silently, or read out the sentences in the box, or nominate different students to read a sentence each and correct any pronunciation problems.
- After each one, you could ask a student why the form in bold is used. If they are not sure, you could ask another student to volunteer an idea. Students are going to check their answers in the next exercise so don't give them away at this point. Just see how much students know already.
- You may want to emphasize that there is *no* future tense as such in English. Many forms used for the future are interchangeable at different times and students shouldn't worry too much about it.

Teaching tip

Reading out the whole sentence when checking answers

A lot of vocabulary and grammar tasks may just require students to match a number with a letter or put one word in a gap. This makes checking answers easier, but there is some evidence that it helps memory if students read out the whole phrases or sentences when they do an exercise. So, while you might write the number and letter on the board to save time, ask students to say the whole sentences when they give the answers.

12

- Ask students to work in pairs and match the grammar explanations to the examples in the Grammar box.
- When they have finished, you can either give the answer or wait for them to read the Grammar reference on page 134 and then nominate individual students to check their answers. Again, you may note that more than one form can be used in these sentences without really affecting the meaning.

Answers

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

Grammar reference and practice

Ask students to do Exercises 1 and 2 on page 135 now, or set them for homework.

Answers to Grammar practice exercises

1

- 1 will do, leave
- 2 have, won't be raining
- 3 are going to start, have raised
- 4 are going, have finished
- 5 am not doing, will show
- 6 is about to start, will call, has finished

2

- 1 as soon as they have
- 2 before they paint
- 3 they are going to complete / they are to complete
- 4 shouldn't be a failure
- 5 will be shopping / will be going shopping / am going to be shopping

13

- Tell students they are going to read about another festival. Ask them to read the whole text in one minute to find out what kind of festival it is, what it's celebrating and decide if it sounds like something they would like to go to. Briefly check students' answers.
- Look at the instructions and do the first item with the whole class. Either wait for someone to volunteer the answer or nominate someone to answer.
- Get students to do the other items. When most students have finished, ask them to compare in pairs and give reasons for their choices.
- Check answers around the class. Ask different students to explain their answers. Don't expect the explanations to be 100% as in the rules in the Grammar reference. Accept any explanation that reflects usage.
- Write up the number and correct form on the board as you go through the answers.

Answers

- | | |
|--------------------|----------------------|
| 1 is going to hold | 6 has finished |
| 2 are going to be | 7 will be coming to |
| 3 takes | 8 will hopefully get |
| 4 are putting on | 9 will be spending |
| 5 rises | 10 it's going to be |

14

- Before class, think about an example for yourself for each sentence.
- Explain the task and give your sentences as a model. You could make this a game. Tell students they will get five points for the first example for each number, then two points for every new example in items 2 and 4, which both have two gaps, and one point for every new example in the others.
- Set a time limit of five minutes. Ask students to do it individually, writing on a clean piece of paper. Go round the class. Help with any new words students want to know and notice grammar errors.
- At the end of the five minutes, get students to swap papers and add up the score. They can ask you for help if they think something is wrong.
- Find out who scored the highest. Answer any questions where students thought the grammar was wrong (deduct points if it is!).

Answers

Students' own answers.

15

- Explain the task and put students in pairs to make their lists.
- Go round and notice how students are doing. Once everyone has at least two ideas, stop the task.
- Brainstorm all the suggestions from the class and write them on the board. Students can suggest new ones. You will need between four and ten ideas.

16

- Put students in groups and ask them to discuss their ideas in Exercise 15 using the categories.
- You might help them with some language for their discussion, but the main idea here is to get students to consider different aspects in order to choose one idea. As such, you might want to keep this section short or just have a class vote on the different categories.

17

- Ask the groups to decide on one of the ideas from Exercise 15. Give them one minute to decide and then check which idea each group has chosen.
- Tell them to think of the details of how they would organize it and what would be included by working through the list in the book. You may want to give a time limit of about six minutes. Go round and help out with language or ideas, if necessary.
- At the end of the time limit, tell students to stop and decide who will present the ideas and help them prepare.

Fast finishers

Ask them to choose one other of the ideas from Exercise 15 to plan and see if they made the correct choice of event. They may find a different event will be easier to put on or more entertaining.

18

- Allow each group to present their ideas and make a note on any language points to go over with the class.
- The class could vote on the best proposal. Go through some language that was used well or some errors and correct them on the board.

Extension

Ask students to write a report or advertisement for the event they discussed. They may even present a PowerPoint or a similar speech to pitch for approval from the class. This can be done in a future lesson.

Homework

Set Workbook Lesson 4A exercises on pages 38–41 for homework.

4B Music to their ears pp48–49

VOCABULARY BUILDING Adjective and noun collocations 2 p48

1

- **Books closed.** Write *individual performance* on the board and ask students to translate it into their own language.
- Focus students' attention on the photo and ask how the adjective-noun collocation connects to it. (For an orchestra to work well together, everyone's individual performances need to be good). Explain it is useful to record collocations because it can help them write and speak more fluently.
- Explain how you can also record a further collocation (the collocation of the collocation!) and give the examples in the Vocabulary building box (give an individual performance and get a mark for your individual performance). Ask students for further collocations (e.g. *improve your individual performance*, *work on your individual performance*) and example sentences using one of their ideas.
- Look at the instructions and do the first item with the whole class. Then get students to do the other items in pairs using a dictionary if necessary.
- While they work, notice words and phrases they look up, or ask you about, or underline. Focus on these in feedback.
- When most have finished, get students to compare answers in groups. Go through the answers by asking different students to explain the meanings.

Suggested answers

diverse social backgrounds	people who have experienced a range of different childhoods
driving ambition	a big desire to achieve something
hard work	a lot of effort
innovative scheme	a new way of doing something
leading orchestra	an orchestra that is exemplary / the best
low income	a small amount of money from work or benefits
mixed results	varying outcomes
private companies	companies owned by individuals
straightforward process	an easy-to-follow way of doing something
strict set of rules	demanding regulations

Exam tip

Learning collocations and chunks

Another reason to learn collocations and common chunks of English rather than just single words is that being able to recognize common combinations of words quickly helps you read quicker and improves your listening skills.

2

- Look at the instructions and do the first item with the whole class. Either wait for someone to volunteer the answer or nominate someone to answer. Point out that *diverse social background* could go with *low income* (e.g. a poor childhood) or *mixed results* because *mixed* and *diverse* both show a range. Explain that there are no correct answers, but students need to explain their ideas to show their understanding.
- Read the example and ask students to match *driving ambition* with another collocation in the list. Then put students in pairs to discuss other possible pairs. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language to go over with the class.
- As feedback ask different pairs to share their ideas and write any 'collocations of the collocations' on the board.

Extension

Ask students to think of one or two verbs to go with each collocation. They could then write an example sentence or a paragraph using two or more of the collocations.


READING p48

Exam tip

Close reading and fast reading

Different exam tasks require different processes. With gap-fill tasks (like the one in Exercise 3), students need to look closely at the sentences, notice key words that relate backwards or forwards, and when they have finished, read the whole text again for coherence. Other tasks (like the one in Exercise 4) require students to find the relevant information by scanning through the text. These tasks don't require close reading and interpretation, or reading for coherence at the end of the task.

3

-  **17** Ask students if they have ever heard of *El Sistema*. Wait for students to volunteer, but don't worry if no-one knows about it. Tell them to read as much of the text as they can in two minutes to find out what *El Sistema* is and how it relates to the photo on the page.
- At the end of the time limit, stop students reading. Nominate two students to answer the questions you set. You might check with a couple of others to see if they agree.

- Ask students to read the sentences in Exercise 3 and see if there are any words they are unsure of. They might need help with the following:
has been credited: if you are credited with something, people believe you are the cause of a positive change
commitment: if you show commitment, you consistently work hard at something and keep doing it even at difficult times or when others stop.
- Explain the task. Read out the final sentence in the first paragraph and ask the class which sentence they think goes next. Either wait for students to volunteer an answer or nominate someone to answer. Check why and ask someone else if the answer is correct. Give the final answer and clarify why. Point out that *such an idea* in sentence f refers to *scheme for teaching music to children from diverse social backgrounds* in the text.
- Ask students to do the others individually. Remind them there is one extra sentence. Go round and check students are doing the task correctly and provide help if necessary.
- When the first students have finished, ask the class to compare their ideas in pairs and help each other with any remaining gaps.
- Go through the answers in the same way as above, making sure you get students to justify answers by explaining the link between the text and the missing sentence. Write the numbers and letters on the board.

Answers

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

Sentence d is not used.

- 4
- Ask students to cover the text and give them one minute to read the questions and write down any information they remember.
 - Tell them to scan the text to find the answers. Set a short time limit of about two minutes for this.
 - Check the answers straight away as a class. Ask students who have all five answers to raise their hands. Then ask one student to give their answers. After each one, ask the rest of the class to raise their hands if they think it is correct. If there is any dispute, get a student to give their alternative and explain why. Finally, give the correct answer.
 - **Optional step.** Explain the different reading skills from the Exam tip. Discuss which task is more challenging for students and why.

Answers

- 11 children went to Abreu's first rehearsal. Over 500,000 young musicians now take part.
- Children are aged seven when they first start playing an instrument.
- Children practise between one and four hours a day, up to six days a week.
- El Sistema* is seen by many people from low-income families as a way to stay in education and escape poverty.

5

- Ask different students to read out a question. In each case, give your own answers. Then put students in pairs to ask and answer.
- Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language to go over with the class.
- When a couple of students have finished, ask the class to change partners, but to start from the last question this time. Continue listening and making notes.
- When a few students have finished, either give feedback or ask students to change partners one last time and repeat the task.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

6

- Explain the task and do an example with the whole class.
- Put students in pairs to discuss the rest of the collocations. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language to go over with the class.
- When a few pairs have finished, stop the task. Elicit answers from the whole class and give some feedback about new language that came up.

Answers

El Sistema is **an innovative scheme** for teaching music to children from **diverse social backgrounds**. (lines 5–7)

The Venezuelan National Youth Orchestra has been named among the five **leading orchestras** in the world. (lines 8–10)

Some of the orchestra's success was because of Jose Antonio Abreu's **driving ambition**. (lines 15–18)

The government provides monthly grants to older pupils as a reward for their **hard work**. (lines 21–22)

Private companies often sponsor local groups. (lines 24–25)

Students and their parents must agree to **a strict set of rules**. (lines 28–29)

El Sistema is seen by many people from **low-income** families as a way to stay in education and escape poverty. (lines 39–40)

Setting up a 'sistema' is not **a straightforward process** and there have been **mixed results**. (lines 44–45)

CRITICAL THINKING Understanding and evaluating ideas p49

7

- Read out the explanation in the Critical thinking box or ask students to read it to themselves.
- Ask students which factors made *El Sistema* a success in Venezuela. Wait a moment for someone to volunteer and/or give an idea yourself to start off the list. Then put students in pairs to discuss ideas further. Tell them to look back at the text if they need to.
- When everyone has at least three or four ideas, stop the task and ask different pairs for their ideas. Write each new factor on the board and keep the list for Exercise 8. You do not need to cover all the suggested answers below, but push students to go beyond three or four answers, by prompting them with questions, e.g. *What do you think it is about Abreu's character and work that may have helped?*

Suggested answers

a leader with a vision / ambition; a leader with understanding of economics / business; a leader connected to government (Abreu was a minister.)

funding from the Venezuelan government; payments to pupils and performers; private companies support; space for rehearsals

a strict set of rules signed up to and enforced; high amount of practice; focus on performance as a motivating factor; an emphasis on fun, team spirit and physical expression in class

There's a focus on singing and musicality before students start on a specific instrument.

Students choose their instrument after a time, they're not just told.

'push' of poverty and 'pull' of opportunity

It's a national system / large numbers rather than isolated.

structure of local groups and whole system

initial success may have brought more success / buy-in from government and private sector

8

- Point to the ideas on the board and get students to discuss the questions in pairs or groups. Set a time limit of about five minutes.
- Ask students which factors they think are *not* possible in their country and why. You could go through individual ideas to discuss if they are necessary or not.
- For the last question, have a class vote. Ask individual students from both sides to give their opinions as well as someone who didn't vote. Help them with language to explain their views.

9

MY PERSPECTIVE

- Put students in groups to discuss the question and encourage them to give reasons.
- As feedback you could have another vote to see who would like to take part in *El Sistema* and who wouldn't.

Extension

For further writing practice, ask students to write about three favourite bands, pieces of music or concerts they have been to. They can do this at home and hand in their writing in the next class.

Homework

Set Workbook Lesson 4B exercises on pages 42–43 for homework.

4C High hopes *pp50–51*

LEAD IN

- Write the word *surprising* on the board and ask for the opposite (*disappointing*). Give an example of something you found *surprising* and something you found *disappointing* and explain why. Try to include a future in the past form covered in this lesson.
- Ask students to tell their partner about their own examples of *surprising* and *disappointing*. Listen and note down points where students used (or could have used) one of the future in the past forms. Use these examples to introduce the grammar point.
- Alternatively, ask students to work in pairs to retell the text on page 49. Use this to then move on to the Grammar box in Exercise 1.

GRAMMAR Future forms 2 *p50*

To prepare for teaching the following exercises, see Grammar reference on page 134.

1

- Get students to read the Grammar box silently. They are all examples from the reading on page 49. Alternatively, nominate different students to read a sentence each and correct any pronunciation problems.
- Then ask them to identify the future in the past meanings in the examples in Exercise 1 in pairs or ask the questions yourself to the whole class. You can either give the answers now or wait for them to read the Grammar reference on page 134 and then ask the grammar checking questions to the class, or nominate individual students to give their answers.

Answers

a 3 b 1 c 2

Grammar reference and practice

Ask students to do Exercises 3 and 4 on page 135 now, or set them for homework.

Answers to Grammar practice exercises

3

1 going 2 expected 3 would 4 were
5 than 6 wasn't

4

1 I thought it would
2 I was expecting it
3 were hoping / had been hoping
4 was going
5 was going to stay


2

- Look at the instructions and do the first item with the whole class. Either wait for a student to volunteer the answer or nominate someone to answer. Emphasize the grammar meaning by pointing out that \$35 million was the plan, but it changed.
- Get students to do the rest individually. Go round and check students are doing the task correctly and notice any errors or difficulties.
- When most students have finished, ask them to compare answers in pairs.
- Check the answers. Ask different students to read out the full sentences and write up the answers on the board. As you go through, you could also correct any pronunciation at this point and then move on to Exercise 3b.

Answers

- 1 was going to cost, d
2 was going to rain, f
3 were going to get, b
4 were / was going to be, e
5 were going to play, a
6 were going to hold, c

3 PRONUNCIATION Contrastive stress

- **3a** Explain the task and point out the quantity words in sentences a–f in Exercise 2.
-  **18** Either use the audio or model the sentences yourself. After each sentence, pause the audio and drill it chorally. Then nominate individual students to say each sentence. You could ask them to say it fast or slow.
- Correct any errors that come up.

Answers and audioscript 18

- a but they just played loads of new stuff. They were absolutely terrible.
b but it literally sold out in seconds. I couldn't believe it.
c loads of people were actually against it.
d but it cost way more than that.
e but we had to wait for hours. It must've been midnight before they came on.
f but seriously, it just poured down all day.

- **3b** Put students in pairs to practise reading out the complete sentences.
- You could challenge them to see who can say them fastest while maintaining the contrast.

Extension

Ask students to take it in turns to say the first half of the sentence and then change the second. For example: *They said the building was going to cost something like \$35 million ... but in the end it was actually quite a lot cheaper!* Remind students to maintain the contrastive stress.

Background information

The 'Bilbao Effect' is a term used to describe the idea that attracting a world-class cultural institution – in Bilbao's case, a branch of New York's Guggenheim art museum – will put a city on the map, and in turn attract more investment, brands, tourism and cultural energy.

4

- Tell students they are going to read about the so-called Bilbao Effect. Before they read, ask the class for ideas about what they think it might be, bearing in mind the unit topic, the photo on this page and their general knowledge.
- Ask students to read the whole text to find out if they were right. As brief feedback, comment on how accurate students' ideas were.
- Explain the task and do the first item with the whole class. Get students to do the others.
- When most students have finished, ask them to compare answers in pairs.
- Check answers around the class and ask different students to explain their answers. Write up the answers on the board as you go through.

Answers

- 1 Correct
- 2 Incorrect (*were going to be*)
- 3 Incorrect (*would improve / improved*)
- 4 Correct
- 5 Correct
- 6 Incorrect (*was going to look like / looked like*)
- 7 Correct
- 8 Incorrect (*would be*)

5 MY PERSPECTIVE

- Ask students to remember the critical thinking point on page 49 (Understanding and evaluating ideas). Then ask them to discuss the question in pairs, generating as many ideas as possible in two minutes.
- Ask different pairs of students to share their ideas, helping them with new language or correcting language as they speak.
- You might finally ask whether the class thinks the 'Bilbao Effect' could work in their local area.

Suggested answers


Bilbao has a better climate and better food and is therefore a more attractive destination.

Bilbao also invested in other kinds of infrastructure; it was part of a bigger plan.

6

- Tell students they are going to look at another situation in which we often use future in the past, but that first they will hear examples from three people. You might also refer back

to the lead in task explaining that they are going to talk again about surprises and disappointments.

-  19 Explain the task and play the audio once straight through.

Audioscript 19

1

Female 1: *My parents took me to see The Mousetrap while we were on vacation. I don't know if you know it or not, but apparently it's the world's longest-running play. My dad said it'll soon have been running for seventy years, and over ten million people will have seen it, which is pretty amazing, really. Anyway, I wasn't expecting much because I don't usually like murder mysteries, but it was way better than I thought it would be.*

2

Male: *We were hoping to get tickets to see a show at the local comedy club, but we left it too late, so on the spur of the moment we decided to go to a concert instead. We saw a French band called The Arrogants. I don't know if you know them or not. I'd heard their record and quite liked it, but the show was a real letdown. They were nowhere near as good as I was expecting.*

3

Female 2: *I was just going to stay at home and have a quiet night in, to be honest, but a friend called me and said she was going to see this new Japanese horror movie, so I decided to go with her. I'm not usually a big fan of that kind of thing, and I honestly wasn't expecting it to be very scary, but it was actually totally terrifying. Honestly, it gave me nightmares.*

- After the task, there is no need to compare in pairs (especially if they read the audioscript). Just ask different students for their answers. As they explain why each speaker felt as they did, correct or emphasize the grammar that's used. You can then also point it out in the next exercise.

Answers

1

- 1 She went to a play called *The Mousetrap*.
- 2 He went to see a French band called *The Arrogants*.
- 3 She went to see a new Japanese horror film at the cinema.

2

- 1 She wasn't expecting much and doesn't usually like murder mysteries, but it was much better than she expected.
- 2 He said it was a letdown. He'd heard the record and liked it, but the live show was nowhere near as good as he'd been expecting.
- 3 She wasn't expecting it to be very scary, but it was actually totally terrifying. It gave her nightmares.

7

- Think of two or three cultural events that you could describe using the language.
- Explain the task and tell the class about the events you thought of. Highlight the words and patterns from the exercise either by writing them up as you say them or slowing down and drawing attention to them as you speak.
- Give students two or three minutes to choose their own events. (They could include an example from the Lead in.) They could write key words as a reminder for when they speak.
- Get students to stand up and share their ideas with different students. Ask them to change partner from time to time. Alternatively, do the task in groups. Listen and make notes as students talk.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

8

- Either get students to read the Grammar box silently or read out the sentences in the box yourself. You may want to point out how the example came from the audio in Exercise 6. You could ask students what the sentence is referring to. (*The Mousetrap*)
- Then ask them to answer the grammar checking questions in pairs or ask the questions yourself to the whole class. You can either go through the answers with the whole class or wait for them to read the Grammar reference on page 134 and then ask the grammar checking questions to the class, or nominate individual students to give their answers.

Answers

- 1 Future perfect simple: *will have* + past participle
Future perfect continuous: *will have been* + *-ing*
- 2 future perfect continuous
- 3 future perfect simple
- 4 *soon*

Grammar reference and practice

Ask students to do Exercise 5 on page 135 now, or set it for homework.

Answers to Grammar practice exercise

5

- 1 have started 2 I'm going 3 I'm helping, I'll have finished 4 I'll have been living 5 slept

9

- Look at the instructions and do the first item with the whole class. Ask why future perfect continuous is correct. (It's an ongoing action that will continue up until the end of next year.) Either wait for someone to volunteer the answer or nominate someone to answer.
- Ask students to do the rest of the items. When a few students have finished, get them to compare answers.
- Go through the answers by asking different students to read out a full sentence and explain the form they chose. Write the numbers and verbs on the board.

Answers

- 1 will have been playing
- 2 will have been studying
- 3 will have finished
- 4 will have been living
- 5 will (soon) have been open

10 CHOOSE

The idea is for students to make their own choice of activity here. However, you might want to make the decision for them, in which case explain why. Alternatively, you may decide to let students do more than one task. You could divide the class into groups and have each group do a different task – or you could have a vote on which task the whole class should do. For the vote:

- put students in pairs or groups to decide which they prefer.
- take a vote on each task.
- if the vote is tied, ask one student from each side to explain which is best and take the vote again. You can decide if there is still no change.

Fast finishers

Ask them to do one of the other tasks in Exercise 10.

Extension

For extra writing practice, ask students to write up one of the stories they told during the lesson and bring it to the next class.

Homework

Set Workbook Lesson 4C exercises on pages 44–45 for homework. You might want to tell students to watch the track called *Unit 4 TED Talk* on the *Perspectives* website before they come to the next class.

4D Building a park in the sky

pp52–53

TED Photo and initial task

- Tell students they are going to watch a TED Talk about how local cultural activism transformed an unloved corner of New York.
- Read out the quote and ask students to translate it or say what they think it means in English (or both).
- ▶ **4.0** Tell them they are going to see a short text on the DVD to introduce the talk and the speaker, and play the About the speaker section. Then do the vocabulary exercise.
- After they finish, write the key words from the About the speaker section on the board and ask students to retell it aloud, or ask them to write as much of what it said as they can. Correct as necessary.

About the speaker ▶ **4.0**

*Robert Hammond is a self-taught artist who co-founded a non-profit organization called Friends of the Highline. The Highline is an **elevated** rail line that trains used to carry **freight** along, but it was **abandoned** in the 1980s. Despite lots of **opposition** to the idea of keeping the structure, the group has managed to **preserve** and develop it into something new and remarkable.*

Robert Hammond's idea worth spreading is that we can work together to turn abandoned and neglected parts of our cities into vibrant community spaces.

Answers to About the speaker

- 1 elevated = c (raised above the ground)
- 2 freight = b (goods that are carried by vehicles)
- 3 abandoned = a (no longer used)
- 4 opposition = a (an argument or disagreement)
- 5 preserve = c (protect something from being damaged or destroyed)

AUTHENTIC LISTENING SKILLS Recognizing words you know p52

As well as teaching aspects of phonology and listening skills, these tasks also:

- allow you to pre-teach some vocabulary.
- allow students to read and hear new language before they listen to the whole text.
- allow students to tune in to the speaker's voice and style.

Teaching tip

Correcting pronunciation

When you correct students' pronunciation, it helps if you can show them how the sound is made. You can find this out by touching or feeling the top of your tongue and shape of your lips as you make the sound. If possible, you can contrast that with how the student's incorrect pronunciation is produced. This process may be challenging for teachers, but it will make more of a difference than only repeating, because students are often unable to hear a difference.

1

- Before you look at the Authentic listening skills box, you could ask students why it's sometimes hard to hear words they already know when they are listening to authentic speech. Wait for different students to volunteer ideas or nominate students to explain.
- Ask students to quickly read the Authentic listening skills box. Either model the different ways of saying *with yourself* or ask students to say it. Point out that many other words will also be 'squeezed' in this way in natural speech.
- 🔊 **20** Then set the task and play the audio once straight through.
- Ask students to compare their ideas in pairs.
- Play the audio again, this time stopping after each gap. Get answers from the class and write the correct answers on the board.

Answers

- 1 loaded with frozen turkeys
- 2 that said it was going to be
- 3 at the end of the meeting, we realized
- 4 let's have it be sort of inspired by

2

- 🔊 **20** Play the audio again and stop after each extract. Ask students which words in each extract they found hardest to hear, and how those words sounded. You could write the phonetic symbols for 'standard' pronunciation of these words and compare this to how they sounded in the audio.
- Say each extract twice. Say it slowly the first time, with a gap between each word. The second time, say it faster linking the words where appropriate.

3

- Drill the sentences in Exercise 1, slowly first and then again faster. Initially, say each one with gaps between each word. Get the whole class to repeat and then ask individual students to do the same.
- Say the sentences again, but faster this time. Again, encourage group and individual repetition. Where students could say the phrases faster and in a more natural way, stop them and show them how to do this. Then try again.

WATCH p52

If you are short of time, or want a different approach to the video, you may want to watch the whole talk all the way through with only some brief checking questions. A version of this is on the DVD and is labelled as *TED Talk with activities*. At the end of each section, there is a short gist question(s). Pause after each question on screen so students can give their answers, then play the answer.

Answers to gist questions on DVD

Part 1

What was the High Line before and what did the Friends of High Line decide to turn it into?

- b** It was a rail line; Friends of the High Line wanted to turn it into a park.

Part 2

Based on the Friends of High Line's predictions, the High Line has been:

- b** more successful than expected

Part 3

Which benefit did Robert not talk about?

- b** reducing traffic

4

- Tell students to read the questions and check they understand them.
- Ask a student to read out the first question. Give one possible answer yourself, then ask other students for extra ideas. Then ask them to discuss the rest of the questions in pairs.
- Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language to go over with the class.
- Check students' ideas by asking the questions again to individual students and use this opportunity to teach some of the new language that came up in the discussion. Ask the class for a translation/explanation of the word or phrase and then you can give extra examples to show how it's used.

5

- Tell the class to read the questions and ask about any language they are not sure of. You might want to check the following:
fatal: causing someone to die
freight: goods carried by vehicles
reclaim: improve an area of land so it can be used
- ▶ 4.1 Play Part 1 once straight through.

TED Talk Part 1 script ▶ 4.1

The High Line is an old, elevated rail line that runs for a mile and a half right through Manhattan. And it was originally a freight line that ran down 10th Avenue. And it became known as 'Death Avenue' because so many people were run over by the

trains that the railroad hired a guy on horseback to run in front, and he became known as the 'West Side Cowboy'. But even with a cowboy, about one person a month was killed and run over. So they elevated it. They built it 30 feet in the air, right through the middle of the city. But with the rise of interstate trucking, it was used less and less. And by 1980, the last train rode. It was a train loaded with frozen turkeys – they say, at Thanksgiving – from the meatpacking district. And then it was abandoned.

And I live in the neighbourhood and I first read about it in the New York Times, in an article that said it was going to be demolished. And I assumed someone was working to preserve it or save it and I could volunteer but realized no one was doing anything. I went to my first community board meeting – which I'd never been to one before – and sat next to another guy named Joshua David, who's a travel writer. And at the end of the meeting, we realized we were the only two people that were sort of interested in the project; most people wanted to tear it down. So we exchanged business cards and we kept calling each other and decided to start this organization, Friends of the High Line. And the goal at first was just saving it from demolition, but then we also wanted to figure out what we could do with it.

And what first attracted me, or interested me, was this ... this view from the street – which is this, you know, steel structure, sort of rusty, this industrial relic. But when I went up on top, it was a mile and a half of wildflowers running right through the middle of Manhattan, you know, with views of the Empire State Building and the Statue of Liberty and the Hudson River. And that's really where we started ... the idea coalesced around ... 'let's make this a park, and let's have it be sort of inspired by this wildscape.'

- Say the task you set them again and tell students to compare their ideas in pairs.
- Have a class vote on what the correct answer is. Ask different students to justify their answers and then either give the answer yourself or play the section again to resolve any disagreement.

Answers

1 c 2 a 3 b 4 c

6

- ▶ 4.2 Ask students to look at the figures. Explain the task and play Part 2 of the talk.

TED Talk Part 2 script ▶ 4.2

At the time, there was a lot of opposition. Mayor Giuliani wanted to tear it down. I'm going to fast-forward through a lot of lawsuits and a lot of sort of community engagement. Mayor Bloomberg came in office; he was very supportive, but we still had to make the economic case. You know, this was after 9/11; the city was in tough times. So we commissioned an economic feasibility study to try to make the case. And it turns out, we got those numbers wrong. We thought it would cost 100 million dollars to build. So far it's cost about 150 million. And the main case was: this is going to make good economic sense for the city. So we said over a 20-year time period, the value to the city in increased

property values and increased taxes would be about 250 million. That was enough. It really got the city behind it. It turns out we were wrong on that. Now people estimate it's created about a half a billion dollars, or will create about a half a billion dollars, in tax revenues for the city. We did a design competition, selected a design team. We worked with them to really create a design that was inspired by that sort of wildscape.

- Say the task you set them again and tell students to compare their ideas in pairs. Go round and notice how well they did in order to decide how quickly to go through answers, and whether you need to play Part 2 again.
- Check the answers as a class.

Answers

- 1 The events of 9/11 caused several economic problems.
- 2 Friends of the High Line thought the project would cost \$100 million to build.
- 3 Over a 20-year period the High Line would generate \$250 million.
- 4 The High Line will generate half a billion dollars for the city in tax revenues.
- 5 There are three sections of the High Line.

7

- Explain the task. Give students a minute or two to read through the points and ask about anything they are unsure of. You may need to explain *demolish*. (If you demolish a building, you deliberately destroy it.)
- Put students in groups to discuss their ideas. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language to go over with the class.
- When a few groups have finished, stop the task. Ask the class for their ideas to the questions and add your own comments, where appropriate.
- Finish by giving some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

8

- Ask students to read the sentences and check they understand them.
- ▶ 4.3 Explain the task and play Part 3 of the talk straight through.

TED Talk Part 3 script ▶ 4.3

We opened the first section in 2009. It's been sort of successful beyond our dreams. Last year we had about two million people, which is about ten times what we ever estimated. This is one of my favourite features in section one. It's this amphitheatre right over 10th Avenue. And the first section ends at 20th Street right now. The other thing, it's generated, obviously, a lot of economic value; it's also inspired, I think, a

lot of great architecture. There's a point where you can stand – here – and see buildings by Frank Gehry, Jean Nouvel, Shigeru Ban, Neil Denari. And the Whitney is moving downtown and is building their new museum right at the base of the High Line. And this has been designed by Renzo Piano. And they're going to break ground in May.

And we've already started construction on Section Two. This is one of my favourite features, this flyover where you're eight feet off the surface of the High Line, running through a canopy of trees. The High Line used to be covered in billboards, and so we've sort of taken a playful take where, instead of framing advertisements, it's going to frame people and views of the city. This was just installed last month. And then the last section was going to go around the rail yards, which is the largest undeveloped site in Manhattan. And the city has planned – for better or for worse – 12 million square feet of development that the High Line is going to ring around.

But you know, what really, I think, makes the High Line special is the people. And honestly, even though I love the designs that we were building, I was always frightened that I wouldn't really love it, because I fell in love with that wildscape – and how could you recreate that magic? But what I found is it's in the people and how they use it that, to me, makes it so special. Just one quick example is I realized right after we opened that there were all these people holding hands on the High Line. And I realized New Yorkers don't hold hands; we just don't do that outside. But you see that happening on the High Line, and I think that's, you know, the power that public space can have to transform how people experience their city and interact with each other. Thanks.

- Say the task you set them again and tell students to compare their ideas in pairs. Go round and notice how well they did in order to decide how quickly to go through answers, and whether you need to play Part 3 again.
- Check the answers as a class eliciting the correct information for the false sentences. Write up the number and letter on the board.

Answers

- 1 F (Ten times more than estimated.)
- 2 T
- 3 T
- 4 F (He was worried he wouldn't really like it but he does.)
- 5 T

9 VOCABULARY IN CONTEXT

- 9a ▶ 4.4 Tell students that they are going to watch some clips from the talk which contain new or interesting words or phrases. They should choose the correct meaning for each one. Play the Vocabulary in context section. Pause after each question on screen so students can choose the correct definition, then play the answer. If you like, you can ask students to shout out the answers. If helpful, either you or the students could give an additional example before moving on to the next question.

Answers

- 1 run over = c (hit by a vehicle)
- 2 assumed = b (believed to be true)
- 3 figure out = a (try to understand)
- 4 relic = c (object from the past)
- 5 engagement = a (involvement)
- 6 behind = c (support for)

- **9b** Check students understand the words and phrases in italics, and teach them again if necessary or ask students if they can recall the example in the video.
- Read out the questions and in each case, give your own examples. Encourage students to find out more information by asking further questions.
- Now tell them to think of true examples for at least two of the questions. Give them two minutes to decide what they are going to say.
- Put students in pairs or groups to share their anecdotes and ideas. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language to go over with the class.
- Get students to change pairs and repeat the task. Continue listening and making notes.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

Extension

- Tell students they are all at a community board meeting and they are going to discuss which of these options is the best idea for their town/city. Divide students into five groups, one for each idea. Set a time limit of about three minutes and ask them to come up with at least three arguments to support their idea. Point out that they can also present arguments against the other ideas.
- Then invite them to present their arguments to the class. You could act as the mayor and decide which idea has been argued for best or nominate a few students to be the 'experts' and decide.

CHALLENGE

- Look at the first task and ask the whole class for an example of something Friends of the High Line had to do during the early stages of their campaign connected to events and people, and an example connected to money. If students seem stuck for ideas, give one or two of your own. For example, maybe they had to think of ways of raising money, appoint someone to keep track of the money coming in and going out, and so on.
- Put students in pairs. Set a time limit of four minutes and ask them to think of as many other activities they had to do connected to the four areas. Round up by asking the whole class for ideas asking for clarification where necessary.

- Look at the second task. Give an example of a quality that you think is necessary, the degree to which you possess that quality, and how you could develop it more. Make sure you use at least two of the phrases from the bottom of the box.
- Then put students in pairs to share their ideas. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language to go over with the class.
- Get students to change partners and repeat the task. Continue listening and making notes.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

Homework

Set Workbook Lesson 4D exercises on page 46 for homework.

4E What's the plan? pp54–55

Information about the photo


The photo shows the Birmingham City Color Run, where runners take part in a 5km race and are splashed with different colours as they go through each kilometre. The Color Run was founded by Travis Snyder who was inspired by the Indian Holi Festival where participants similarly throw coloured flour at each other. He decided to combine the idea with a 5km running experience. There are cleaning facilities at the end of the race, so participants can wash before going home.

SPEAKING p54

1

- Read out a few sentences with the options that are true for you, and explain why, giving more details about each one. Highlight useful language either by writing it up as you say it or slowing down and drawing attention to it as you speak.
- Put students in pairs to discuss their own ideas. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language to go over with the class.
- When a couple of students have finished, ask the class to change partners and to repeat the task starting from whichever statement they like. Continue listening and making notes.
- When a few students have finished, either give feedback or ask students to change partners one last time and repeat the task.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

2

- Tell the class they are going to hear two friends making plans. Ask students to read out a question.
-  **21** Play the audio once straight through.

Audioscript **21**

F = Female, M = Male

- F:** *So, hey, listen, I was wondering ... um ... Do you fancy going out somewhere with me tomorrow?*
- M:** *Yeah, OK. Why not? Where did you have in mind? Anywhere in particular?*
- F:** *Well, there's this new exhibition on in town that I'd quite like to go and see.*
- M:** *OK. What kind of thing is it? I'm not really into art, so ...*
- F:** *No, it's all about technology and how it's changing the world. You know – 3D printers and all that.*


- M:** *Ah, it doesn't sound like my kind of thing, to be honest.*
- F:** *No worries. It'll be running for a while, so I can always go and see it on my own some time.*
- M:** *Cool. Hey. How about checking out this band that are playing in the park tomorrow night?*
- F:** *Umm ... maybe. Who are they?*
- M:** *They're called Moral Panic. They've got this sort of alternative, hardcore, metal sound.*
- F:** *OK. Doesn't really sound like my kind of music, I'm afraid. Metal just does nothing for me.*
- M:** *Hmmm. OK. Well, we're a bit stuck then, really, aren't we?*
- F:** *I don't know. What about just going to see a film? Would you be up for that?*
- M:** *Yeah. Maybe. Do you know what's on?*
- F:** *Well, there's The Gift, this new thriller that's supposed to be really good.*
- M:** *Oh yeah! I was going to go and see that last week but couldn't get tickets in the end. It looks amazing, though.*
- F:** *So how about that, then? Let me just check. Yeah. There's a showing at quarter past four. And another one at quarter to seven.*
- M:** *Let's go for the later one but meet a little bit earlier.*
- F:** *OK. Shall we say six in the café so we can get a coffee first? And I'll book tickets right now, just to be safe.*
- M:** *Brilliant! I'll see you there, then. Bye.*

- Say the task you set them again and tell students to compare their answers in pairs. Go round and notice how well students did without saying anything. If you see the majority have not understood, be prepared to play the audio again.
- Ask the whole class or individual students for their answers. Where there is a dispute, ask students to justify their different answers, but don't say who is correct. Tell students they will listen again and check. Go through all the answers like this and then play the audio again if necessary, telling students to focus on the areas of uncertainty.

Answers

- 1 They mention going to an exhibition, a concert and a film.
- 2 They decide to go and see a film.
- 3 The other ideas are rejected because one of them does not like them.
- 4 They arrange to meet at 6 o'clock at the café so they can get coffee first.

3

- Put students in pairs and ask them to read the sentences. Explain the task.
-  **21** Play the audio again straight through and ask students to complete the sentences as best they can.
- Ask students to compare answers in pairs. Go round and notice how well they did in order to decide how quickly to

go through answers, and whether you will need to play the audio again.

- To go through the answers, nominate a student to say the answer to item 1. Play the audio again to confirm or check it. If students are still uncertain of the answer, play the section again one or two more times.
- Write up the answers on the board. If you can, highlight how the sounds change in fast speech with 'letters' / sounds disappearing or words linking together, etc.
- You could also ask questions or give extra examples, e.g. *Can you think of two other things you might invite someone to, using **Do you fancy?** You can also ask **Do you have anywhere in mind?** Can you think of two different ways you could answer these questions?* etc.

Answers

1 fancy going out 2 in mind 3 kind of thing
4 to be honest 5 checking out 6 up for 7 go for
8 right now, be safe

4

- Explain the task. Ask students to individually think of three or four events. Tell them they can be festivals, film showings, exhibitions, concerts, etc.
- Ask them to think of one or two reasons why someone would want to go to these events and reasons why they wouldn't.
- You might demonstrate the conversation with a strong student.
- Put students in pairs or ask them to stand up and find a partner to do the task. As students are speaking, listen to see if they are using the useful language from the box and comment on this in feedback.
- **Optional step.** Get students to change partners once or twice and repeat the task.

Extension

Ask students to work with their first partner and write out their conversation. Then ask them to exchange conversations with another pair and act them out for each other. Encourage them to comment on each other's written conversation and oral performance.

WRITING A for and against essay p55

5

- Write the essay title on the board and ask students initially for a show of hands for who agrees and who doesn't. Ask students from either side for their reasons and note these on the board to build a mind map.
- If students are slow to answer, you might put them in pairs for about a minute to get some ideas. Then ask the class again to add more ideas on the board.

6

- Tell students they are going to write a *for* and *against* essay.
- Explain the task and ask students to read the model essay on page 150. Set a strict time limit or read it out while they follow in their books.
- Repeat the task you set and ask students to discuss in pairs what they think and why.
- Check answers with the class.

Answer

The writer disagrees because he/she believes the money could be spent in other areas of the local community.

7 WRITING SKILL Introducing arguments

- Put the students in pairs and explain the task. You might want to tell one student to look at Exercise 7 on page 55 and the other student to look at the model text on page 150 to avoid a lot of flipping backwards and forwards.
- Check by asking different pairs for their answers.

Answers

- 1 The writer stresses the importance of the subject by explaining why it is relevant now.
- 2 The writer uses *it has been claimed that ...* to introduce an opposing argument or point of view.
- 3 The writer signals they disagree by using *however, ...*

8

- Following on from Exercise 7, tell students that there are other words and phrases which introduce a weaker argument, e.g. *it has been claimed that*. They are going to look at them in this exercise.
- Look at the instructions and do the first item with the whole class. If you like, you can ask students to shout out the answer.
- Get students to complete the other sentences individually.
- The task in Exercise 9 is more challenging so you could check the answers here quickly either nominating individual students or giving the answers yourself.

Answers

- 1 sometimes 2 supposedly 3 believed 4 claimed
5 seen 6 common

9

- Explain the task and give one or two examples for the first sentence, e.g.
It is sometimes said that art is a mirror of society. In fact, lots of art has no relevance to society.
It is sometimes said that art is a mirror of society. In fact, lots of art is completely abstract.

It is sometimes said that art is a mirror of society. In fact, most of the time it is an escape from the issues of society.

- Put students in pairs to see if they can write endings to at least two of the other sentences. You could challenge stronger students to think of an ending for all of the sentences. Go round and provide help if necessary.
- When everyone has done at least two items, ask for some ideas from different pairs. Start with 'weaker' students to give them confidence.

10

- Explain the task. Tell students to refer to the model text on page 150 for help. Remind them of the structure of the model by reading out the pointers around the essay
- If you are going to give students a mark, tell them it will be higher if they organize their essay in a similar way and use language they have learnt. Put students in pairs and tell them to talk about or plan their *for* and *against* essay.

Exam tip

Writing a plan and a first draft

Explain to students that it helps to write a plan before they start the task. They should think about the common structure of the kind of writing they are doing (e.g. friendly email, essay, report) and write it down. They can also add one or two ideas to go with each part of the text. Then from the plan, they should write a first draft as quickly as they can. They can make changes later.

- Set the writing for homework or set a time limit of about twenty minutes to do it in class. As students are writing, go round and offer help. You might note some common errors for feedback when the time is up.

Fast finishers

Once they have checked and edited their finished essay, you could ask them to write a detailed plan for the option they *didn't* choose. They could even write an introductory paragraph, using the pattern laid out in the Writing strategy box.

Homework

Set Workbook Lesson 4E exercises on pages 47–49 for homework.

5 It's not rocket science

UNIT AT A GLANCE

Students will

- learn about and discuss different life hacks
- read about why humans are curious
- learn about brain research
- watch a TED Talk about science being for everyone
- design and write about an experiment

5A Vocabulary

Science in action, e.g. *carry out research, design an experiment, form a hypothesis*

Listening

A radio programme about life hacks

Grammar

The passive 1

Pronunciation

Stress in the passive

5B Vocabulary building

Adjective endings (-ous, -able, -ive, -ful, -al)

Reading

An article about why humans are curious

Critical thinking

Asking critical questions

5C Grammar

The passive 2

5D TED Talk

Science is for everyone, kids included, Beau Lotto and Amy O'Toole

Authentic listening skills

Fillers

5E Speaking

Staging and hypothesizing

Writing

A scientific method

Writing skill

Describing a process

5A Life hacks pp56–59

Information about the photo

Taylor Wilson has always been interested in nuclear physics and first got into it when he was just ten! When he was twelve, he decided he wanted to make a star and that led him to create a nuclear fusion* reactor in his garage. Taylor is from a wealthy family, but neither of his parents have a science background. His father owns a Coca-Cola bottling plant and his mum teaches yoga. He is now 22 and is working on a number of science and engineering projects. He is also a TED speaker.

* Fusion is the energy process that happens in the sun where atoms are forced together to create a new substance through which energy is released.

LEAD IN

- **Books closed.** Show students the photo or project it using the CPT. Ask: *Who do you think this family and the boy are? Why do you think he's dressed this way?* Either wait for someone to volunteer the answers or nominate someone to answer.
- Explain who it is by reading out the caption. Then put students in pairs and ask them to think of at least five questions they would like to ask the boy (Taylor Wilson).
- **Optional step.** The class then either conduct an imaginary interview with Taylor, who can be played by you or by a student. Alternatively, they can act out the interview in pairs.

VOCABULARY Science in action p57

1

- Tell students to read the questions and check they understand them.
- Ask a student to read out the first question. Give one possible answer yourself, then ask other students for extra ideas. Then ask them to discuss the rest of the questions in pairs. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language to go over with the class.
- When a couple of students have finished, ask the class to change partners, but to start from the last question this time. Continue listening and making notes.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

2

- Tell students they are going to learn words and phrases related to science. Ask them to read the sentences and notice the words in bold.
- Put students in pairs and ask them to explain any words their partner doesn't know. If neither of them knows, tell them to check in a dictionary. You can also go round and notice any problems to focus on in feedback with the whole class.
- When a few pairs have finished, stop the task and initially give feedback on the new language. Translate or explain each of the words you selected. Ask a follow-up question to check understanding further and deepen students' knowledge. For example, ask: *What does a scientist need in order to **carry out research**? How do you **track progress**? What else can you **track**? How could you **reward** hard work?*
- Note that you do not need to go through each individual word at this point as the following tasks offer a further check. If you notice students struggling with a word, you can respond by teaching the word again then.

3

- Explain the task and ask a student to read out the first action. Give one possible answer yourself, such as in the example in the book or ask a student to comment. You might repeat this for two or three other actions.
- Then ask students to discuss the rest of the actions in pairs. Go round and check students are doing the task correctly. Help with any language they need or misunderstandings of the key words that become apparent.
- When a few pairs have finished, ask the class to change partners and repeat the task, this time starting from the last action. Continue listening and making notes.
- In feedback, rather than going through each action, focus on the ones that students had different opinions about. Ask the class questions to find out more and decide the 'correct' answer. You may also give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board.

4

- Tell students they are going to learn some more collocations with words from Exercise 2.
- Look at the instructions and do the first item with the whole class. Either wait for someone to volunteer the answer or nominate someone to answer.
- Ask students to do the other items themselves and to use a dictionary if they need to. Go round and check students are doing the task correctly and notice any errors or difficulties to go over with the class.
- When most students have finished, get them to compare answers in pairs and to help each other with anything they haven't finished.
- Go through the answers by asking different students to read out and write a collocation on the board. Then ask

questions to check students understand the meaning. For example, ask: After you form a theory, *what might you do next? Where might you **analyze a sample**? A sample of what? What do you need to **analyze results**? What might happen if you **submit an essay after the deadline**?*

Answers

- 1 form a theory / an opinion
- 2 analyze samples / the results
- 3 carry out an operation / a survey
- 4 release chemicals into the atmosphere / an animal
- 5 submit an essay / it before the deadline
- 6 reward their effort / her for her work
- 7 track or analyze the movement of birds / your progress

5

- Explain the task and give an example. Then put students in pairs to compare their answers in Exercise 4 and think of other collocations. Encourage them to use a dictionary.
- When everyone has at least one for each verb, stop the activity and get ideas from students. Nominate weaker students first to give them an opportunity to contribute.

Suggested answers

- | | |
|-------------|--------------------------------------|
| 1 form | a team / response |
| 2 analyze | information / the results / the game |
| 3 carry out | research / tests |
| 4 release | from captivity / from prison |
| 5 submit | a plan / coursework |
| 6 reward | good behaviour / an attempt |
| 7 track | a parcel / your progress / changes |

Fast finishers

Challenge them to write sentences with the collocations they thought of.

6

- Look at the instructions and give an example of people who might form a theory. (scientist, mathematician, psychologist, etc.) You could ask individual students to give an example for an action of their choice.
- Then ask students to discuss the actions in pairs. Go round and check students are doing the task correctly. Help with any language they need or misunderstandings of the key words that become apparent.
- In feedback, rather than going through each action, focus on the ones that students had different opinions about. Ask the class questions to find out more and decide the 'correct' answer. You may also give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board.

7 MY PERSPECTIVE

- Prepare your own answers to the questions before the class. In class, ask different students to read out a question. In each case, give your own answers.


- Put students in pairs to discuss. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language to go over with the class.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

LISTENING p58

8

- Think of one or two life hacks yourself to model ideas for students. If you think the listening is challenging for your students, you could mention one of the hacks from the audio, but don't give too much information away.
- Read out the definition of *life hack* and explain the task. Tell the class about your life hacks.
- Give students two or three minutes to think of their own life hacks. They could note down key words as a reminder for when they speak.
- Put students in pairs to share their ideas. Alternatively, ask them to stand up and compare ideas with different students. Listen and make notes as students talk.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

9

- Tell students they are going to hear a radio programme about four life hacks.
-  22 Read the questions and play the audio once straight through.

Audioscript 22

P = Presenter, M = Marie, J = Jamal

- P:** *Hi – and welcome to Life Hacks, the show where we help you deal with those annoying everyday problems. And with me today to share the life hacks they've picked up this week are Marie and Jamal. So, Marie, what have you got for us?*
- M:** *Well, I was recently given this lovely new smartphone for my 18th birthday and, if you're one of those people like me, who finds it really hard to get out of bed in the morning, there's a hack for that.*
- P:** *Interesting! Go on.*
- M:** *Well, basically, if you use your phone as an alarm clock like me, you can create your own loudspeaker by simply putting the phone speaker downwards in a paper cup – a clean, dry*

one, obviously. And of course it works better as an alarm if the cup is then left far away from your bed, as then you'll be forced to get up to turn it off.

- J:** *And how does it work, Marie? I mean, what's the science behind it?*
- M:** *Simple – the cup channels the sound in one direction, whereas normally it'd be thrown around all over the place.*
- P:** *You've actually just reminded me, Marie, of an app I came across recently. It's been designed to track your sleep patterns and wake you up during light sleep rather than deep, which is far less painful of course!*
- M:** *Neat. I like the sound of that. I might give it a try. By the way, one other phone hack I've learnt recently ... you know, if your phone's being charged and you need it done ASAP, then what you need to do is put it in Airplane mode. That reduces the energy the phone uses and so speeds things up a bit.*
- P:** *Great! Thanks, Marie. Jamal. What have you got for us today?*
- J:** *Something completely different, actually. An email has just been sent to me by Maxine, who's suggested a hack for anyone out there who likes a spicy curry from time to time.*
- M:** *That'd be me, then.*
- P:** *Yep, me too.*
- J:** *Well, I guess you'll know that burning sensation you get when eating spicy food?*
- P:** *Oh yeah!*
- J:** *That's caused by a chemical that's found in chillies, and once it's in your mouth, it attaches itself to the ends of the heat-detecting nerves, tricking them into thinking the temperature has increased. To get rid of the burning feeling, you need to wash away the chemical, but it doesn't dissolve in water, so instead you need fat from something like bread, rice or yoghurt. The fat washes off the chemical and stops the burning.*
- P:** *I'm sure there'll be plenty of listeners out there glad to hear that one, Jamal.*

- Say the task you set them again and tell students to compare their ideas in pairs. Go round and notice how well students did without saying anything. If you see the majority have not understood, be prepared to play the audio again.
- Ask the whole class or individual students for their answers. Don't immediately say if the answer is correct, but ask students to explain their choice. If everyone agrees on the answer, write the number and words on the board. If they don't agree or don't know, play the audio again to listen and check.

Answers


- 1 The four life hacks mentioned are:
 - 1 making a smartphone speaker louder
 - 2 an app that tracks your sleep patterns
 - 3 putting your phone into Airplane mode while charging
 - 4 consuming yoghurt after eating spicy food
- 2 The problems the life hacks can help solve are as follows:
 - 1 A louder smartphone speaker can help you get out of bed in the morning.
 - 2 The app wakes you up during light sleep, when it's easier and less traumatic for you to be woken.
 - 3 Charging a phone in Airplane mode saves energy and helps charge your phone faster.
 - 4 Consuming yoghurt stops the burning sensation in your mouth when eating spicy foods.

Exam tip

Reading the listening task questions first

Whether students are doing a reading or a listening task, they should always be encouraged to read the questions first. While reading, they should start thinking about what information and language they might hear. If they see a word they don't understand, in class they should ask their teacher, and in the exam, they shouldn't panic. They might still be able to answer based on other language in the question.


10

- Ask students to read the statements and check they understand them.
- Tell students all the statements are wrong and get them to discuss in pairs what the wrong information is. Go round and notice how well they do in order to decide how quickly to go through the answers.
-  22 If they struggled, you might do some feedback to get students' ideas before listening. Otherwise, play the audio straight through again.
- Nominate different students to read out the corrected sentence. If students are *still* uncertain of an answer, play the audio again and stop at key points. Replay these sections two or three times if students are still struggling. Draw attention to the problem sounds or words and explain them when you give the answers.

Suggested answers

- 1 Marie was given the phone for her birthday.
- 2 Marie finds it really difficult to get out of bed in the morning.
- 3 It's best to leave it far away from your bed (as then you'll be forced to get up to turn the alarm off).
- 4 The phone throws the sound around the room. The cup channels the sound better.
- 5 The app tracks your sleep patterns.
- 6 Phones can be charged faster when they are in Airplane mode.
- 7 When you eat spicy food, you think the temperature in your mouth rises (because the chemical in chillies tricks the heat-detecting nerves in your mouth).
- 8 The chemical in chillies doesn't dissolve in water (but needs to be washed off with something fatty).

11

- Put students in pairs. Ask them to read the sentences and see if they remember the missing information. Tell them to discuss their ideas but *not* to write yet.
-  22 Play the audio once straight through and ask students to complete the sentences as best they can.
- Ask students to compare their answers in pairs. Go round and check how well they did and decide if they will need to hear the audio again.
- Play the audio again if necessary and ask them to compare answers once more.
- To go through the answers, nominate a student to read out item 1. Play the audio again to confirm or check it. If they are *still* uncertain, you could play the section again. Confirm the answer and write the words on the board.

Answers

- 1 was recently given
- 2 is then left, you'll be forced
- 3 it'd be thrown
- 4 It's been designed
- 5 phone's being charged
- 6 just been sent

12 MY PERSPECTIVE

- Read out the questions and give students a moment to think of their answers.
- Have a class vote for each question. If you like, you can ask students to shout out their choice at the same time. Nominate students who gave different answers to explain their choices and allow a discussion to develop if students are interested. You could then have another class vote to see if anyone has changed their mind.

GRAMMAR The passive 1 p58

To prepare for teaching the following exercises, see Grammar reference on page 136.

13

- Either get students to read the Grammar box silently, or read out the sentences in the box, or refer back to the examples in Exercise 11.
- Then ask them to answer the three grammar checking questions in pairs or ask the questions yourself to the whole class.
- You can either go through the answers with the whole class or wait for them to read the Grammar reference on page 136 and then ask the grammar checking questions to the class, or nominate individual students to give their answers.

Answers

- 1 The passives in Exercise 11 are in the past tense.
- 2 The passive is used in each case because the focus is on the object or the person experiencing the action rather than performing it.
- 3 *I was recently given this lovely new smartphone.* – 'I' is the indirect object and 'this lovely new smartphone' is the direct object.
An email has just been sent to me by Maxine. – 'An email' is the direct object and 'me' is the indirect object.

Grammar reference and practice

Ask students to do Exercises 1 and 2 on page 137 now, or set them for homework.

Answers to Grammar practice exercises

1

- 1 (1) had (obviously) existed (2) was invented (3) marked / marks (4) was found (5) is (now) called
 - 2 (1) is (often) called / has (often) been called (2) had been produced / were produced / were being produced (3) presented (4) were being printed (5) (were being) distributed
 - 3 (1) being stolen / getting stolen (2) be installed (3) track (4) is being used / has been used (5) be wiped (6) getting
 - 4 (1) hit (2) be replaced (3) has been funded (4) has started (5) are (already) being built (6) are getting
- 2
- 1 was shown to the queen
 - 2 was awarded to Ahmed Zewail
 - 3 were set some tricky questions
 - 4 were taught how to do it
 - 5 had been given to me / was given to me

14

- Tell students they are going to read about a great invention. Ask them to read the whole text to find out what it is and why. Set a strict time limit of one minute.

- Check their answers briefly and explain the task. Do the first item with the whole class.
- Get students to do the other items.
- When most have finished, ask students to compare their answers in pairs.
- Check the answers by nominating students to read out the text and write up the number and passive form on the board. Each time, you could ask checking questions like the ones in Exercise 13.

Answers

- 1 be placed
- 2 have been (completely) transformed
- 3 was created
- 4 be said
- 5 had been used / were used
- 6 were (regularly) being tested
- 7 being connected
- 8 be given

15 PRONUNCIATION Stress in the passive

- **15a** Read out the explanation in the box. Model a few sentences from the text in Exercise 14 and get students to repeat individually and in groups. Ask them to notice which words are stressed. (the main verbs)
- **15b** Put students in pairs. They take turns to read out the text in Exercise 14 to each other. Explain they must pay attention to the words their partner stresses and give each other a mark out of 10 for correct pronunciation. Go round and notice any pronunciation problems to go over with the whole class.
- Check what marks students gave their partners and ask them to explain. This could lead into a discussion on how important accuracy in pronunciation is.

16

- Ask students to discuss the questions. This can be seen as a brief discussion to reflect on the text in Exercise 14 and link to the next task.
- As feedback, you could ask different students to share their ideas of other inventions.

17

- You may prefer to do this with the whole class. Explain that in Exercise 18 students are going to write riddles similar to the ones in this exercise.
- Nominate a student to read out the first riddle. Make sure they stress the main verbs in the passive constructions.
- Give students a moment to consult in pairs. Then tell everyone to shout their answer. Give the correct answer and tell students to give themselves a point if they got it right. Do the same for the other four riddles.
- **Optional step.** At the end of the task, you could get students to notice and underline the passive constructions. Drill them again around the class.

Answers

- 1 The name is taken from Tagalog, a language that's spoken in the Philippines, where it was used as a weapon for hundreds of years. It was first produced as a toy in California in the 1920s. (the yo-yo)
- 2 It is thought that it was first produced in Mocha, Yemen, over a thousand years ago. It's now consumed all over the world – particularly in the morning. (coffee)
- 3 It was first invented in Ancient China over 2,000 years ago for use in government, but wasn't introduced into Europe until the 11th century. (paper)
- 4 You've probably been asked to type letters into one of these when using the web. They're used to prevent spam and were invented by TED speaker Luis Von Ahn from Guatemala. (Captcha boxes)

Extension

Students can watch the TED talk titled *Massive-scale online collaboration* by Luis von Ahn. After watching, you can ask them to write four questions about the talk to discuss in class.

18

- You might ask students to write their riddles individually for homework or in pairs in class. Ask everyone to write their descriptions, researching information on the internet if necessary. They should write their idea on a clean piece of paper to hand in to you.
- As students write, make a note of good language use, any errors, or other ways the description could be improved to go over with the class. You might also get students to choose a different item if you see it's repeated.
- When students have written their riddles, ask them to write their name at the top and collect all the pieces of paper.
- Conduct a quiz by reading out the riddles one by one. In pairs students write down their answer for each riddle. Write a number on the paper so you go in the correct order for feedback.
- When you have read out all the riddles, give students a chance to ask some to be read out again before going through the answers. Call writers to give the answer to their riddle and put it on the board with the number. Find out who solved most riddles.

Homework

Set Workbook Lesson 5A exercises on pages 50–53 for homework.

5B Curiosity, cats and kids pp60–61

LEAD IN

- Get students to test each other on the collocations from Exercise 4 on page 57. Put students in pairs. Student A says a verb and Student B has to give a collocation. Then they change roles and repeat. They can repeat verbs, but not the collocations.
- Keep going for five minutes. Students get a point every time they can't think of a collocation. The student with the lowest score wins.

Or

- Ask students if they can explain the title of the spread. It comes from the expression 'curiosity killed the cat', which is sometimes said to kids. Ask when they think this expression is said and why. Do they think it is a good saying? Why / Why not?
- Explain that the lesson will look more into the idea of curiosity and education.

VOCABULARY BUILDING Adjective endings p60

1

- **Books closed.** Write the following words on the board or dictate them: *curious, reliable, effective, beautiful* and *practical*.
- Ask students what kind of words these are (adjectives). For each adjective, get students to shout out other adjectives with the same ending. Point out it's useful to remember that these endings are used for adjectives as it can help students identify unknown words (with the same endings) and guess the meaning.
- Focus students' attention on the Vocabulary building box. Look at the instructions and do the first item with the whole class.
- Then get students to do the others in pairs using a dictionary if necessary. While they work, notice words they look up, or ask you about.
- When most have finished, get students to compare answers with another pair. Go through the answers by asking different students to read out their collocations. You could write some of the newer or more interesting ones on the board. As you write on the board, get the class to repeat the words and say where the stress is or how the two words link together.

Suggested answers

curious	child / look / figure
tremendous	success / noise / respect / amount of work
previous	job / chapter / owner / marriage / experience
reliable	person / information / service
treatable	disease / condition / illness
adaptable	workers / furniture
effective	communication / treatment / way of doing something / strategy
innovative	design / product / idea / approach
imaginative	person / organization / project
beautiful	painting / song / animal
hopeful	sign / look / forecast
helpful	advice / directions / person
practical	person / solution / experience / use / advice / purpose / application
electrical	goods / engineering / fault / equipment
social	issues / problems / justice / conditions / environment / skills / background / contact

2

- Choose two or three collocations from Exercise 1 and give example sentences to provide a model for students.
- Explain the task and set a time limit of five to ten minutes. Students write as many examples as they can – and a minimum of four sentences. Go round and help students with new language or by correcting their sentences.
- At the end of the time limit, ask students to compare their sentences. You might write some points you noticed on the board and correct these with the class as group feedback.

Extension

When comparing sentences in their pairs, students could try to link some of their sentences into a short story. They can change aspects of the sentences to help them fit. Get some different pairs to read their stories as feedback.

3

- Tell students they are going to read a paragraph about geniuses and science. Ask them to read the text in one minute without choosing the options. Tell them to decide what the main point of the text is.
- As brief feedback, ask one or two students what point is made in the text. (Most scientific discovery comes through discussion and collaboration, not from individual geniuses on their own.)
- Explain the task and do the first item with the whole class. Ask students to explain why the correct option is a noun. (The words after the option are *in science comes from*. There isn't a noun. *Innovation* is the subject of *comes from*.)

- Get students to do the others. When most students have finished, get them to compare answers in pairs and to help each other with anything they haven't finished.
- Check the answers by asking students to volunteer the answer or nominating different people. Write the answers on the board and ask students to justify them as you did with the example. You could also check the pronunciation and stress as you do so.

Answers


1 innovation 2 curious 3 pleasure 4 practical
5 use 6 social 7 cooperation 8 Collaboration

4 MY PERSPECTIVE

- Ask a student to read out the first question. Give one advantage of working on your own, and then ask other students for one or two more ideas.
- Get students to discuss the rest of the questions in pairs. Listen and provide help if necessary. Go through some language that was used well or some errors and correct them on the board.
- **Optional step.** As feedback, you could have a class vote on the best way to work (individually, as a small team or a big team) and ask students to give their reasons.

READING p60

5

-  23 Tell students they are going to read a text about curiosity. Explain the task and set a short time limit of about three minutes. Make sure they skim read the text for gist.
- At the end of the time limit, stop students reading. Say the task you set them again and tell them to compare their ideas in pairs.
- Read out each choice and get a show of hands. Choose individual students to explain their decisions based on the text. Give your answer when you have discussed all five options.

Answer

d (We run the risk of becoming less curious if we're not careful.)

Exam tip

Improving reading speed

To do well in a reading test, students may need to improve the speed they read at. They can do this in different ways: by learning more language – especially collocations and phrases; timing themselves when they read a text (and making a note of the time on the text); reading a text several times over a term and trying to read it quicker each time; reading longer texts slightly below their level (they could use a graded reader).

6

- Ask students to read the text again and to time themselves to see how quickly they do it.
- Do the first item as an example. Ask students if they think the writer would agree with the statement. Encourage them to scan the text and find where it mentions children. Then tell them to read that section quickly. Nominate someone to give their answer. Don't immediately say if the answer is correct, but ask students to explain their choice. Then give the final answer and write it on the board.
- Put students in pairs to discuss the other statements.
- Go through the answers in the same way making sure you get students to justify answers.

Answers

- 1 Disagrees (lines 4–5: *Yet it's widely agreed ... and effective.*)
- 2 Agrees (lines 10–12: *Being curious requires us ... to admit it.*)
- 3 Disagree (lines 16–19: *In science, basic curiosity-driven research ... important benefits.*)
- 4 Agrees (lines 25–26: *Unsurprisingly, there are chemical ... curious creatures.* / lines 30–31: *... we may have developed a basic need to fight uncertainty ...*)
- 5 Disagrees (lines 36–38: *... technology has become so sophisticated ... things work anymore.*)
- 6 Agrees (lines 47–50: *... we accept the images of people ... further with them.*)
- 7 Disagrees (lines 56–59: *... we end up inside our own little bubbles, ... our pre-existing beliefs.*)

7

- This gives students a quick chance to consider the points made in the text from their point of view. Students may be reluctant to challenge the text so don't expect a long discussion. However, you could encourage ideas by explaining a point that you disagree or half disagree with, and then say a statement you totally agree with, giving an example.
- Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language to go over with the class.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

CRITICAL THINKING Asking critical questions p60

8

- Note that this critical thinking process is dealt with in Lesson 5E.
- **Books closed.** Write this sentence on the board: *Research has shown that curiosity is just as important as intelligence in determining how well students do at school.*

- Read out the Critical thinking box and one of the example questions: *How is student success measured? In what subjects?* Ask students what they think the answers are, or should be, to these questions.
- Ask students to volunteer other questions and possible answers.
- When you think you have exhausted this statement, put students in pairs to think of questions for the statements in Exercise 8. Go round and provide help if necessary.

Fast finishers

Ask them to go back and think of at least one more question for each statement.

9

- Get the pairs to compare their ideas in groups of four or six. Ask them to discuss the questions. Go round and help with language if necessary.
- As feedback, you could focus on the most important question for each statement and allow discussion between groups to justify their choices.

Homework

Set Workbook Lesson 5B exercises on pages 54–55 for homework.

5C Mind-blowing! pp62–63


GRAMMAR The passive 2 p62

To prepare for teaching the following exercises, see Grammar reference on page 136.

1

- This exercise works as a lead in and an introduction of the grammar point. Ask students to read the items in the Grammar box quickly and check any words they are unsure of. They can use a dictionary or they could ask you to explain. They might need help with the following:
the Middle Ages: period of time between 500 and 1500 AD
hippocampus: a part of the brain near the centre
dominant: stronger, with more control
- Explain the task and ask a student to read out the first statement. Give one possible answer yourself using one or more of the phrases in the Grammar box. Ask the student their opinion and encourage them to use a phrase from the Grammar box.
- Put the students in groups to discuss the sentences. Go round and check students are using the phrases correctly.
- When one or two groups have finished, ask students what they believe about some of the sentences. Alternatively, you could have a class vote. Don't give the correct answers, as they will check them in Exercise 2.

2

-  **24** Tell students you will play the audio with the answers to the sentences in Exercise 1. This is not aimed at developing listening skills, so they could read the audioscript as they listen to check.

Audioscript 24

- a** *Many people, like the Greek philosopher Aristotle, believed the heart was the centre of intelligence, but there were others who disagreed and the idea of thinking with your heart didn't die out until the Middle Ages.*
- b** *The market for brain games has grown massively in recent years, but the research into what impact these training products have is still hotly debated. While it seems probable that they can have a positive effect, it's certainly not yet been proven.*
- c** *There has been some research on Einstein's brain which suggests he had more neurons and that some parts were more developed, but the size of his brain was average or slightly smaller, and it can't be proven that any of these differences were what caused his intelligence.*
- d** *The brain contains 75% water, which is perhaps why being thirsty can affect your ability to think.*
- e** *We use all our brain at some point, and most of the brain is working most of the time.*
- f** *Exercise – at least light exercise like a short run or swim – produces chemicals that help you think.*

- g** *Brain scans of taxi drivers have shown that they have a larger hippocampus than average.*
- h** *It has been disproven that creative people have a dominant right brain. We use both sides of our brains in creative acts and everyone's brains are pretty much equal on both sides.*
- At the end of each extract, write the answers on the board. As feedback, see how many students got all answers right. You could also ask different students which they got wrong and why.

Answers

- a** T
- b** F (They can have a positive effect but it hasn't been proven yet.)
- c** F (The size of his brain was average or slightly smaller.)
- d** T
- e** F (Most of the time we use most of our brains.)
- f** F (They help you think.)
- g** T
- h** F (We use both sides of our brains in creative acts.)

Teaching tip

Using two-way translation

Two-way translation is a task where students translate English sentences into their own language and then back into English. It helps them initially to notice form and check meaning. In a monolingual context, you could discuss the accuracy or variations in translation. Even where students don't share the same language, they can discuss the differences or errors in their English translations compared to the original. They can also explain to each other how similar or different their own language is, which in itself is an interesting and common topic for language learners.

3

- Ask students what verb form each sentence contained (a passive). Ask them why different passives were used.
- Alternatively, tell students to translate the first four sentences into their own language. Then tell them to cover the Grammar box and translate the sentences back into English.
- When they finish, put them in pairs. Ask them to compare their English translations with the sentences in the Grammar box. Ask them to discuss any errors and how similar the patterns are in their own language.
- Tell students we use passives to report general ideas and beliefs when we don't know who said or believed them, or when it's not important. We can begin these sentences with a specific subject or with *it*.
- Then ask them to answer the grammar checking questions in this exercise in pairs or ask the questions yourself to the whole class. You can either go through the answers with the whole class or wait for them to read the Grammar reference on page 136 and then ask the grammar checking questions to the class, or nominate individual students to give their answers.

Answers

- 1 b *It is claimed that computer training programmes can limit the effects of ageing on the brain.*
d *It is estimated that the human brain is about 75 percent water.*
e *It is well known that most of the time we only use ten percent of our brain capacity.*
h *It has been generally accepted that creative people have a dominant right brain.*
- 2 a *The heart was believed **to be** the centre of intelligence until the Middle Ages.*
c *Einstein's brain was said **to be** bigger than average, which explains his intelligence.*
f *Doing exercise is thought **to create** chemicals that reduce your ability to think.*
g *The part of the brain called the hippocampus is known **to be** connected with our sense of direction.*
- 3 1 *It is claimed / believed / well known / often said (that) + subject + base form of verb*
2 *Is / was said / believed / accepted / thought to + base form*

Grammar reference and practice

Ask students to do Exercise 3 on page 137 now, or set it for homework.

Answers to Grammar practice exercise

- 3
1 a is (generally / widely) accepted
b accept
2 a don't know
b is not known
3 a think
b is thought
4 a were believed
b believed

4

- **Books closed.** Write the example on the board: *The brain / estimate / contain ... around 12 percent fat.*
- Explain the task and ask for a volunteer to say the complete sentence. You could do item 2 as an example as it starts with *it* and requires a different pattern.
- Get students to do the others individually. Go round the class and notice any problems to deal with in feedback.
- When most students have finished, get them to compare answers in pairs and to help each other with anything they haven't finished.
- Go through the answers by asking different students to read out their sentences. If they are correct, get the class to repeat the first part of the sentence. If there is an error, write it on the board to correct it with the class.

- **Optional step.** Have a class discussion encouraging students to say whether they believe the information about the brain or not, and why.

Answers

- 1 The brain is estimated to contain ...
2 It was once thought (that) the brain became (or becomes) ...
3 The brain is now known to develop ...
4 It was once believed (that) the brain's networks became (or become) ...
5 Brain training activities are claimed to improve ...
6 It is sometimes said (that) brain size affects ...
7 It is still not really known ...
8 Brain transplants are generally accepted to be ...

5

- This task is an introduction to the text in Exercise 6 and it helps students focus on the text before practising the grammar. Ask students to briefly consult each other in pairs for one minute and then get ideas from the whole class.

6

- Look at the instructions and do the first item with the class.
- Get students to do the others individually. Encourage them to read the whole sentence with both options if they are not sure of an answer, and check which makes sense.
- When most students have finished, ask them to compare their answers in pairs.
- Check the answers by asking students to put their hands up for the correct option in each item. Each time, ask different students to explain why they think the option is correct. Give the answers and write them on the board.
- Then ask them how many of their ideas they discussed in Exercise 5 are mentioned in the article. Comment on how accurate students' ideas were and ask if there was anything that surprised them.

Answers

- 1 to be 2 has been described 3 controlled
4 be understood 5 are sometimes carried out
6 is touched 7 has allowed 8 are believed 9 have
10 identify

7

- Tell students they are going to look at another passive form. Read out the sentences in the Grammar box.
- Then ask them to complete the grammar rules in pairs or get the answers yourself from the whole class.
- You could read out each statement and ask everyone to shout out their answer at the same time. Where you hear

differing answers, explain the correct one, drawing attention to the sentences in the Grammar box.

Answers

- 1 In the first sentence, *research* is the object of the verb *do*.
- 2 In the second sentence, *research* becomes the *subject* of the passive verb *can be done*.
- 3 In the third sentence, we use the structure *get + something + past participle (done)* so we can make the person affected by an action (scientists) the subject of the sentence.

Grammar reference and practice

Ask students to do Exercises 4 and 5 on page 137 now, or set them for homework.

Answers to Grammar practice exercises

- 4
1 having* 2 are 3 be 4 done / conducted 5 to
6 cause 7 It 8 that

* *getting* isn't appropriate because it's a formal text.

- 5
1 is still not known / still isn't known
2 were believed to be
3 had their brains scanned
4 were asked to talk about

8

- Write on the board: *They had their brains scanned while they were singing*. Explain the task and ask a student to volunteer their idea.
- Get students to do the others individually. Go round the class and notice any problems to deal with in feedback.
- When most students have finished, get them to compare answers in pairs and to help each other with anything they haven't finished.
- Go through the answers by asking different students to read out their sentences. Encourage all possible answers.

Suggested answers

- 1 Their brains were scanned (by a machine / by researchers) while they were singing.
- 2 A new MRI scanner is being installed at the hospital.
- 3 The scientists' research was evaluated (by a scientific advisory board).
- 4 My examination is going to be done / set later.
- 5 My dad's head was looked at (by a specialist) when he was in the hospital.

9

- Explain the task and do the first item with the class. Asking students to volunteer as many suggestions as possible.
- Put students in pairs to do the others. Set a time limit of between five and ten minutes for this. Go round and check they are doing the task correctly. Help with new vocabulary they ask about and correct any grammar errors.

- At the end of the time limit, go through each sentence and ask who has the most ways of completing the task. Ask that pair to read out their ideas and encourage the rest of the class to challenge them if they think either the grammar or meaning is wrong. If no-one else does, correct any grammar errors.

Suggested answers

- 1 The patient had his liver / her brain / her kidneys scanned.
- 2 I had my foot / eyes / head / heart / pet / vehicle examined.
- 3 They should have their brains / their blood / their computer system / their English tested.
- 4 The scientists are having the laboratory cleaned / disinfected / sterilized.
- 5 I'm going to have my injury examined / treated / checked.
- 6 The research centre is going to have a new science lab added / half its budget cut / a new head installed.

10 CHOOSE

The idea is for students to make their own choice of activity here. However, you might want to make the decision for them, in which case explain why. Alternatively, you may decide to let students do more than one task. You could divide the class into groups and have each group do a different task – or you could have a vote on which task the whole class should do. For the vote:

- put students in pairs or groups to decide which they prefer.
- take a vote on each task.
- if the vote is tied, ask one student from each side to explain which is best and take the vote again. You can decide if there is still no change.

Fast finishers

They could do one of the other tasks in Exercise 10 or extend the task they chose to do.

Homework

Set Workbook Lesson 5C exercises on pages 56–57 for homework. You might want to tell students to watch the track called *Unit 5 TED Talk* on the *Perspectives* website before they come to the next class.

5D Science is for everyone, kids included

pp64–65

TED Photo and initial task

- Tell students they are going to watch a TED Talk about science and play.
- Read out the quote and ask students to translate it or say what they think it means in English (or both).
- ▶ **5.0** Tell them they are going to see a short text on the DVD to introduce the talk and the speaker, and play the About the speaker section. Then do the vocabulary exercise.
- After they finish, write the key words from the About the speaker section on the board and ask students to retell it aloud, or ask them to write as much of what it said as they can. Correct as necessary.

About the speaker ▶ **5.0**

*Beau Lotto is a neuroscientist and artist who does research into **perception**. He worked with a school in West England to do some research on bees and show how anyone can become a scientist regardless of age. His co-presenter, Amy O'Toole is one of the children from the school. The children **came up with** a question to test, designed the experiment, made **observations**, recorded data and then **submitted** their findings to a **journal** reviewed by other scientists.*

Beau Lotto and Amy O'Toole's idea worth spreading is that all of us can be scientists if we approach the world with the curiosity, interest, innocence and zeal of children.

Answers to About the speaker

- 1 perception = b (a belief or how we understand or see something)
- 2 came up with = a (thought of or invented something)
- 3 observations = b (detailed viewings in order to study something)
- 4 submitted = b (given to someone or an organization)
- 5 journal = c (an academic magazine)

AUTHENTIC LISTENING SKILLS Fillers p64

As well as teaching aspects of phonology and listening skills, these tasks also:

- allow you to pre-teach some vocabulary.
- allow students to read and hear new language before they listen to the whole text.
- allow students to tune in to the speaker's voice and style.

1

- Either ask students to read the Authentic listening skills box silently to themselves or read it out yourself as they read along.

- See if they know any other fillers in English (e.g. *er, um, anyway*, etc.). You could also discuss what fillers they use in their own language. You might also discuss how such fillers are sometimes seen as uneducated, but they are actually a normal part of everyone's speech. As they will see in the talk, the TED speaker uses a filler (*right*) a lot. It's helpful to be able to recognize fillers, because as a learner sometimes they can join other words and distract you when you are trying to understand what you hear.
- 🔊 **25** Explain the task and play the audio once straight through.
- Get students to compare their ideas in pairs. Then read out the extract and tell students to shout out or stand or raise their hand when you should say *right*.

Answers

What are you reading? There are no words there. I said, read what you're seeing. **Right?** It literally says, "Wat ar ou rea in?" **Right?** That's what you should have said. **Right?** Why is this? It's because perception is grounded in our experience. **Right?** The brain takes meaningless information and makes meaning out of it, which means we never see what's there, we never see information, we only ever see what was useful to see in the past. **All right?** Which means, when it comes to perception, we're all like this frog. **Right?** It's getting information. It's generating behaviour that's useful.

2

- You might want to play the audio one more time first.
- Put students into pairs to read out the extract. They should give each other a mark out of ten for how similar they sound to Beau.
- **Optional step.** You could get the best student to perform or even read along with the audio. Keep the sound turned down in a kind of Karaoke style. It is a playful awareness raising rather than a test so keep the task light.

WATCH p64

If you are short of time, or want a different approach to the video, you may want to watch the whole talk all the way through with only some brief checking questions. A version of this is on the DVD and is labelled as *TED Talk with activities*. At the end of each section, there is a short gist question(s). Pause after each question on screen so students can give their answers, then play the answer.

Answers to gist questions on DVD

Part 1

Beau shows the frog video to demonstrate that we

- a don't always see things properly because of expectations formed by our experiences

Part 2

Beau makes the point that

- b science has a lot in common with games we play as children

Part 3

Which stage of the experiment was different to the way it may have been done by adults?

- d writing up the findings and submitting them to a journal

3

- Ask different students to read out the questions. In each case, give your own answers. Then put students in pairs to ask and answer.
- Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language to go over with the class before they watch the talk.

4

- Ask students to read the sentences and check they understand them. They might need help with the following:

grounded: when he says *perception is grounded in our history*, it means history or our experience is the main source or the starting point for what we perceive.

tremendous: a tremendous problem is a very big problem.

armed: if you are armed with facts or ideas, you have them clear in your mind so you are ready to argue a point and 'defend' your position or attack someone. You might point out that people can also be armed with a gun or knife to defend or attack.

- Read out the first line and ask what the speaker will say next. You could go through each option a–h eliminating the ones that are inappropriate and looking at those that could be correct. Discuss the correct answer as a class but don't confirm the answer yet.
- Ask students to discuss the rest in pairs or groups of three. Remind them they have to finish with item 10. Go round and notice how well they are doing. Don't worry if there are errors at this point.
- When a few students have finished, you can ask one or two pairs for their ideas, or you can just go straight to Exercise 5.

5

- ▶ 5.1 Explain the task and play Part 1 of the talk straight through. Point out that they may hear some other things between the sentences in Exercise 4.

TED Talk Part 1 script ▶ 5.1

BL = Beau Lotto, A = audience

BL: So, this game is very simple. All you have to do is read what you see. Right? So, I'm going to count to you, so we all do it together. OK, one, two, three.

A: Can you read this?

BL: Amazing. What about this one? One, two, three.

A: You are not reading this.

BL: All right. One, two, three. If you were Portuguese, right? How about this one? One, two, three.

A: What are you reading?

BL: What are you reading? There are no words there. I said, read what you're seeing. Right? It literally says, 'Wat ar ou rea in?' Right? That's what you should have said. Right? Why is this? It's because perception is grounded in our experience. Right? The brain takes meaningless information and makes meaning out of it, which means we never see what's there, we never see information, we only ever see what was useful to see in the past. All right? Which means, when it comes to perception, we're all like this frog.

Right? It's getting information. It's generating behaviour that's useful.

And sometimes, when things don't go our way, we get a little bit annoyed, right? But we're talking about perception here, right? And perception underpins everything we think, we know, we believe, our hopes, our dreams, the clothes we wear, falling in love, everything begins with perception. Now if perception is grounded in our history, it means we're only ever responding according to what we've done before. But actually, it's a tremendous problem, because how can we ever see differently?

Now, I want to tell you a story about seeing differently, and all new perceptions begin in the same way. They begin with a question. The problem with questions is they create uncertainty. Now, uncertainty is a very bad thing. It's evolutionarily a bad thing. If you're not sure that's a predator, it's too late. OK?

Even seasickness is a consequence of uncertainty. Right? If you go down below on a boat, your inner ears are telling you you're moving. Your eyes, because it's [they're] moving in register with the boat, say I'm standing still. Your brain cannot deal with the uncertainty of that information, and it gets ill. The question 'why?' is one of the most dangerous things you can do, because it takes you into uncertainty. And yet, the irony is, the only way we can ever do anything new is to step into that space. So how can we ever do anything new? Well fortunately, evolution has given us an answer, right? And it enables us to address even the most difficult of questions. The best questions are the ones that create the most uncertainty. They're the ones that question the things we think to be true already. Right? It's easy to ask questions about how did life begin, or what extends beyond the universe, but to question what you think to be true already is really stepping into that space.

So, what is evolution's answer to the problem of uncertainty? It's play. Now play is not simply a process. Experts in play will tell you that actually it's a way of being. Play is one of the only human endeavours where uncertainty is actually celebrated. Uncertainty is what makes play fun. Right? It's adaptable to change. Right? It opens possibility, and it's cooperative. It's actually how we do our social bonding, and it's intrinsically motivated. What that means is that we play to play. Play is its own reward.

Now if you look at these five ways of being, these are the exact same ways of being you need in order to be a good scientist. Science is not defined by the method section of a paper. It's actually a way of being, which is here, and this is true for anything that is creative. So if you add rules to play, you have a game. That's actually what an experiment is.

So armed with these two ideas, that science is a way of being and experiments are play, we asked, can anyone become a scientist? And who better to ask than 25 eight to ten-year-old children? Because they're experts in play. So I took my bee arena down to a small school in Devon, and the aim of this was to not just get the kids to see science differently, but, through the process of science, to see themselves differently. Right?

- Put students in pairs to compare answers.
- Check the answers as a class, by asking different students for each new line and writing the number and the letter on the board.
- If students were quite uncertain of the answers, play the video again and stop immediately after each sentence from Exercise 4 and ask students again for the answer.

Answers

- 1 Perception is grounded in our experience.
 2 b 3 h 4 e 5 d 6 f 7 c 8 a 9 g
 10 So armed with these two ideas, that science is a way of being and experiments are play, we asked, can anyone become a scientist?

6

- As the ideas are quite difficult, this task gives you an extra opportunity to watch Part 1 or discuss the ideas as a whole class.

Answer

d

Exam tip

Doing true, false and not stated comprehension tasks

Some exams have tasks that include the category of 'not stated' as well as true or false. Remind students that true and false in comprehension refers to what a speaker actually said. Examples of things that were not stated are often commonly known facts or beliefs connected to the topic and, although they may be true in real life, they were not actually part of what the speaker said.

7

- Ask students to read the sentences and check they understand the words. They may need help with *journal* (an academic magazine that publishes research).
- ▶ 5.2 Read out the task and play Part 2 of the talk.

TED Talk Part 2 script ▶ 5.2

BL = Beau Lotto, AO = Amy O'Toole,
 DS = Dave Strudwick, S = Student

BL: The first step was to ask a question. So, here are some of the questions. I put them in small print so you wouldn't bother reading it. Point is that **five of the questions that the kids came up with were actually the basis of science publication in the last five to 15 years.** Right? So **they were asking questions that were significant to expert scientists.**

Now here, I want to share the stage with someone quite special. Right? She was one of the young people who was involved in this study, and she's now one of the youngest published scientists in the world. Right? She will now, once she comes onto stage, will be the youngest person to ever speak at TED. Right? Now, science and asking questions is about courage. Now she is the personification of courage, because she's going to stand up here and talk to you all. So Amy, would you please come up?

So, Amy's going to help me tell the story of what we call the Blackawton Bees Project, and first, she's going to tell you the question that they came up with. So go ahead, Amy.

AO: Thank you, Beau. We thought that it was easy to see the link between humans and apes in the way that we think, because we look alike. But we wondered if there's a possible link with other animals. It'd be amazing if humans and bees thought similar, since they seem so different from us. So we asked if humans and bees might solve complex problems in the same way. **Really, we wanted to know if bees can also adapt themselves to new situations using previously learnt rules and conditions. So what if bees can think like us?** Well, it'd be amazing, since we're talking about an insect with only one million brain cells. But it actually makes a lot of sense they should, because bees, like us, can recognize a good flower regardless of the time of day, the light, the weather, or from any angle it [sic] approach it from.

BL: So the next step was to design an experiment, which is a game. So the kids went off and they designed this experiment, and so – well, game – and so, Amy, can you tell us what the game was, and the puzzle that you set the bees?

AO: The puzzle we came up with was an if-then rule. We asked the bees to learn not just to go to a certain colour, but to a certain colour flower only when it's in a certain pattern. **They were only rewarded if they went to the yellow flowers, if the yellow flowers were surrounded by the blue, or if the blue flowers were surrounded by the yellow.** Now **there's a number of different rules the bees can learn to solve this puzzle.** The interesting question is, which? What was really exciting about this project was we, and Beau, had no idea whether it would

work. It was completely new, and no one had done it before, including adults.

BL: The next step is observation. So here are some of the students doing the observations. They're recording the data of where the bees fly.

(Video)

DS: So what we're going to do ...

S: 5C.

DS: Is she still going up here?

S: Yeah.

DS: So you keep track of each.

S: Henry, can you help me here?

BL: 'Can you help me, Henry?' What good scientist says that, right?

S: There's two up there. And three in here.

BL: Right? So we've got our observations. We've got our data. They do the simple mathematics, averaging, etc., etc. And now we want to share. That's the next step. So we're going to write this up and try to submit this for publication. Right? So we have to write it up. So we go, of course, to the pub. All right? The one on the left is mine, OK?

Now, I tell them, a paper has four different sections: an introduction, a method, a results, a discussion. The introduction says, what's the question and why? Methods, what did you do? Results, what was the observation? And the discussion is, who cares? Right? That's a science paper, basically.

So the kids give me the words, right? I put it into a narrative, which means that this paper is written in kid speak. It's not written by me. **It's written by Amy and the other students in the class.** As a consequence, this science paper begins, 'Once upon a time ...'

The results section, it says: 'Training phase, the puzzle ... duh duh duuuuuuhhh.' Right?

And the methods, it says, 'Then we put the bees into the fridge (and made bee pie),' smiley face. Right?

This is a science paper. We're going to try to get it published. So here's the title page. We have a number of authors there. All the ones in bold are eight to ten years old. The first author is Blackawton Primary School, because if it were ever referenced, it would be 'Blackawton et al,' and not one individual. So we submit it to a public access journal, and it says this. It said many things, but it said this: **'I'm afraid the paper fails our initial quality control checks in several different ways.'**

In other words, it starts off 'once upon a time,' the figures are in crayon, etc.

- Say the task you set them again and tell students to compare their ideas in pairs. Go round and notice how well they did in order to decide how quickly to go through answers, and whether you will need to play Part 2 again.
- Check the answers as a class, making sure you get students to give reasons for their answers.

Answers

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

8

- Tell students they are going to watch Part 3 of the talk. Ask them to read the questions first.
- ▶ 5.3 Play Part 3 once straight through.

TED Talk Part 3 script ▶ 5.3

BL = Beau Lotto, AO = Amy O'Toole

BL: So we said, 'we'll get it reviewed.' So I sent it to Dale Purves, who is at the National Academy of Science, one of the leading neuroscientists in the world, and he says, 'This is the most original science paper I have ever read and it certainly deserves wide exposure.' Larry Maloney, expert in vision, says, 'The paper is magnificent. The work would be publishable if done by adults.' So what did we do? We send it back to the editor. They say no. So we asked Larry and Natalie Hempel to write a commentary situating the findings for scientists, right, putting in the references, and we submit it to Biology Letters. And there, it was reviewed by five independent referees, and it was published. OK?

It took four months to do the science, two years to get it published.

Typical science, actually, right? So this makes Amy and her friends the youngest published scientists in the world. What was the feedback like? Well, it was published two days before Christmas, downloaded 30,000 times in the first day, right? It was the Editors' Choice in Science, which is a top science magazine. It's forever freely accessible by Biology Letters. It's the only paper that will ever be freely accessible by this journal. Last year, it was the second-most downloaded paper by Biology Letters, and the feedback from not just scientists and teachers but the public as well. And I'll just read one.

'I have read "Blackawton Bees" recently. I don't have words to explain exactly how I am feeling right now. What you guys have done is real, true and amazing. Curiosity, interest, innocence and zeal are the most basic and most important things to do science. Who else can have these qualities more than children? Please congratulate your children's team from my side.'

Now, true science education I think should be about giving people a voice and enabling them to express that voice, so I've asked Amy to be the last voice in this short story. So, Amy?

AO: This project was really exciting for me, because it brought the process of discovery to life, and it showed me that anyone, and I mean anyone, has the potential to discover something new, and that a small question can lead into a big discovery. Changing the way a person thinks about something can be easy or hard. It all depends on the way the person feels about change. But changing the way I thought about science was surprisingly easy. Once we played the games and then started to think about the puzzle, I then realized that science isn't just a boring subject, and that anyone can discover something new. You just

need an opportunity. My opportunity came in the form of Beau, and the Blackawton Bee Project. Thank you.

BL: Thank you very much.

- Say the task you set them again and tell students to compare their ideas in pairs. Go through the answers by nominating different students.

Answers

- 1 They got some experts to review and say positive things about it. It was then rejected again, so in the end they got an expert to add commentary, references, etc.
- 2 The response was overwhelmingly positive: It was downloaded 30,000 times in the first day / It was the Editor's choice in *Science* / It's the only paper that will ever be freely accessible by *Biology Letters*, etc.
- 3 (1) Anyone has the potential to discover something new. (2) A small question can lead to a big discovery.

9

- You may want to ask students to discuss the questions in Exercises 9 and 10 at the same time.
- Discuss the first example of changing people's diet as a class. Invite individual students to give their opinions.
- Put students in small groups to discuss the other two items. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

10 MY PERSPECTIVE

- Give students time to think of their answers and reasons.
- Have a class vote and nominate students to explain their thoughts.

Extension

Put students in pairs or groups and ask them to write one or two science questions they would like to experiment with. You could provide them with the question the children asked in the Blackawton Bees project: *Can bees learn to use the spatial relationships between colours to figure out which flowers have sugar water in them and which have salt water in them?*

11 VOCABULARY IN CONTEXT

- **11a** ▶ **5.4** Tell students that they are going to watch some clips from the talk which contain new or interesting words or phrases. They should choose the correct meaning for each one. Play the Vocabulary in context section. Pause after each question on screen so students can choose the correct definition, then play the answer. If you like, you can ask students to shout out the answers. If helpful, either you or your students could give an additional example before moving on to the next question.

Answers

- 1 reward = a (something good that happens because you did another thing)
- 2 bother = b (make the effort to do or try something)
- 3 link = a (connection or relationship)
- 4 adapt = c (change)
- 5 surrounded = c (have one thing on all sides)
- 6 a voice = b (an opportunity to say what someone thinks or feels)

- **11b** Check students understand the words and phrases in italics and teach them again if necessary or ask students if they can recall the examples in the talk.
- Read out the prompts and in each case, give your own examples. Encourage students to find out more information by asking further questions.
- Now ask them to think of true examples themselves for at least two of the questions. Give them two minutes to decide what they are going to say.
- Put students in pairs and groups to share their anecdotes and ideas. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language to go over with the class.
- Get students to change pairs and repeat the task. Continue listening and making notes.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

CHALLENGE

- Explain that Beau and Amy didn't explain much about the actual detail of the experiment and that you want students to think more about how exactly it might work. Put them in groups and give them a minute or two to read the questions.
- Discuss the first question with the whole class and then give each group a limit of about five minutes to discuss the other questions. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
- At the end of the task, get possible answers to each question from the whole group. Then give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.
- Ask students to access the paper on the TED website and read it at home. Encourage them to note any interesting information in the paper to share with the class.
- Note that students will find out about the method for the experiment through the writing section in Lesson 5E.

Homework

Set Workbook Lesson 5D exercises on page 58 for homework.

5E Conducting experiments pp66–67

SPEAKING p66


1

- Tell students they are going to talk about designing and conducting experiments. Ask them to read the questions and check they understand them.
- Ask a student to read out the first question. Give one possible answer yourself, then ask other students for extra ideas.
- Ask them to discuss the rest of the questions in pairs. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language to go over with the class.
- When a few students have finished, ask the class to change partners and start from the last question, or ask them to think of their own question they would like answered.
- Check students' ideas by asking the questions again to individual students and using this to teach some of the new language that came up in the discussion.

2

- Discuss the question in groups or as a whole class. You might tell them there are six stages.
- At this point, don't give any feedback as the task is simply to generate ideas before students listen to the audio in Exercise 3 rather than get the correct answer. You might correct students' misuse of language or help them if they don't know a word in English.

3

-  **26** Explain that the task is to note the six main stages and play the audio once straight through.

Audioscript **26**

*The Scientific Method is basically an organized way of designing and setting up experiments that helps you answer questions or solve problems. It usually involves six specific steps. **Firstly, define the purpose of your experiment.** What question are you trying to answer? Maybe you want to find out if the colour of a light bulb affects plant growth, for instance. **Next, do your research:** look for information in books, on the web, and so on. Get as much information as you can before you start your experiment. Maybe someone has already done a similar experiment that you could repeat or develop. **After this, you form your hypothesis.** In other words, you predict an answer to your question. It's best to state your hypothesis explicitly. An example might be, 'If I grow plants under red light bulbs, they'll grow faster than plants growing under white ones.' **Then, comes the fun part – the experiment itself.** Design a test to find out if your hypothesis is correct. In our example, you could set up some*

*plant seeds under a red light bulb and some under a white one and observe each for a couple of weeks. During the experiment, **keep a record of what happens and then analyze this data before finally drawing your conclusions.** Review your data to see if your original hypothesis was correct. If the plants under the red light bulb did actually grow faster, then you've proved your hypothesis. If not, your hypothesis was wrong. Either way, you've discovered something!*

- Say the task you set them again and tell students to compare their ideas in pairs. Go round and notice how well students did without saying anything. If you see the majority have not understood, be prepared to play the audio again.
- Ask the whole class or individual students for their answers. Write the number and stage on the board. If they don't agree or most don't know, you can either give the answer or tell students to listen again and check.

Suggested answers

- 1 define the purpose of the experiment
- 2 do your research
- 3 form your hypothesis
- 4 design your test
- 5 record and analyze the data
- 6 draw your conclusions

4

- Discuss the questions with the class. You could give students a minute or two to read the questions and think of some ideas in their own language.
- Ask each question and nominate a student to start. Ask if other students agree or disagree and if they have any other suggestions. Continue in the same way for the other questions writing up new language on the board as it comes up.
- Note that these are quite sophisticated ideas, so if your group is monolingual, allow students to say their ideas in their own language first, and then ask the speaker or someone else to interpret them in English.

Suggested answers

- 1 It's easier to prove hypotheses within hard sciences such as physics as they're more easily repeatable and the variables are easier to control. In softer / social sciences, there are far more variables and cause and effect is far from being established definitively.
- 2 You often work out what's right by a process of negative deduction.
- 3 Keeping a thorough record of method is crucial if the experiment is to be repeated.
- 4 'Proving' a hypothesis once isn't sufficient as things need to be repeatable and for the results to be regularly identical.

Teaching tip

Using L1 and interpreting

While we want students to use as much English as they can in class, we should recognize that translating and interpreting are very valuable skills outside class and it is good to develop these skills within a lesson. It is particularly helpful to ask students to think in their L1 and then translate or interpret when they are dealing with difficult (non-linguistic) concepts or doing a complex task. It's also a way of involving and supporting weaker students with stronger speakers.

5

- Explain the task and put the students in pairs. Ask them to first choose what they are going to design their experiment about. The life hacks in b refer to the ones they looked at in Lesson 5A. They could also use any questions they thought of in Exercise 1.
- Ask each pair to tell you what they have decided to investigate. If you have time or you think the class needs the support, give another question that wasn't chosen to plan first as a class to demonstrate the activity with you taking the lead.
- Get students to work in pairs on their experiment design. Go round the class and help any pairs that are struggling.
- When everyone has more or less completed the task, move on to Exercise 6.

Fast finishers

First, get them to note down their ideas. You could then ask questions to suggest changes to what you read. Or ask them to choose another question to plan for.

6

- Organize the pairs into groups and read out the task. Go round and provide further support.
- When everyone has discussed at least one experiment, stop the task. You could ask each group to describe their best experiment as feedback or tell them they are now going to learn how to write up their experiments and wait for the presentation till after Exercise 10.

WRITING A scientific method p67

7 WRITING SKILL Describing a process

- Tell students they are going to write a scientific method, or a report of an experiment.
- Explain the task and either discuss it in pairs or, if time is short, quickly read out each statement and ask students to say *story* or *scientific report*. Write the answers on the board. Students get to discuss these further in the next task.

Answers

1 SR 2 S 3 SR 4 SR 5 SR 6 S 7 SR 8 SR
9 SR 10 SR

8

- Put students in pairs and explain the task. You might want to tell one student to look at Exercise 7 on page 67 and the other student to look at the model text on page 151 to avoid a lot of flipping backwards and forwards.
- Check through the answers with the class and write them on the board. Get students to read out the examples in the text.

Answers

1, 3, 4, 5, 8

9

- Explain the task and put students in pairs. Ask them to do the task without looking at the scientific method on page 151.
- In the same pairs, ask them to read the process again and check their answers.
- You do not need to give feedback to this task. It serves to revise the passive and some of the language they have learned as well as to provide an initial practice of the useful language.

10

- Explain the task. Tell students to refer to the scientific method on page 151 for help. Remind them of the structure of the model by reading out the advice around the scientific method.
- If you are going to give students a mark, tell them it will be higher if they organize their scientific method in a similar way and use language they have learnt. Put students in pairs and tell them to talk about or plan their scientific method.
- Set the writing for homework or set a time limit of about twenty minutes to do it in class. As students are writing, go round and offer help. You might note some common errors for feedback when the time is up.
- **Optional step.** You could get students to pass round their scientific methods when they have finished and get the class to vote on the best experiment.

Homework

Set Workbook Lesson 5E exercises on pages 59–61 for homework.

6 Adapt to survive

UNIT AT A GLANCE

Students will

- discuss evolution and conservation
- read about an endangered animal
- learn about mysterious occurrences
- watch a TED Talk about where camels come from
- write a solution to a problem

6A Vocabulary

Endangered species, e.g. *adapted*, *breed*, *conservation*

Listening

An interview with a conservationist about extinction

Grammar

Modal verbs and meaning

6B Vocabulary building

Compound nouns, e.g. *leather shoes*, *social media campaign*

Reading

An online article about an endangered animal

Critical thinking

Assessing information

6C Grammar

Modal verbs and infinitive forms

Pronunciation

Weak forms of *have* and *been*

6D TED Talk

You have no idea where camels really come from,
Latif Nasser

Authentic listening skills

Understanding fast speech

6E Speaking

Telling anecdotes

Writing

A problem-solution essay

Writing skill

Topic sentences

6A Evolution and conservation *pp68–71*

LEAD IN

- Focus students' attention on the photo and the caption or project it using the CPT.
- Ask for a show of hands from students who like it. Choose one person to explain what they like about it. Choose someone who didn't put their hand up and ask why they *don't* like it.
- You could then move on to Exercise 1. Alternatively, write up the following questions on the board for students to discuss in pairs or ask them to individual students in the class?
 - *Do you like studying Biology? Why? / Why not?*
 - *Are you scared of any animals? Which ones? Why?*
 - *What do you think is the strangest looking animal?*
 - *Which has the strangest behaviour? Why do you think it is like that?*

VOCABULARY Endangered species *p69*

1

- Write the words *evolution* and *conservation* on the board and ask what the difference is.
- Give students some moments to think (or let them discuss in pairs for thirty seconds) and then ask for a volunteer or nominate someone to explain. Add some key words onto the board connected to either *evolution* or *conservation*.
- Ask students the second question and follow the same procedure. Add ideas to the board related to evolution.
- **Optional step.** You might then get students to suggest other words, phrases or ideas connected to each word and add these to the board. They could suggest these first in L1 and you could translate.

Suggested answers

Evolution is a theory that tries to explain differences between species of animals and plants. The idea is that animals and plants developed (or evolved) over several generations to adapt to or fit with their environment in order to be better able to survive and/or be more successful in reproduction. This happens through accidental mutations of their genes. If a mutation gives an animal a competitive advantage in life, then it is more likely to produce more babies and pass on its genes, while those without the gene will eventually 'lose' and die out.

Conservation is the practice of preserving places from negative changes or of managing the environment or habitat of endangered species so they can recover from the effects of (usually human) threats to their survival.

Species usually adapt to compete better for survival. The characteristics that might change are skin/fur colour, size and shape of body parts, height, weight, sounds they make, etc.

Teaching tip

Pre-teaching vocabulary and doing quick translations

If you are certain that students will not know the majority of the words in an exercise, you could do a quick pre-teaching. Tell students you will read out the words and their translations once. Say the words (or, better, collocations) followed by translations. Say them at a medium pace. Then tell students to work in pairs or groups of three to do the task, sharing what they remember or managed to note down of the translations. They can also use a dictionary.

2

- Tell students they are going to learn some more words and phrases to talk about evolution and conservation. You could pre-teach some of these words by very quickly giving a glossary/translation.
- Look at the instructions and do the first item with the whole class. Either wait for someone to volunteer the answer or nominate someone to answer.
- Tell students to do the others themselves and to use a dictionary if they need to. While they work, notice words and phrases they look up, ask you about, or underline. Focus on these in feedback.
- When most students have finished, get them to compare answers in pairs and to help each other with anything they haven't finished.
- Go through the answers by asking different students to read out the full sentence with the completed gap. Write the numbers and words on the board. As you write, ask a question or two to the class to check they understood the vocabulary. For example: *What examples of different **species** can you think of? What preposition follows **adapt**? What else can you **adapt** to?*

Answers

1 species 2 adapted 3 risk 4 survival
5 endangered 6 conservation 7 habitat
8 hunting 9 saved 10 breed 11 extinct
12 died out

Fast finishers

Get them to decide what words collocate with the key words, e.g. *unique species, adapt to life, at risk*, etc. Encourage them to make a note in their vocabulary notebooks.

3

- Tell students to read the questions and check they understand them. Help with anything they ask about.

- Ask a student to read out the first question. Give one possible answer yourself, then ask other students for extra ideas.
- Then ask students to discuss the rest of the questions in pairs. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
- When a few pairs have finished, either make everyone change pairs and start from the last question or check students' ideas. Ask the questions again to individual students and teach some of the new language that came up in the discussion. Ask the class for a translation/explanation of words or phrases and then give extra examples to show how they are used.

4

- Tell students they are going to learn some more collocates for the words in Exercise 2. This will help them use the words better.
- Look at the instructions and do the first item with the whole class. Either wait for someone to volunteer the answer or nominate someone to answer.
- Tell them to do the others themselves and to use a dictionary if they need to. While they work, notice words and phrases they look up, ask you about, or underline. Focus on these in feedback.
- When most students have finished, get them to compare answers in pairs and to help each other with anything they haven't finished. Go through the answers by asking different students to read out the three collocations.
- Ask a question or two to the class to check they understood collocates that may be new. You may need to explain or translate some of them. Ask: *What else can you **destroy**? How can you **preserve** a habitat? And how do you **preserve** fruit or meat?*

Answers

1 habitat 2 survival 3 risk 4 conservation
5 species 6 benefit 7 gene 8 consequence

Exam tip

Keeping a vocabulary notebook

As a way to revise what they have done in class, students could keep a vocabulary notebook. It's best to have a file which they can add to and move sheets around in. They could create an alphabetical list; pages based on different prepositions; pages based on different affixes (*re-*, *mis-*, *-tion*, *-ness*, etc.); pages based on verb patterns (*-ing* or infinitive); or pages based on topics. It's a good idea to also include common collocates, example sentences showing grammar, definitions or synonyms in English, and other words in the family. Unlike flashcards, students might avoid using translations in their vocabulary notebook.

5

- Before class, think of two or three examples yourself to model the task for students. Explain the task and give your examples either by writing the collocations up as you say them or slowing down and drawing attention to them as you speak.
- Get students to do the task individually. You could set a time limit of about ten minutes to write as many sentences as they can. Go round and check students are doing the task correctly and provide help if necessary. Note some of these problems for feedback.
- In feedback, find out who had the most sentences. Ask them to read out some and/or correct some of the errors you noticed.

LISTENING p70

Background information

There are nine different species of baobab trees, six of which are found in Madagascar, two in Africa and one in Australia. A baobab tree can be 25 metres tall and 20 metres wide, and it can live for over a thousand years. Baobabs have flowers that bloom at night and fall within 24 hours. They are also called 'upside down trees' because the top of a baobab tree looks like a root system.


LEAD IN

If this is a new lesson, you could start by asking the class to look at the photo without reading the caption and say where they think it is. Then ask students to work in pairs and try to remember what they can of the text in Exercise 2 page 69. After two minutes, let students look and read again. Then change pairs and see how much they can retell without looking at the text.


Teaching tip

Listening: doing a very general first gist task

This makes an excellent first task with almost any listening text, and it mirrors the way we often decode what we've heard outside of the classroom. This is how you can do it with the following listening task:

- Tell students the topic of the audio and ask them to simply listen and check what they understand. Tell them to just write down single words if that's all they understand.
-  **27** Play the audio once straight through. Then put students in pairs to compare what they heard.
- Check with the whole class what they heard. If students say they understood nothing, persist and force them simply to say one or two individual words. Build this up by asking several different students.
- Tell students you are going to play the audio again. Then do the main listening task.

6

- Tell students they are going to listen to an interview with a conservationist. Ask them to read the sentences and check they understand them.
-  **27** Explain the task and play the audio straight through.

Audioscript **27**

I = Interviewer, PS = Paloma Sánchez

- I:** *So today, inspired by the exhibition Extinction: Not the end of the world? we're talking about conservation – and here to discuss it is biologist and conservationist Paloma Sánchez. Paloma, welcome.*
- PS:** *Pleasure to be here.*
- I:** *So Paloma, I suppose the first thing that will strike people is the statistic that 99 percent of species that have ever lived on Earth are already extinct!*
- PS:** *Absolutely. Extinction is as natural part of our planet as death itself: we all die, and all species eventually die out!*
- I:** *Indeed, but doesn't that raise a huge question for you as a conservationist? Should we even try to preserve endangered species? I mean, if evolution is the survival of the fittest, then you might stop weak species going extinct, which could be a bad thing. Maybe we shouldn't interfere.*
- PS:** *Well, I think there's a bit of a misunderstanding there. That phrase, 'the survival of the fittest' can suggest evolution is a kind of competition where only the strong survive, but that's a myth. The initial genetic changes that lead to evolution occur purely by chance. Those changes have a positive effect on a species' ability to breed, defend itself or get food and, as a result, the genes get passed on. However, while the changes must bring some benefit, the animal can be weaker in another area which might actually leave it more at risk of extinction.*
- I:** *Really?*
- PS:** *Absolutely. Say an animal adapts perfectly to one specific area. If that habitat disappeared for whatever reason, they'd easily die out.*
- I:** *They couldn't adapt to a new environment?*
- PS:** *Not unless their existing features matched the new environment, because evolution's not a choice, and the chance of getting the right genetic change is low.*
- I:** *And that's why we've had mass extinctions like the dinosaurs?*
- PS:** *Exactly. And the argument is that humans are now the equivalent of an ice age. We're causing so many changes so quickly that animals and plants can't adapt and are dying out at an incredible rate.*
- I:** *But that still doesn't explain why we should protect them, does it?*
- PS:** *Well, I suppose because we humans can choose to alter our behaviour. I feel we have a duty to.*

I: A lot of people won't share that feeling – they will think of the cost of conservation.

PS: It's not cheap, but they might want to look at it from a purely selfish point of view. Plants we're killing could be cures for cancer. And losing biodiversity has negative consequences for us – some that could even lead more quickly to our own extinction!

I: Yes – a point the exhibition ends with. Our short-term survival isn't guaranteed.

PS: Absolutely not, but conservation of other species may help us last longer.

I: Paloma, shall we leave it there?

PS: Sure. Thank you.


I: Thank you.

- Say the task you set them again and tell students to compare their ideas in pairs. Go round and notice how well they did in order to decide how quickly to go through answers, and whether you will need to play the audio again.
- Check the answers as a class by asking for a show of hands, getting students to shout out an answer all together or nominating students to give an answer. Get two students to give their answer to a question, especially where you noted differences.
- Where students agree, write the answer on the board. Where there is a dispute, ask students to justify their different answers, but *don't* say who is correct. Instead, put a question mark on the board. Tell students they will listen again and check. Go through all the answers like this and then play the audio again (if necessary), telling students to focus on the areas of uncertainty.
- If students are *still* uncertain of the answer, play the audio again and stop at key points. Play these sections two or three times if students are still struggling. Draw attention to the problem sounds or words and explain them when you give the answers.

Answers

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

7

-  **27** Ask the class the question and list some of their ideas on the board. If students aren't sure, play the audio again to check.
- Complete the list by asking students again for possible reasons for extinction.
- Then put students in pairs to discuss what can be done or continue to discuss the issue with the whole class.

Suggested answer

Considering the cost of conservation as too expensive and the killing of plants that could be cures for cancers are reasons for possible human extinction.

8

- Ask different students to read out the questions. In each case, give your own answers.
- Then put students in pairs to ask and answer. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
- When a couple of students have finished, ask them to change partners and start with any question they like and continue in any order.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

GRAMMAR Modal verbs and meaning p70

To prepare for teaching the following exercises, see Grammar reference on page 138.

9

- Get students to read the Grammar box silently, or read it out yourself. Then ask them to work in pairs or small groups and to discuss the differences in meanings between the pairs of sentences in 1–5.
- Nominate different students to answer. You can either give the answer now or wait for them to read the Grammar reference on page 138.

Suggested answers

1 You *might* stop weak species going extinct, which *could* be a bad thing.

(= possible)

(= possible)

You *will* stop weak species going extinct, which *is* a bad thing.

(= definite)

(= fact)

2 *Maybe we shouldn't* interfere.

(= possibly a bad idea)

We *mustn't* interfere.

(= vital / very important)

3 'The survival of the fittest' *can* suggest evolution is a kind of competition.

(= sometimes possible)

'The survival of the fittest' *suggests* evolution is a kind of competition.

(= fact, it's always true)

4 If that habitat *disappeared* for whatever reason, they'd easily die out.

(= hypothetical / imaginary)

(= theoretically certain)

When the habitat *disappears*, the animals die out.

(= an inevitable consequence)

5 *Shall we* leave it there?

(= suggestion)

Could we leave it there?

(= question to ask if it's possible)

Grammar reference and practice

Ask students to do Exercises 1 and 2 on page 139 now, or set them for homework.

Answers to Grammar practice exercises

1

1 will 2 shouldn't 3 can 4 will 5 may
6 can 7 must 8 could 9 must 10 would
11 could 12 may 13 could 14 would

2

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

10

- Tell students they are going to read about Çağan Şekercioğlu, a National Geographic explorer who studies extinction and endangered species.
- Ask students to read the whole text and discuss what similarities they find with the interview.
- Put students in pairs to compare their ideas. Then get ideas from the whole class.

Suggested answers

Many species are at risk of dying out, and it's happening at a very fast rate.

Conserving species is good for humans.

Species can choose to adapt and then suffer as a result of sudden change.

11

- Look at the instructions and do the first item with the whole class.
- Allow enough time for students to do the other items. When most have finished, ask students to compare their answers in pairs.
- Read the whole text, stopping when you come to each part that has been changed. Ask different students to give (and where necessary explain) their answers.
- Write up the answers on the board as you go through.

Suggested answers

- 1 would (constantly) bring back
- 2 we may / might / could lose 25 percent of all bird species
OR 25 percent of all bird species may / might / could be lost
- 3 will (certainly) happen
- 4 we should do something
- 5 will / shall we do something
- 6 what shall / will we do
- 7 can (sometimes) become
- 8 won't move
- 9 may / might be
- 10 conservationists must work
- 11 they should encourage
- 12 may / might / could (possibly) eat

12

- Tell the class they have five minutes to write nine – or as close to nine as they can manage – sentences about themselves using different modal verbs. Have them write on a sheet of paper that they can then hand to you. They should also write their names. Explain that these sentences should allow other students to identify them.
- You could maybe give a personal example to clarify things here, e.g. *I would really love to visit Ethiopia and Iran.* Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
- When most students have finished, collect the pieces of paper and if there's time, read out one or two sentences from each. Try to choose sentences which are interesting and contain unusual ideas and information. Encourage the class to guess who wrote each sentence, and then reveal the real writers.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board.

13 MY PERSPECTIVE

- Explain the task and ask the class for one or two ideas of different sorts of things that are dying out. If students struggle, give a couple of ideas yourself, e.g. polar bears, door-to-door salesmen, handwritten letters, landline phones in homes, etc.
- Put students in pairs to brainstorm further ideas. Set a time limit of about three minutes.
- Get ideas from the class and write these up on the board. Then choose one and ask if it's worth trying to protect this endangered animal, habitat, job, etc. Encourage students to explain the reasons behind their ideas.
- Put students into small groups to discuss the rest of the ideas. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
- **Optional step.** You could finish by trying to find out which idea most students feel should be preserved, and how they think this could best be done.

Homework

Set Workbook Lesson 6A exercises on pages 62–65 for homework.

6B Tree life? pp72–73

LEAD IN

- Ask students to do a 'word shower' based on the previous lesson. First individually, they write down as much language as they can remember from Lesson 6A. Then ask the whole class for ideas and write them on the board. You can ask comprehension check questions as you do this.

OR

- Do Exercises 3 and 4 from this lesson as an introduction to the topic.

VOCABULARY BUILDING Compound

nouns p72

1

- **Books closed.** Write the words *ice age* and *bookshop* on the board. Ask students what two nouns make up each compound, and which is the main noun and which is describing the main noun. You might ask for a translation and ask if they know any other compound nouns like this. At this stage, it's worth telling students that there are no rules regarding whether compound nouns are written as one word, two words hyphenated together or two separate words. They just need to be learnt on an individual basis.
- Look at the instructions and do the first item with the whole class.
- Then get students to do the others individually, using a dictionary if necessary. While they work, notice words and phrases they look up, or ask you about, or underline. Focus on these in feedback.
- When most students have finished, get them to compare answers in pairs.
- Go through the answers by asking different students to read out the whole sentences and write the numbers and compound nouns on the board. As you write on the board, get students to repeat the words and say where the stress is. (It usually falls on the first part of the compound noun.) You could also ask further questions to expand vocabulary, e.g. *So you can run a campaign. What other verbs go with **campaign**? What other objects are made of **leather**?*

Answers

- 1 Olympic Mountains
- 2 rainfall
- 3 social media campaigns
- 4 sea creatures
- 5 science teacher
- 6 animal products, leather shoes

2

- Explain the task and read out the example in the book. Then ask if anyone can suggest how to continue from *tin opener*. For example: *bottle opener* or *tin hat*.
- Put students into groups and give them a time limit of about ten minutes. You could make it a game by seeing which group can produce the longest chain. Go round and check students are doing the task correctly and perhaps give an example if they get stuck or encourage them to use one of the other words to start their chain. Tell them that they can also use a dictionary.
- As feedback, see who had the longest chain. Ask a person from that group to read out their chain. You could write it up on the board and correct any errors or ask another group to offer their longest chain instead.

READING p72

3

- This is a quick introduction to the reading topic. Give an example of an animal you like from each category to demonstrate.
- Tell students to think of one they are familiar with as well as one they would like to find out more about for each category.


4

- Explain the task and tell the class about the animals you chose. Highlight any key words you use by writing them up as you say them or slowing down and drawing attention to them as you speak. You could ask one or two students in front of the class to demonstrate how to ask for more details and also generate more useful language.
- Get students to stand up and share their ideas with different students. Ask them to change partner from time to time. Alternatively, do the task in groups. Monitor and make notes as students talk. You might teach some useful language between changes or wait until the end of the task.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

5

- Focus students' attention on the photo on page 73 and the three questions. They discuss them in pairs or as a whole class.
- At this point, don't give any feedback as the task is simply to generate ideas before students read, rather than to get the correct answer. You could correct any misuse of language you hear or help if students don't know a word in English.

6

-  **28** Tell students to read the article quickly and find the answers to Exercise 5. Set a time limit of about three minutes.

- At the end of the time limit, stop students reading. Say the task you set them again and tell them to check in pairs.
- Read out each question and choose individual students to give the answers based on the text.

Answers

- 1 It is found in the Pacific Northwest of the United States near the Pacific Coast, in the forests of Washington State – on the eastern side of the Olympic Mountains.
- 2 It lives both on land and in water.
- 3 Suggested answer: By waiting/hiding patiently for a long time and/or using a long-focus lens camera.

7

- Look at the instructions and do the first item with the whole class. Point out that the statements may not be supported explicitly and, therefore, will require some inference. Don't immediately say if students have given the correct answer, but ask someone to explain why they chose what they did. Do this for each side if there were different answers. Give the final answer and clarify why.
- Put students in pairs to discuss the other statements.
- Go through the answers in the same way as above, making sure you get students to justify answers especially where they say the statement is supported by the text.

Answers

- 1 Not supported (No comparison is made with other creatures so we can't say this.)
- 2 Supported (lines 10–11: ... by the very high amounts of rainfall in this part of the USA.)
- 3 Supported (lines 14–17: Some scientists believe that the way it has adapted ... to life away from the water.)
- 4 Not supported
- 5 Supported (lines 54–56: Tell people not to buy products ... when cutting down trees.)
- 6 Not supported
- 7 Supported (lines 39–41: Immediate action needs to be taken ... becoming extinct.)
- 8 Not supported

8

- Tell students to read the questions and check they understand them. Explain anything they ask about.
- Then ask them to discuss the questions in pairs. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
- When some students have finished, either make them change pairs and start from the last question or check students' ideas. Ask the questions again to individual students and teach some of the new language that came up in the discussion.


Fast finishers

Ask them to make a list of ways in which they can help (a) the environment and (b) people in their community.

9

- Put students in small groups and ask them to discuss the two questions. Note that the URL is fake (as is the news story), but don't tell students yet! They will find out in Exercise 10.
- After a couple of minutes, stop the discussion and get ideas from the whole class. Don't give any feedback yet, but expect students to point out that the website *zapatopi.net* doesn't sound reliable. They could do an online search to verify the story and check whether it is mentioned in several different websites.

10

- This is a short listening task leading to the Critical thinking activity and making students aware of the point of the text they just read.
-  29 Look at the instructions and play the audio once straight through. Students make notes to answer the questions.

Audioscript 29

A study sponsored by the US Department of Education and conducted by researchers at the University of Connecticut has revealed the alarming degree to which internet users believe anything they read online. As part of the research, students were sent to a website containing details about a made-up creature – the endangered Pacific Northwest tree octopus – in order to assess their ability to evaluate information found online. Researchers discovered that not only did students believe the site was genuine, but some also insisted the octopus must exist even after it was revealed to them that it was all a trick.

This has led to concerns that students are now too reliant on the internet when doing research, as well as fears that students are not being taught how to check whether information found on the internet is genuine or not.

- At the end of the audio, nominate different students to give their answers. Discuss with the whole class whether they were surprised/frustrated by this fake news and whether they had any doubts on how real the story was.

Suggested answers

- 1 It was designed to see if students could evaluate information (online) and recognize if it was invented or fictitious.
- 2 The findings seem to suggest that students believed it. They weren't being taught how to check information.

11

- Following on from the listening task and the revelation about the fake story, focus students' attention on the Critical thinking box.
- Then get students to discuss the questions either as a whole class or in pairs.

Suggested answers

- 1 Maybe the site looks real; it contains links to other sites, or people don't read carefully.
- 2 Why is it not on an endangered list if it's so close to extinction? / Telling people in the street is hardly going to help. / Strange that the colours match human emotions. / It's hard to imagine house cats roaming the forest. / How do the octopuses get all the way to the sea?
- 3 Students' own answers

12 MY PERSPECTIVE

- Think of an example yourself to give as a model and then get students to stand up and share their ideas in pairs. Ask them to change partners from time to time. Alternatively, do the task in groups. Monitor and make notes as students talk. You might teach some useful language between changes or wait until the end of the task.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.
- **Optional step.** During feedback, have a class debate about the reliability of news and other information we get from the media.

Extension

Ask students to research what's being done to tackle the problem of fake news spreading online, and to choose one approach they think is particularly effective. Get students to discuss their findings at the start of the next lesson.

Homework

Set Workbook Lesson 6B exercises on pages 66–67 for homework.

6C Mysterious changes pp74–75


LEAD IN

- You could test students to see what compound nouns they can remember from the day before. For example, ask: *What do you call a period of time when it was very cold on Earth?* (ice age) *Can you name something cold you eat for dessert?* (ice cream)
- You could divide the class into teams and the first to shout out the correct answer gets a point. Or you could ask students to write down their answers on a piece of paper. They then exchange papers and check answers as a class.
OR
- Ask students to think of a time they changed their mind about something and why.
- Give an example yourself as a model and allow students some thinking time. Put them in pairs or groups to tell their stories.

GRAMMAR Modal verbs and infinitive forms p74

To prepare for teaching the following exercises, see Grammar reference on page 138.

1

-  **30** Tell the class they are going to hear three people talk about changing their mind or opinions. Look at the instructions and play the audio once straight through.

Audioscript 30

Speaker 1

I feel a bit stupid for ever believing it, to be honest. I can't have been paying attention when I read about it. I mean, as you can see, it does look quite professional, but when you look a bit closer, you realize that all the links about the different kinds of tree octopuses go to the same page. I really should've noticed that. And also, as he keeps reminding me, even my little brother could've told me that the photos were fake. He's really good with Photoshop and notices things like that. Oh, well. You live and learn.

Speaker 2

I used to really love eating meat. I mean, you could've told me how cruel it was, and I honestly wouldn't have cared. I just never really used to think about the connection between dead animals and the meat that I ate. It's weird – I can't remember exactly when my feelings started to change. I think I might've read something about how much water is used to raise cattle, perhaps. I don't know, but if it was that, it must've had an impact because I've been vegan for quite some time now. I don't eat or wear anything from animals: no eggs, no milk, no leather, nothing!

Speaker 3


I never really used to like snakes. I mean, I wasn't afraid of them or anything – I might've been able to touch one or pick one up if the chance had arisen, but I would certainly never have thought about owning one, that's for sure. Then my big brother got one for his 16th birthday and I started getting interested. Now I'm just as bad as he is! Our favourite is a python called Monty. We will have had him for three years this November.

- Say the task you set them again and tell students to compare their ideas in pairs. Go round and notice how well students did without saying anything. If you see the majority have not understood, be prepared to play the audio again.
- Ask the whole class or individual students for their answers. As this is a brief introduction to present the grammar, you can give the correct answer if students don't get it.

Answers

- 1 Speaker 1 changed his mind about the tree octopus after the flaws in the website were pointed out to him.
- 2 Speaker 2 became vegan, but the reason is not completely clear. It could be because of something she read.
- 3 Speaker 3 changed her mind about not liking snakes because her brother got one.

2

- Put students in pairs. Ask them to read the sentences and discuss what language is missing without writing anything yet.
-  **30** Play the audio once straight through and ask students to complete the sentences as best as they can. Ask them to compare in pairs.
- Nominate a student to say the answer to item 1a. Play the audio again to confirm or check it and write the number and phrase on the board.
- You could get students to repeat the complete phrases. You could also check their understanding of the grammar by asking questions such as those in Exercise 3, and then move directly on to Exercise 4.

Answers

- 1a can't have been paying
- 1b should've noticed
- 1c could've told
- 2a could've told, wouldn't have cared
- 2b must've had
- 3a might've been able to
- 3b would (certainly) never have thought
- 3c will have had

Teaching tip

Using the audio to check answers

When you go through the answers of a task requiring careful or precise listening (usually the second task or a gapfill), ask for the answer and then play the audio up to the point where the answer is given in the text, which allows students to confirm it. If there is a dispute, you might play the relevant section one or more times to see if students can hear the answer. Give students several opportunities before you confirm the answer.

3

- If you didn't do it as part of feedback to Exercise 2, ask the class the questions. Let students volunteer an answer or nominate different students.
- Students will have looked at the meaning of modals in Lesson 6A, so they should understand this part of the grammar, but as you get each answer, you could also highlight again the meaning as well as the infinitive that indicates past or present.

Answers

- 1 3c
- 2 The other sentences are about the past.
- 3 (can't) have been -ing in sentence 1a emphasizes that an action was in progress at the same time as another.

4

- Get students to look at the sentences in the Grammar box. You could read each one out, and ask different students to explain and/or translate it, helping students where necessary.
- Look at the instructions and do items 1a and 1b with the whole class. Ask for reasons, then confirm the answer.
- Put students in pairs to do the rest. Go round and check students are doing the task correctly and help with any difficulties. Focus on these in feedback.
- When most pairs have finished, stop the task. If you feel most students have the correct answers, you could just say so and then write them on the board. Stop to offer further explanations where you noticed students had been unclear. Alternatively, you might also use the audio in Exercise 5 to go through the answers combined with the pronunciation point.

Answers

The same meaning: 1a–1b; 4a–4b

Different meaning:

- 2a** They had the opportunity, but didn't help. Helping was the better option.
- 2b** They didn't have the opportunity or are imagining being in the situation and saying this was then definitely their action.
- 3a** The person wasn't there, but they imagine it was interesting based on logic or experience. This is usually said as a comment on what someone else is saying.
- 3b** The person was there and is giving their opinion.
- 5a** The person didn't want the text. It was better to phone or not send the text at all.
- 5b** The person emphasizes that it was a bad idea to be doing the activity at the same time as something else.
- 6a** The person is less certain. They believe it has probably arrived (based on experience of what is normal).
- 6b** The person is more certain. They are sure it has arrived.

Extension

Ask students to take the sentences and turn them into a short 'A–B–A' dialogue with the B turn being the sentence in the book. For example:

A: *They charged \$8 for a coffee.*

B: ***They can't have been serious.***

A: *Honestly, I asked several times. They said it was the normal price for that area!*

Grammar reference and practice

Ask students to do Exercises 3 and 4 on page 139 now, or set them for homework.

Answers to Grammar practice exercises


3

- 1** might
- 2** can't have been feeling
- 3** should
- 4** shouldn't have been keeping
- 5** would
- 6** might
- 7** will have been
- 8** shouldn't have scared, wouldn't

4

- 1** can't have survived
- 2** may / might / could have (once) been
- 3** should have realized
- 4** would have taken
- 5** will have been filmed / caught
- 6** must have been lying
- 7** can't / couldn't have been
- 8** should have had / taken ... could've / would've filmed / photographed

5 PRONUNCIATION Weak forms of *have* and *been*

- Read out the explanation in the Pronunciation box.
-  **31** Explain the task. Either use the audio or model the sentences yourself highlighting the weak form of *have* (/həv/ or /əv/) and *been* (/bɪn/). After each sentence, pause the audio and cue everyone in. Then nominate individual students to say a sentence. As you ask individual students, you could tell them to say it fast or slowly.

Audioscript 31

- 1** *They can't have been serious.*
They must've been joking.
- 2** *I should've helped him.*
I would've helped him.
- 3** *It must've been really interesting.*
It was really interesting.
- 4** *I guess that might've been the reason.*
I guess that could've been the reason.
- 5** *You shouldn't have texted me.*
You shouldn't have been texting me.
- 6** *It should've arrived by now.*
It will have arrived by now.

- Correct any mistakes that come up. Ideally, show students how the correct sound is formed.

6

- Tell students to read the whole text to find out what the mystery is. Set a time limit of no more than one minute.
- Check quickly by asking the class. You might ask individual students: *Had you heard of the Loch Ness monster? What else do you know about it? Have you heard of any other similar mystery animals?*
- Look at the instructions and do the first item with the whole class. Give students time to think. Either wait for someone to volunteer the answer or nominate someone to answer. Write the correct answer on the board and ask students to explain why it is correct.
- Get students to do the rest of the items. Go round and check students are doing the task correctly and help with any difficulties. Focus on these in feedback.
- When a few have finished, ask students to help each other with the final ones and compare answers in pairs.
- Read out the text stopping at each item to get the answer from students. Write up the answers on the board as you go through. You could ask further comprehension questions and check any new vocabulary.

Answers

- 1** will (soon) have been going on
- 2** could (very easily) have survived
- 3** must have been lying / must have lied
- 4** might have seen
- 5** can't have been living / can't have lived
- 6** would have been captured
- 7** might have developed
- 8** should have died out

7

- Ask students to read both paragraphs quickly. Check if there is anything they are unsure of and explain.
- Ask for one or two ideas about what happened with the Great Dying from the class or give an example yourself. This could be a strange or unlikely explanation for amusement, e.g. *I think aliens could have visited from another planet and killed them all.*
- Then put students in pairs to think of some more ideas. You could ask them to write their modal sentences down. Go round and check students are doing the task correctly and correct any mistakes with their use of modals or help with new vocabulary they need.
- **Optional step.** Share some of the ideas as a class. Correct language and encourage debate between students, but *don't* give the actual answers unless you don't have time to do Exercise 8.

8

- Explain that students will now find out what really happened. Put students in AB pairs and tell Students A to read about the Great Dying and Students B to read about the Bloop. Tell them to cover their partner's texts whilst reading their own texts.
- After a few minutes, stop students and tell them to report what they learnt to their partners. Round up by briefly summarizing the two texts yourself and asking if anyone has any extra connected questions they'd like to know more about.
- As final feedback, you could ask which mystery the photos relate to and why.

9 CHOOSE

The idea is for students to make their own choice of activity here. However, you might want to make the decision for them, in which case explain why. Alternatively, you may decide to let students do more than one task. You could divide the class into groups and have each group do a different task – or you could have a vote on which task the whole class should do. For the vote:

- put students in pairs or groups to decide which they prefer.
- take a vote on each task.
- if the vote is tied, ask one student from each side to explain which is best and take the vote again. You can decide if there is still no change.

Extension


Ask students to research other unsolved mysteries. You could brainstorm the best search terms (e.g. *unsolved natural mysteries*, etc.) and tell the class that at the start of the next lesson, they will have time to share their findings.

Homework

Set Workbook Lesson 6C exercises on pages 68–69 for homework. You might want to tell students to watch the track called *Unit 6 TED Talk* on the *Perspectives* website before they come to the next class.

6D You have no idea where camels really come from pp76–77

TED Photo and initial task

- Tell students they are going to watch a TED Talk about an archaeological discovery.
- Read out the quote and ask students whether they agree with it. Encourage them to think of an example, e.g. Darwin and his theory of evolution, Hawking and his Big Bang theory, etc.
-  **6.0** Tell them they are going to see a short text on the DVD to introduce the talk and the speaker, and play the About the speaker section. Then do the vocabulary exercise.
- After they finish, write the key words from the About the speaker section on the board and ask students to retell it aloud, or ask them to write as much of what it said as they can. Correct as necessary.

About the speaker **6.0**

*Latif Nasser is the director of research at Radiolab, a radio show and podcast that produces documentaries from different **branches** of science that also mix stories and play with sound and music. Latif has reported on everything from snowflake photography to sinking islands. Here he talks about the Natalia Rybcznski's discovery of **fragments** of a **fossil** in the **Arctic Circle** that has **reframed** our thinking.*

Latif Nasser's idea worth spreading is that in science, and in life, we are making surprising discoveries that force us to reexamine our assumptions.

Answers to About the speaker

- 1 branch = c (part of a family, group or subject)
- 2 fragments = b (pieces of a larger object that has broken)
- 3 fossils = b (things that used to be alive a long time ago and are now preserved in rock)
- 4 Arctic Circle = a (an imaginary line around the Earth near the North Pole)
- 5 reframed = a (is made new and different)

AUTHENTIC LISTENING SKILLS


Understanding fast speech p76

As well as teaching aspects of phonology and listening skills, these tasks also:

- allow you to pre-teach some vocabulary.
- allow students to read and hear new language before they listen to the whole text.
- allow students to tune in to the speaker's voice and style.

1

- Put students in pairs. Ask them to read the sentences and check if there's anything they don't understand. They may need help with *splinter* (a small sharp piece of wood) and *functionally like* (look and use something in a similar way to).

-  **32** Read the Authentic listening skills box and play the audio once straight through. Students complete the sentences as best they can.
- Ask students to compare in pairs. Go round and check how they did and decide if they will need to hear the audio again.
- To go through the answers, nominate a student to say the answer to item 1. Play the audio again to confirm or check it. If they are uncertain, you could play just that sentence one or two more times.
- Write up the sentence on the board. If you can, highlight how the sounds change in fast speech with letters/sounds disappearing or words linking together. You could finally challenge students to say the sentences as quickly as they are said in the audio.

Answers and audioscript **32**

- 1 ... she thought it was just a splinter of wood, because **that's the sort of thing people had found** at the Fyles Leaf Bed before – prehistoric plant parts.
- 2 How certain were you that you had it right, like ... that you **had put it together in the right way**, like?
- 3 ... something like a cow or a sheep. But **it couldn't have been either of those**. It was just too big.
- 4 ... you're going to have different body sizes. **You're going to have some with really long necks**, so they're actually functionally like giraffes.
- 5 And, as a historian, you start with an idea **in your mind of how the story goes**.

WATCH *p76*

If you are short of time, or want a different approach to the video, you may want to watch the whole talk all the way through with only some brief checking questions. A version of this is on the DVD and is labelled as *TED Talk with activities*. At the end of each section, there is a short gist question(s). Pause after each question on screen so students can give their answers, then play the answer.

Answers to gist questions on DVD

Part 1

Answer the questions.

- 1 What did Natalia discover? Natalia discovered fossil fragments of a camel.
- 2 Where did she make her discovery? She made her discovery in the Arctic Circle.
- 3 Why was her discovery surprising? Her discovery was surprising because no one expected to find camel remains in that part of the world.

Part 2

What is the best summary?

- a The discovery showed that camels existed long before we knew.

Part 3

Which statement is false?

- a This story had never been told before.


2

- Have students discuss the questions in groups or as a whole class. At this point don't give any feedback on the answers as the task is simply to generate ideas and interest before students watch rather than get the correct answer.
- You might correct students' misuse of language or help them if they don't know a word in English. They may need help with *hump*, in which case point to the photo in the book.

3

- Put students in pairs to list other facts they know about camels. Set a time limit of about one minute.
- Alternatively, let them use their mobile phones and give them five minutes to find the two most unusual facts about camels that they can.
- Get each pair to compare with another pair to see what they came up with. As feedback, simply ask what was the most unusual fact they came up with. Wait for students to volunteer their ideas or ask an individual student from each group to report them.

4

- Tell students they are going to watch the talk connected to camels – obviously! Ask them to read the text and check they understand it.
-  **6.1** Explain the task. You could ask what they think the answer to item 1 is before they listen, but don't tell them if they are right or wrong. Play Part 1 once straight through.

TED Talk Part 1 script **6.1**

LN = Latif Nasser, NR = Natalia Rybczynski

LN: *So, this is a story about how we know what we know. It's a story about this woman, Natalia Rybczynski. She's a paleobiologist, which means she specializes in digging up really old dead stuff.*

NR: *Yeah, I had someone call me 'Dr. Dead Things'.*

LN: *And I think she's particularly interesting because of where she digs that stuff up, way above the Arctic Circle in the remote Canadian tundra. Now, one summer day in 2006, she was at a dig site called the Fyles Leaf Bed, which is less than 10 degrees' latitude away from the Magnetic North Pole.*

NR: *Really, it's not going to sound very exciting, because it was a day of walking with your backpack and your GPS and notebook and just picking up anything that might be a fossil.*

LN: *And at some point, she noticed something.*

NR: *Rusty, kind of rust-coloured, about the size of the palm of my hand. It was just lying on the surface.*

LN: *And at first she thought it was just a splinter of wood, because that's the sort of thing people had found at the Fyles Leaf Bed before – prehistoric plant parts. But that night, back at camp ...*

NR: Then I get out the hand lens, maybe I'm looking a little bit more closely and realizing it doesn't quite look like this has tree rings. Maybe it's a preservation thing, but it looks really like ... bone.

LN: Huh. So, over the next four years, she went to that spot over and over, and eventually collected 30 fragments of that exact same bone, most of them really tiny.

NR: It's not a whole lot. It, you know, fits in a ... fits in a small Ziploc bag.

LN: And she tried to piece them together like a jigsaw puzzle. But it was challenging.

NR: It's broken up into so many little tiny pieces, I'm trying to use sand and putty, and it's like ... it's not looking good. So finally, we have ... we had a 3D surface scanner.

LN: Ooh!

NR: Yeah, right?

LN: It turns out it was way easier to do it virtually.

NR: It's kind of magical when it all fits together.

LN: How certain were you that you had it right, like, that you had put it together in the right way, like? Was there a potential that you'd put it together a different way and you'd have, like, a, you know, a parakeet or something?

NR: Um, no. No, we got this.

LN: What she had, she discovered, was a tibia – a leg bone, and specifically, one that belonged to a cloven-hoofed mammal, so something like a cow or a sheep. But it couldn't have been either of those. It was just too big.

NR: The size of this thing, it was huge. It's a really big animal.

LN: So what animal could it be? Having hit a wall, she showed one of the fragments to some colleagues of hers in Colorado, and they had an idea.

NR: We took a saw, and we nicked just the edge of it, and there was this really interesting ... um, there's a smell that comes from it.

LN: It smelled kind of like singed flesh. It was a smell that Natalia recognized from cutting up skulls in her gross anatomy lab: collagen. Collagen is what gives structure to our bones. And usually, after so many years, it breaks down. But in this case, the Arctic had acted like a natural freezer and preserved it. Then a year or two later, Natalia was at a conference in Bristol and she saw that a colleague of hers named Mike Buckley was demoing this new process that he called 'collagen fingerprinting'. It turns out that different species have slightly different structures of collagen, so if you get a collagen profile of an unknown bone, you can compare it to those of known species and, who knows, maybe you get a match. So she shipped him one of the fragments, FedEx.

NR: Yeah, you want to track it. It's kind of important.

LN: And he processed it, and compared it to 37 known and modern-day mammal species. And he found a match. It turns out that the 3.5 million-year-old bone that Natalia had dug out of the High Arctic belonged to ... a camel.

NR: And I'm thinking, what? That's amazing, right? – If it's true.

LN: So they tested a bunch of the fragments and they got the same result for each one. However, based on the size of the bone that they found ... was such that it meant that this camel was 30 percent larger than modern-day camels. So this camel would have been about nine feet tall, weighed around a tonne. Yeah. Natalia had found a giant Arctic camel.

- Say the task you set them again and tell students to compare their ideas in pairs. Go round and notice how well they did in order to decide how quickly to go through answers, and whether you will need to play Part 1 again.
- Check the answers as a class by asking students to shout out an answer all together or nominate students to give an answer. Get two students to answer, especially where you noted differences. Where students agree, write the answer on the board. Where there is a dispute, either write up both answers for students to watch again and check or simply give the correct answer, depending on time.

Answers

- 1 10 / ten degrees
- 2 wood
- 3 3D (surface) scanner
- 4 leg bone / tibia
- 5 smelled
- 6 had been preserved
- 7 collagen fingerprinting
- 8 3.5 / three and a half
- 9 around a tonne
- 10 30% / thirty percent heavier

5

- Tell the class they are going to watch Part 2 of the talk and decide if the answers to Exercise 2 are in fact true or false.
- ▶ **6.2** Play Part 2 once straight through.

TED Talk Part 2 script ▶ **6.2**

LN: Now, when you hear the word 'camel', what may come to mind is one of these – the Bactrian camel of East and Central Asia. But chances are the postcard image you have in your brain is of one of these – the dromedary – quintessential desert creature; hangs out in sandy, hot places like the Middle East and the Sahara; has a big old hump on its back for storing water for those long desert treks; has big, broad feet to help it tromp over sand dunes. So how on earth would one of these guys end up in the High Arctic? Well, scientists have known for a long time, turns out, even before Natalia's discovery, that camels are actually originally American. They started here. For nearly forty of the forty-five million years that camels have been around, you could only find them in North America, around twenty different species, maybe more. If I, like, put them all in a lineup, would they look different?

NR: Yeah, so you're going to have different body sizes. You're going to have some with really long necks, so they're actually functionally like giraffes.

LN: Some had snouts, like crocodiles.

NR: The really primitive, early ones would have been really small, like, almost like rabbits.

LN: What? Rabbit-sized camels?

NR: The earliest ones. So those ones you probably would not recognize.

LN: Oh, my God, I want a pet rabbit-camel.

NR: I know! Wouldn't that be great?

LN: And then about three to seven million years ago, one branch of camels went down to South America, where they became llamas and alpacas and another branch crossed over the Bering Land Bridge into Asia and Africa. And then, around the end of the last Ice Age, North American camels went extinct. So, scientists knew all of that already, but it still doesn't fully explain how Natalia found one so far north. Like, this is, temperature-wise, the polar opposite of the Sahara. Now, to be fair, three and a half million years ago, it was on average twenty-two degrees Celsius warmer than it is now. So it would have been boreal forest, so more like the Yukon or Siberia today. But still, like, they would have six-month-long winters where the ponds would freeze over. You'd have blizzards. You'd have twenty-four hours a day of straight darkness. Like, how ... How? How is it that one of these Saharan superstars [could] ever have survived those arctic conditions? Natalia and her colleagues think they have an answer. And it's kind of brilliant. What if the very features that we imagine make the camel so well-suited to places like the Sahara actually evolved to help it get through the winter? What if those broad feet were meant to tromp not over sand but over snow, like a pair of snowshoes? What if that hump – which, huge news to me, does not contain water – it contains fat – was there to help the camel get through that six-month-long winter when food was scarce? And then, only later, long after it crossed over the land bridge, did it retrofit those winter features for a hot desert environment? Like, for instance, the hump may be helpful to camels in hotter climes because having all your fat in one place, like a, you know, fat backpack, means that you don't have to have that insulation all over the rest of your body. So it helps heat dissipate easier. It's this crazy idea, that what seems like proof of the camel's quintessential desert nature could actually be proof of its High Arctic past.

- Say the task you set them again and tell students to compare their ideas in pairs.
- Have a class vote asking different students to justify their answers. Then either give the answer yourself or play the section again to resolve any disagreement.

Answers

- 1 F (Camels have been around for between forty and forty-five million years.)
- 2 T
- 3 F (Llamas are related, but the speaker doesn't say giraffes are – just that some early camels were functionally like giraffes.)
- 4 F (The hump on a camel's back contains fat.)
- 5 F (It is a theory that camels evolved to walk on snow and it just so happens that this adaptation worked for sand.)

6

- Ask students to work in pairs. Have them read the sentences, check they understand them and decide which was the correct choice.
- ▶ **6.2** Go round and notice how well they did in order to decide if you need to play Part 2 again. Play it again, if necessary.
- Check the answers as a class with a class vote and nominating students to explain their answers.

Answers

- 1 cold places
- 2 20
- 3 rabbits
- 4 llamas
- 5 winters
- 6 warmer

7

- Ask students to read the sentences or read them out yourself.
- ▶ **6.3** Play Part 3 of the talk and ask students to choose the best summary.

TED Talk Part 3 script ▶ **5.3**

LN: Now, I'm not the first person to tell this story. Others have told it as a way to marvel at evolutionary biology or as a keyhole into the future of climate change. But I love it for a totally different reason. For me, it's a story about us, about how we see the world and about how that changes. So I was trained as a historian. And I've learnt that, actually, a lot of scientists are historians, too. They make sense of the past. They tell the history of our universe, of our planet, of life on this planet. And, as a historian, you start with an idea in your mind of how the story goes.

NR: We make up stories and we stick with it, like the camel in the desert, right? I mean, that's a great story! It's totally adapted for that. Clearly, it always lived there, you know.

LN: But at any moment, you could uncover some tiny bit of evidence. You could learn some tiny thing that forces you to reframe everything you thought you knew. Like, in this case, this one scientist finds this one shard of what she thought was wood and, because of that, science has a totally new and totally counterintuitive theory about why this absurd Dr. Seuss-looking creature looks the way it does. And, for me, it completely upended the way

I think of the camel. It went from being this ridiculously niche creature suited only to this one specific environment to being like this, this world traveller that just happens to be in the Sahara and could end up virtually anywhere. This is Azuri. Azuri, hi, how are you doing? OK, here, I've got one of these for you here. Yeah. So Azuri is on a break from her regular gig at the Radio City Music Hall. That's not even a joke. It's ... anyway – But really, Azuri is here as a living reminder that the story of our world is a dynamic one. It requires our willingness to readjust, to reimagine. Right, Azuri? And, really, that we're all just one shard of bone away from seeing the world anew. Thank you very much.

- Say the task you set them again and tell them to check answers in pairs.
- Read out each choice and get a show of hands. Choose individual students to explain their decisions based on what they heard.

Answer

c

8

- Think of a discovery yourself to model ideas for students. Explain the task and tell the class about the discovery (preferably one that students might not know about). You could even make one up and see if students notice it is untrue to recycle the idea of Lesson 6B on fake news. You might note some useful new language on the board as you talk.
- Give students two or three minutes to talk about other stories they have heard, or they could make one up. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

9 VOCABULARY IN CONTEXT

- **9a** ▶ **6.4** Tell students that they are going to watch some clips from the talk which contain new or interesting words or phrases. They should choose the correct meaning for each one. Play the Vocabulary in context section. Pause after each question on screen so students can choose the correct definition, then play the answer. If you like, you can ask students to shout out the answers. If helpful, either you or students could give an additional example before moving on to the next question.

Answers

- 1 surface = a (the top layer of land)
- 2 camp = c (the place with tents or other places to sleep that they slept in)
- 3 spot = b (a particular place where something is)
- 4 hit a wall = c (reached a point where she couldn't make any more progress)
- 5 proof = c (evidence that shows something is true)
- 6 willingness = a (ability to do something even if it's hard)

- **9b** Check students understand the words and phrases in italics, and teach them again if necessary or ask students if they can recall the example in the talk.
- Read out the questions and, in each case, give your own examples. Encourage students to find out more information by asking further questions.
- Now tell them to think of true examples for at least two of the questions. Give them two minutes to decide what they are going to say.

Exam tip

Asking what the other person thinks rather than dominating the conversation

When students are doing a speaking exam in pairs, part of the test is demonstrating they can manage and share the conversation. They might find themselves having a conversation with someone who doesn't speak English as well as they do. Despite this, they still need to give their partner an opportunity to express their opinions. They should ask them questions such as, *What do you think?* or *What would you do?* to get their opinion. And if they don't know how to say something, they can help them say it!

- Put students in pairs or groups to share their anecdotes and ideas. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language to go over with the class.
- Get students to change pairs and repeat the task. Continue listening and making notes.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

CHALLENGE

- Think of an example yourself to model ideas for students.
- Explain the task and tell students about the time you changed your beliefs. Then follow the same procedure as in Exercise 8.

Homework

Set Workbook Lesson 6D exercises on page 70 for homework.

6E Finding a solution *pp78–79*

SPEAKING *p78*

Information about the photo

The photo (taken in July 2012) shows a gorilla whose mother had recently been killed by poachers (hunters). The man in the photo is Patrick Karabaranga, a warden at the Virunga National Park in the Democratic Republic of the Congo. Patrick has such a close relationship with the gorillas he is actually comforting the sad animal. Despite this sad case, the work of Patrick and others like him has led to an increase in gorilla populations in recent years. The Virunga National Park is home to some 210 mountain gorillas, approximately a quarter of the world's population.

1

- Focus students' attention on the photo and the caption. Have them discuss the questions as a whole-class discussion or in pairs.
- As an alternative or addition, you could ask students to imagine they are the man in the photo. One student in each pair should talk to their partner in the role of the man and explain the photo. Their partner can ask further questions and the pair should then improvise the conversations.
- You could then tell them the true story behind the photo.

2

- Get students to read the Speaking strategy box or read it out yourself to introduce the task.
- Explain the task and give an example.
- Put students in pairs to discuss the other opening lines.

Extension

Ask students to choose one of the opening lines and imagine the rest of the story. Then they work in groups to tell each other their ideas or get them to tell them to the class.

3

- Give students a time limit of about ten minutes to plan their anecdotes. They could write down their story, but tell them that they will not be able to look at their notes when they actually tell them.
- If they can't think of a story themselves, ask students to choose one of the sentence starters in Exercise 2. Go round and check students are doing the task correctly and help them by correcting or giving them the English they need.

4

- Ask students to look at the Useful language box. Then tell your own anecdote and encourage students to respond with the language in the box. (You may have to pause in your story to allow for this.)

- Students do the task in pairs. Alternatively, ask students to stand up and find a new partner to tell their stories to. They shouldn't use their notes if possible.
- Before the task dies down, ask students to change partners. You can do this two or three times. In between each change, you might give some feedback and encourage the listeners to respond if they haven't been doing so. Go round and listen to students. Notice any interesting stories and new language that comes up.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

WRITING A problem-solution essay *p79*

5

- Tell students they are going to write a problem-solution essay. Read out the questions and have students discuss them in pairs. Alternatively, either wait for someone to volunteer the answer or nominate someone to answer.
- Help students with any language they need, particularly language that may be useful for their essays. Write some of this new language on the board.

6 WRITING SKILL Topic sentences

- Read out the Writing strategy box. Explain how these are similar to the opening sentences you studied for speaking anecdotes.
- Tell them to look at the topic sentences. Before they read the text, ask them to discuss in pairs what order they might expect these to appear in a problem-solution essay.
- Explain the task and ask students to read the model essay on page 151. Set a strict time limit of about three minutes or read it out while they follow in their books.
- Check answers with the class.

Answers

1 c 2 a 3 d 4 b

Fast finishers

Ask them to say which is the most important solution in the essay and encourage them to think of any more.

7

- This links to the Critical thinking discussion in Lesson 6B.
- Ask each question to the class and either wait for someone to volunteer the answer or nominate someone to answer. You can ask two or three students each question.
- At the end, you might want to add that just because someone is named, it doesn't mean they are either a real or reliable source. However, having the name allows the reader to at least investigate this.

Suggested answers

- The writer refers to various organizations and people to show they haven't just invented their ideas; to add authority to their ideas; to show they've read widely and have broad knowledge of the subject.
- Answers will vary, but it depends on who J.A. Mills is and what his/her standing in the field is. Wikipedia is often seen as totally reliable, but it is crowdsourced and so we don't always know who has produced the information. However, sources are often given, and these can be checked. A National Geographic explorer is probably a reliable source within the field.
- We could find more academic quotes to support ideas; search Google Scholar; look at journals or articles on the subject and use those.

Exam tip

Peer reviews in writing

If students are preparing for an exam, it's good for them to review each other's material. The exam often tests the writer's ability to have a positive effect on readers. Encourage students at this point to comment on how their partners' work affected them and to discuss why. Encourage students to use this feedback to help them write better second drafts. This also provides an opportunity for more interaction in writing lessons.

Homework

Set Workbook Lesson 6E exercises on pages 71–73 for homework.

8

- Ask students to look back at Exercise 13 on page 71, in Lesson 6A and remember their ideas.
- Put students in pairs. Ask them to choose one animal or thing and discuss, why it is dying out and what their solutions are.
- If possible, allow students to access the internet to find out more information. Tell them to note down the sources they find. Monitor and provide help if necessary.

9

- Explain the task. Tell students to refer to the model essay on page 151 for help. Remind them of the structure of the model by reading out the advice around the essay. Refer them to the Writing strategy box and the Useful language box.
- If you are going to give students a mark, tell them it will be higher if they organize their essay in a similar way and use language they have learnt. Put students in pairs and tell them to talk about or plan their problem-solution essay.
- Set the writing for homework or set a time limit of about twenty minutes to do it in class. As students are writing, go round and offer help. You might note some common errors for feedback when the time is up.

10

- You might want to do this as a task in the next lesson.
- Put students in pairs. If there are students who didn't write the essay, make sure they are with someone who did. First, ask them to discuss their partner's essay. As they discuss the questions, monitor and make notes of errors and good points in students' essays.
- Give positive feedback and correct any errors on the board.

UNIT AT A GLANCE

Students will

- discuss the importance of creativity
- read about creativity tests
- imagine alternative outcomes to situations
- watch a TED Talk about making up new words
- come up with creative approaches

7A Vocabulary

Breaking the mould, e.g. *create, creation, creativity*

Listening

A podcast about the importance of creativity

Grammar

First, second, third and mixed conditionals

7B Vocabulary building

Noun forms, e.g. *analysis, assessment, conclusion*

Reading

An article about tests of creativity

Critical thinking

Fact and opinion

7C Grammar

Wish, if only, would rather

Pronunciation

Elision of consonants *t* and *d*

7D TED Talk

Go ahead, make up new words! Erin McKean

Authentic listening skills

Speeding up and slowing down speech

7E Speaking

Offering solutions

Writing

A report

Writing skill

Cohesion

7A Rules of creativity *pp80–83*

LEAD IN

- Focus students' attention on the photo and the caption or project it using the CPT. Ask whether they'd be interested in hearing A-WA's music and if they can think of any other acts attempting a similar kind of mix of styles. You could also ask what students think of the band's style and which outfit they like best.

VOCABULARY Breaking the mould *p81*

1

- Write the word *create* on the board and ask *What things can people create?* Either wait for students to volunteer the answer or nominate individual students to answer.
- Ask if anyone knows what the noun form of this root word is and write it on the board. Ask what verbs or adjectives often go with the word *creation*. Tell students that these word combinations are called collocations (if they don't know this word yet).
- Ask students to work in pairs and think of other forms based on *create* and collocations of these words. Alternatively, you could just continue to work with the whole class and build up ideas on the board.
- As you write on the board, check meaning of new words with the class and ask students to repeat collocations.

Suggested answers

(v) **create** jobs / chaos / a new file / confusion / problems
 (adj) **creative** writing / a **creative** person / a **creative** use of something / the **creative** industries
 (n) develop your **creativity** / encourage **creativity** / kill (stifle / stop / discourage) **creativity**
 (n) digital / literary / new / recent **creation**; job / wealth **creation** / the **creation** of a new school / new jobs / a new department
 (n) the **creator** of a TV show / a character / a game / an app
 (adv) think **creatively** / write **creatively**

Teaching tip

Asking questions and waiting

It can be difficult for teachers (in fact, it can be hard for anyone!) to resist the urge to fill silence. However, when you ask a question to the whole class, you do often need to allow students some time to answer. Just waiting ten or fifteen seconds before you nominate someone or give an answer yourself can give students time to think about an answer. You may also ask students to briefly discuss in pairs before you try to get ideas from the whole group.

2

- Tell students that they are going to practise the different forms based on the root word *create*.
- Look at the instructions and ask students to do the task individually. While they work, notice words and phrases they look up, or ask you about, or underline. Focus on these in feedback.
- When most students have finished, get them to compare answers in pairs and to help each other with anything they haven't finished.
- Go through the answers by asking different students to read out the full sentences and write the answers on the board. As you write, ask which words go with each of the different forms of *create* (in which case you can skip the next exercise), or else set Exercise 3 as a quick pairwork activity once you've checked all the answers to Exercise 2.

Answers

1 creativity 2 creation 3 creative 4 create
5 creativity 6 creatively

3

- This is a quick noticing task. You might do this as part of feedback to Exercise 2. Alternatively, tell students to cover Exercise 2 or close their books and ask them to write down the six *create* collocations. Then get them to compare in pairs and finally check as a class.
- As you write up the collocations on the board, you might ask questions such as: *What other things can you encourage?* (e.g. *encourage your team*) *What's the opposite of encourage creativity?* And the opposite of *encourage your team*?

Answers

1 encourage creativity
2 the creation of the internet
3 be creative
4 create something new
5 kill people's creativity
6 think creatively

4

- Ask a student to read out the first sentence in Exercise 2. Say whether you personally agree or disagree with it and explain why. See if individual students agree. Try to develop a short discussion. Then put students in pairs to discuss the other statements.
- Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
- When a couple of students have finished, ask the class to change partners and repeat the task. Continue listening and making notes.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

Fast finishers

Ask them to write two more similar statements using a form of *create*. Discuss these with the whole class as part of the feedback to Exercise 4.

5

- Tell students they are going to learn some more words and phrases to talk about rules and creativity and that these will come up elsewhere in the unit.
- Look at the instructions and do the first item with the whole class. Either wait for someone to volunteer the answer or nominate someone to answer.
- Tell students to do the other items themselves and to use a dictionary if they need to.
- When most students have finished, get them to compare answers in pairs and to help each other with anything they haven't finished.
- Go through the answers by asking different students to read out a full phrase and write the answers on the board. As you write, ask a question to check meaning, e.g. *What else can you obey?* *What happens if you break a rule?*

Answers

1 obeys, breaks
2 writes, scores
3 makes up, writes
4 approaches, solution
5 invents, follows
6 comes up with, adapts

Exam tip

Using memory techniques: first letters

One way for students to memorize phrases and chunks is to write the first letter of each word in the chunk.

Encourage them to do this at home after every class when they review what they studied. They should use the letters to help them recall the chunk. For example: *She c..... u..... w..... some amazing i..... sometimes.* (comes up with / ideas)

At the heart of The Monster Engine, though, lies a much bigger idea: that most adults would be more creative if their schools had embraced difference and encouraged unusual ways of seeing the world. Now, of course, this isn't a new idea. But it is an important one. As Sir Ken Robinson famously points out in one of his TED Talks, if you're at school now you'll probably be entering the world of work in the 2020s or early 2030s and, if we're honest, we have no idea what skills will be needed in the workplace by then. Skills will be more important than knowledge and being able to think outside the box will benefit you greatly.

Now, you might be thinking that this all sounds a bit extreme. You might be asking, 'If schools are so bad, how come we've got the Dave Devries and Ken Robinsons of this world?' But surely it's worth asking how things could be even better and what else schools could do to stimulate creativity and keep alive in us the childlike desire to experiment, to play, to fail – and then to try again! Because surely that's the very essence of human creativity and will serve people well in the future!

6 MY PERSPECTIVE


- Look at the instructions and give your opinion to demonstrate an extended answer to the class.
- Put students in pairs and allow them about a minute to discuss their opinions. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

Extension

In pairs, ask students to decide on the 'Top 3 creative people' in Exercise 5. If possible, ask them to think of a real person as an example for each position. Invite pairs to present their list to the class and keep a tally to find out who the most creative person is.

LISTENING p82

7

- Tell the class they are going to listen to a podcast related to creativity and rules. Ask students to read the sentences and check they understand them.
-  **33** Look at the instructions and play the audio once straight through.


Audioscript 33

The Monster Engine is one of the most wonderful things I've come across in quite some time. It's a book, a lecture and a gallery exhibition, featuring wonderfully detailed coloured paintings of all kinds of crazy creatures. And none of it would ever have happened if comic artist Dave Devries hadn't spent a day with his young niece Jessica back in 1998. Jessica was busy filling the pages of a sketch pad with pictures of monsters when Devries suddenly thought, 'What would these drawings look like if they were painted more realistically?' Using his experience of drawing superheroes and comic book characters for DC and Marvel, he then set about applying colour and shading to children's artwork in an attempt to bring their pictures to life. For Devries, it was also a link back to his own childhood and proof, if he needed it, that he could still see with the eyes of a child – still create like a child creates.

Answer

C

8

- Ask students to read the questions and check they understand them.
-  **33** Tell students you will play the audio once more for them to choose the best answers in items 1–4. You could ask what they think the answer to item 1 is before they listen, but don't tell them if they are right or wrong. Instead, play the audio.
- Say the task you set them again and tell students to compare their answers in pairs. Go round and notice how well they did in order to decide how quickly to go through answers, and whether you will need to play the audio again.
- Check the answers as a class by asking for a show of hands, getting students to shout out an answer all together or nominating students to give an answer. Get two students to give their answer to a question, especially where you noted differences.
- Where students agree, write the answer on the board. Where there is a dispute, ask students to justify their different answers, but *don't* say who is correct. Instead, put a question mark on the board. Tell students they will listen again and check. Go through all the answers like this and then play the audio again (if necessary), telling students to focus on the areas of uncertainty.
- If students are *still* uncertain of the answer, play the audio again and stop at key points. Play these sections two or three times if students are still struggling. Draw attention to the problem sounds or words and explain them when you give the answers.

Answers

1 a 2 c 3 b 4 c

9

- Ask a student to read out the first statement. Give one possible answer yourself, then ask other students for extra ideas.
- Then ask them to discuss the rest of the statements in pairs. Go round and check students are doing the task correctly and help with any language they need. Note some of these new words and phrases on the board for feedback.
- When the first pairs finish, check students' ideas by asking individual students for their opinions. Take this opportunity to teach some of the new language that came up in the discussion.

GRAMMAR First, second, third and mixed conditionals p82

To prepare for teaching the following exercises, see Grammar reference on page 140.

10

- Write on the board: *If you're at school today, you'll probably start working sometime in the 2020s.* Ask what verb form is used in the *if* clause and what verb structure is used in the result clause.
- Do the rest as a class or give students a moment to do them in pairs.

Answers

	if clause	Result clause
First conditionals	<i>if</i> + present simple	<i>will (won't) / be (not) going to</i> + verb
Second conditionals	<i>if</i> + past simple	<i>would (not)</i> + verb
Third conditionals	<i>if</i> + past perfect	<i>would (not) have</i> + past participle
Mixed conditionals	<i>if</i> + past perfect	<i>would (not)</i> + verb

11

- Ask students to look at the four functions and match them to the sentences in the Grammar box. Get students to compare answers in pairs.
- You can either go through the answers with the whole class, or wait for them to read the Grammar reference on page 140 and then ask the grammar checking questions to the class, or nominate individual students to give their answers.

Answers

- 1 mixed conditionals
- 2 second conditionals
- 3 third conditionals
- 4 first conditionals

Grammar reference and practice

Ask students to do Exercises 1–3 on page 141 now, or set them for homework.

Answers to Grammar practice exercises

1

- 1 want 2 hadn't helped 3 had 4 would've been
5 are not going to 6 would 7 had tried 8 wouldn't

2

- 1 hadn't (had not) asked
2 create / have created
3 would've/would have started
4 was / were
5 would be
6 will never get / are never going to get
7 wouldn't/would not do
8 hadn't/had not been

3

Suggested answers

- 1 If they hadn't given all the children a creativity test, they wouldn't have realized how talented she was / is.
- 2 If you don't follow the rules, you'll / you're going to fail the course.
- 3 If I'd practised (it) recently, I could play it (better) OR I would / might be able to play it (better).
- 4 If universities valued creativity, they would help students develop it (more).
- 5 She wouldn't be successful / She wouldn't have become successful if she'd obeyed all the rules.
- 6 If you don't encourage creativity in children, it won't grow.

12

- Tell students they are going to read about another theory on creativity. Ask them to read the whole text to find out what the name of the book mentioned is and what new idea about creativity it presents. Set a time limit of one minute.
- Check students' ideas as a class. (The book is *Inside the Box* and its new idea is that creativity is structured by rules, not spontaneous or 'outside the box' moments.)
- Look at the instructions and do the first item with the whole class. Guide students by asking concept questions, such as *Is Archimedes alive now or did he live in the past?* (past) *Did he pay attention before stepping in?* (no) *So it's imaginary?* (yes)
- Ask students to do the rest individually. When a few have finished, ask them to compare answers in pairs and to help each other with anything they haven't finished.
- Nominate different students to give and explain an answer. Write up the answers on the board and as you do this, you can ask further concept questions as above.

Answers

- 1 had paid / had been paying
- 2 wouldn't/would not have stepped
- 3 wouldn't/would not have
- 4 had been
- 5 would our world be
- 6 relied
- 7 integrate
- 8 will become / can become

13

- Tell students to read the two texts and check they understand them. Explain anything they ask about.
- Prepare a couple of sentences yourself as examples, but in class first ask the whole class for one or two ideas to start with before giving yours.
- Put students in pairs to continue to write ideas. You might set a minimum number of sentences (at least three for each story). Get fast finishers to write more. Go round and check students are doing the task correctly and help with any language they need. Note some errors or good examples on the board for feedback. Also manage time by telling students to move on to the next situation if they are stuck on the first.
- When all pairs have at least two or three sentences for each situation, stop the task. You could give some feedback on errors at this point before they discuss the topic further in Exercise 14.

14

- Join the previous pairs together into groups of four to discuss the questions. Encourage students to talk rather than read out their sentences. Continue listening and making notes.
- At the end of the task, have a vote on who the class think was most responsible. Give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

Extension

You could ask students to write a short text about an accident or problem they have had in their lives and to use conditional sentences to explain who they feel is most to blame.

Homework

Set Workbook Lesson 7A exercises on pages 74–77 for homework.

7B Testing times *pp84–85*

LEAD IN

- You could start with Exercise 4 if you want to do some speaking as a general lead in to the topic. Alternatively, you could ask students to discuss in small groups how creative they feel they are in different areas of their lives, and what the most creative thing they think they've ever done is.

VOCABULARY BUILDING Noun forms *p84*

1

- **Books closed.** Write the words *analyze*, *assess* and *flexible* on the board and ask the class what the words mean, or if they can give a translation.
- Ask if anyone knows what the noun forms of these words are and write the words up on the board. Highlight the changes. Ask students if they know any other noun endings and then ask them to look at the table in the book to see if they missed any. Point out that sometimes they may need to remove *-al/-ed* from an adjective to get the noun.
- **Optional step.** You might want to say and drill the words in the list and ask where the stress is.

Answers

There are no simple rules for adding suffixes, but there are some patterns.

Verbs	<i>-sion, -ation/-tion</i> : indicates an action or resulting state
	<i>-ment</i> : indicates a state, act or condition
Nouns	<i>-ness</i> : indicates a state, quality or condition
	<i>-ity</i> : indicates a state or condition
	<i>-ence</i> : indicates a state, quality or condition

2

- Look at the instructions and do the first item with the whole class. Either wait for someone to volunteer the answer or nominate someone to answer.
- Tell students to do the rest themselves. While they work, notice words and phrases they look up, or ask you about, or underline. Focus on these in feedback.
- When most students have finished, get them to compare answers in pairs and to help each other with anything they haven't finished.
- Go through the answers by asking different students to read out the full sentence. Write the number and word on the board. As you write, ask questions to check they understood the vocabulary, e.g. *How can someone become more **fluent**?* *What's the opposite of **a huge variety**?* etc.

Answers

- 1 fluent 2 concern 3 variety 4 assessment
5 publish 6 logical 7 flexibility 8 useful

3

- Give your own examples of which sentences are true for you and also add what you think that says about you.
- Put students in pairs to discuss. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
- When a couple of students have finished, ask the class to change partners and repeat the task. Continue listening and making notes.
- When a few have finished, either stop the task or ask students to change one last time.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

Fast finishers

They can do Exercise 4. Use these students to generate new ideas or present to the class at the end of Exercise 3. The rest of the class could then offer other ideas and you then move on to Exercise 5.

4

- If you are not using the suggestion above for fast finishers, set this up as a team game.
- Divide the class into groups or two big teams and explain the task. Make sure they use a clean sheet of paper they can hand in. Do an example first, e.g. *manage* – *management*. Tell them they will get a point for each combination and a five-point bonus for every different pattern they illustrate. Set a time limit of about five minutes.
- At the end of the time limit, ask the teams to add up their scores. Collect the papers and quickly check for any errors and declare the winner. Correct any errors on the board.

READING p84

5

- The aim of the task is to generate ideas before students read and also to encourage them to see how their attitudes may change with new information. Note that students will come back to discuss these questions at the end of the lesson.
- If you haven't used this as a lead in, you might ask students to discuss the questions in groups. If time is short, they can have the discussion when they reach Exercise 11.
- As feedback, you can be quite quick at this point. Choose one or two of the students' ideas to retell or teach one or two new items of language that arose from the discussion.

6

- Tell students they are going to read a text about tests of creativity. They read the article quickly and answer the two questions. Set a time limit of about three minutes.
- At the end of the time limit, stop students reading. Say the task you set them again and tell them to check in pairs.

- Choose individual students to give their answers and explain their decisions based on the text.

Suggested answers

- 1 The tests involve doing tasks such as finding lots of uses for a brick, creating drawings or imagining the consequences of something strange. The scoring involves looking at how the tasks were done in terms of flexibility, fluency, originality and how fully ideas are explained.
- 2 The author thinks they are good tests of creativity because they predict creative success in the future and they are important for business and education.

7

- Tell students to cover the text. Ask them to work in pairs and see what they remember. Give them two minutes or so to discuss the questions.
- Then ask them to read the text to check their answers. Give them a time limit again of about three to five minutes.
- At the end of the time limit, choose individual students to give their answers and explain their decisions based on the text.

Suggested answers

- 1 The tests were first published over 50 years ago.
- 2 The tests are scored according to fluency, flexibility, originality and how detailed an explanation is.
- 3 Divergent thinking involves coming up with as many ideas and solutions as possible. Convergent thinking involves reducing the many ideas down to one (using knowledge and logic).
- 4 People were worried about the test scores of children in the USA because they were falling and test scores closely match success in later life.
- 5 The possible causes for falls in test scores include too much time spent watching TV and playing video games; not enough freedom to make choices; too much focus on exam results and learning by heart.
- 6 Problem-based learning is learning through solving problems. You have to think about lots of solutions and then come to a conclusion using your knowledge (of different subjects) and logic.

8

- This is aimed to be a fun task that makes use of the information students have learnt and perhaps helps them to judge this information critically.
- Have a vote on which of the four examples of divergent thinking to do. You might want to replace the cross in the drawing experiment with a circle as the cross is in the illustration around the text.
- Students do the task in groups. Go round and check they are doing the task correctly, but try not to give too much help.

9

- Look at the instructions and get students to discuss their results referring to the questions.
- You could also ask students to mark their tests in groups. Give them the following criteria:
 - Each idea gets a mark.
 - It gets a bonus of five points if it is a new category. For example, on page 85, there are two Maths illustrations and two illustrations with antennae (the TV and the alien spaceship). Only one of each category scores five points.
 - It gets an extra five-point bonus if no-one else in the group thought of it. They can give an extra point bonus if the picture or description has details (i.e. how well they are 'explained').
- Monitor as each group marks their tests. Then ask each group who had the highest score, but note that the marking will not be accurate and shouldn't be taken too seriously.
- **Optional step.** Discuss how easy it is to assess creativity and if this affects the validity of the tests.

Extension

Tell students to think about an area they're interested in. It could be music, sport, cooking, Maths, or gaming, for example. They should think about why creativity is important in this area, how creativity can be developed, and what the most creative thing in that area is. They should also consider whether it's possible to be too creative in this area. Start the next class by asking students to discuss their ideas.

HOMework
 Set Workbook Lesson 7B exercises on pages 78–79 for homework.

CRITICAL THINKING Fact and opinion p84

10

- Read out the information in the Critical thinking box. Explain the task and have students complete it individually.
- Put students in pairs and ask them to compare their answers. They should also discuss whether the facts and opinions have made them question the author's positive view of the tests in the text. Why? / Why not? Give them two minutes.
- Check the answers. Ask different students to give and explain their answers. Write the answers on the board. As you write, ask students if each fact or opinion would support the value of the Torrance Tests as a test of creativity or not and why. See if other students agree.

Answers
 1 F 2 F 3 O 4 F 5 O 6 O

11 MY PERSPECTIVE

- Ask students to read the questions and check they understand them.
- Students discuss their ideas. Set a time limit of about three minutes. Go round and check they are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class. Draw particular attention to any examples where students have changed their views based on what they learnt and why.

LEAD IN

- You could begin by asking students to discuss their ideas about creativity in their chosen area (see Extension activity in Lesson 7B, page 124 of this book).

OR

- Put students in pairs and ask one person in each pair to say the verbs and adjectives from Exercise 1 on page 84. Their partners should say the nouns. Each pair could then be asked to think of at least one collocate for each noun.

OR

- Ask students to discuss the difference between wishes and regrets and to come up with examples of each.

GRAMMAR *Wish, if only, would rather* p86

To prepare for teaching the following exercises, see Grammar reference on page 140.

1

- This first task aims to lead into the grammar and topic of wishes and regrets.
- Draw students' attention to the statements in the Grammar box. Say whether a few of the statements are true for you or not, and explain your reasons.
- Ask students to read through the statements and choose which are true for them.
- Put students in pairs to compare their choices. Say: *Find out how similar your wishes are!* You don't need to encourage extensive discussion as students will have a further opportunity to expand on the statements later in the class.
- After a minute or two, stop the task and ask some pairs ways in which they are similar and different. You might ask a couple of follow-up questions to find out more about their wishes.

Teaching tip

Giving feedback on speaking

After any speaking, it's good to give some kind of feedback or teach some new connected language. Sometimes, there may only be one point worth focusing on, while for other speaking activities there might be ten! Even if the speaking is just casual chat or a lead in to the lesson, students may find they don't have the words to express themselves. If you can provide that language, then you can help the individual student and also show the rest of the class how speaking more can lead to learning.

2

- Ask a student for an example of the past perfect from the sentences in the Grammar box. Then ask another student for an example of the past continuous. Then ask students to work individually and find the other examples of the forms in Exercise 2.

- While they are working, you could write the answers on the board or wait and go through them quickly, getting all the answers from one student.

Answers

- b, e, f, g and h
- a and d
- j
- c and i

3

- Ask students to answer the grammar checking questions in Exercise 3 in pairs.
- You can either go through the answers with the whole class, or wait for them to read the Grammar reference on page 140 and then ask the grammar checking questions to the class, or nominate individual students to give their answers.

Answers

- a, b, d, e, f, g, h and j
- c and i
- d, f and g

Grammar reference and practice

Ask students to do Exercises 4–6 on page 141 now, or set them for homework.

Answers to Grammar practice exercises

4

- hadn't suggested
- went
- could
- wouldn't
- had
- didn't have to

5

- only we could do
- would be more positive / wouldn't be so negative
- would rather have left
- wish we had analyzed

6

- didn't
- go
- had, try
- kept, no-one / nobody, only

4

- Look at the instructions and do the first item with the whole class.
- Ask students to do the rest. When they are ready, tell them to check their answers in pairs. Then go through the answers with the whole class.
- Optional step.** Extend the activity by asking students to discuss in pairs if they have ever wished any of the things mentioned in these exchanges, and why.

Answers

- 1 didn't have to 2 hadn't heard 3 didn't hate
4 finished 5 had, was* 6 had been, would relax
*were is also possible, but sounds far more formal.


5 PRONUNCIATION Elision of consonants *t* and *d*

- **5a** Write the full sentence from Exercise 4 on the board: *Don't you ever wish you didn't have to sleep?* Read out the explanation in the Pronunciation box and then ask the class which letter/sounds might be missed out (*t* in *don't* and *didn't*). Get students to repeat the sentence.
- Ask students to do the same with the other sentences in Exercise 4.
- You don't need to get the answers here. The point is to encourage students to practise saying the phrases to themselves.

Suggested answers

The consonants that might disappear in fast speech are as follows:

- 1 Don't you ever wish you didn't have to sleep?
2 I wish I hadn't heard that song.
3 Yeah, if only I didn't hate the sight of blood or needles!
4 I'd rather we finished it today.
5 Yeah, if only we had the money to buy proper equipment – and the ideas!
6 I wish you'd been there, I wish my parents would relax a bit and let me go out more.

- **5b**  **35** Either use the audio or you can model the sentences yourself. After each phrase, pause the audio and cue everyone in. Then nominate individual students to say it. As you ask individual students, you could tell them to say the phrase fast or slowly.
- Correct any mistakes that come up. Ideally, show students how the correct sound is formed.

Extension

You could get students to practise the whole dialogues in Exercise 4. They could add a line or two each time, using their own ideas. Go round and make sure they are missing out final consonants as appropriate.

6

- Look at the instructions and do the first item with the whole class. Ask: *How do we know it's an imagined consequence? (it would've; similar to a third conditional)*
- Get students to do the rest in pairs or individually. Go round and provide help if necessary.
- Check answers around the class. Nominate individual students to explain why a sentence is an imagined consequence or the actual situation.

Answers

- 1 c It would've saved me a lot of effort. IC
I don't have time to do it now. AS
2 e He could have become a model. IC
He would probably get in the school basketball team. IC
3 a People might hear. IC
I need to think more carefully about it. AS
4 b The place is a mess. AS
We could get things done a lot quicker. IC
5 d I don't really like meetings. AS
Unfortunately, he's expecting me to be there. AS

7

- Think of a couple of examples for follow-up comments to the wishes you chose in Exercise 1. Remind students of the wishes and ask them to guess why. Let students volunteer ideas and then give your comment. Then say a couple more of your sentences with follow-up comments similar to the ones in Exercise 6.
- Ask students to work individually first and write or think of their own follow-up comments. Give them up to five minutes. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
- Then ask them to stand up, find someone they didn't talk to before and talk about their wishes and reasons. You could ask them to find the person who is most similar or most different in their wishes. Every so often, ask them to change partners. Keep the pace up and don't let the task quieten down.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

8

- This task reinforces the use of *wish* to show an imagined past or present. It also provides a model for students to write a similar poem in Exercise 9, option 1.
- Read out the poem or get a student to do it. Then ask for ideas of what happened. You could put students in pairs briefly to give a bit of thinking time and then get suggestions from the class.

Extension

Ask students to write (or record themselves talking) about two things they regret: one they regret doing, one they wish they had done. Collect their writings (or audios) and give feedback.

9 CHOOSE

The idea is for students to make their own choice of activity here. However, you might want to make the decision for them, in which case explain why. Alternatively, you may decide to let students do more than one task. You could

divide the class into groups and have each group do a different task – or you could have a vote on which task the whole class should do. For the vote:

- put students in pairs or groups to decide which they prefer.
- take a vote on each task.
- if the vote is tied, ask one student from each side to explain which is best and take the vote again. You can decide if there is still no change.

Homework

Set Workbook Lesson 7C exercises on pages 80–81 for homework. You might want to tell students to watch the track called *Unit 7 TED Talk* on the *Perspectives* website before they come to the next class.

7D Go ahead, make up new words! pp88–89

TED Photo and initial task

- Tell students they are going to watch a TED Talk about how and why we make up new words.
- Read out the quote and ask students to translate it or say what they think it means in English (or both).
- ▶ **7.0** Tell them they are going to see a short text on the DVD to introduce the talk and the speaker, and play the About the speaker section. Then do the vocabulary exercise.
- After they finish, write the key words from the About the speaker section on the board and ask students to retell it aloud, or ask them to write as much of what it said as they can. Correct as necessary.

About the speaker ▶ **7.0**

Erin McKean is a **lexicographer** who loves new words. She was one of the youngest **editors** of the New Oxford American Dictionary. In her TED Talk she explains that, even though we all have a set of **unconscious** rules that we follow inside our brains when speaking a language, we're nevertheless often **discouraged** from making up new words because of grammar 'rules' – what **linguists** call 'usage': rules decided by a community that shares a language.

Erin McKean's idea worth spreading is that making up new words will help us use language to express what we mean and will create new ways for us to understand one another.

Answers to About the speaker

- 1 lexicographer = c (a person who makes dictionaries)
- 2 editor = a (a person who makes decisions about the content of books, magazines and newspapers)
- 3 unconscious = b (do without thinking)
- 4 discourage = b (do not want them to do it)
- 5 linguist = b (a person who studies all aspects of language)


AUTHENTIC LISTENING SKILLS Speeding up and slowing down speech p88

As well as teaching aspects of phonology and listening skills, these tasks also:

- allow you to pre-teach some vocabulary.
- allow students to read and hear new language before they listen to the whole text.
- allow students to tune in to the speaker's voice and style.

1

- Before you look at the Authentic listening skills box, ask students why they think people's speech speeds up or slows down when they are talking. Either wait for someone to volunteer the answer or nominate someone to answer.
- Ask students to quickly read the information and see how many reasons they thought of are given.

-  **36** Then look at the instructions and play the audio once straight through.
- Ask students to compare their ideas in pairs. You could also ask them to think about why Erin slows down or speeds up. You don't have to give answers here as there is no single correct answer and the aim of the task is to raise awareness of the process. You can also see how well students have taken this on in Exercise 2.

Suggested answers

double underline = slow speech

single underline = fast speech

I'm a lexicographer. I make dictionaries. And my job as a lexicographer is to try to put all the words possible into the dictionary. My job is not to decide what a word is; that is your job. Everybody who speaks English decides together what's a word and what's not a word. Every language is just a group of people who agree to understand each other. Now, sometimes when people are trying to decide whether a word is good or bad, they don't really have a good reason. So they say something like, 'Because grammar!' And I don't actually really care about grammar too much – don't tell anybody.

2

- Ask students to take turns trying to say the extract like Erin and see who can do it closest to Erin's style. Ask them to do it twice each. Go round and listen. Notice any individual words or phrases students have difficulty with. Note these on the board.
- When students have finished, correct the pronunciation of the words and phrases. Model and drill them around the class. With the phrases, draw attention to linking or 'missing' (elided) sounds if appropriate.
- **Optional step.** Ask students who did the best impression of Erin, or nominate someone you heard, and ask them to perform the script. Keep it light and praise their efforts.

WATCH *p88*

If you are short of time, or want a different approach to the video, you may want to watch the whole talk all the way through with only some brief checking questions. A version of this is on the DVD and is labelled as *TED Talk with activities*. At the end of each section, there is a short gist question(s). Pause after each question on screen so students can give their answers, then play the answer.

Answers to gist questions on DVD

Part 1

What is the best summary?

- b** People say you shouldn't make up new words because of grammar, but there is no reason why.

Part 2

Which of these ways of making words was not mentioned?

- c** Adding *re-* or *un-* to a word to add extra meaning like *again* or *not*

Part 3

Which of these reasons for making new words was not mentioned?

- d** It makes dictionaries more interesting.

3


- This is a brief discussion leading in to the topic of the talk. However, the discussion could lead into a broader point about language learning.
- Ask one or two students to ask you any question they like from Exercise 3. In each case, give your own answers.
- Then put students in pairs to discuss. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
- When a couple of students have finished, ask the class to change partners and repeat the task starting from the last question this time. Continue listening and making notes.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

Exam tip

Developing vocabulary with a good dictionary

The best indicator for exam success is the number of words students know, but what does it mean 'to know' a word? Obviously the meaning and how it is said, but it's also important to know things like collocations, word families (the noun, adjective, verb form, etc. of a word), and other words that commonly go with it in a text. A good dictionary will give students a lot of this information and will have helpful useable examples.

4

- Ask students to read the notes and the extracts, and check they understand them. You will probably have to explain *hoodie* (a sports top with a hood) and *whippersnapper* (a naughty young person).
-  **7.1** Read out the task and play Part 1 of the talk.

I'm a lexicographer. I make dictionaries. And my job as a lexicographer is to try to put all the words possible into the dictionary. My job is not to decide what a word is; that is your job. Everybody who speaks English decides together what's a word and what's not a word. Every language is just a group of people who agree to understand each other. Now, sometimes when people are trying to decide whether a word is good or bad, they don't really have a good reason. So they say something like, 'Because grammar!' And, uh, I don't actually really care about grammar too much – don't tell anybody.

But the word 'grammar', actually, there are two kinds of grammar. There's the kind of grammar that kind of lives inside your brain, and if you're a native speaker of a language or a good speaker of a language, it's the unconscious rules that you follow when you speak that language. And this is what you learn when you learn a language as a child. And here's an example: This is a wug, right? It's a wug. Now there is another one. There are two of these. There are two ...

[Audience:] Wugs.

Exactly! You know how to make the plural of 'wug'. That rule lives in your brain. You never had to be taught this rule, you just understand it. This is an experiment that was invented by a professor at Boston College named Jean Berko Gleason back in 1958. So we've been talking about this for a long time.

Now, these kinds of natural rules that exist in your brain, they're not like traffic laws – they're more like laws of nature. And nobody has to remind you to obey a law of nature, right? When you leave the house in the morning, your mum doesn't say, 'Hey, honey, I think it's going to be cold, take a hoodie, don't forget to obey the law of gravity, right?' Nobody says this. Now, there are other rules that are more about manners than they are about nature. So you can think of, like, a word is like a hat. Once you know how hats work, nobody has to tell you, 'Don't wear hats on your feet.' What they have to tell you is, 'Can you wear hats inside? Who gets to wear a hat? What are the kinds of hats you get to wear, right?' Those are more of the second kind of grammar, which linguists often call 'usage', as opposed to grammar.

Now, sometimes people use this kind of rules-based grammar to discourage people from making up words. And I think that is, well, stupid. So, for example, people are always telling you, 'Be creative, make new music, do art, invent things, science and technology.' And then, when it comes to words, they're like, 'No! No. Creativity stops right here, whippersnappers. Give it a rest.' But that makes no sense to me. Words are great. We should have more of them. I want you to make as many new words as possible. And I'm going to tell you six ways that you can use to make new words in English.

5

- Tell students to compare their ideas in Exercise 4 and explain the point Erin was making. Go round and notice how well they did in order to decide how quickly to go through answers, and whether you will need to play Part 1 again.
- Check answers around the class. Either wait for someone to volunteer the answer or nominate someone to answer. You may need to help students articulate the point that Erin is making or they could explain in L1.

Suggested answers

1 a, e

The points she's making are: (a) sometimes people don't like new words that come into the language because they feel they're ungrammatical or break some kind of unspoken rules and (e) there's an irony in the fact that young people are often encouraged to be creative, but not when it comes to making up new words.

2 b, c

The points she's making are: (b) we can make plurals of new nouns without ever having heard those plurals before. We use our deep unconscious understanding of certain rules to do this and (c) we don't need to be told to obey them or taught to follow them. They're like gravity. We just obey them automatically.

3 d

The point she's making is that with hats, we automatically know to wear them on our heads, but we maybe need to learn when and where it is – and isn't – appropriate to wear them, and so it is with words. We need to learn when and how to use them and in what contexts, etc. We need to learn usage.

6

- Ask students to read the notes. Tell them not to worry about any words they don't know as they will learn about them in the talk.
- ▶ 7.2 Play Part 2 of the talk for students to complete the notes as best they can.

TED Talk Part 2 script ▶ 7.2

The first way is the simplest way. Basically, steal them from other languages. Linguists call this borrowing, but we never give the words back, so I'm just going to be honest and call it stealing. We usually take words for things that we like, like delicious food. We took 'kumquat' from Chinese; we took 'caramel' from French. We also take words for cool things like 'ninja', right? We took that from Japanese, which is kind of a cool trick because ninjas are hard to steal from.

So another way that you can make words in English is by squishing two other English words together. This is called 'compounding'. Words in English are like Lego: if you use enough force, you can put any two of them together. We do this all the time in English: words like 'heartbroken', 'bookworm', 'sandcastle' all are compounds. So go ahead and make words like 'duckface', just don't make duck face.

Another way that you can make words in English is kind of like compounding, but instead you use so much force when you squish the words together that some parts fall off. So these are blend words, like 'brunch' is a blend of 'breakfast' and 'lunch'. 'Motel' is a blend of 'motor' and 'hotel'. Who here knew that 'motel' was a blend word? Yeah, that word is so old in English that lots of people don't know that there are parts missing. 'Edutainment' is a blend of 'education' and 'entertainment'. And of course, 'electrocute' is a blend of 'electric' and 'execute'.

You can also make words by changing how they operate. This is called 'functional shift.' You take a word that acts as one part of speech, and you change it into another part of speech. OK, who here knew that 'friend' hasn't always been a verb? 'Friend' used to be a noun and then we verbed it. Almost any word in English can be verbed. You can also take adjectives and make them into nouns. 'Commercial' used to be an adjective and now it's a noun. And, of course, you can 'green' things.

Another way to make words in English is 'back-formation.' You can take a word and you can kind of squish it down a little bit. So, for example, in English we had the word 'editor' before we had the word 'edit.' 'Edit' was formed from 'editor.' Another way to make words in English is to take the first letters of something and squish them together. So the National Aeronautics and Space Administration becomes NASA. And of course you can do this with anything, OMG!

- Say the task you set them again and have students compare their ideas in pairs. Go round and notice how well they did in order to decide how quickly to go through answers, and whether you will need to play Part 2 again.
- Check the answers as a class by asking for a show of hands, getting students to shout out an answer all together or nominating students to give an answer. Get two students to give their answer to a question, especially where you noted differences. Where students agree, write the answer on the board. Where there is a dispute either write up both answers for students to watch again and check or simply give the correct answer, depending on time.

Answers

- 1 Borrowing
- 2 heartbroken, bookworm and sandcastle
- 3 Blend words, brunch, motel, edutainment and electrocute
- 4 shift, friend, commercial, green
- 5 delete, edit
- 6 NASA

7

- Tell the class they are going to watch the last part of the talk and that they should choose the purpose of it.
- ▶ 7.3 Play Part 3 once straight through. Allow students time to look at the options and choose the best one.

TED Talk Part 3 script ▶ 7.3

So it doesn't matter how silly the words are. They can be really good words of English. 'Absquatulate' is a perfectly good word of English. 'Mugwump' is a perfectly good word of English. So the words don't have to sound normal – they can sound really silly.

Why should you make words? You should make words because every word is a chance to express your idea and get your meaning across. And new words grab people's attention. They get people to focus on what you're saying and that gives you a better chance to get your meaning across. And a lot of people on this stage today have said, 'In the future, you can do this, you can help with this, you can help us explore, you can help us invent.' You can make a new word right now. English has no age limit. Go ahead, start making words today,

send them to me, and I will put them in my online dictionary, Wordnik. Thank you so much.

- Say the task you set them again and have students compare their ideas in pairs.
- Have a class vote on the most appropriate purpose a–e. Ask different students to justify their answers and then either give the answer yourself or play Part 3 again to resolve any disagreement.
- **Optional step.** You could do the Challenge activity at this point as it links closely with the last two parts of the talk.

Answer

d

8 VOCABULARY IN CONTEXT

- **8a** ▶ 7.4 Tell students that they are going to watch some clips from the talk which contain new or interesting words or phrases. They should choose the correct meaning for each one. Play the Vocabulary in context section. Pause after each question on screen so students can choose the correct definition, then play the answer. If you like, you can ask students to shout out the answers. If helpful, either you or students could give an additional example before moving on to the next question.

Answers

- 1 manners = b (behaviour that is seen as polite)
- 2 heartbroken = b (very sad or upset)
- 3 electrocute = a (kill or injure using electricity)
- 4 edit = c (choose and correct what goes into a book, magazine or newspaper)
- 5 get your meaning across = a (explain so people understand)
- 6 grab = a (succeed in getting something quickly or in the best way)

- **8b** Check students understand the words and phrases in italics, and teach them again if necessary or ask students if they can recall the example in the talk.
- Tell students one or two of the examples you would give. Tell students they can ask further questions to find out more and answer them.
- Read out the questions and in each case, give your own examples. Encourage students to find out more information by asking further questions.
- Now tell them to think of true examples for at least two of the questions. Give them two minutes to decide what they are going to say.
- Put students in pairs or groups to share their anecdotes and ideas. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language to go over with the class.
- Get students to change pairs and repeat the task. Continue listening and making notes.

- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

9 MY PERSPECTIVE

- As an example, discuss the first question with the class about poets and politicians.
- Get students to discuss the rest of the questions in groups. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

CHALLENGE

- You could treat this as a team game. Set a time limit of five minutes. Allow students to use dictionaries and words from their own language if you have a monolingual class.
- At the end of the time limit, see which group has the most words and which has completed the most categories.

Extension

Ask students to find five new words that came into English last year – and if they share an L1, five that came into their own language last year. Start the next class by asking students to share their findings, explain their words and discuss which words they think will last, and why.

Homework

Set Workbook Lesson 7D exercises on page 82 for homework.

7E Creative solutions pp90–91

LEAD IN

Start by telling students they are going to be speaking and writing about creative solutions and approaches. Put them in pairs and give them three minutes to decide on a particularly creative invention or solution to a problem. Then give each pair one minute to explain their idea and why they chose it. The class can then vote on the best idea.

SPEAKING p90

1

- Focus students' attention on the photo and the caption or project it using the CPT. Ask students to discuss one way the setting is similar and/or different to their science class.
- Then put students into pairs or groups. Tell them to think of more reasons and answer the questions in the exercise.
- When the first few groups have finished, get students' ideas on the best ways to improve their learning environment. Help with any language they need.

2

- These speaking tasks build on the idea of creativity being a process of divergent thinking (brainstorming a variety of ideas) followed by convergent thinking (identifying the best choice and developing it). You may explain this to students by asking them to explain the difference between *divergent* and *convergent*, and how it relates to creativity.
- Ask students to read the three scenarios. You could split the class into three groups to do one each, but note that you need each section of the class to be then split into at least two more groups. Otherwise, take a vote on which scenario the class want to do.
- You may want to discuss the first question as a class. For example, in situation a you might need to know what kind of tourists you want to attract, e.g. rich or budget tourists, etc. Otherwise, give an example yourself relevant to the situation chosen.
- Make sure each group has a clean sheet of paper and appoint a 'secretary' to note down ideas as they will need to swap these later with another group. Go round the class and check they are doing the task correctly. You might need to be prepared to give more support in terms of ideas as well as language. Encourage them to list as many ideas as they can for solutions.
- In terms of feedback, restrict yourself to a short focus looking at new language students needed which may help the next stage of the discussion.

Fast finishers

Ask them to either discuss one of the other situations or challenge them to think of more ideas.

3

- Get students to swap their lists with another group that chose the *same* situation in Exercise 2.
- First, tell the groups to ask each other about any notes that are unclear. Then, they can add any other ideas they had previously to the list.
- Ask one group to tell you an idea from their list. If possible, respond to their idea with one of the phrases from the Useful language box. You might ask another group for a different idea and again respond using some of the useful language.
- Get students to discuss the other ideas in a similar way in their groups. Go round and provide help if necessary.
- When they finish, correct or teach new language which came up and will be of use to the final presentation, or move on to Exercise 4.

4

- You can do this as an immediate follow-up. Alternatively, as homework, ask students to prepare a proper presentation for the next class.
- After the different groups have presented their ideas, give some feedback on how well they presented and maybe one or two tips on how to improve for next time.

WRITING A report p91

5

- The report refers to an example of problem-based learning discussed in the passage on page 85. Introduce this by asking students if they remember what problem-based learning is and what example of it was given in the passage.
- Tell students they are going to write a report and recommend solutions. Ask them to read the model report on page 152 to identify the two suggestions. Set a strict time limit or read it out while they follow in their books.
- Check answers and ask if students have any other ideas. Either wait for someone to volunteer the answer or nominate two or three students to answer.

Answers

c and d

6 WRITING SKILL Cohesion

- Read out the instructions and the Writing strategy box.
- Put students in pairs to do the task. You might want to tell one student to look at Exercise 7 on page 91 and the other student to look at the model report on page 152 to avoid a lot of flipping backwards and forwards.
- Check answers by asking questions, e.g. *What's the title? What phrase makes clear the aim of the report? Can you give an example of a subheading?* etc.

Suggested answers

Writing strategies are highlighted in the model below.

Improving learning in the library [title]

Purpose [subheading]

The purpose of this report is to find out why so much external noise can be heard in the school library. [aim] The report will also make recommendations on how to reduce noise and create a better atmosphere to study in.

Background

Students frequently complain about the noise in the school library and many choose not to use the space at all.

Methods of investigation

In order to better understand the issues, we visited the library twice and read about how sound travels through different materials. We then explored a range of possible solutions before making our own models, which we used to test our ideas.

Findings

The library windows face a public space and, even when closed, let too much noise through. This problem is made worse by the fact that the curtains in the room are made from a thin material that does not stop sound in any way.

Recommendations

To solve this problem, we would [full forms] recommend installing two sheets of glass in each window. Perhaps we could also consider filling the space between the glass with water. [making recommendations] This would prevent up to 75 percent of the outside noise entering the room.

7

- This is a short task to draw attention to the sentence starters.
- Look at the instructions and do the first item with the whole class. Point out the change in form, ie *consider investing*.
- Ask students to do the rest individually and then check the answers with the class.

Answers

- 1 We might consider investing in some new, heavier curtains.
- 2 I would strongly recommend moving the library to another room.
- 3 We would suggest playing quiet music to cover the noise from outside.
- 4 I propose putting more plants in the library to stop some of the sound.

- Explain the task. Tell students to refer to the model report on page 152 for help. Remind them of the structure of the model by reading out the advice around the report. Refer them to the Writing strategy box and the Useful language box.
- If you are going to give students a mark, tell them it will be higher if they organize their report in a similar way and use language they have learnt. Put students in pairs and tell them to talk about or plan their report.
- Set the writing for homework or set a time limit of about twenty minutes to do it in class. As students are writing, go round and offer help. You might note some common errors for feedback when the time is up.

Exam tip

Writing: reading it aloud

After completing a first draft of their writing, it's a good idea for students to read out loud (or whisper, if they are in an exam) what they have written. This will often show them where a sentence is incomplete, where they have used a wrong tense or where things sound odd in some way. Encourage them to make changes as they go along and then read the sections they changed again.

Fast finishers

Ask them to think of three things to improve or issues that need resolving in school or the place they live. Try and think about some solutions to present or as the basis of a further report everyone can write for homework.

Homework

Set Workbook Lesson 7E exercises on pages 83–85 for homework.

8 Common ground

UNIT AT A GLANCE

Students will

- talk about interpersonal and intercultural communication
- read about four different sub-cultures from around the world
- learn about different ways of tackling discrimination
- watch a TED Talk about what is meant by 'normal'
- write a complaint

8A Vocabulary

Identity and communication, e.g. *compliment, discrimination, misunderstanding*

Listening

An interview with a girl about intercultural communication

Grammar

Reported speech

Pronunciation

Stress for clarification

8B Vocabulary building

Compound adjectives, e.g. *cost-effective, deep-rooted, heartbroken*

Reading

An article about different sub-cultures around the world

Critical thinking

Understanding other perspectives

8C Grammar

Patterns after reporting verbs

8D TED Talk

Why I keep speaking up, even when people mock my accent, Safwat Saleem

Authentic listening skills

Just

8E Speaking

Challenging ideas and assumptions

Writing

A complaint

Writing skill

Using appropriate tone

8A Cultural crossings pp92–95

VOCABULARY Identity and communication p93

Information about the photo

A *kunik* is a traditional Inuit way of expressing affection, usually between loved ones. It involves pressing the nose and upper lip against the other person's skin (commonly of the cheeks or forehead) and breathing in, causing their skin or hair to be suctioned against the nose and upper lip. When the early explorers of the Arctic first saw this behaviour, they named it 'Eskimo kissing'. Many people believe that the *kunik* is a way for the Inuit to kiss without their mouths freezing together. Actually, it's due to the fact that when Inuits meet outside in the cold, often the only part of their body that's exposed is their nose and eyes.

1

- Focus students' attention on the photo or project it using the CPT. Either read out the caption or explain what the photo shows.
- Ask for a show of hands from students who like it. Choose one person to explain what they like about it. Choose someone who didn't put their hand up and ask why they *don't* like it.
- Put the class in groups to discuss the rest of the questions for a few minutes. You could start by explaining briefly how you greet different kinds of people you know.
- Go round the class, listening to their ideas and helping them with their English. Round up by asking a couple of individual students the same questions.

Extension

After discussing the photo, ask students to do some quick research and find out if there are similar greetings in other cultures. (For example, the Maori greeting 'hongi'; the Hawaiian greeting 'honi'; the 'sogi' greeting in the Polynesian islands, etc.) They can also research other forms of greeting they find interesting. Ask them to share their findings in class.

2

MY PERSPECTIVE

- Do this task in two parts. Explain that first students should work in groups to think of things apart from greetings that foreign visitors should know. These could be connected to food, habits, traditions, restaurants, driving, housing, etc.
- Get two or three ideas from students and note them on the board.

- Give students four minutes to think of more ideas and then ask each group for one or two.
- Explain the second part of the task. Start by saying which of the things *you* don't always do and explain why. Then ask students to discuss in pairs. Listen and take notes as students talk.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

3

- Tell students they are going to learn some words and phrases to talk about identity and communication.
- Look at the instructions and do the first item with the whole class. Either wait for someone to volunteer the answer or nominate someone to answer. If you think students will find the exercise difficult, do the second part of item 1 as a class before asking them to start.
- Tell them to do the rest of the exercise themselves and to use a dictionary if they need to. While they work, notice words and phrases they look up, or ask you about, or underline. Focus on these in feedback.
- When most students have finished, get them to compare answers in pairs and to help each other with anything they haven't finished.
- Go through the answers by asking different students to read out the full sentences. Write the answers on the board. As you write, ask questions to check they understood the vocabulary, e.g. *What's the difference between **a misunderstanding** and **an argument**? How might you **sort things out** in this kind of situation? What might you do or say?*

Answers

- 1 misunderstanding, sort it out
- 2 awkward, compliment
- 3 get offended, suggested
- 4 response, negative comments
- 5 discourage, reaction
- 6 conscious, discrimination

4

- Ask different students to read out two or three sentences from Exercise 3. In each case, give your own answers.
- Then put students in pairs to share their own ideas. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.

- When a couple of students have finished, ask the class to change partners, but to start from sentence 6 this time. Continue listening and making notes.
- When a few have finished, either stop the task or ask students to change one last time.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

5

- Explain to students why it's important to learn word families, and why they need to notice not just the different forms, but something about how the words are used as well.
- Ask what kind of word is needed in item 1 (a verb) and what the missing verb is (*compliment*). Write it on the board.
- Get students to try the others individually using a dictionary if necessary. Go round and provide help if necessary.
- When most have finished, get students to compare answers in pairs. Go through the answers by asking the whole class for the missing words. You could also ask what kind of word is needed in each case, and how they know.
- As you write on the board, get the class to repeat the words and say where the stress is. You could also ask questions about some of the collocations not directly focused on here. For example: *When might you **pay someone a big compliment**? How? What might you say? What can you do to **fight discrimination**? What different kinds of discrimination can you think of?*

Answers

- 1 compliment 2 discriminate
- 3 stereotyping, stereotype 4 offence, offensive
- 5 awkwardly 6 misunderstand

Exam tip

Learning word families

Learning different forms of a word (e.g. *invent, invention, inventor, inventive*) helps with exams in several ways. Sometimes there is a task where students need to write a different form of a word related to a base word; sometimes different forms are used in a question and text of a comprehension task; sometimes they need to rewrite a sentence using a different word form. In all cases, students should try to also learn collocations of the other forms, not just single words.

Fast finishers

They can find one more common collocation for each form of each word. Alternatively, ask them to write example sentences using one collocation from each item 1–6.

6

- Explain the task. Look at the example and give one more that's true for you.
- Give students a maximum of five minutes to write sentences individually. While they work, notice words and phrases they look up, or ask you about. Focus on these in feedback.
- Ask students in pairs to share their sentences and explain what they have written.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

LISTENING p94


7

- This task is a quick warmer to get students focused on the topic of the listening. Ask the whole class how they would define *intercultural communication*. If no-one volunteers any ideas, put students in pairs for a minute or two.
- Then try again. Note that there are no correct answers. The important thing is to establish that it happens when people from different cultures or social groups interact, and it involves more than just language. It also requires an understanding that different cultures have different customs, standards, social mores and even thought patterns. It may also require a willingness to accept these differences and adapt to them.
- Ask the whole class the second question and see what answers come back.

8

- Give students a minute to read the questions. Get at least one idea from the whole class on what can cause communication to break down when greeting people. Get ideas on what might happen, and how to get out of such a situation.
- Put students in pairs to discuss the questions. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
- When a few have finished, stop the task. Give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

9

- Tell the class they are going to hear a programme about travel and intercultural communication. Ask them to listen and find what's normal in the four countries listed that may not be as normal everywhere else.
-  37 Play the audio once straight through.

Audioscript 37

P = Presenter, S = Stacey

- P:** Welcome to Travel Chat. I'm here with Stacey, who's lived in several countries because of her parents' work. How many places is it, Stacey?
- S:** Five now – if you include the USA.
- P:** Quite a variety. So today we're talking about intercultural communication ... or should I say miscommunication.
- S:** Yep.
- P:** And I think your first example's from Germany.
- S:** Yeah, so when I was first there, I was leaving school one day and I asked a German girl from my class if she was going to the train station, and she replied, 'Of course'. And I thought, 'That's rude' because to me 'of course' means, like, obviously and so she made me feel like I was stupid for asking!
- P:** Absolutely!
- S:** Anyway, we walked on a bit in silence and then I made an excuse: I said I'd forgotten something and had to go back to school.
- P:** Awkward.
- S:** Yeah, definitely. Anyway, that evening I told my dad what had happened and he said that I shouldn't be so sensitive because in German the word for 'of course' is also used for 'yes' or 'absolutely'.
- P:** In other words, the girl was actually really pleased to go with you!
- S:** Yeah, exactly! Silly of me to think otherwise, I guess.
- P:** But it does make you realize how easily misunderstandings come about when you make certain assumptions.
- S:** Yeah. So, I know Americans who were in Russia, and they thought Russian shop assistants were a bit rude because they didn't smile or ask how you were. However, a Russian friend told me their parents kind of discouraged them from smiling at strangers because it is seen as a sign of dishonesty. There's also a Russian proverb that says, 'Laughter for no reason is a sign of stupidity'.
- P:** Not a good message if you're trying to sell something!
- S:** Exactly! But Russians do smile at people they know – in fact, I'd say they're really warm and friendly. I also have a Korean friend who went to the USA and she wondered why people asked, 'How're you doing?', but then when she replied – you know, actually told them how she was – people gave her strange looks. But, of course, to them they'd only said 'hi' so all they expected was 'hello' in return!
- P:** Yeah, and I guess you could take offence when that happens and say people are insincere.
- S:** Exactly! But it's like in Chinese, sometimes people from China ask – I mean literally – 'Have you eaten?' instead of saying 'hello', but it doesn't mean they're offering you food at that moment.
- P:** Although they certainly will at other times. I've heard international companies often give lessons to avoid these

breakdowns in communication. Have you ever seen anything like that?

S: No, not really. I just talked to people, and as you go on, you learn not to assume what you do or say is normal. There's always an alternative interpretation.

P: That's a great lesson because miscommunication happens in all walks of life. Have you found your intercultural experience has helped with other relationships?

S: For sure – although I do still argue with my mum sometimes!

- Say the task you set them again and tell students to compare their ideas in pairs. Go round and notice how well students did without saying anything. If you see the majority have not understood, be prepared to play the audio again.
- Ask the whole class or individual students for their answers. Work with the ideas students come up with, and rephrase these using the words from the audio where possible.
- Students should be able to get all – or almost all – of the answers after one listen, but if you feel another listen is needed, make sure you get as many ideas as possible first and narrow the second listening task down so students are listening for specific details.

Answers


China: People may ask, 'Have you eaten?' (in Chinese) as a greeting. It's not a real question – just a way of saying 'Hello'.

Germany: Saying 'of course' instead of 'yes' or 'absolutely' when speaking English is common for Germans.

Russia: Not smiling at strangers is common. People may see smiling for no reason as a sign of dishonesty or stupidity.

USA: Americans often ask, 'How're you doing?' as a basic way of saying 'Hi'. It's normal to respond by just saying 'Hi' or 'Hey'. It's not always expected that you'll give a longer, more detailed answer.

10

- Ask students to read the sentences and check they understand them.
-  **37** Look at the instructions. You could ask what they think the answer to item 1 is before they listen, but don't tell them if they are right or wrong. Instead, play the audio.
- Say the task you set them again and tell students to compare their ideas in pairs. Go round and notice how well they did in order to decide how quickly to go through answers, and whether you will need to play the audio again.
- Check the answers as a class by asking for a show of hands, shouting out an answer all together or nominating students. Get *two* students to give their answer, especially where you noted differences. Where students agree, write the answer on the board. Where there is a dispute, see what

the majority thinks and then give the answer, explaining why students who didn't get it were wrong.

Answers

1 NS 2 F 3 T 4 T 5 T 6 NS

Exam tip


True / False questions: a guide to guessing

In true / false tasks, there are usually more true sentences (or even numbers of true and false) basically because true sentences are easier to write! If the last answer was true, there is also a higher than 50% chance the next answer will be false and vice versa (unless this means there are more false sentences than true ones).

GRAMMAR Reported speech p94

To prepare for teaching the following exercises, see Grammar reference on page 142.

11

- Explain that you are going to look at different ways of reporting things people say. Get students to read the Grammar box silently and complete the sentences.
-  **37** Ask students to check their ideas in pairs. Then either play the audio again for students to check their ideas or nominate different students to read out sentences and see if the class agrees with their answers. Alternatively, simply wait for them to read the Grammar reference on page 142 and then check their answers by asking the whole class.

Answers

- a was going to
- b 's
- c 'd forgotten, had to
- d shouldn't
- e discouraged, 's also

Grammar reference and practice

Ask students to do Exercises 1 and 2 on page 143 now, or set them for homework.

Answers to Grammar practice exercises

1

1 wanted 2 the following summer 3 the next week
4 there 5 the previous week 6 had to 7 I was
8 are 9 was going to 10 had been

2

1 to let 2 to come 3 wasn't 4 would have to
5 was 6 would write 7 shouldn't worry
8 had called 9 could / would go 10 I hadn't done
11 think 12 was

12

- Tell students to read points 1–5 and match each one to a sentence a–e in the Grammar box. This should only take a minute. Then ask students to compare their ideas in pairs.
- Ask the whole class which point matches each sentence a–e, and ask how they decided. Make sure students notice things like the speech marks in sentence b indicating direct speech; that *shouldn't* in sentence d shows advice, and so on. Write the answers on the board.

Answers

1 b 2 d 3 a 4 c 5 e

13

- This is a simple noticing task best done quickly with the whole class. Ask the question to the whole class and remind them that in sentence b in the Grammar box, they see direct speech, not reported speech. They can use this as a point of comparison.
- The main thing to expect from students is the idea of the tense 'moving back'. If they can express a version of this, accept it. Point out the examples and clarify, using the ideas below.

Answers

In reported speech, there's a backshift of tenses.
The present continuous becomes the past continuous: *Are you going to ...* becomes *I asked her if she was going to ...*
The present perfect simple becomes past perfect simple: *I've forgotten ...* becomes *I'd forgotten ...*
Direct speech stays the same: *And I thought, 'That's rude!'*

14

- Explain that this task looks at the way we often report what people have said when correcting misunderstandings. There are often several ways of reporting what was said. Stress that for this exercise, students should use backshift where possible.
- Set a time limit of about five minutes. Go round and check students are doing the task correctly.
- When most students have finished, get them to compare answers in pairs and to help each other with anything they haven't finished.
- Go through the answers by asking different students to read out the full exchange. If you get correct answers, ask if anyone had any different answers and briefly clarify whether these are also possible. If you get incorrect answers, ask the whole class for corrections.


Suggested answers

- 1 were / are meeting
- 2 had/d got / got
- 3 weren't
- 4 were bringing / were going to bring
- 5 went / took up / had taken up / started / had started
- 6 had to / were going to

Fast finishers

They work together and discuss how the conversations might develop. They could also work individually to write three extra lines to each conversation.

15 PRONUNCIATION Stress for clarification

- **15a** Put students in pairs. Explain that you are going to play the audio and they should mark the main stressed words in each correction.
-  **38** Play the audio once through. Ask the whole class to say which words were stressed.
- Get students to practise reading out the conversations in pairs. When they finish, they should swap roles. Correct any problems with sentence stress that come up, if you can.

Answers and audioscript 38

- 1 A: We're meeting on Tuesday.
B: Really? I thought you said we were meeting on **Thursday!**
- 2 A: I got a B for the science essay.
B: Oh, that's quite good! I thought you said you had got a **D!**
- 3 A: I'm interested in seeing the new *Star Wars* film.
B: Really? I'm sure you told me you **weren't** interested!
- 4 A: I'll bring you all the stuff you need next week.
B: You haven't got it? I thought you were bringing it **today.**
- 5 A: I'm going to my dance class later.
B: I didn't know you went **dancing.** How long have you been doing **that?**
- 6 A: We have to leave at 11 o'clock.
B: I thought we had to leave at **12 o'clock.**

- **15b** Keep students in pairs. Ask the weaker student in each pair to read out sentences 1–5 and the stronger student to respond, using stress to show the misunderstanding. If you want, do an example with the whole class. Read out sentence 1 and ask for ideas about how to respond. Make sure the stress is correct in any ideas students come up with.
- When students finish, they should swap roles. Monitor and correct any problems with sentence stress that come up.
- **Optional step.** To make this task slightly easier, you could give students three minutes to first think of what might be said in response to 1–5. Check ideas with the whole class before they practise.

16

- This is a slightly more creative way of practising reported speech. Explain the task and point out the example and the two interpretations.
- Ask the whole class for one possible situation where they might hear *Don't be silly!* Ask for a paraphrase of the meaning in this context.
- Put students in pairs to complete the task. Monitor and provide help if necessary.

Suggested answers

- 2 Someone rejecting an offer.
A parent telling off a child.
Someone rejecting a suggestion.
- 3 Someone hoping they can steal a bit of someone else's dinner.
Someone appalled and disgusted at what someone is about to eat.
Someone annoyed and fed up with waiting for another person to finish eating!
- 4 Someone curious about the motivation behind a decision someone else made.
Someone annoyed at something someone's just done.
Someone who can't believe someone did something crazy-sounding!
- 5 Someone trying to tempt someone to come with them.
Someone threatening someone else.

17

- Look at the instructions and the example. Check students noticed the backshift in the reported speech.
- Use the context and meaning of *Don't be silly!* that you came up with in Exercise 16 to give another example of your own.
- Tell students to choose two of the sentences from Exercise 16 and write similar stories. Go round and check students are doing the task correctly and help them by correcting or giving them the English they need.
- Put students in small groups to share their stories.

Fast finishers

Encourage them to write short stories for all the sentences in Exercise 16, or two stories for each of the sentences they chose, illustrating the different contexts.

18 MY PERSPECTIVE

- Tell students to read the instructions and make their choices individually. You could prepare a model based on one of these three themes yourself and tell your own story to give students a clearer idea of what you expect here. Encourage them to ask you two or three further questions.
- Give students a few minutes' preparation time. Let them use dictionaries or ask you for help.
- Then put students in pairs to tell their stories. As they talk, take notes on areas of good language use, errors in pronunciation or other ways the talk could be improved.
- When at least half the pairs have finished, stop the task. Share some interesting things you heard with the class. You can also give some feedback on how well they used the language you taught and also teach new language that came up and correct any errors.

Extension

Ask students to write three short summaries of the most interesting things people tell them between this class and the next. Start the next lesson by asking them to share their summaries using reported speech.

Homework

Set Workbook Lesson 8A exercises on pages 86–89 for homework.

8B I am who I am pp96–97

LEAD IN

- Explain that in this lesson, students will read about different *sub-cultures*. Ask the whole class:
 - for a definition of what sub-cultures are.
 - for some examples of different sub-cultures.
 - if anyone has ever been a member of any sub-cultures, or has friends who have.
 - which sub-cultures are currently most popular where you are; what music and clothes are involved and how students feel about them.

VOCABULARY BUILDING Compound adjectives p96

1

- Tell students to read the Vocabulary building box or read it out yourself. Ask students for examples of compound adjectives. Ask where the stress is on these adjectives, what they mean and if they can think of a noun they describe.
- Tell students to match the compound adjectives in the box to the definitions and to use a dictionary if they need to.
- When most students have finished, get them to compare answers in pairs.
- Go through the answers by saying the adjectives and asking the whole class which definition matches. Write the answers on the board. In each instance, ask where the stress is (it's usually on the first syllable) and mark it on the board. Then drill the adjectives.
- As you write on the board, you could also ask if anyone can think of any nouns that each adjective might be used to describe.

Answers

- 1 like-minded 2 two-faced 3 highly respected
4 open-minded 5 worldwide 6 well-mannered
7 deep-rooted 8 cost-effective 9 long-lasting
10 heartbroken

Fast finishers

Ask them to write down at least one noun that each of the adjectives often goes with.

2

- Explain that this task explores how to use some of the adjectives in Exercise 1. Set the task and give students a minute or two to complete the sentences.
- Go through the answers by asking different students to read out the full sentence. Write the answers on the board. As you write, ask questions to explore other uses or meanings, e.g. *How else might you achieve **worldwide fame**? When else might someone be **heartbroken**?* etc.

Answers

- 1 worldwide 2 highly respected 3 heartbroken
4 deep-rooted 5 like-minded

Teaching tip

Creating and using flashcards

When students create flashcards, encourage them to work with collocations and chunks rather than single words. They should translate the whole collocation. If they don't want to use translation, they could do one of the following:

- 1 A side: definition in English
B side: word or phrase
- 2 A side: single word or phrase
B side: four of five common collocations
- 3 A side: collocation
B side: synonym (in a collocation)
- 4 A side: single word or phrase
B side: one or two sample sentences

3

- Look at the instructions and the example. Give another example yourself highlighting the words from Exercise 1 by slowing down and drawing attention to them as you speak.
- Give students two or three minutes to choose their five people or things. Then they share their ideas in groups. Listen and make notes as students talk.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

READING p96

4

- Focus students' attention on the photo and the caption or project it using the CPT.
- Either give students a couple of minutes to discuss these questions or simply ask the whole class for their ideas. Get students' ideas, but don't tell them if they are right or wrong.

5

- Tell students to read the article quickly and find out the answers to the questions in Exercise 1. Set a time limit of about six minutes.
- At the end of the time limit, stop students reading. Say the task you set them again and tell them to check answers in pairs.
- Ask the whole class or individual students for their answers. Work with the ideas students come up with, and rephrase these using the words from the text where possible.

Answers

Goth

- 1 England 2 dyed black hair and black clothes; dark eyeliner and fingernails; intense dramatic post-punk music; hate being stereotyped as sad or angry; see themselves as romantic, creative, open-minded 3 post-punk music

Tribal Guarachero

- 1 Mexico 2 like Trival music; dress in a mix of futuristic clothes and old-fashioned farm wear; have dance competitions and wear long pointy boots 3 Trival music – a fusion of traditional Mexican folk music and modern electronic music

Scraper Biker

- 1 San Francisco Bay area 2 obsession with modified bicycles with decorated wheels and bright body colours 3 hip-hop

Otherkin

- 1 online 2 believe they're non-human, e.g. dragons, lions, foxes; have special connections to certain creatures 3 (not mentioned)

6

- This task is best done quickly by asking the whole class for their ideas. Again, aim to get general ideas.

Answers

The reasons mentioned for joining sub-cultures are that they:

- offer young people the opportunity to explore who they are and what they stand for.
- allow young people to start defining themselves outside their immediate family circle.
- can provide both a sense of identity and of belonging.

The downside mentioned is that if you go out of your way to look, think or act very differently, you may get abused or get bullied.

Teaching tip

Gist questions: accepting students' ideas and rephrasing them

When students answer gist questions like the ones in Exercise 6, they will often show they have grasped the meaning, but they will have their own ways of expressing themselves, rather than using the actual language from the text. This is fine as it shows comprehension. However, it's then good to repeat these ideas using actual language they met in the text. This is partly so the whole class can clearly hear the answers, and partly because it focuses attention directly on language that may be new for them.

7

- Do the first item as an example. Ask the class which sub-culture the sentence describes (Otherkin) and which part of the text refers to this. (lines 71–72: *If the internet helps some sub-cultures grow, for others it's their main home.*)
- Give students time to decide the sub-cultures for each sentence and to underline the parts of the text that help them decide. They can discuss their ideas in pairs when they finish.
- Go through the answers with the whole class making sure you get students to justify their answers.

Answers

- 1 Otherkin (lines 71–72: *If the internet helps ... it's their main home.*)
- 2 Scraper bikers (lines 66–70: *The craze went global ... all over the world.*)
- 3 Tribal Guarachero (lines 42–45: *More commonly known ... with electronic dance.*)
- 4 Otherkin (lines 73–74: *– people who identify to some degree as non-human ...*)
- 5 Goth (lines 23–29: *Some claim that the roots of Goth ... in the late 1970s.*)
- 6 Scraper bikers (lines 64–66: *Much of the decoration ... sweet wrappers and paint!*)
- 7 Goth (lines 32–37: *Many goths resent being stereotyped ... as dark or ugly.*)
- 8 Tribal Guarachero (lines 49–50: *... when dancing, often competitively against groups from other local towns.*)

Fast finishers

They find five new words, collocations or phrases from the passage. Check they understand the meaning and then ask them to write example sentences to show how they might use each one.

CRITICAL THINKING Understanding other perspectives p96

8

- Tell students to read the Critical thinking box. Ask whose point of view was given in the reading text (the anonymous writer's) and whose was missing. (Those involved in the sub-cultures is the most obvious omission.)
- Put students in groups to discuss the four questions.
- After a few minutes, ask different groups to report their ideas on different sub-cultures. After each report, ask the rest of the class if anyone wants to add – or disagree with – anything.

9 MY PERSPECTIVE

- This is probably best set as homework: ask students to rewrite any parts of the text that people who are part of the sub-cultures might want to change, and to explain why. They could also add extra information, using the internet to help them find more details.
- If you want to do it in class, give students a few minutes to discuss their ideas in groups and then round up their ideas.

Extension

Students could write a short report on a sub-culture that interests them, or just research one and they share their findings at the start of the next lesson.

Homework

Set Workbook Lesson 8B exercises on pages 90–91 for homework.

8C Fight for your rights

pp98–99

Background information

Vigdís Finnbogadóttir was the first woman in the world to be elected head of state in a national election over three male opponents in the 1980 elections in Iceland. At the time, she was also a divorced single mother. Before her retirement in 1996, she was elected president three more times (1984, 1988 and 1992).

LEAD IN

- Explain that in this lesson, you'll be reading about people who have fought *discrimination*. Check students understand what discrimination is and the processes it involves.
- Focus students' attention on the photo and the caption or project it using the CPT. Add that Vigdís was a divorced single mother when she became head of state! Ask students to discuss in pairs how well they feel women are represented in their own country in politics. What about in business? The police force? Why is this and could things be improved to make them more equal? You could also ask why they think Iceland was so far ahead of most other countries in this respect.
- After a few minutes, ask different groups to report their ideas. After each report, ask the rest of the class if anyone wants to add – or disagree with – anything.

GRAMMAR Patterns after reporting verbs p98

To prepare for teaching the following exercises, see Grammar reference on page 142.

1

- Explain that lots of reporting verbs are followed by particular patterns. You could give one example from the sentences, e.g. *intends to introduce* (not *introducing*). Look at the instructions and do the first item with the whole class.
- Allow two minutes for students to match the rest of the sentences.
- When most have finished, ask the whole class or individual students for their answers. As you do this, ask extra questions to check they understood the vocabulary, e.g. *They **apologized for doing** what they did. What kind of thing do you think they did? And what might they say when they apologize?*

Answers

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

Grammar reference and practice

Ask students to do Exercises 3–5 on page 143 now, or set them for homework.

Answers to Grammar practice exercises

3

- 1 suggested writing / suggested (that) I write / suggested (that) I should write
- 2 agreed to meet
- 3 apologizing / to apologize for saying
- 4 deny doing / deny having done
- 5 was intended to prevent
- 6 has been urged to change
- 7 refused to obey / follow / stick to
- 8 insists on employing

4

- 1 advised / urged
- 2 blamed / criticized
- 3 tell / warn
- 4 admitted / denied
- 5 promised / refused
- 6 arguing / insisting

5

Students' own answers.

2

- Look at the instructions and discuss the first verb with the whole class. Ask which two patterns can be used with *acknowledge*. When you get the correct answers, either ask for or just give example sentences showing the two different patterns. For example, *The company has finally **acknowledged being** hacked. / They've finally **acknowledged that they were** hacked.*
- Tell students to work in pairs and decide which patterns are used with the other verbs.
- When most have finished, ask the whole class or individual students for their answers. Write them on the board and ask extra questions to check the vocabulary. For example: *What kind of thing might you **be blamed for doing**? Who by? How can you **persuade someone to do** something they basically don't want to do? etc.*

Answers

- 1 verb + infinitive (with *to*): agree, pretend
- 2 verb + someone + infinitive (with *to*): advise, convince, invite, persuade
- 3 verb + preposition + *-ing*: advise against, agree to, be accused of, be blamed for
- 4 verb + (*that*) clause: acknowledge, advise, agree, imagine, pretend, state, suggest
- 5 verb + *-ing*: acknowledge, advise, imagine, suggest
- 6 verb + someone + (*that*) clause: advise, convince, persuade

Fast finishers

Have them think of sentences that show the different patterns for as many verbs as they can.

3

- Explain students are going to read a short text about one way a government has decided to tackle racism. You could explain the text is about Bolivia and check what they know about the country. Ask who might sometimes be the victim of racism there.
- Get students to read the text and choose the correct options.
- When most students have finished, ask them to compare in pairs. Check answers with the whole class and write the whole phrases on the board, e.g. *criticized for, accused of*.
- **Optional step.** Ask extra questions to check students understood the vocabulary, or simply point out certain phrases. For example: *If you **turn a blind eye to** a problem, you know it's happening, but you choose to ignore it. What kind of things might, say, the police **turn a blind eye to** sometimes?*

Answers

- 1 for 2 of 3 that it's launching 4 to report
5 to respond

4

- Ask students to read the questions and check they understand them. Explain anything that causes problems.
- Then put students in groups to discuss their ideas. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
- When a couple of groups have finished, stop the task. You could ask different groups to report their ideas and then ask the rest of the class if anyone wants to add anything. Alternatively, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board.

Teaching tip

Giving feedback on student speaking: gapped sentences

One way to involve the whole class in feedback is to write sentences on the board that you heard or that students wanted to say, but couldn't. In each sentence, you can leave a gap. This could focus on an aspect of grammar or a word you think they should know. For each sentence, explain the context of the sentence, who said it and why. Then ask if students know the missing word. You may need to explain the meaning or the grammar to help them. You can also gap new words, or include new words in other parts of the sentence (not gapped) and then point to them and explain the meaning.

5

- Tell students they are going to read about Icelandic women's fight for equal rights. Ask students to read the whole text to find out what action the women took and why, what the result was, and what problems they still face today. (90 percent of women went on a general strike in 1975 to force men to accept greater equality. Soon after, the country elected a female president and now over 40 percent of politicians are female. However, women still earn 10 percent less than men.)
- Look at the instructions and do the first item with the whole class. Then get students to complete the rest of the text.
- When most have finished, ask students to compare answers in pairs.
- Check the answers. Either ask the whole class or get different students to give their answers. Write the answers on the board as you go through and explain or point out certain phrases in the text. For example, *If you're **a second-class citizen**, your rights and opportunities are treated as less important than those of other people in the same society.*

Answers

1 is 2 for fighting 3 to work 4 depended on
5 to accept 6 to continue 7 to have 8 requiring

6

- This exercise allows students to discuss and explore their own ideas about ways of tackling gender inequality and discrimination. It also recycles the reporting verb patterns from Exercise 1.
- Put students in groups to discuss their ideas. Decide whether you want mixed-gender groups, or boys/girls groups. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
- When a couple of groups have finished, stop the task. You could ask different groups to report their ideas and then ask the rest of the class if anyone wants to add anything.

7

- Tell students they are going to read about the young girl (Zulaikha Patel) in the photo on page 99. Before they read, ask the class for ideas about where she is from and what she is fighting for or against. Ask them to read the text once and check their ideas.
- Look at the instructions and do the first item with the whole class. Then get students to complete the rest of the text.
- When most students have finished, ask them to compare answers in pairs.
- Check the answers. Either ask the whole class or get different students to give their answers.

Answers

- 1 forced to change
- 2 accused, discriminating
- 3 insist on, having
- 4 denied being / denies
- 5 agreed to examine / has agreed to examine
- 6 deciding, to make

8 CHOOSE

The idea is for students to make their own choice of activity here. However, you might want to make the decision for them, in which case explain why. Alternatively, you may decide to let students do more than one task. You could divide the class into groups and have each group do a different task – or you could have a vote on which task the whole class should do. For the vote:

- put students in pairs or groups to decide which they prefer.
- take a vote on each task.
- if the vote is tied, ask one student from each side to explain which is best and take the vote again. You can decide if there is still no change.

Extension

Ask students to research the history of women's rights in their own country, or the rights of a particular minority community. Find out about key moments in the struggle, key activists and how things could still be improved. Start the next lesson by asking them to share their findings.

Homework

Set Workbook Lesson 8C exercises on pages 92–93 for homework. You might want to tell students to watch the track called *Unit 8 TED Talk* on the *Perspectives* website before they come to the next class.

8D Why I keep speaking up, even when people mock my accent

pp100–101

TED Photo and initial task

- Tell students they are going to watch a TED Talk about why a Pakistani-American artist continues to use his own voice in his work, even after people have made fun of it.
- Read out the quote and ask students to translate it or say what they think it means in English (or both).
- **8.0** Tell them they are going to see a short text on the DVD to introduce the talk and the speaker, and play the About the speaker section. Then do the vocabulary exercise.

About the speaker **8.0**

Artist Safwat Saleem grew up with a **stutter** and people used to sometimes **mock** him. When he started making animated films, he decided to be the narrator and give life to his characters. One time he posted a video online and got quite negative **feedback** related to his voice. The experience made him think about the **notion** of what is normal and how we need to challenge these **pre-existing** ideas that people learn as they grow up.

Safwat Saleem's idea worth spreading is that we all benefit when we use our work and our voices to question and enlarge our understanding of what is 'normal'.

- After they finish, write the key words from the About the speaker section on the board and ask students to retell it aloud, or ask them to write as much of what it said as they can. Correct as necessary.

Answers to About the speaker

- 1 stutter = b (a problem when speaking where you repeat a particular sound more than you want)
- 2 mock = a (to laugh at or make fun of someone)
- 3 feedback = c (comments in response to something)
- 4 notion = c (an idea, opinion or belief about something)
- 5 pre-existing = b (decided or fixed before something else started)

AUTHENTIC LISTENING SKILLS *Just* p100

As well as teaching aspects of phonology and listening skills, these tasks also:

- allow you to pre-teach some vocabulary.
- allow students to read and hear new language before they listen to the whole text.
- allow students to tune in to the speaker's voice and style.

1

- Read out the Authentic listening skills box. You might emphasize that when students are listening, they may hear *just* said as /dʒʌs/.
- Ask students to work in pairs and decide where they think *just* will appear in each sentence.
- Check ideas but don't give the answers yet. Deal with any questions about language. Students may need help with the following words. Give a brief translation if you can. There is no need for students to study and learn these words, but it will help them when they listen to the whole talk.
grunt: make a short low noise
stutter: repeat the sounds of a word in an uncontrolled way when you speak
minorities: parts of society who are different in terms of race, religion or culture from most of the population
- **40** Play the audio for students to check their answers.

Answers and audioscript **40**

- 1 I **just** had to grunt a lot for that one.
- 2 I **just** sat there on the computer, hitting 'refresh'.
- 3 This was **just** the first of a two-part video.
- 4 I **just** could not do it.
- 5 If I stutter along the way, I **just** go back in and fix it.
- 6 And **just** the year before, that number was about eight percent.
- 7 **Just** like the colour blue for Ancient Greeks, minorities are not a part of what we consider 'normal'.

2

- Put students in pairs to discuss the meaning of *just* in each sentence in Exercise 1. Do the first item with the whole class.
- Ask students to discuss the other uses of *just*. When most have finished, ask the whole class or individual students for their answers. It probably won't be possible to get exact meanings, so accept anything that sounds like students have understood the general idea.
- **40** As you go through, either use the audio or model the sentences yourself. After each sentence, pause the audio and cue everyone in.
- Then, ask students to practise in pairs and challenge each other to say each sentence faster while still being clear.

Suggested answers

- 1 I just had to grunt ... = I only / simply had to
- 2 I just sat there ... = I only / simply sat there
- 3 This was just the first ... = This was only / simply
- 4 I just could not do it. = I simply could not do it.
- 5 I just go back and fix it. = That's all I do. I don't do anything else.
- 6 just the year before = only the year before
- 7 just like the colour blue = the same as the colour blue

WATCH p100

If you are short of time, or want a different approach to the video, you may want to watch the whole talk all the way through with only some brief checking questions. A version of this is on the DVD and is labelled as *TED Talk with activities*. At the end of each section, there is a short gist question(s). Pause after each question on screen so students can give their answers, then play the answer.

Answers to gist questions on DVD

Part 1

Which of these endings is true?

The experience of having negative comments on his video
d made Safwat think about bad times before

Part 2

What was the aim of Safwat's talk?

c To challenge people's past experiences of what is
'normal'

3

- This is intended as a quick warmer to lead into the talk. You could discuss these questions with the whole class or put students in groups to discuss their ideas. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
- When a couple of groups have finished, stop the task. You could ask different groups to report their ideas and then ask the rest of the class if anyone wants to add anything. Alternatively, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board.

4

- Look at the instructions and give students time to read through the sentences first. Deal with any questions about language.
- ▶ **8.1** Play Part 1 of the talk once straight through.

TED Talk Part 1 script ▶ **8.1**

I used to have this recurring dream where I'd walk into a roomful of people, and I'd try not to make eye contact with anyone. Until someone notices me, and I just panic. And the person walks up to me, and says, 'Hi, my name is so-and-so. And what is your name?' And I'm just quiet, unable to respond. After some awkward silence, he goes, 'Have you forgotten your name?' And I'm still quiet. And then, slowly, all the other people in the room begin to turn toward me and ask, almost in unison,

'Have you forgotten your name?' As the chant gets louder, I want to respond, but I don't.

I'm a visual artist. Some of my work is humorous, and some is a bit funny but in a sad way. And one thing that I really enjoy doing is making these little animations where I get to do the voice-over for all kinds of characters.

I've been a bear. (Bear in video with SS's voice:) Hi.

I've been a whale. (Whale in video with SS's voice:) Hi.

I've been a greeting card. (Greeting card in video with SS's voice:) Hi.

And my personal favourite is Frankenstein's monster. (Frankenstein's monster in video with SS's voice:) Hi.

I just had to grunt a lot for that one. A few years ago, I made this educational video about the history of video games. And for that one, I got to do the voice of Space Invader. (Space Invader in video with SS's voice:) Hi.

A dream come true, really. And when that video was posted online, I just sat there on the computer, hitting 'refresh', excited to see the response. The first comment comes in.

(Video comment:) 'Great job.'

Yes! I hit 'refresh'.

(Video comment:) 'Excellent video. I look forward to the next one.'

This was just the first of a two-part video. I was going to work on the second one next. I hit 'refresh'.

(Video comment:) 'Where is part TWO? WHEREEEEE? I need it NOWWWWWW! :P'

People other than my mum were saying nice things about me, on the internet! It felt like I had finally arrived. I hit 'refresh'.

(Video comment:) 'His voice is annoying. No offence.'

OK, no offence taken. 'Refresh'.

(Video comment:) 'Could you remake this without peanut butter in your mouth?'

OK, at least the feedback is somewhat constructive, right? Hit 'refresh'.

(Video comment:) 'Please don't use this narrator again u can barely understand him.'

Refresh.

(Video comment:) 'Couldn't follow because of the Indian accent.'

I don't have an Indian accent. I have a Pakistani accent, OK?

But comments like that kept coming in, so I figured I should just ignore them and start working on the second part of the video. I recorded my audio, but every time I sat down to edit, I just could not do it. Every single time, it would take me back to my childhood, where I had a much harder time speaking.

I've stuttered for as long as I can remember. I was the kid in class who would never raise his hand when he had a question – or knew the answer. Every time the phone rang, I would run to the bathroom so that I would not have to answer it. If it was for me, my parents would say that I'm not around. I spent a lot of time in the bathroom. And I hated introducing myself, especially in groups. I'd always stutter on my name, and there was usually someone who'd go, 'Have you forgotten your name?' And then everybody would laugh. That joke never got old.

I spent my childhood feeling that if I spoke, it would become obvious that there was something wrong with me, that I was not normal. So I mostly stayed quiet. And so, you see,

eventually for me to even be able to use my voice in my work was a huge step for me. Every time I record audio, I fumble my way through saying each sentence many, many times, and then I go back in and pick the ones where I think I suck the least.

Audio editing is like Photoshop for your voice. I can slow it down, speed it up, make it deeper, add an echo. And if I stutter along the way, and if I stutter along the way, I just go back in and fix it. It's magic.

And so using my highly edited voice in my work was a way for me to finally sound normal to myself. But after the comments on the video, it no longer made me feel normal. And so I stopped using my voice in my work.

- Say the task you set them again and tell students to compare their ideas in pairs.
- Go through the answers, making sure you get students to justify them.

Answers

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

5

- This task allows a personal response to what students have heard so far. It also acts as a prediction task, hopefully creating more interest in the final part of the TED Talk.
- Either read the short text out and ask students to read it individually. Then give them a couple of minutes to discuss these questions in pairs or simply ask the whole class for their ideas. There's no need to get any 'correct' answers. Explain that they will find out more when they watch the final part of the talk.

6

- Ask students to read sentences a–i and check they understand them. Deal with any questions about language.
- Explain the task telling students to put the sentences in the order they expect to hear them.
- When most students have finished, put them in pairs to compare their ideas. Then get ideas from the whole class. Where students don't agree, ask them why they think what they think. Don't give the answers yet.
- ▶ 8.2 Play Part 2 once straight through.

TED Talk Part 2 script ▶ 8.2

Since then, I've thought a lot about what it means to be normal. And I've come to understand that 'normal' has a lot to do with expectations. Let me give you an example.

I came across this story about the Ancient Greek writer, Homer. Now, Homer mentions very few colours in his writing. And even when he does, he seems to get them quite a bit wrong. For example, the sea is described as wine red, people's faces are sometimes green and sheep are purple. But it's just not Homer. If you look at all of the ancient literature – Ancient Chinese, Icelandic, Greek, Indian and even the original Hebrew Bible – they all mention very few colours. And the most popular theory for why that might be the case is that cultures

begin to recognize a colour only once they have the ability to make that colour. So basically, if you can make a colour, only then can you see it. A colour like red, which was fairly easy for many cultures to make – they began to see that colour fairly early on. But a colour like blue, which was much harder to make – many cultures didn't begin to learn how to make that colour until much later. They didn't begin to see it until much later as well. So, until then, even though a colour might be all around them, they simply did not have the ability to see it. It was invisible. It was not a part of their 'normal'.

And that story has helped put my own experience into context. So when I first read the comments on the video, my initial reaction was to take it all very personally. But the people commenting did not know how . . . how self-conscious I am about my voice. They were mostly reacting to my accent, that it is not normal for a narrator to have an accent.

But what is 'normal', anyway? We know that reviewers will find more spelling errors in your writing if they think you're black. We know that professors are less likely to help female or minority students. And we know that résumés with white-sounding names get more callbacks than résumés with black-sounding names. Why is that? Because of our expectations of what is 'normal'. We think it is 'normal' when a black student has spelling errors. We think it is 'normal' when a female or minority student does not succeed. And we think it is 'normal' that a white employee is a better hire than a black employee. But studies also show that discrimination of this kind, in most cases, is simply favouritism, and it results more from wanting to help people that you can relate to than the desire to harm people that you can't relate to.

And not relating to people starts at a very early age. Let me give you an example. One library that keeps track of characters in the children's book collection every year, found that in 2014, only about eleven percent of the books had a character of colour. And just the year before, that number was about eight percent, even though half of American children today come from a minority background. Half. So there are two big issues here. Number one, children are told that they can be anything, that they can do anything, and yet most stories that children of colour consume are about people who are not like them. And number two is that majority groups don't get to realize the great extent to which they are similar to minorities – our everyday experiences, our hopes, our dreams, our fears and our mutual love for hummus. It's delicious!

Just like the colour blue for Ancient Greeks, minorities are not a part of what we consider 'normal', because 'normal' is simply a construction of what we've been exposed to, and how visible it is around us. And this is where things get a bit difficult. I can accept the pre-existing notion of 'normal' – that 'normal' is good, and that anything outside of that very narrow definition of 'normal' is bad. Or I can challenge that pre-existing notion of 'normal' with my work and with my voice and with my accent.

And so I'm now slowly starting to use my voice in my work again. And it feels good. It does not mean I won't have a

breakdown the next time a couple dozen people say that I talk like I have peanut butter in my mouth.

It just means I now have a much better understanding of what's at stake, and how giving up is not an option. The Ancient Greeks didn't just wake up one day and realize that the sky was blue. It took centuries, even, for humans to realize what we had been ignoring for so long. And so . . . and so we must continuously challenge our notion of 'normal,' because doing so is going to allow us as a society to finally see the sky for what it is.

(Video characters:) Thank you. Thank you. Thank you. Thank you. Thank you.

Thank you.

- Say the task you set them again and tell students to compare their ideas in pairs.
- Check the answers as a class by asking students to shout out the correct order. Write the answers on the board.

Answers

1 Few colours are mentioned in ancient literature. Why?
2 f 3 d 4 a 5 i 6 b 7 h 8 e 9 c 10 g

7 MY PERSPECTIVE

- You could begin by telling students how you feel about your own accent and why. If you have learnt English as a foreign language yourself, you could also say how you have worked on your own pronunciation over the years; the different exercises you've done, how you've practised, etc.
- Put students in groups to discuss the questions.
- When a couple of groups have finished, stop the task. Ask different groups to report their ideas and then ask the rest of the class if anyone wants to add anything. Alternatively, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board.
- It's important here to stress the fact that (a) there is no one native speaker accent. Most natives have at least some regional elements to their accent, and (b) the most important thing is to ensure you're intelligible to a wide range of other speakers of English.

Extension

Get the groups to brainstorm ways of practising pronunciation. Write the best ideas on the board and then ask students to discuss in pairs which two ideas they like best and think they will try.

8 VOCABULARY IN CONTEXT

- **8a** ▶ **8.3** Tell students that they are going to watch some clips from the talk which contain new or interesting words or phrases. They should choose the correct meaning for each one. Play the Vocabulary in context section. Pause after each question on screen so students can choose the correct definition, then play the answer. If you like, you can ask students to shout out the answers. If helpful, either you or students could give an additional example before moving on to the next question.

Answers

- 1 humorous = b (funny)
- 2 self-conscious = b (feeling awkward or embarrassed about some aspect of how you look or behave)
- 3 somewhat constructive = c (a little helpful)
- 4 around = c (in the building or nearby)
- 5 huge step = b (an important action to improve a situation)
- 6 breakdown = c (a condition when you get so upset you can't do anything)

- **8b** Check students understand the words and phrases in italics, and teach them again if necessary or ask students if they can recall the example in the talk.
- Read out the points and in each case, give your own examples. Encourage students to find out more information by asking further questions.
- Tell students to think of their own stories or anecdotes. Give them two minutes to decide what they are going to say.
- Put students in pairs and groups to tell their anecdotes and ideas. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
- Get students to change pairs and repeat the task. Continue listening and making notes.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

CHALLENGE

- Look at the instructions and explain the task. You could get students to discuss their video and plan it in class, and then record it for homework.
- Ask students to present their ideas to the class in the next lesson.

Extension

Ask students to use the internet to find ten different native-speaker accents. Decide which ones they like most/least, and think about why. Then start the next class by asking students to share their findings.

Homework

Set Workbook Lesson 8D exercises on page 94 for homework.

8E Teenage kicks *pp102–103*

LEAD IN


- Explain that in this lesson students will learn how to write complaints. Begin by asking students in pairs to brainstorm as many different situations in which you might make a verbal complaint, and in which you might write a letter or email of complaint. Tell them to think about who the complaint would be to, and what the purpose would be. Then ask students to discuss if they or anyone they know has ever complained in any of these situations.

SPEAKING *p102*

1

- Point to the photo. Then either give students a couple of minutes to discuss these questions or simply ask the whole class for their ideas.
- If you put students in pairs, go round and check they are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

2

- Explain the task and check students know what *a policy* is (a set of plans or action agreed on by a government, political party, business, etc.).
-  **41** Play the audio once straight through.

Audioscript **41**

Speaker 1

As a shopkeeper, I'm basically in favour. These kids don't actually spend any real money with us and in fact we've lost a bit of stock recently, which I think might be down to them. As a parent of a teenager, I know they're not all like that, but you know there are better places for them to go.

Speaker 2

This is crazy! Just because you're hanging out in a group, it doesn't mean you're looking to cause trouble. The shopping centre is relatively safe, you know, there are security guards around and it's out of the rain. I mean, where else are we supposed to go? Or are we just not supposed to hang out at all?

Speaker 3

As someone who goes there quite a lot, I totally support the idea. They're often loud and take up the whole place so you can't walk around very easily. They don't show respect. For an older person like me, I feel a bit scared. I don't want to go there.

Speaker 4

Speaking as a teacher, I just don't get it. We see kids who aren't independent. They spend all day at home – they rely on their parents for everything. This is sending the wrong message. Just because one or two misbehave doesn't mean they all do. I mean, adults shoplift and cause problems too, but we don't ask adults to be accompanied by their parents – or their children!

Speaker 5


OK... if I look at it from my grandpa's point of view, I can kind of understand it. He often complains about kids in the shopping centre. But I think it's more about the media and all the negative stereotypes of teenagers. I'm not loud or disrespectful or causing trouble. Banning us from the shopping centre? Come on, give us a break!

- Say the task you set them again and tell students to quickly compare their ideas in pairs.
- Check answers with the whole class. Ask individual students how they decided, and repeat phrases from the audio where relevant.

Answer

The policy is about banning teenagers from the shopping centre unless they are with an adult.

3

- Explain the task. Tell students you will play the audio again and they should decide who's talking and if they support the policy or not.
-  **41** Play the audio again straight through.
- Say the task you set them again and tell students to compare their ideas in pairs.
- Check the answers as a class by asking for a show of hands, getting students to shout out an answer all together or nominating students to give an answer. Make sure students try to explain why the speakers agree or disagree with the policy.

Answers


a

1 a shopkeeper **2** a teenager **3** an older person / parent
4 a teacher **5** a teenager

b

1 for; They think it will reduce theft.
2 against; They believe the mall is safe and dry.
3 for; They think teenagers are threatening.
4 against; They do not believe all teenagers deserve the same treatment and that they need to become independent.
5 against; They believe the media generalizes the problem.

4

- Put students in pairs. Ask them to try and complete the sentences with two words in each gap.
-  **41** Play the audio again for students to check their answers and complete any sentences. Then have them compare in pairs.
- To go through the answers, nominate different students to read out each sentence. Write the missing words on the board.
- **Optional step.** If possible, model how the words sounded on the audio – with letters or sounds disappearing, words linking together, etc. Challenge students to say the sentences as fast as they sounded on the audio.

Answers

- 1 down to
- 2 supposed to, not supposed
- 3 someone who, totally support
- 4 Just because, doesn't mean, I mean
- 5 at it, point of

5

- Explain the task. Put students in pairs to discuss the statements. You could give your own ideas about the first one as an example. If you do, use some phrases from the Useful language box.
- Before students start, refer them to the Useful language box and ask them to tick four phrases they want to try and use in their discussion. While students are talking, go round and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
- Get students to change pairs and share ideas from their previous discussion.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

Extension

Students think of two other rules or regulations that young people have to follow that they agree with and think are sensible. Encourage them to say why. Then ask them to think of any they disagree with and offer reasons.

6

- Put students in groups of four and allocate a different role to each person in the group. Give students time to think about how their new 'character' would respond to the statements in Exercise 5. During this planning time, encourage them to use a dictionary or ask you if there's anything they want to know how to say. Allow them to make notes.
- Tell students to discuss each sentence in their new roles and see if they can find common ground. Go round and check students are doing the task correctly and notice

errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.

- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.
- Finish by asking the whole class if they can think of any other perspectives on any of the sentences, and the degree to which they sympathize with each new perspective.

Exam tip

Keep going: making the most of speaking tasks

The aim of a speaking task in class is *not* to finish first or to use perfect English! The aim is to try and find out what you know and what you don't know – in a way the aim is to make errors! When you make a mistake or can't think of a word you need, that is an opportunity to learn something new. The more you speak and the more varied the things you say, the more likely you will make mistakes and the more you will learn! And in an exam, it is better to say more even if it includes a few errors, than to say one or two perfect sentences, when the task is supposed to last five minutes!

WRITING A complaint p103

7

- The writing links both to the audio in Exercise 2 and also to the wider theme of tackling discrimination. Begin by asking for ideas from the whole class about ways in which young people are stereotyped. Write ideas on the board. Use sentence starters such as: *People often say we're ... / According to the stereotype, we ... / Supposedly, young people ...*
- Put students in pairs to discuss which of these stereotypes apply to them. How does that make them feel? While they work, notice words and phrases they look up, or ask you about, or underline. Focus on these in feedback.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

8

- This task could be done quickly with the whole class. Alternatively, give students more time to gather ideas by putting them in groups to discuss what stereotypes exist of each group of people, and how true they feel they are.
- When a couple of groups have finished, stop the task. Ask different groups to report their ideas and then ask the rest of the class if anyone wants to add anything. Alternatively, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board.

9

- Tell students they are going to write a complaint. Explain the task and ask students to read the model complaint on page 152. Set a strict time limit or read it out while they follow in their books.
- Repeat the task you set and ask students to discuss in pairs what they think and why.
- Check answers with the class.

Answers

- 1 The person is writing to the editor of a newspaper to complain about how the newspaper reports the issue of immigration.
- 2 She feels upset about the portrayal of immigrants in the newspaper. She is particularly upset because she is the granddaughter of an immigrant.
- 3 She wants the newspaper to stop using stereotypes and over-generalisations about immigrants. She thinks the newspaper should recognize that migrants are individuals who were simply born in another place.

- If you are going to give students a mark, tell them it will be higher if they organize their complaint in a similar way and use language they have learnt. Put students in pairs and tell them to talk about or plan their complaint.
- Set the writing for homework or set a time limit of about twenty minutes to do it in class. As students are writing, go round and offer help. You might note some common errors for feedback when the time is up.

Homework

Set Workbook Lesson 8E exercises on pages 95–97 for homework.

10 WRITING SKILL Using appropriate tone

- Focus students' attention on the Writing strategy box and either read it out or give them a minute to read through.
- Put students in pairs and tell them to assess and comment on the complaint on page 152, using these ideas.
- Ask the whole class for ideas on what the writer did well and what could have been done better. There are no correct answers here, so just ensure students defend their opinions well and argue their case.

11

- Explain the task. Give students three minutes to work in pairs and come up with examples of unfair, untrue or stereotyped news, policies, rules, etc.
- Get ideas from the whole class and then put students in groups to discuss each problem, who was responsible and how things could be changed.
- When a couple of groups have finished, stop the task. Ask different groups to report their ideas and then ask the rest of the class if anyone wants to add anything. Alternatively, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board.

12

- Explain the task. Tell students to refer to the model complaint on page 152 for help. Remind them of the structure of the model by reading out the advice around the complaint. Refer them to the Writing strategy box and the Useful language box.

9 Lend a helping hand

UNIT AT A GLANCE

Students will

- talk about natural disasters and technology that helps to deal with them
- read about how the United Nations gives a voice to young people
- learn about local community action and dealing with crime
- watch a TED Talk about helping people recover after a disaster
- write a letter of application for a voluntary position

9A Vocabulary

Dealing with disaster, e.g. *aid, debris, shortage of*

Listening

A radio programme about crisis mapping

Grammar

Relative clauses

9B Vocabulary building

the + adjective, e.g. *the brave, the old, the rich*

Reading

An article about how the United Nations gives a voice to young people

Critical thinking

Detecting bias

9C Grammar

Participle clauses

Pronunciation

-ing forms

9D TED Talk

(Re)touching lives through photos, Becci Manson

Authentic listening skills

Intonation and completing a point

9E Speaking

Countering opposition

Writing

A letter of application

Writing skill

Structuring an application

9A In times of crisis *pp104–107*

VOCABULARY Dealing with disaster *p105*

Information about the photo

The photo shows people being evacuated in a flood-hit area at the Fenghuang Ancient Town in 2014. The town, which is a popular tourist destination, is located in the Hunan province in southeast China. Within 48 hours, severe storms caused floods and power cuts affecting 720,000 people in the region. More than 50,000 people had to leave their homes. The Fenghuang Ancient Town was submerged under water when the Tuojiang river, which runs through the town, burst its banks.

1

- Focus students' attention on the photo and the caption or project it using the CPT. Put students in pairs to discuss the questions. These questions may generate interesting ideas and give you the opportunity to pre-teach some language from Exercise 2.
- Listen to students talking and help them with some language if they need it. Note some of this on the board, particularly any words or phrases that are covered in Exercise 2.
- As feedback, choose some students to give their ideas and help them express them in English, teaching any new language as you do so.

Extension

- Divide students into two groups. One group should imagine they were one of the people in the photo and write some notes for their story about what happened. The other group should write down some questions and comments they might ask the different people.
- Give everyone two minutes to think of their ideas. Then put students in pairs to interview each other.

2

- Tell students they are going to learn some more words and phrases to talk about dealing with disasters.
- Ask students to check any words they don't know in the box using a dictionary or follow the idea in the following Teaching tip. Notice words they look up and focus on these further in feedback.
- Look at the instructions and do the first item with the whole class. Either wait for someone to volunteer the answer or nominate someone to answer.
- Tell students to do the other items themselves. Go round and check students are doing the task correctly and notice any problems.

- When most students have finished, get them to compare answers in pairs and to help each other with anything they haven't finished.
- Go through the answers by asking different students to read out the full sentence. Write the number and words on the board. As you write, ask questions to draw attention to collocations and grammar of the words. For example: *What verbs go with 'earthquake'? Do you know any others? And damage? Why isn't there an 's' on the end?* (Here it is uncountable. We say *cause damage*, not *cause damages*.)

Teaching tip

Pre-teaching vocabulary: how well do you know the word?

One way to pre-teach language from a task or a unit more efficiently is to give students a list of the words and collocations and ask them to give each a mark:

1 = *I know this word and I use it.*

2 = *I know the meaning of this word, but I don't really use it.*

3 = *I don't know the meaning of this word.*

As students do this, go round the class and notice which words are generally given a 3. Explain some of these words before students start the task or unit. Students can still use a dictionary to get other words you don't teach and you can explain more about the newer words in feedback and other parts of the lesson.

Answers

- 1 earthquake, devastation 2 infrastructure, flee
3 rise, crisis 4 shortages, limited 5 appealed, aid
6 blocked, supplies 7 launched, evacuate
8 debris, task

3

- Tell students to read the questions and check they understand them. Ask a student to read out the first question. Give one possible answer yourself, then ask other students for extra ideas.
- Then ask students to discuss the rest of the questions in pairs. Go round and check they are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
- When the first pairs finish, get everyone to change pairs and start from the last question.
- Check students' ideas by asking the questions again to individual students using this opportunity to teach some of the new language that came up in the discussion. Ask the class for a translation/explanation of the word or phrase and then give extra examples to show how it's used.

Suggested answers

- 1 Any other natural disaster can cause widespread devastation, e.g. floods, forest fire, etc.
- 2 The infrastructure of a place is usually made up of transport systems, hospitals, roads, schools, computer networks, telecommunications networks, etc.
- 3 After a disaster, there may be shortages of food, water, medical supplies, shelter and/or bedding.
- 4 After a disaster, there may be a rise in the number of injuries, the amount of money received from charities, the number of foreign aid workers, etc.
- 5 In a time of crisis, the international community can provide food, tents, shelters, medical supplies, money, military support, helicopters, expert advice, etc.
- 6 Debris is usually removed by bulldozers or by hand – by big groups.
- 7 People are usually evacuated from disaster zones by ship, bus or helicopter.
- 8 Other reasons why roads may be blocked might include a fallen tree, sporting events, etc.

Fast finishers

Ask them to see how many of the sentences in Exercise 2 they can memorize. Ask them to read, say, write, cover and check.

4

- Think of your own example of a natural disaster before the class. Ideally it should be one most students will not know about. Explain what happened. As you do so, highlight some of the language you use and/or point to the different stages in the book, which students have to talk about. When you finish, invite students to ask you a few further questions.
- Give students two or three minutes to choose the natural disaster they will talk about. They could write key words as a reminder for when they speak. Note that students discuss disasters in their own country in Exercise 14, so you could exclude those at this point.
- **Optional step.** You might want to give students time to look up ideas on the internet. If you want a variety of stories, give pairs of students a different country to investigate and search, e.g. UK natural disasters, Japan natural disasters, etc.

5


- Put students in groups or get them to stand up and share their ideas with different students. Ask them to change partners from time to time. Listen and make notes as they talk.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

LEAD IN

- If this is a new class, you might want to start by getting students to do a 'word shower', simply writing down all the words and phrases they can remember from the previous lesson. Get students to do this individually before sharing in pairs or groups. Then pool all the ideas as a class and write them on the board.
- Alternatively, you could do the Extension to Exercise 1 if you didn't do it previously (see page 151 of this book).

LISTENING *p106*

6

- Tell students they are going to hear a radio programme about a natural disaster and how it was dealt with.
-  42 Set the task and play the audio once straight through.

Audioscript 42

The earthquake that struck the small Caribbean country of Haiti on the evening of January 12th, 2010 measured a massive seven on the Richter scale. The devastation which it caused was simply staggering – hitting the capital city, Port-au-Prince, particularly hard. Over the next few days, the country, which has long been one of the poorest in the world, struggled to cope in the absence of any organized relief effort. Many of those who had survived were left to fend for themselves. The city's hospitals had all been destroyed, roads in and out of the city remained blocked and the seaport, which supplies would normally have been delivered to, was also unusable. A humanitarian crisis was unfolding.

- Say the task you set them again and tell students to compare their ideas in pairs. Go round and notice how well students did without saying anything. If you see the majority have not understood, be prepared to play the audio again.
- Ask the whole class or individual students for their answers. Where everyone agrees on the answer, write it on the board. If they don't agree or most don't know, you can either give the answer or tell students to listen again and check.


Answers

- 1 The disaster was an earthquake in Haiti on January 12th 2010.
- 2 The earthquake caused widespread devastation and people struggled to cope.

7

- The first question allows an initial reflection on the listening as students may well not know much about it. The second helps lead in to the next part of the radio programme.
- Discuss the questions in groups or as a whole class. You might correct students misuse of language or help them if they don't know a word in English.

8

-  43 Get students to read the questions. Then play the audio straight through.

Audioscript 43

Watching all of this thousands of miles away in his Boston home was Patrick Maier, who decided that he had to do something – anything – to help. Maier, whose girlfriend, Christine Martin, was doing research in Haiti at the time, came up with the idea of using technology to create an interactive online map that crowdsourced information about what was happening on the ground. Using free mapping technology called Ushahidi, which had been developed a couple of years earlier in Kenya, he started updating a map of the country using social media reports, many of which he soon realized he'd need to get translated. Within a few days, he was having to reach out for volunteers, many of whom had Haitian roots and were only too happy to help and, before long, over one million edits had been made to the map!

This incredible resource quickly became the main map used by all those involved in helping to provide aid and assistance to the people of Haiti. Using the incredibly specific information it provided, helicopters were able to drop tents and food to desperate people whose homes had been completely destroyed and evacuate people who were trapped or injured. The map was quite literally a life-saver! And it set a new standard for how technology can be utilized in times of crisis.


Since 2010, Ushahidi has been used to focus world attention on humanitarian crises and to help tackle forest fires in Russia and floods in Colombia. And most remarkable of all is the fact that anyone with access to a smartphone, tablet or laptop can now play their part in all of this as well. We are all connected and all able to help.

- Say the task you set them again and tell students to compare their ideas in pairs. Go round and notice how well they did in order to decide how quickly to go through answers, and whether you will need to play the audio again.
- Check the answers as a class by nominating individual students. Where students agree, write the answer on the board. Where there is a dispute, ask students to justify their different answers, but *don't* say who is correct. Put a question mark on the board and tell students they will listen again and check. Go through all the answers like this and then play the audio again if necessary, telling students to focus on the areas of uncertainty.
- If students are *still* uncertain of the answer, play the audio again and stop at key points. Replay these sections two or three times if students are still struggling. Draw attention to the problem sounds or words and explain them when you give the answers.

Suggested answers

- 1 Patrick Maier got the information to update the online maps on Ushahidi from social media.
- 2 The information helped people affected by the disaster because aid was able to be provided to those most in need of it.
- 3 Ushahidi has helped people elsewhere in the world because it has been used to tackle humanitarian crises, forest fires and floods.

9

- Put students in pairs. Ask them to look at the words and phrases, and to check if there's anything they don't understand. They might need help with *Haitian roots*. Explain that if someone has roots, they have or have had family who were born and lived in a country, even if they themselves were maybe born outside that country. So, one could have Mexican roots, Korean roots, etc.
- Do the first item with the whole class. Then ask students to discuss the rest in pairs. Go round and check how they do and notice any points they were unsure of.
-  **43** Play the audio once straight through.
- Ask students to compare answers again and check to see how well they did.
- To go through the answers, nominate a student to say the answer to item 2. Play the audio again to confirm or check it. Stop after the relevant section. Accept students' general understanding (see Suggested answers) or ask a student to repeat the last sentence they heard to focus on the actual language and sounds (see also the following Teaching tip). You could also write up the sentence on the board. If you can, highlight how the sounds change in fast speech with letters or sounds disappearing, words linking together, etc.

Suggested answers

- 1 Christine Martin: She was Patrick Maier's girlfriend and was doing research in Haiti at the time of the earthquake.
- 2 Kenya: Ushahidi was developed in Kenya and was the free mapping technology Maier used to develop the first crisis maps.
- 3 Haitian roots: Many volunteers who worked with Maier had Haitian roots.
- 4 one million: Volunteers made over one million edits to the map.
- 5 helicopters: Helicopters were able to drop tents and food to people more accurately because of the map.
- 6 world attention: Ushahidi has been used to focus world attention on humanitarian crises.
- 7 Russia: Ushahidi has been used to help tackle forest fires in Russia.
- 8 a smartphone: Anyone with a smartphone can contribute to Ushahidi and help.

Teaching tip

Listening: dealing with unknown answers

When you end up giving an answer to students, you need to decide if the problem was because students couldn't hear the words or simply didn't know the words. With fast speech, you might want to write the words on the board and show students where sounds in words they know have disappeared, changed or joined with another word. This will help them understand what has confused them. You might even repeat the phrase carefully and at gradually faster speeds to help them hear how sounds change.

10

- Tell students to look at the tools and check they understand them. They might need help with the following:
 - drones:** small remote-controlled aircraft with no pilots in them
 - GPS:** free technology that shows your position on a map using satellites
 - hashtags:** (#) used to label content of posts and comments on social media
- Talk about 3D modelling first and give one possible answer yourself. Then ask other students for extra ideas.
- Ask students to discuss the rest of the questions in pairs. Go round and check they are doing the task correctly and help with any language they need. Don't expect students to come up with lots of ideas, so maybe keep this section short, e.g. two or three minutes.
- When the first pairs finish, discuss the ideas as a class. Help students with any new language and write it on the board.

GRAMMAR Relative clauses p106

To prepare for teaching the following exercises, see Grammar reference on page 144.

11

- Get students to read the Grammar box silently and ask them to answer the grammar checking questions in Exercise 11 in pairs or ask the questions yourself to the whole class. You can either give the answers now or wait for them to read the Grammar reference on page 144 and then ask the grammar checking questions to the class, or nominate individual students to give their answers.

Answers

- 1 **a** that **b** which **c** which **d** which **e** who
f whose **g** whom **h** whose; who
- 2 *that*: qualifies nouns that describe things and people
which: qualifies nouns that describe things
who / whom: qualify nouns that describe people
whose: qualifies nouns that describe possession / connections
- 3 Sentences a, b and h contain defining relative clauses.
- 4 The difference is that the others (non-defining relative clauses) contain extra information about the nouns they are qualifying.
- 5 The pronoun can be left out of sentence b because it's defining and because the relative pronoun is the object of the clause.
- 6 The preposition goes at the end of the relative clause in sentence d. In formal English, the preposition can come before the relative pronoun.

Grammar reference and practice

Ask students to do Exercises 1 and 2 on page 145 now, or set them for homework.

Answers to Grammar practice exercises

- 1
1 which 2 where 3 most of which 4 whose
5 none of whom 6 who 7 which is when 8 that
- 2
1 The town we were staying in narrowly missed being hit by the hurricane.
2 It's an achievement we are all very proud of.
3 The following day, a second, smaller earthquake hit the town the aid was being distributed from.
4 As we fled the city, we encountered an elderly man who / that my son insisted we shared our food with.
5 The roads out of the west of the city, where many thousands fled from, were largely blocked.
6 The experience varies wildly, depending on the charity we're working with.
7 On her arrival, Ms. Kutí, whose approach I totally agreed with, took control of the situation.
8 The book you're referring to was the very first on the subject to be published.

12

- Tell students they are going to read about 1945, the year after World War II ended in Europe. Before they read, ask students for ideas about what they know about it from their history lessons.
- Ask students to read the whole text to find out if any of the things they talked about were mentioned. As brief feedback, comment on how accurate their ideas were.
- Look at the instructions and do the first item with the whole class.

- Get students to do the others. When most students have finished, ask them to compare answers in pairs.
- Check the answers. Tell students to shout out the answers all together or nominate different students to give an answer. Where there is disagreement, ask different students to explain their answers, before saying who is correct. Write up the answers on the board as you go through.

Answers

- 1 that / when / – 2 that / which 3 that / where / –
4 who / that 5 whose 6 that / which / – 7 who
8 that / which 9 whose 10 that / which

13

- Write on the board: *Crisis mapping has been used in many countries.* Ask students to volunteer ideas of relative clauses. If you get no response, ask *What is crisis mapping?* Ask students how they could add that information to the sentence and add in the relative clause. You could then ask *Which countries?* and elicit ideas and show how you can add this information as a relative clause.
- If you feel students have found this difficult, work through another example on the board before you put students in pairs to do the others. Go round and check they are on task and provide some help.
- When students have finished, go round the class asking students from different pairs to read out their sentences. Correct pronunciation as they do so pointing out that there is a falling intonation when you say a non-defining relative clause.

Fast finishers

Ask them if they can think of a different relative clause to add to each sentence and/or put one in a different place.

14 MY PERSPECTIVE

- Read out the questions and put students in groups to discuss them.
- **Optional step.** Set this as homework for students to investigate. Ask them to interview their parents or grandparents about any event they remember and what they felt or experienced. Ask students to present this in the next class or even do a short PowerPoint.

Homework

Set Workbook Lesson 9A exercises on pages 98–101 for homework.

9B Future leaders *pp108–109*

VOCABULARY BUILDING

the + adjective p108

1

- **Books closed.** Write on the board: *These days the young face many challenges that didn't exist in the past.* Ask students to put their hands up if they agree. Choose one or two students to explain why they agree. Choose someone who didn't put their hand up and ask why they *don't* agree.
- Point out that we sometimes talk generally about groups of people using *the + adjective*, e.g. *the young*, instead of saying *young people* or *people who are young*. Ask if anyone can give other examples of this.
- Ask students to read the sentences quickly and check they understand the language. You may need to explain *outgoing* (someone who likes meeting and talking to people).
- Put students in pairs to discuss the statements. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
- When a few students have finished, ask them to change partners and repeat the task starting from the last sentence this time. Continue listening and making notes.
- When a few students have finished, either stop the task or ask students to change one last time and repeat the task.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

2

- Draw students' attention to the final two sentences and give them another starter, such as *Only the rich ...* Ask for students to volunteer a way to end it.
- Ask students to write their own *Only the ...* sentence. Tell them they should write as many as they can in five minutes. Go round and provide help if necessary.
- At the end of the time limit, ask different students to read out their sentences. Correct any errors as they do so. You could write some on the board if you like or just keep the pace up and get students to say them.
- **Optional step.** Have a class vote on which statement students thought was funniest, most profound, most true, etc.

Teaching tip

Nominating students in a random order

When getting answers from the class, don't ask students in the order they are sitting, but instead nominate them randomly. If you nominate students in order, they switch off when they know it is not their turn. Nor do you need to get an example from everyone. Just make sure everyone has a chance to speak over the course of the lesson.

READING p108

3

- Students discuss the questions in pairs or as a whole class.
- At this point, don't give any feedback on the correctness of what they say as the task is simply to generate ideas before students read. However, you could correct students' misuse of language or help them if they don't know a word in English.

4

- Tell students they are going to read a text about young people and the UN.
- Read out the task and set a time limit of about three minutes for students to read the passage.
- At the end of the time limit, stop students reading. Say the task you set them again and tell them to work in pairs to write their one-sentence summary. You could give them a starter (*The article explains ...*) and a word limit of about 25 words.
- When everyone has their sentence, get them to compare with another pair to decide which is the best one. Then get four or five groups to read the one they chose.

Suggested answer

The article explains how the UN have protected young people over the years and encouraged them to voice their opinions through UNICEF.

Fast finishers

In pairs, ask fast finishers to (a) see if they can reduce the sentence further without missing info, and then (b) what one piece of extra information they would add if they had more words.

5

- Look at the instructions and do the first item with the whole class. Ask the class who the first statement refers to. They can shout out the answer all together. Don't immediately say if students have given the correct answer, but ask different students to explain why they chose what they did.
- Give the final answer and then get students to find the other answers. You might want to point out that this is a typical exam-type task and that it helps if students have read the text once quickly *before* they look at the questions.

Exam tip

Tackling different reading tasks

In exams, there are different tasks which test different understanding of the text. Some just want a general understanding of a paragraph, or the 'gist' of the text. Others test students' ability to find a particular piece of information in a text or test close understanding of particular vocabulary and sentences. Tasks that require general understanding usually come first in the exam and students shouldn't spend too much time on these. They should read the text quite quickly once and then read sections again as they answer the questions.

- Go round and notice when the first few students have finished. Put students in pairs to finish and compare their answers.
- Go through the answers in the same way as for item 1, making sure you get students to justify answers.

Answers

- 1 Dzitka Samkova
- 2 UNICEF
- 3 Ahmad Alhendawi
- 4 Nicol Perez
- 5 Ludwik Rajchman
- 6 Argentina
- 7 Voices of Youth
- 8 UN Youth Assembly
- 9 Convention on the Rights of the Child

6

- Read out the task. On the board, write *most influential* at the top and draw an arrow down the board to *least influential* to reinforce the instructions.
- Ask students to work in pairs to decide the order. Ask them to discuss their reasons and explain that these kind of ranking tasks are quite common in speaking exams so you don't want them to just say *This is first. This is second.* even if the order seems obvious.
- When the first pairs have finished, put students in groups to compare their ranking.
- Discuss and try to agree on an order as a whole class.

CRITICAL THINKING Detecting bias p109

7

- Read out the explanation in the Critical thinking box and ask the question in Exercise 7. Have students shout out *Positive!* or *Negative!* at the same time.
- Ask one or two students to explain why it is positive.

Suggested answer

The author's opinion of the UN and young people is very positive. The author depicts young people as showing signs of caring and capable of taking charge.

8

- Look at the instructions and give students one minute to find words and phrases in the first paragraph.
- Then ask for students to volunteer answers or nominate one or two different students.

Suggested answers

The words and phrases that show the author's opinion are as follows:

(lines 2–3) ... *they have **huge potential** to **shape** the countries they live in.*

(line 4) ... *tried to **empower** their youth by ...*

(lines 5–7) ... *it still seems that in many places young people's opinions are often **overlooked** or simply **not heard**.*

(lines 7–9) ... *one organization that has a **long history** of giving a voice to young people is the United Nations (UN).*

The author's opinion is reinforced because he uses pieces of factual information.

9

- Look at the instructions and work through this as a class by getting students to offer more neutral ways of saying the words and phrases from Exercise 8. Alternatively, ask students to work individually to write their paragraph.
- If students work individually, go round and offer support. When a few have finished, get them to compare their ideas in pairs.
- As feedback, nominate a student to read out their idea (one you noticed was good when going round the class) or read out the example in the Suggested answer below. Note that the text may still give a positive impression but much less so than the original.

Suggested answer

The United Nations (UN) has a long history of giving young people a voice. Almost 50 percent of the world's population is under the age of 25. There are a few countries, such as Argentina, that have made an effort to empower young people in their countries by allowing them to vote at the age of 16.

10

- Tell students to look at the UN 2030 goals and check they understand them. They might need help with the following:
inclusivity: an official policy or practice that deliberately tries to include all kinds of people
lifelong learning: a process of gaining knowledge and skills that continues throughout a person's lifetime
resilient: If a person is resilient, they're able to quickly become healthy, happy, or strong again after an illness, disappointment or other problem.
- Talk about poverty and give one possible idea on how to end it yourself. Then ask other students for extra ideas.
- Ask students to discuss the rest of the goals in groups. Go round and check they are doing the task correctly and help with any language they need.
- When the first groups finish, discuss the ideas as a class. Help students with any new language and write it on the board.

Homework

Set Workbook Lesson 9B exercises on pages 102–103 for homework.

Background information

Malala Yousafzai is a Pakistani girl who was shot by a fanatic in 2012 because she had spoken out about the rights of girls to go to school. She was given a life-saving operation in Birmingham, UK, where she settled and continued her education and campaigning, which has included addressing the UN assembly. She won the Nobel Peace Prize for her work, becoming the youngest person ever to do so.

LEAD IN

- Ask students to look at the two photos and see if they have heard of Malala Yousafzai.
- Ask them to talk about one or more of the following:
 - Young people (under 25) who have influenced your society or even the world.*
 - The five biggest challenges young people in your society are facing.*
 - Things you have done to help people in your community.*

GRAMMAR Participle clauses p110

To prepare for teaching the following exercises, see Grammar reference on page 144.

1

- Ask students either in pairs or as a class to recall information from the passage in Lesson 9B on page 109.
- Tell them to read the sentences in the Grammar box, which are from the passage on page 109. Explain that we sometimes use *-ed* or *-ing* participles to replace a relative clause.
- Do item 1 with the whole class. Either wait for a student to volunteer the answer or nominate someone to answer. You could also go through each option checking whether it is grammatically correct.
- Put students in pairs to do the rest or continue as a whole class if you think students need the support.

Answers

1 b, c 2 a, c 3 b, c 4 a, c 5 a, b and c

2

- Ask students to answer the grammar checking question in Exercise 2 in pairs or ask the question yourself to the whole class.
- Give the answer now or wait for them to read the Grammar reference on page 144 and then ask the grammar checking question to the class, or nominate individual students to give an answer.

Answer

Present (*-ing*) participles replace relative clauses which use an active verb. Past (*-ed*) participles replace relative clauses which use a passive verb. Emphasize that the participles are *not* connected to tense.

Grammar reference and practice

Ask students to do Exercise 3 on page 145 now, or set it for homework.

Answers to Grammar practice exercise

3

1 dealing with 2 arrested after the 3 not working
4 personally experiencing 5 exposed to 6 affected

3

- Tell students they are going to read about some research related to young people's behaviour. Give them one minute to read the whole text (ignoring the gaps at this stage) to find out what the research found.
- As brief feedback, nominate a student to give their answer. (Basically young people's behaviour is improving, but many people think it's getting worse!)
- Look at the instructions and do the first item with the whole class. Clarify if there are conflicting answers.
- Get students to complete the rest of the text.
- When most have finished, ask students to compare answers in pairs.
- Check the answers as you did with item 1. Write the numbers and words on the board as you go through.


Answers

1 involved 2 misbehaving 3 ignoring 4 reducing
5 set up 6 teaching 7 designed 8 allowing

4

- Get students to discuss the questions in pairs for two or three minutes to generate some ideas.
- Discuss each question by asking different students to give their ideas. Allow discussion to develop among students if they have different opinions. As they talk, help students with words they are searching for and write them on the board while encouraging them to continue speaking.
- Optional step.** Go back to any words you wrote up on the board and remind students of the meaning and give extra examples/ask questions about them if appropriate.

5 PRONUNCIATION *-ing* forms

- 5a** This exercise helps students practise saying *-ing* forms, but also presents a common pattern where *-ing* forms are used to talk about trends. The latter relates to a task in Exercise 10.
-  **45** You could do this as a dictation first. Play the audio and ask students to write down the sentences.


Audioscript 45

The number of young people skipping school is failing.

The number of people going to university is rising.

There are more kids hanging out in the streets these days.

There are fewer young people playing sport than before.

- Get students to compare answers in pairs.
- **5b**  **45** Play the audio or model the sentences yourself. After each sentence, pause the audio and cue everyone in. Then nominate a few students to say a sentence individually. As you ask individual students, you could tell them to say the sentence fast or slowly. Correct any mistakes that come up. Ideally, show how the correct sound is formed.

6

- Get students to read the two sentences in the Grammar box and choose the correct options. Alternatively, read out the rules yourself and for each statement, ask for a show of hands. Continue with the other choices.
- Either give the answer now or wait for students to read the Grammar reference on page 144 before checking the answers again.

Answers

1 the same as **2** at the same time as **3** before

Grammar reference and practice

Ask students to do Exercise 4 on page 145 now, or set it for homework.

Answers to Grammar practice exercise

4

1 accused **2** wrapped **3** Not realizing **4** directing
5 put off **6** Having seen **7** Concerned

7

- Tell students they are going to read about a crime that happened to a young person. (In fact, it's a true story about one of the author's sons!)
- Give students one or two minutes to read the text and find out what happened. As brief feedback, ask what they think of the story and the criminal.
- Look at the instructions and do the first item with the whole class. Clarify if there are conflicting answers.
- Get students to complete the rest of the text.
- When most have finished, ask students to compare answers in pairs.
- Check the answers as you did with item 1. Write the numbers and words on the board as you go through.

Answers

1 Walking **2** shouting **3** Not wanting **4** Having got
5 having arrested **6** thinking **7** seeing **8** faced

8

- Look at the instructions and do the first item with the whole class: *As / When / While we were walking home, we came across a man on his bike.*
- Students can do the others themselves, writing down their ideas or retelling the story in pairs. Go round and notice any problems. If most students seem to be fine, there is no need

to go through the answers, just tell the class they understand how the language works and move on to Exercise 9.

Answers

The participle clauses in 1, 4, 5 and 7 add information about time.

The participle clauses in 2, 3, 6 and 8 add information about reason/method.

9 MY PERSPECTIVE

- Think of an example yourself to model ideas for students using some participle clauses if you can. Explain the task and tell the class about the story you chose.
- Get students to discuss any others they have heard of. Go round and listen. It may be that students have little knowledge of stories or there may be stories on the internet they have read. If you think the task is not going anywhere for most students, don't worry about cutting it short and move on to Exercise 10.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

10 CHOOSE

The idea is for students to make their own choice of activity here. However, you might want to make the decision for them, in which case explain why. Alternatively, you may decide to let students do more than one task. You could divide the class into groups and have each group do a different task – or you could have a vote on which task the whole class should do. For the vote:

- put students in pairs or groups to decide which they prefer.
- take a vote on each task.
- if the vote is tied, ask one student from each side to explain which is best and take the vote again. You can decide if there is still no change.

Fast finishers

They can do one of the other tasks or you could ask them to discuss one of the lead in questions, if you did not do this before.

Extension

It's a good idea to do as much as you can to encourage students to read extensively outside of class. One way you could do this is to set *I Am Malala* as a class reader. Set aside some time in every lesson for students to read a little in class, and get students to discuss their thoughts and feelings about what they have been reading.

Homework

- Set Workbook Lesson 9C exercises on pages 104–105 for homework. You might want to tell students to watch the track called *Unit 9 TED Talk* on the *Perspectives* website before they come to the next class.
- You can also ask them to bring in photos and/or their phones to do the discussion in Exercise 3, Lesson 9D, page 112.

9D (Re)touching lives through photos

pp112–113

TED Photo and initial task

- Tell students they are going to watch a TED Talk about Becci Manson's work restoring photos after a tsunami in Japan.
- Read out the quote and have a class vote to find out who agrees or disagrees with it. Encourage students to explain their opinions. Are there other things that hold people's memories, e.g. videos, souvenirs, etc.?
- ▶ 9.0 Tell them they are going to see a short text on the DVD to introduce the talk and the speaker, and play the About the speaker section. Then do the vocabulary exercise.
- After they finish, write the key words from the About the speaker section on the board and ask students to retell it aloud, or ask them to write as much of what it said as they can. Correct as necessary.

About the speaker ▶ 9.0

Becci Manson is a professional photo retoucher, able to improve images by adding details or removing **flaws**. But there is more to retouching than just selling magazines. In 2011, she decided to go to Japan and **volunteer** as part of the clean-up operation in towns that had been **devastated** by the tsunami. She worked in the **evacuation centre**, where she ended up **scanning** and repairing damaged photographs that people brought to her.

Becci Manson's idea worth spreading is that photographs hold our memories and our histories, connecting us to each other and to the past.

Answers to About the speaker

- 1 flaws = a (mistakes or faults in things that make them less than perfect)
- 2 volunteer = b (to work for no money)
- 3 devastated = c (very seriously damaged)
- 4 evacuation centre = c (a place people are moved to during a time of danger)
- 5 scanning = a (copying in digital form using a special machine)

AUTHENTIC LISTENING SKILLS Intonation and completing a point p112

As well as teaching aspects of phonology and listening skills, these tasks also:

- allow you to pre-teach some vocabulary.
- allow students to read and hear new language before they listen to the whole text.
- allow students to tune in to the speaker's voice and style.

1

- Either ask students to read the Authentic listening skills box silently to themselves or read it out yourself as they read along.
- 🔊 46 Play the extract as students read. Encourage them to whisper along to it.
- Get students to practise in pairs and give each other a mark out of 10 on how good they sound.

2

- Look at the instructions and ask students to do the task in pairs.
- Check their ideas as a whole class and get students to practise saying the extracts again. It will be a short task.

Suggested answers

- 1 We make skinny models skinnier, perfect skin more perfect, and the impossible possible.
- 2 We pulled debris from canals and ditches. We cleaned schools. We de-mudded and gutted homes.

WATCH p112

If you are short of time, or want a different approach to the video, you may want to watch the whole talk all the way through with only some brief checking questions. A version of this is on the DVD and is labelled as *TED Talk with activities*. At the end of each section, there is a short gist question(s). Pause after each question on screen so students can give their answers, then play the answer.

Answers to gist questions on DVD

Part 1

Which two endings are true?

Becci Manson feels that her job

- b** is sometimes misunderstood and not sufficiently respected
- d** meant she knew lots of people to ask for help

Part 2

Which of these points does Becci make?

- d** Photographs can provide a link to happier times and help individuals recover emotionally.

Part 3

Which two ideas does Becci not mention?

- a** The volunteers delivered the retouched photos to people.
- b** The project offered the chance to do socially useful work.

3

- To model ideas for students, bring some photos of your own in or, if you can, project them from your phone or computer.
- Explain the task and tell the class about the photos you chose. Highlight any language you think might be useful for students to discuss their own photos.

- Get students to work in groups or alternatively stand up and show their photos to different students. Ask them to change partner from time to time. Listen and make notes as students talk.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

4

- Ask students to read the sentences and check anything they are unsure of. They might need help with the following:
defends her profession: If someone criticizes the kind of work you do, you might say it's unfair, so you defend your profession.
a moment of realization: It's a moment you suddenly understand a truth you did not know or see before.
- ▶ 9.1 You could either watch Part 1 of the talk once straight through and ask students to discuss their ideas in pairs afterwards. Alternatively, it may be easier for students to watch and put their hand up when they think they heard an answer. When you see a hand go up, stop the talk and ask the student what they think the answer is. Rewind and play again the previous sentence or two and check to see what was said, before saying if the student(s) are right.

TED Talk Part 1 script ▶ 9.1

Before March, 2011, I was a photographic retoucher based in New York City. We're pale, gray creatures. We hide in dark, windowless rooms, and generally avoid sunlight. We make skinny models skinnier, perfect skin more perfect, and the impossible possible, and we get criticized in the press all the time, but some of us are actually talented artists with years of experience and a real appreciation for images and photography.

On March 11th, 2011, I watched from home, as the rest of the world did, as the tragic events unfolded in Japan. Soon after, an organization I volunteer with, All Hands Volunteers, were on the ground, within days, working as part of the response efforts. I, along with hundreds of other volunteers, knew we couldn't just sit at home, so I decided to join them for three weeks.

On May 13th, I made my way to the town of Ōfunato. It's a small fishing town in Iwate Prefecture, about 50,000 people, one of the first that was hit by the wave. The waters here have been recorded at reaching over 24 metres in height, and travelled over two miles inland. As you can imagine, the town had been devastated.

We pulled debris from canals and ditches. We cleaned schools. We de-mudded and gutted homes ready for renovation and rehabilitation. We cleared tons and tons of stinking, rotting fish carcasses from the local fish-processing plant. We got dirty, and we loved it.

For weeks, all the volunteers and locals alike had been finding similar things. They'd been finding photos and photo albums and cameras and SD cards. And everyone was doing the same. They were collecting them up and handing them in to various places around the different towns for safekeeping.

Now, it wasn't until this point that I realized that these photos were such a huge part of the personal loss these people had felt. As they had run from the wave, and for their lives, absolutely everything they had, everything had to be left behind.

At the end of my first week there, I found myself helping out in an evacuation centre in the town. I was helping clean the onsen, the communal onsen, the huge giant bathtubs. This happened to also be a place in the town where the evacuation centre was collecting the photos. This is where people were handing them in, and I was honoured that day that they actually trusted me to help them start hand-cleaning them.

Now, it was emotional and it was inspiring, and I've always heard about thinking outside the box, but it wasn't until I had actually gotten outside of my box that something happened. As I looked through the photos, some were over a hundred years old, some still in the envelope from the processing lab, I couldn't help but think as a retoucher that I could fix that tear and mend that scratch, and I knew hundreds of people who could do the same. So that evening, I just reached out on Facebook and asked a few of them, and by morning the response had been so overwhelming and so positive, I knew we had to give it a go. So we started retouching photos.

Answers

- 1 We're pale, grey creatures. We hide in dark, windowless rooms, and generally avoid sunlight.
- 2 We get criticized in the press all the time, but some of us are actually talented artists with years of experience and a real appreciation for images and photography.
- 3 We cleared tonnes and tonnes of stinking, rotting fish carcasses from the local fish-processing plant.
- 4 Now, it wasn't until this point that I realized that these photos were such a huge part of the personal loss these people had felt.
- 5 As I looked through the photos, some were over a hundred years old, some still in the envelope from the processing lab, I couldn't help but think as a retoucher that I could fix that tear and mend that scratch.
- 6 I just reached out on Facebook and asked a few of them, and by morning the response had been so overwhelming and so positive.

5

- Give your own examples as a model before you ask students to do the task.
- Put them in pairs to discuss. Go round the class and help with any language students need.
- At the end of the task, share some interesting things you heard with the class. You can also give some feedback about new language that came up.

6

- Ask students to read the statements and check they understand them. Explain the task.
- ▶ 9.2 Play Part 2 straight through.

This was the very first. Not terribly damaged, but where those ... the water had caused that discolouration on the girl's face had to be repaired with such accuracy and delicacy. Otherwise, that little girl isn't going to look like that little girl anymore, and surely that's as tragic as having the photo damaged.

Over time, more photos came in, thankfully, and more retouchers were needed, and so I reached out again on Facebook and LinkedIn, and within five days, 80 people wanted to help from 12 different countries. Within two weeks, I had 150 people wanting to join in. Within Japan, by July, we'd branched out to the neighbouring town of Rikuzentakata, further north to a town called Yamada. Once a week, we would set up our scanning equipment in the temporary photo libraries that had been set up, where people were reclaiming their photos. The older ladies sometimes hadn't seen a scanner before, but within ten minutes of them finding their lost photo, they could give it to us, have it scanned, uploaded to a cloud server, it would be downloaded by 'a gaijin', a stranger, somewhere on the other side of the globe, and it'd start being fixed.

The time it took, however, to get it back is a completely different story, and it depended obviously on the damage involved. It could take an hour. It could take weeks. It could take months. The kimono in this shot pretty much had to be hand-drawn, or pieced together, picking out the remaining parts of colour and detail that the water hadn't damaged. It was very time-consuming.

Now, all these photos had been damaged by water, submerged in salt water, covered in bacteria, in sewage, sometimes even oil, all of which over time is going to continue to damage them, so hand-cleaning them was a huge part of the project. We couldn't retouch the photo unless it was cleaned, dry and reclaimed.

Now, we were lucky with our hand-cleaning. We had an amazing local woman who guided us. It's very easy to do more damage to those damaged photos. As my team leader Wynne once said, it's like doing a tattoo on someone. You don't get a chance to mess it up.

The lady who brought us these photos was lucky, as far as the photos go. She had started hand-cleaning them herself and stopped when she realized she was doing more damage. She also had duplicates. Areas like her husband and her face, which otherwise would have been completely impossible to fix, we could just put them together in one good photo, and remake the whole photo.

When she collected the photos from us, she shared a bit of her story with us. Her photos were found by her husband's colleagues at a local fire department in the debris a long way from where the home had once stood, and they'd recognized him. The day of the tsunami, he'd actually been in charge of making sure the tsunami gates were closed. He had to go towards the water as the sirens sounded. Her two little boys, not so little anymore, but her two boys were both at school, separate schools. One of them got caught up in the water. It took her a week to find them all again and find out that they had all survived.

The day I gave her the photos also happened to be her youngest son's 14th birthday. For her, despite all of this, those photos were the perfect gift back to him, something he could look at again, something he remembered from before that wasn't still scarred from that day in March when absolutely everything else in his life had changed or been destroyed.

After six months in Japan, 1,100 volunteers had passed through All Hands, hundreds of whom had helped us hand-clean over 135,000 photographs, the large majority – a large majority of which did actually find their home again, importantly. Over 500 volunteers around the globe helped us get 90 families hundreds of photographs back, fully restored and retouched. During this time, we hadn't really spent more than about a thousand dollars in equipment and materials, most of which was printer inks.

- Say the task you set them again and tell students to compare their ideas in pairs. Go round and notice how well they did in order to decide how quickly to go through answers, and whether you will need to play Part 2 again.
- Check the answers as a class by asking for a show of hands, getting students to shout out an answer all together or nominating students. Get two students to give their answer, especially where you noted differences. Where students agree, write the answer on the board. Where there is a dispute, ask students to justify their different answers. You can either give the answers or play the section of the talk again stopping at the appropriate point to resolve the uncertainty.

Answers

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

7 MY PERSPECTIVE

- This is a quick task to break up the viewing and get students to reflect on what they have seen so far.
- You could do it as a whole class or a short pairwork.

8

- Tell the class they are going to watch Part 3 of the talk and choose the best summary.
- ▶ 9.3 Play Part 3 once straight through.

TED Talk Part 3 script ▶ 9.3

We take photos constantly. A photo is a reminder of someone or something, a place, a relationship, a loved one. They're our memory-keepers and our histories, the last thing we would grab and the first thing you'd go back to look for. That's all this project was about, about restoring those little bits of humanity, giving someone that connection back.

When a photo like this can be returned to someone like this, it makes a huge difference in the lives of the person receiving it. The project's also made a big difference in the lives of the retouchers. For some of them, it's given them a connection to

something bigger, giving something back, using their talents on something other than skinny models and perfect skin.

I would like to conclude by reading an email I got from one of them, Cindy, the day I finally got back from Japan after six months.

'As I worked, I couldn't help but think about the individuals and the stories represented in the images. One in particular, a photo of women of all ages, from grandmother to little girl, gathered around a baby, struck a chord, because a similar photo from my family, my grandmother, mother, myself, and newborn daughter, hangs on our wall. Across the globe, throughout the ages, our basic needs are just the same, aren't they?' Thank you.

- Say the task you set them again and tell students to compare their ideas in pairs.
- Check answers with a class vote. Ask different students to justify their answers and then, as before, either give the answer yourself or play the section again to resolve any disagreement.

Answer

c

9

- Explain the task. Tell students to read the six statements and check they understand them. To model the task, you could explain how far you agree with the first statement and why.
- Get students to discuss their own feelings about each statement in pairs. Listen and make notes as students talk.
- At the end of the task, choose different pairs to share their thoughts on some of the statements. Then give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

Extension

Ask students to write (either in class or as homework) a short essay of around 200–250 words outlining their feelings about one of the statements. If they agree with the statement, they should first put forward the opposite arguments and then counter them. If they disagree, they should do the opposite.

10 VOCABULARY IN CONTEXT

- **10a** ▶ **9.4** Tell students that they are going to watch some clips from the talk which contain new or interesting words or phrases. They should choose the correct meaning for each one. Play the Vocabulary in context section. Pause after each question on screen so students can choose the correct definition, then play the answer. If you like, you can ask students to shout out the answers. If helpful, either you or students could give an additional example before moving on to the next question.

Answers

- 1 unfolded = b (developed)
- 2 on the ground = a (in the place where the problems were)
- 3 give it a go = c (try)
- 4 sirens = b (equipment that makes a loud warning noise)
- 5 globe = c (world)
- 6 struck a chord = a (felt connected to my own life)

- **10b** Check students understand the words and phrases in italics, and teach them again if necessary or ask students if they can recall the example in the talk.
- Read out the prompts and in each case, give your own examples. Encourage students to find out more information by asking further questions.
- Now tell them to think of true examples for at least two of the prompts. Give them two minutes to decide what they are going to say.
- Put students in pairs or groups to share their anecdotes and ideas. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language to go over with the class.
- Get students to change pairs and repeat the task. Continue listening and making notes.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

CHALLENGE

- Ask students to read the Challenge box quietly and then ask you if there is anything they don't understand. They may need help understanding how NGOs work. Explain that NGOs (Non-Governmental Organizations) are usually charities. They get money from donations or sometimes the government. They don't make a profit but use the money to help people in some way.
- If you feel your students need more support for the task, work through the first item with the whole class, nominating different students as well as giving opportunity for others to volunteer ideas. Help with translation and language issues as necessary. You might also prompt students by asking questions, e.g. *How could they stop the flooding? What will happen to the people who have lost their homes? Who would help with that?* etc.
- Put students in groups to discuss each scenario. You might ask each group to draw up a plan of action, saying who would do what. Go round and make sure students are doing the task correctly and help with language they need or unblock ideas by asking questions such as those above.

- As feedback, ask a group to present their action plan for one scenario. Encourage the others to ask questions about how it would work and create some discussion. Then ask another group to present ideas for a different scenario and continue as previously.
- Comment on how well students did the task and write up and discuss any new language that came up as part of the task.

Homework

Set Workbook Lesson 9D exercises on page 106 for homework.

9E Give it a go pp114–115

LEAD IN

- Following on from the TED Talk in Lesson 9D, this lesson looks at the importance of certain jobs to society and how they may be particularly helpful in a crisis. It leads to a debate. You might start the lesson by asking students to recall what they can about the TED Talk they watched.

SPEAKING p114

1

- Read out the instructions and ask the class about the actor: *How might actors be useful in a crisis?* Either wait for someone to volunteer the answer or nominate someone to answer. Get some further ideas before discussing how actors are generally good for society.
- Put students in pairs to discuss the other jobs. Go round and listen to their ideas and help with any language they need. When a few students have finished, stop the task.
- You might give some feedback at this point on language and if there are any jobs that are useless in a crisis. However, you can move on fairly quickly as students will go on to discuss this in more detail with language support.


2

- Tell students they are going to debate the question in Exercise 1 further and they are going to learn some more language to help them.
- Ask them to decide which job the sentences refer to. Do item 1 with the whole class. Invite students to explain their answers and discuss where the false images are used, e.g. in magazines, blogs, etc.
- Put students in pairs to do the rest of the items.
- When a few pairs have finished, go through the answers by nominating students to give an answer and explain. Write up the number and job on the board. As you check answers, ask some additional questions about the language, e.g. *What things can you **restore**? What might be an example of **self-interest**? What else can people **be motivated by**?* etc.
- When you have finished, ask students in pairs to go back and discuss how far they agree with the statements. Again, students will discuss more thoroughly in Exercise 5, so set a time limit here and restrict the amount of feedback you give on what students are saying.

Answers

- 1 photo retoucher 2 banker 3 street cleaner
 4 actor 5 cosmetic surgeon
 6 computer programmer 7 politician
 8 chemistry teacher

3

- The listening acts as a model for the initial presentation of the debate students will do in Exercise 5.
- Read out the task and emphasize that the job they will hear about is *not* listed in Exercise 1.
-  **47** Play the audio once straight through.

Audioscript **47**

Now I realize that my choice may not be the most popular. In fact, over recent years, increasing public outrage has been directed at many of the top professionals in this line of work. There's a perception that salaries in this field are out of control and that greed and self-interest are king and they offer little for society let alone a crisis. But think about it for a moment. Firstly, people who've made their millions on the pitch will have plenty to donate to people in a crisis. Secondly, imagine if they actually went out and helped – what a great message that would send. These people are role models and would be a real force for good in showing young people values such as hard work, getting your hands dirty, showing respect and that there is more to life than sport. And of course most of them are really strong and fit – just the kind of people you might need to clear debris and piles of litter. Finally, think about how they might also lift the spirits of people who have suffered a lot. They bring joy to millions and I'm sure fans would be amazed to meet them or even actually watch them play. They would be great in a crisis!

- Say the task again and put students in pairs to discuss their ideas.
- Go through the answers by nominating different students. If there is any disagreement, don't give the answer at this point, but play the audio again.
- Check the answers as a class again. Write the answers on the board.

Answers

- 1 She is talking about professional footballers.
- 2 Footballers make a lot of money, so they have a lot to donate.
They are role models, so they set a good example for others to follow.
They can lift the spirits of people affected by a disaster.
They are strong and fit and could be a great help in clearing debris.

4

- Give students a minute or two to discuss the questions before giving some brief whole-class feedback.

Answers

- 1 The student began with the negative ways in which footballers are often talked about or portrayed. This gets them out into the open and allows them to be countered. It's also an acknowledgement of the fact it's a controversial choice of job.
- 2 Students' own answers.

5

- Tell students they are now going to debate in larger groups which of the jobs in Exercise 1 are best suited to help in a crisis. They first need to prepare a short thirty-second to two-minute speech. (You can decide how long.)
- Organize the class into groups of five to eight people. Ask all students to choose a number between 1 and 8. All students in the group must have a different number.
- Read out the jobs in Exercise 1 with a number from 1 to 8, but *don't* number them in the order they are in the book, for an element of surprise.
- Tell students they have to defend and argue for this job as the most important. Tell them they have five minutes to prepare their presentation and tell them how long it will be. Say they can follow a similar pattern to the model and encourage them to refer to the Useful language box. Go round and be available to help students say what they want.
- **Optional step.** Ask students who are defending the same job to get together to prepare before returning to the group you organized.
- When the preparation time is up, get students to each give their short speech to the group. You might let weaker students read from a script and challenge stronger students to speak without notes. Appoint a timekeeper to be strict on sticking to the time limit for each speech. Go round and note down any good use of language or errors.
- When all the speeches are done, set a time limit of between five and ten minutes for students to argue as a group which job should stay and to knock down other people's arguments.
- At the end of the time limit, stop the task and ask each group to vote. As feedback, find out who won in each group; comment on the quality of the speeches and debate and how students might improve next time; highlight any good language or errors you heard.

Fast finishers

If you have a good timekeeper, the groups should work and finish more or less at the same time. However, you could extend the discussion by asking them to decide who they would definitely *not* take with them into a crisis.

WRITING A letter of application p115

6

- Tell students they are going to write a letter of application for a voluntary job abroad. You could put students in pairs or, if you are following on from the intense group work of Exercise 5, you could go through this as a class.
- Ask a student to read out the advert or read it out yourself. Go through each question. Nominate one or two different students to give their ideas first and then ask others to volunteer.
- **Optional step.** Build up a mind map on the board around rebuilding a school, with the surrounding topics of daily life, skills, problems and benefits.

7 WRITING SKILL Structuring an application

- Read out the task and put students in pairs to decide the order briefly.
- You can ask students what order they think it is or just move straight on to Exercise 8.

8

- Ask students to read the model letter on page 153 to check their answers in Exercise 7.
- When you see they have finished reading, ask them to check answers in pairs and also say if they would employ this person. You might want to tell one student to look at Exercise 7 on page 115 and the other student to look at the model text on page 153 to avoid a lot of flipping backwards and forwards.
- Ask one pair to give the answers. Then take a vote on who would employ the writer. Ask one or two students to explain why or why not.

Answers

1 e 2 a 3 c 4 d 5 b

9

- Tell students the task and see if they can do it in pairs *without* looking at the model letter.
- In the same pairs, one student could then use the model letter on page 153 to check the answers.
- Write the answers on the board while they are checking or go through the answers by asking different students. If you go through it in class, make use of the time by drawing attention to patterns or asking extra questions, e.g. *I am writing in response to your recent ... what? What else? In terms of ... What else might you put here? And how would the sentence continue?* etc.

Answers

1 in 2 about 3 of 4 in 5 In 6 In
7 for 8 to

10

- Read out the advert and deal with any questions students ask. Explain that a jaguar is a member of the wild cat family. (It's a bit like a small lion or a leopard.)
- Ask students to work in new pairs. They should tell their partner why *their partner* would be good at the job. Their partner could then add ideas.

11

- Explain the task. Tell students to refer to the model letter on page 153 for help. Remind them of the structure of the model by reading out the advice around it.
- If you are going to give students a mark, tell them it will be higher if they organize their letter in a similar way and use language they have learnt. You could also give them an exam criteria and marking scheme.

Exam tip

Finding out about the writing assessment criteria and trying to meet them

Give students the exam criteria used to mark different types of writing tasks or ask them to find them online. Knowing how each writing task is marked can help students make sure they do what the exam tests. For example, sometimes they can lose marks even though they use very good language because they fail to complete the task requirements.

- Put students in pairs and tell them to talk about or plan their letter of application.
- Set the writing for homework or set a time limit of about twenty minutes to do it in class. As students are writing, go round and offer help. You might note some common errors for feedback when the time is up.

Homework

Set Workbook Lesson 9E exercises on pages 107–109 for homework.

UNIT AT A GLANCE

Students will

- talk about recovering from illnesses and accidents
- read about the fight against superbugs
- learn how medical advances have changed lives
- watch a TED Talk about redefining yourself after a life-changing moment
- write a story about overcoming something

10A Vocabulary

Illness and injury, e.g. *cure, physiotherapy, symptoms*

Listening

A radio programme about inspiring films

Grammar

Expressing past ability

Pronunciation

Stress on auxiliaries

10B Vocabulary building

Dependent prepositions, e.g. *aimed at, capable of, devoted to*

Reading

An article about the fight against superbugs

Critical thinking

Thinking through the consequences

10C Grammar

Emphatic structures

10D TED Talk

A broken body isn't a broken person, Janine Shepherd

Authentic listening skills

Collaborative listening

10E Speaking

Developing conversations

Writing

A success story

Writing skill

Using descriptive verbs

10A Road to recovery *pp116–119*

VOCABULARY Illness and injury *p117*

Information about the photo

The da Vinci surgical system is a robotic surgical system made by an American company and designed to carry out complex surgery using only a minimally invasive approach. This means only making the smallest cuts in the body possible. It's controlled by a surgeon from a console. There are many advantages to this way of working such as: shorter hospitalization; reduced pain and discomfort; faster recovery time and return to normal activities; smaller incisions resulting in reduced risk of infection; reduced blood loss and transfusions; minimal scarring. This system is used quite a lot for heart repair operations and is called 'da Vinci' because Leonardo da Vinci's study of human anatomy eventually led to the design of the first known robot in history!

1

- **Books closed.** Hold the book up and point to the photo or project it using the CPT.
- Ask students what they think is going on in the photo. Then ask what might have happened to the patient and how operations like this might have been carried out in the past. Don't expect any fixed answers, but encourage students to explain their ideas, and help with any language they need. Write any useful language on the board.
- Explain what is going on by reading out the caption. Then put students in pairs and ask them to think about the advantages of this way of working, and why they think it's called the 'da Vinci surgical system'.
- Get ideas from the whole class and then share some or all of the information about the photo above.

Teaching tip

Pace and interaction

In general, students need to do a lot of pair and group work. If you only do whole-class work, students will not have enough individual opportunities to practise using their English. However, it is also easy to fall into monotonous patterns, e.g. instruction, pairwork, instruction, pairwork, etc. Sometimes, it's good to change the pace by doing some tasks as a whole class or making, say, a gap-fill task into a class competition. Also, remember that you don't have to spend the same amount of time on every numbered task in the book. Some of these tasks are meant to be short linking tasks. They offer a change of pace and can be done in a minute before you then move on.

2

- Tell students they are going to learn some more words and phrases to talk about illnesses, accidents and recovery.
- Explain the task and look at the example. You might need to explain *slipped* by acting it out and *out of action* (ill or injured and so not able to do the things you'd normally do). If you think students will find the exercise difficult, do item 2 with the whole class before asking them to start.
- Tell them to do the other items themselves and to use a dictionary if they need to. Go round and check students are doing the task correctly and notice words and phrases they look up, ask you about, or underline. Focus on these in feedback.
- When most students have finished, get them to compare answers in pairs and to help each other with anything they haven't finished.
- Go through the answers by asking different students to read out the full sentences with the answers. Write the numbers and missing words on the board. As you write, give some extra explanations and examples, and ask questions to check they noticed useful phrases and understood the vocabulary. For example: *Did you notice the whole expression here? She leads a fairly normal life, even though she has this illness. Can you think of any illnesses or diseases that there's no cure for?*

Answers

- 1 I slipped on the stairs and broke my **leg**, so I was out of **action** for a while, but I'm back to full **fitness** now.
- 2 There's no **cure** for it, but she takes **drugs** to control the **symptoms** and she leads a fairly normal life.
- 3 It was quite a serious wrist **injury**, but thanks to the **operation** and all the **physiotherapy** I had, it's almost as good as new.
- 4 Luckily, they **detected** the cancer early before it **spread** to his lungs and he **made** a full recovery.
- 5 They managed to stop the **bleeding** but he was then in **intensive care** for days. Thankfully, it didn't leave any permanent brain **damage**.
- 6 He couldn't really speak after the **stroke**, but he had a lot of speech **therapy** and he's more or less back to **normal** now.
- 7 I **lost** the tip of my finger after I **trapped** it in a car door. To be honest, I hardly **think** about it now.
- 8 He started playing **wheelchair** basketball after he was left paralyzed from the **waist** down in a **car crash**.
- 9 She said I just had a **chest** infection and nothing life-threatening! She **prescribed** me some **antibiotics** and it cleared up after a week.
- 10 I **had** an upset stomach and I could hardly **keep down** any food. It was horrible, but I **feel** a lot better now.

Fast finishers

Ask them to change one thing in each sentence and to then compare their ideas. For example: *I slipped on **some ice** and broke my leg, so I was out of action for a while, but I'm back to full fitness now.* If there are any sentences they can't change, then ask them to make two changes to the next sentence if possible.

3

- Put students into groups. Explain the task and set a time limit of about four minutes.
- At the end of the time limit, stop the task. Find out which groups think they have all the answers.
- Check the answers by asking different groups for their ideas about 1–4. If one group gets an answer wrong, pass it over to another group. Write the answers on the board. As you write, check the stress of some of the longer words and get students to repeat them.

Answers


- 1 brain, chest, finger, leg, lungs, stomach, waist, wrist
- 2 bleeding, brain damage, cancer, infection, injury, stroke
- 3 life-threatening, paralyzed, permanent, serious
- 4 a full recovery, feel a lot better, back to full fitness, back to normal, cleared up, as good as new, leads a fairly normal life

4

- Give students a minute to read the questions and check they understand them. Then ask the class to choose two questions for you. In each case, give your own answers.
- Then put students in pairs to discuss the questions. Go round and check students are giving reasons/explanations and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

LISTENING p118

5

- Tell the class they are going to listen to two people talking about films. Ask them to read the questions.
-  48 Set the task and play the audio once straight through.

C = Clara, J = Jaime

- C:** So, Jaime, last week we had an email from a listener, Hugo, who is recovering at home from an injury and wanted suggestions for inspiring films to watch.
- J:** And we got quite a few.
- C:** Absolutely.
- J:** So, Clara, first up is 127 Hours.
- C:** You don't think that's too much?
- J:** You think? For those who don't know it, this is the true story of Aron Ralston who was climbing in Utah when he slipped, fell down a small canyon and got his arm trapped between a rock and the wall. He couldn't move it. He was in the middle of nowhere and no-one could help because he hadn't told anyone where he was going.
- C:** Not the best situation to be in.
- J:** No. So basically, after trying everything to free his arm, the only thing he could do was cut it off.
- C:** I know! It's horrible.
- J:** It is horrible, but they manage to film it in a way which isn't over the top and you do learn his life went back to normal after the accident. Considering it's 90 minutes watching someone who can't move, it's very gripping.
- C:** That's true. It's the same with that film about the guy who had a stroke and was left completely paralyzed and unable to speak.
- J:** The Diving Bell and the Butterfly?
- C:** Yeah, an amazing story. It's based on his book which he actually managed to dictate by only moving his eye. Incredible!
- J:** Yeah, it is incredible, but sorry, the movie didn't do it for me.
- C:** No?
- J:** Bit dull.
- C:** Whatever. I liked it.
- J:** What about Frida? This is about Frida Kahlo, the Mexican artist who suffered intense pain all her life after a terrible bus accident and ...
- C:** ... Jaime, we're looking for inspiration, not pain and misery.
- J:** No, no, it is inspiring. I mean, she managed to deal with that pain in the end and was able to turn it into incredible art.
- C:** I suppose, but ...
- J:** ... You know, she succeeded in becoming a world-renowned artist. That's pretty amazing.
- C:** I know, I know. It's just that the film ...
- J:** What?
- C:** I guess it depends if you're into art.
- J:** It's not your thing then.
- C:** Not exactly. I prefer something like The Fundamentals of Caring?


- J:** Oh, yeah! Now that's a great choice.
- C:** So, basically, the film is about this guy who becomes a care assistant and his first job is with a teenage boy who has a disease that weakens his muscles and has left him in a wheelchair. Put like that it doesn't sound great, and it's not even about him recovering ...
- J:** ... No, but it kind of is, because he learns to make the most of his life. In fact, they both do.
- C:** Which is what I love about it.
- J:** And it's really funny.
- C:** Exactly! At least we've been able to agree on one movie.

- Say the task you set them again and tell students to compare their ideas in pairs. Go round and notice how well students did without saying anything. If you see the majority have not understood, be prepared to play the audio again.
- Ask the whole class or individual students for their answers. Don't say if they are right or wrong, but ask them to explain their answer and to say other words they heard to support it. Where everyone agrees on the answer, move on to the next question. If they don't agree or most don't know, play the audio again to listen and check. If you play the audio again, go straight to the feedback to resolve any remaining issues.

Answers

- 1 Jaime and Clara talk about 127 Hours, The Diving Bell and the Butterfly, Frida and The Fundamentals of Caring.
- 2 The connection between the four films is that they are all inspiring films about recovering from or dealing with illness and injury.
- 3 The doubts they have about recommending the first three films involve them being about pain and misery / suffering.

6

- Put students in pairs and ask them to read the sentences. Check they understand the following:
have a stroke: a stroke is a medical condition in which blood is suddenly blocked and so can't reach the brain, or in which a blood vessel breaks in the brain, often causing a loss of movement or speech.
paralyzed: unable to move your body, or part of your body, because of an illness or accident
-  48 Play the audio once straight through and ask students to complete the sentences as best they can.
- Ask students to compare answers in pairs. Go round and check how well they did and decide if they will need to hear the audio again.
- Play the audio again and ask them to check answers in pairs again, if necessary.
- To go through the answers, nominate a student to say the answer to item 1. Play the audio again to confirm or check it. Write up the missing words on the board.

- **Optional step.** Highlight how the sounds change in fast speech with letters or sounds disappearing, words linking together, etc. As you write the answers on the board, give some extra explanations and examples, and ask questions to check they noticed useful phrases and understood the vocabulary. For example: *If you're **in the middle of nowhere**, or a place is in the middle of nowhere, it's a long way from any town or city. Can you think of any recent films that you thought were really **over the top**? What else might you describe as 'over the top'?*

Answers

- 1 middle of nowhere 2 over the top
3 unable to speak 4 managed to dictate
5 do it for 6 suffered intense pain
7 not your thing 8 left him in 9 make the most

Exam tip

Learning useful chunks for speaking

All speakers tend to use a lot of common groups of words (called 'phrases', 'chunks' or 'collocations'). Rather than having to think of how to combine single words with grammar every time they want to say something, knowing a lot of chunks allows them to speak quicker. For instance, when discussing films, you might want to say things like *It wasn't as good as I thought it would be. It's supposed to be great / really scary / really awful.* Learning word combinations can help students when they do a speaking exam, but they must take care to use them appropriately.

- 7**
- This is just intended as a brief chance for students to have some kind of personal response to the content of the listening. Follow a similar procedure to Exercise 4, but only get students to ask you *one* question before they ask and answer in pairs.
 - Rather than having language-focused feedback, keep this short and simply finish by asking the whole class for answers to the second set of questions here.

8 MY PERSPECTIVE

- Prepare your own answers to the questions before the class. In class, ask two different students to read out a question. In each case, give your own answers.
- Then put students in groups of four or five to share their ideas. Go round and check students are giving reasons/ explanations for their answers and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

GRAMMAR Expressing past ability p118

To prepare for teaching the following exercises, see Grammar reference on page 146.

9

- Get students to read the sentences in the Grammar box silently. Then either ask students to answer the grammar checking questions in pairs or ask the questions yourself to the whole class.
- You can either give the answers now or wait for them to read the Grammar reference on page 146. You can then either check the answers to this exercise again or move on to the Grammar practice exercises.

Answers

- 1 *could* + infinitive
manage and *able* + *to* infinitive
succeed in + *-ing* form
2 *could* – *couldn't*
able – *was/were unable to* or *wasn't/weren't able to*
manage – *didn't manage to*
3 a, b, e and f
4 c, d and g

Grammar reference and practice

Ask students to do Exercises 1–3 on page 147 now, or set them for homework.

Answers to Grammar practice exercises

- 1
1 managed / had 2 were 3 able 4 could
5 unable 6 been 7 succeeded
2
1 managed to walk
2 was able to walk
3 haven't been able to find / haven't managed to find / haven't succeeded in finding
4 succeeded in developing / managed to develop
5 had been able to / had managed to
3
1 succeeded in becoming
2 were able to stop / managed to stop
3 was able to save / managed to save
4 wasn't able to hear / couldn't hear / could hardly hear

10

- Explain the task. Read out the sentence half in item 1 and ask if the ending in a is possible or not. If anyone says it's not, ask why they think this. Then explain that it *is* actually correct and say why.
- Get students to discuss the other items in pairs.
- When most have finished, check the answers by asking the whole class for their ideas. Where students think an ending is not possible, ask them to explain. Then say if they are correct, or explain why they are wrong. Wherever possible, try to get corrections of the wrong endings from students. Write the corrections on the board.

Answers

Incorrect sentences:

- 1 *c succeed* takes an *-ing* form.
- 2 a *since then* indicates that there has been success in a particular task in the past. *could* cannot be used to describe success in a task in the past.
- 3 *c could* cannot be used to describe success in a task in the past.

11

- Before they read the short text, ask students for ideas about how the paralyzed man Clara and Jaime talked about managed to dictate his book.
- Ask students to read the whole text to find out if they were right.
- As brief feedback, comment on how accurate students' ideas were.
- **Optional step.** Ask if students would be interested in reading Bauby's book and get them to explain their answers.


12

- Explain the task. Read out the text in Exercise 11 up to (and including) the first words in italics. Do the first item with the whole class. Where students come up with more than one answer, reject any impossible ones and explain why they're wrong. If more than one answer is possible, accept alternatives. Write the answer on the board.
- Get students to do the other items.
- When most students have finished, ask them to compare answers in pairs.
- Check the answers by reading out the text and stopping after each item. Ask different students for their ideas and respond as above.

Suggested answers

- 1 wasn't able to move / was unable to move
- 2 wasn't able to make / was unable to make
- 3 managed to indicate / succeeded in indicating
- 4 was able to move
- 5 could spell / managed to spell / was able to spell / succeeded in spelling
- 6 succeeded in completing / were able to complete

13 PRONUNCIATION Stress on auxiliaries

- **13a** Read out the explanation in the Pronunciation box.
-  **49** Either play the audio or model the sentences yourself. After each sentence, pause the audio and cue everyone in. Then nominate a few different students to say a sentence individually. As you ask individual students, tell them to say it fast or slowly.
- Correct any mistakes that come up. Ideally, show students how the correct sound is formed if appropriate.
- **13b** Explain the first part of the task and read out item 1 yourself, giving a possible ending. For example: *It is an*

amazing story, but I'm not sure I believe it, to be honest. Ask for one or two other possible endings.

- Give students about three minutes to write their own endings for the five sentences. Go round and check students are doing the task correctly and notice mistakes, difficulties, or where they use L1.
- Put students in pairs and ask them to read their sentences out to each other, stressing the forms of *be* and *have* in the first part of the sentences. Read out your own example from item 1 to model this. (*It is an amazing story, but I'm not sure I believe it, to be honest.*)
- Listen and correct any issues with stress that you hear. At the end of the task, either give some feedback about any new language that came up or just drill the first part of the five sentences with the whole class and then with individual students.

14 and 15

- **Optional step.** Set this task as homework for students to do individually. This would give students time to do some research on the internet, gather ideas and plan what they want to say. You could then start the next class by giving students time to share their ideas in pairs.
- If you decide to do this task in class, it's important to give students preparation time. Explain the task and tell a story that you have prepared previously to provide a model.
- Give students time to plan their ideas. They can research things online if they need to and use a dictionary or ask you for help.
- Then put students in groups and ask them to share their stories, or do this as a class. Stress that they should ask each other questions to get more information, and respond appropriately too. Go round listening and making notes.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

Teaching tip

Speaking feedback: correct the sentence

When giving feedback on students' speaking, write on the board sentences containing mistakes that you heard. Put a cross by each sentence to make sure students know they are wrong. In this case, don't say the specific person who made the mistake. Instead, say: *I heard someone say this ... Can anyone see the mistake?* You might guide them by underlining the mistake and then if they are still not sure, ask questions to check the meaning or rule.

Homework

Set Workbook Lesson 10A exercises on pages 110–113 for homework.

10B The battle against bacteria

pp120–121

LEAD IN

- Get students to test each other on the vocabulary from Lesson 10A, Exercise 2 on page 117. Put students in pairs, A and B. Student A reads out the sentences from the exercise and says *Mmm* every time there's a missing word, e.g. *I slipped on the stairs and broke my Mmm*. Student B has to say the missing word. Then Student B reads out the sentences for Student A to guess, but misses out different words, e.g. *I Mmm on the stairs and broke my leg*.
 - Students could then discuss which three words or phrases from this exercise they're most likely to use. Encourage them to explain their ideas.
- OR
- Ask students if they can explain the title of the lesson. What is bacteria, what does it do and why (and where) might there be a battle against it? How might the battle be fought?

VOCABULARY BUILDING Dependent prepositions

p120

- 1 **Books closed.** Explain that you are going to be looking at certain verbs, adjectives and nouns that are often followed by specific prepositions. Read out the three examples from the Vocabulary building box, saying *Mmm* instead of the prepositions. Invite students to call out prepositions but don't give the answers yet.
- Ask students to read the Vocabulary building box and check the answers. Then get them to add the missing words to items 1–9 individually, using a dictionary if necessary. While they work, notice words and phrases they look up, or ask you about, or underline.
- When most students have finished, get them to compare answers in pairs.
- Go through the answers by asking different students to read out the sentences. Write the words in bold and the connected prepositions on the board. As you write, stress the words and highlight any linking sounds. Then get students to repeat.

Answers

1 to 2 of 3 at 4 to 5 of 6 in 7 of
8 to 9 for

Fast finishers

They think of one extra collocate that would make sense in each sentence, e.g. *I would love it if more time was **devoted to** art and literature at school.*

Exam tip

Learning prepositions with the words and phrases they go with

Some words are always followed by a certain preposition, e.g. *rely on*. This is often tested in Use of English exam tasks. Sometimes students have to give the preposition and sometimes they have to choose between words of similar meaning where only one of them goes with the preposition provided. Sometimes, a preposition completes a fixed phrase. Students should try to learn prepositions with the words they go with. They could collect words and phrases that go with one particular preposition (*at, with, on, etc.*) so they can start to see patterns.

2

- Say whether you agree with the first two or three sentences from Exercise 1. Explain your ideas.
- Then put students in pairs to share their own ideas. Go round and check they are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
- When a couple of students have finished, ask the class to change partners, but to start from sentence 9 this time. Continue listening and making notes.
- When a few pairs have finished, either stop the task or ask students to change one last time.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

READING

p120

3

- As this pre-reading task involves quite a lot of speaking, it's best to break it down into two parts. First, check that students understand the title of the article they are going to read. If necessary, explain the following:
antibiotic: a drug that cures infections and illnesses caused by bacteria
apocalypse: a situation in which many people will die or many things will be destroyed
- Put students into groups and ask them to predict how (some of) the words in bold in Exercise 1 might be connected to this article. Get ideas from the class and ask students to explain their ideas where relevant. At this point, don't give any feedback as the task is simply to generate ideas before students read rather than get the correct answer.
- Next, put students back into groups – consider changing the groups round a bit – and ask them to discuss the rest of the questions here.
- After a few minutes, ask different groups to report their ideas on different questions. After each report, ask the rest of the class if anyone wants to add – or disagree with – anything.

4

- Tell students to read the article quickly and to find out what the 'antibiotic apocalypse' is and how it can be avoided. Set a time limit of about four minutes.
- At the end of the time limit, stop students reading. Say the task you set them again and tell them to compare ideas in pairs.
- Ask the whole class for answers. Question and then reject any false ideas, and accept correct ones.

Suggested answer

The 'antibiotic apocalypse' is an epidemic caused by the failure of current antibiotics / resistance to antibiotics developed by bacteria. It can be avoided by reducing antibiotic use, improving prevention and developing new antibiotics.

5

- Explain the task and give students time to read points a–j individually and check they understand the sentences. You might need to check the following:
multiply: increase by a large amount
fatal: causing death
the worst-case scenario: the most unpleasant or serious thing that could happen
resistant: not harmed or affected by something
contributing to: helping to make something happen
increase the likelihood that: make it more probable that
infrastructure: the set of systems that affect how well a place runs, such as telephone and transport systems
- Do the first item with the whole class. Ask students if they think point a was made or not. They can shout out the answer all together or you can ask for a show of hands. Don't immediately say if students have given the correct answer, but ask someone to explain their answer and which part of the article helped them decide. Then give the final answer.
- Give students time to decide on their own answers and to underline the parts of the text that help them make a decision.
- Put students in pairs to discuss their ideas.
- Go through the answers in the same way as above, making sure you get students to justify their answers.

Answers

a, b, c and i

6 MY PERSPECTIVE

- Give students time to read the questions and to check they understand them. You could get the class to choose one question for you to answer as a model.

- Then put students in pairs to have their discussion. Go round and check they are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

CRITICAL THINKING Thinking through the consequences p120

7

- Tell students to read the Critical thinking box or read it out yourself.
- Then put students in groups to brainstorm possible consequences of each of the five actions.
- After a few minutes, ask different groups to report their ideas. After each report, ask the rest of the class if anyone wants to disagree with or comment on anything that was said.

Extension

You could ask students to decide which of the consequences they thought of for each action are the most / least serious, and how the most serious consequences could be avoided.

Homework

Set Workbook Lesson 10B exercises on pages 114–115 for homework.

10C Medical advances

pp122–123

Information about the photos


Photo on page 122: This photo shows the CEO of *Second Sight Medical Products Inc.* Dr Robert Greenberg holding a set of bionic eyes called 'Argus II'. The Argus II is a device designed for blind people by *retinitis pigmentosa*, an inherited disorder which changes how the retina responds to light and causes patients to lose their vision slowly over time. In February 2013, the FDA (Food and Drug Administration in the US) approved the Argus II.

Photo on page 123: This photo, taken in 2013, shows a woman undergoing an eye examination at a temporary clinic by *International Centre for Eye Health* near Kenya's capital Nairobi. A smartphone is used for the eye examination. The *International Centre for Eye Health* was running clinics for 5,000 eye patients at the time using a new app called 'Peek Vision'. With this app, the phone diagnoses and conducts cataract scans, basic eye tests, and uses the phone's flash to illuminate the back of the eye for signs of disease. It also sends all recorded data of a patient along with their location to a doctor for analysis.

1

- Put students in groups. Tell them to look at the two photos on this spread and to discuss what they think is happening in each; what problems are being tackled; and how the technology might work.
- Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
- When a couple of groups have finished, stop the task. Ask different groups to report their ideas and then ask the rest of the class if anyone wants to add anything. Alternatively, just give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

2

- Tell students they are going to hear an extract from a radio show about medical advances. Look at the instructions.
-  51 Play the audio once straight through.

Audioscript 51

We're all used to hearing news about the terrible things going on around the world, but rarely do we hear much about the exciting new developments that are actually helping to make our world a healthier, happier place to live in. The past decade has seen remarkable progress in the field of medicine. Only after scientists have been awarded a Nobel Prize or some other similar kind of honour does their work usually start to enter the public consciousness.

Take, for instance, what's being called the 'bionic eye'. In the early 1990s, when a company called Second Sight started experimenting with ways in which electricity could be used to encourage patients to see spots of light, little did they know that they were on their way to revolutionizing what's possible in the treatment of partial or total blindness! While surgical options did exist before the invention of the Argus II, none were nearly as effective as the device, which uses a chip that's implanted into the back of the eye and that receives its visual information from a tiny camera fixed on a pair of glasses. The images from the camera are converted into electrical signals and sent to the chip, where they stimulate cells that then send the information to the brain.


While each bionic eye does cost a lot of money to set up – well over a hundred thousand dollars once treatment costs are included – reports from people who've been fitted with them have been incredibly positive, with recipients often speaking of the life-changing effects that surgery has had on them.

- Say the task you set them again and ask the whole class for their answers. As students offer answers, ask what helped them decide. Encourage them to paraphrase their ideas using some of the actual language from the audio.

Answers

- 1 The photo of the Argus II (page 122) is being discussed.
- 2 The technology is expensive – it costs well over \$100,000.

3

- Put students in pairs and explain the task. Set a time limit of about three minutes for students to discuss what they remember about how the technology works.
- Then either ask different pairs or simply ask the whole class how the words are connected. Don't say if the answers are correct yet, but where relevant, ask if anyone else has any other ideas.
-  51 Play the audio again. This time, ask students to listen for any particular pieces of information they haven't yet worked out.
- Put students in pairs to quickly compare their ideas again.
- Go through the answers in the same way as above, making sure everyone in the class is clear about how the technology works. Use the summary below to paraphrase students' ideas.

Suggested answer

The technology works by using a **chip** that is implanted into the back of the eye which receives its visual information from a tiny **camera** fixed on a pair of glasses. The images from the camera are converted into **electrical signals** and sent to the chip, where they stimulate **cells** that then send the information to the brain.

4 MY PERSPECTIVE

- Put students in pairs. Tell them to come up with as many different ways of funding medical research and medical treatment as they can. Stress they should think of different ideas for each, rather than ideas for both. Set a time limit of about two minutes for this.
- After a couple of minutes, ask different pairs for one idea each. Note these ideas on the board under two headings: *Medical research* and *Medical treatment*.
- Put students in groups of four or five and ask them to discuss the three questions.
- After a few minutes, ask some different groups to report their ideas. After each report, ask the rest of the class if anyone wants to add – or disagree with – anything.

GRAMMAR Emphatic structures p122

To prepare for teaching the following exercises, see Grammar reference on page 146.

5

- Remind students that in Lesson 10A, you looked at ways of using stress to add emphasis. Ask if anyone can give an example of how that was done. Look back at Exercise 13 on page 119 if you need to. Explain that now you are going to look at grammatical ways of adding emphasis.
- Get students to read the Grammar box silently. Then ask them to answer the grammar checking questions in pairs or ask the questions yourself to the whole class.
- You can either go through the answers with the whole class, or wait for them to read the Grammar reference on page 146 and then ask the grammar checking questions to the class, or nominate individual students to give their answers.

Answers

- 1 *Did / Does* are added to the sentences.
- 2 *rarely / little*
- 3 The subject and verb are reversed and an auxiliary is added.

Grammar reference and practice

Ask students to do Exercises 4 and 5 on page 147 now, or set them for homework.

Answers to Grammar practice exercises

- 4
1 f 2 c 3 h 4 d 5 a 6 e 7 g 8 b
- 5
1 at no time 2 rarely 3 Not until 4 little
5 Not only 6 Only

6



- Explain that students are going to get more practice making sentences more emphatic. Do the first item with the whole class. Ask where the main stress would be in the first part of the sentence (on *do*).

- Get students to try and do the rest of the task individually.
- When most students have finished, ask them to compare their answers in pairs. Don't go through the answers yet as they will hear them in Exercise 7.

Fast finishers

Ask them to write a follow-up sentence for each item 1–10. For example, for item 1, they might come up with something like: *This often results in doctors failing to prescribe the drugs that would be most beneficial to their patients.*

7 PRONUNCIATION Adding emphasis

- **7a** Read out the explanation in the Pronunciation box.
-  **52** Either play the audio or model the sentences yourself. Go through items 1–10 in Exercise 6 first so that students can check their answers. Stop after each sentence and ask what the answers were. Write on the board the part of each sentence that changes for emphasis.
- Then ask where the main stress in each part is and play the audio again for students to notice.
- **7b**  **52** Play the audio or model the sentences again. This time, pause after each one and cue everyone in. Then nominate a few different students to say the sentence individually.
- Put students in pairs to briefly discuss which of the ten ideas in Exercise 6 most or least surprised them. They should explain their ideas. You could give your own opinions first to model ideas for students.
- Finish by asking the whole class which ideas were most or least surprising. Ask a few students to justify their ideas.
- **Optional step.** Have a quick class vote on the most or least surprising idea.

Answers to Exercise 6 and audioscript 52

- 1 Some doctors do read research about new medicine, but too many just accept what big drug companies tell them.
- 2 While caffeine does increase energy levels, in large doses it can actually prove fatal.
- 3 In the old days, doctors did sometimes remove arms or legs without using any painkillers!
- 4 When the patient started having terrible headaches, little did she know it was because a spider was living in her ear.
- 5 In no way does research suggest there is anything unhealthy about a vegetarian diet.
- 6 Rarely did doctors cut people open in the days before penicillin.
- 7 Only after the age of 24 do you fully become an adult.
- 8 At no time in the Middle Ages were doctors in doubt that releasing blood from the body kept people healthy.
- 9 Not until the 1980s did plastic surgery become very popular, despite having been around for over 200 years before then.
- 10 Nowhere in the world do people do less exercise than in the USA.

8

- Tell students they are going to read about one way that a Nepalese doctor is helping to combat blindness. Before they read, ask the class for ideas about what often causes blindness and how it can be tackled.
- Ask students to read the whole text to find out if they were right. As brief feedback, comment on how accurate students' ideas were.

Exam tip

Doing vocabulary/grammar tasks: read the whole text first

Many Use of English tasks use a short text with gaps which students are asked to complete purely from their knowledge, or from a choice that is given. Often the correct answer not only depends on the words or grammar immediately next to the gap, but on a previous sentence or words and grammar in a later part of the text. For this reason, it is good for students to read the whole text quickly before they start filling in the gaps. They should also make sure that they read the whole text again after they have completed the text.

- Look at the instructions and do the first item with the whole class. Get students to do the rest.
- When most have finished, ask students to compare answers in pairs. Check answers by writing them up on the board as you go through.

Answers

1 little 2 do 3 rarely 4 did 5 Not
6 nowhere 7 does 8 also

9 CHOOSE

The idea is for students to make their own choice of activity here. However, you might want to make the decision for them, in which case explain why. Alternatively, you may decide to let students do more than one task. You could divide the class into groups and have each group do a different task – or you could have a vote on which task the whole class should do. For the vote:

- put students in pairs or groups to decide which they prefer.
- take a vote on each task.
- if the vote is tied, ask one student from each side to explain which is best and take the vote again. You can decide if there is still no change.

Fast finishers

Ask them to do one of the other tasks in Exercise 9.

Homework

Set Workbook Lesson 10C exercises on pages 116–117 for homework. You might want to tell students to watch the track called *Unit 10 TED Talk* on the *Perspectives* website before they come to the next class.

10D A broken body isn't a broken person pp124–125

TED Photo and initial task

- Tell students they are going to watch a TED Talk about Janine Shepherd's remarkable recovery after a life-changing accident.
- Read out the quote and ask students to translate it or say how far they agree with it.
- ▶ 10.0 Tell them they are going to see a short text on the DVD to introduce the talk and the speaker, and play the About the speaker section. Then do the vocabulary exercise.
- After they finish, write the key words from the About the speaker section on the board and ask students to retell it aloud, or ask them to write as much of what it said as they can. Correct as necessary.

About the speaker ▶ 10.0

Janine Shepherd was a cross-country skier until a **sudden** life-threatening accident when she was cycling. She was left **partially** paralyzed and unable to walk because of a damaged **spinal cord**. Her talk explains how she **embarked on** a spiritual journey, and with the help of friends she made in hospital, how she **embraced** a new way of life and being.

Janine Shepherd's idea worth spreading is that we have inner strength and spirit that is much more powerful than the physical capabilities of even the greatest athletes.

Answers to About the speaker

- 1 sudden = b (happening quickly and without warning)
- 2 partially = b (limited amount)
- 3 spinal cord = c (a collection of nerves running through the backbone)
- 4 embarked on = a (started a difficult new project or activity)
- 5 embraced = a (happily and completely accepted)

AUTHENTIC LISTENING SKILLS

Collaborative listening p124

As well as teaching aspects of phonology and listening skills, these tasks also:

- allow you to pre-teach some vocabulary.
- allow students to read and hear new language before they listen to the whole text.
- allow students to tune in to the speaker's voice and style.

1


- Read out the Authentic listening skills box or ask students to read it on their own. You could give an example of when you and a friend or some friends have had to listen collaboratively.
- Put students in groups of four and ask them to decide who's Student A, B, C and D. Ask all Students A to raise their hands, then Students B, and so on.
- Explain the task and make sure everyone is clear about what their own task is.
- 🔊 53 Play the audio once straight through.

Life was good. We'd been on our bikes for around five and a half hours when we got to the part of the ride that I loved, and that was the hills, because I loved the hills. And I got up off the seat of my bike, and I started pumping my legs, and as I sucked in the cold mountain air, I could feel it burning my lungs, and I looked up to see the sun shining in my face. And then everything went black. Where was I? What was happening? My body was consumed by pain. I'd been hit by a speeding utility truck with only ten minutes to go on the bike ride. I was airlifted from the scene of the accident by a rescue helicopter to a large spinal unit in Sydney.

2

- Tell students to bring together the information they heard and took notes on. Ask them to try and write a complete text based on what they have. Set a time limit of about ten minutes. Emphasize that the text doesn't have to be exactly the same as what they heard, but it should be written in full sentences using all the information they heard.

3

-  53 Explain the task and play the extract again.
- Give students time to discuss any differences between the text they created and what they heard. Ask them to think about why there were those differences.
- Ask a few groups how similar or different their texts were and why. Alternatively, you could just ask what the biggest difference was.

WATCH p124

If you are short of time, or want a different approach to the video, you may want to watch the whole talk all the way through with only some brief checking questions. A version of this is on the DVD and is labelled as *TED Talk with activities*. At the end of each section, there is a short gist question(s). Pause after each question on screen so students can give their answers, then play the answer.

Answers to gist questions on DVD

Part 1

Which is the best summary?

- b** The accident completely ended Janine's sporting career.

Part 2

Janine is describing

- a** her time on a hospital ward and the depression when she got out

Part 3

Which two actions did Janine not do?


- c** She learnt to fly big planes.
d She married her instructor.

Part 4

Are the sentences true or false?

- 1** Janine believes that to grow and develop, you need to let go of your past. T
2 Janine thinks it is important what you look like and where you are from. F
3 Janine does not think it is important to realize that we all share a common humanity. F

4

- Tell the class they are going to watch the first part of the talk and decide if the six sentences here are true or false. Ask students to read the questions and check they understand them.
-  10.1 Play Part 1 once straight through.

TED Talk Part 1 script 10.1

Life is about opportunities, creating them and embracing them, and for me, that was the Olympic dream. That's what defined me. That was my bliss.

As a cross-country skier and member of the Australian ski team, headed towards the Winter Olympics, I was on a training bike ride with my fellow teammates. As we made our way up towards the spectacular Blue Mountains west of Sydney, it was the perfect autumn day: sunshine, the smell of eucalypt and a dream. Life was good. We'd been on our bikes for around five and a half hours when we got to the part of the ride that I loved, and that was the hills, because I loved the hills. And I got up off the seat of my bike, and I started pumping my legs, and as I sucked in the cold mountain air, I could feel it burning my lungs, and I looked up to see the sun shining in my face.

And then everything went black. Where was I? What was happening? My body was consumed by pain. I'd been hit by a speeding utility truck with only ten minutes to go on the bike ride. I was airlifted from the scene of the accident by a rescue helicopter to a large spinal unit in Sydney. I had extensive and life-threatening injuries. I'd broken my neck and my back in six places. I broke five ribs on my left side. I broke my right arm. I broke my collarbone. I broke some bones in my feet. My whole right side was ripped open, filled with gravel. My head was cut open across the front, lifted back, exposing the skull underneath. I had head injuries. I had internal injuries. I had massive blood loss. In fact, I lost about five litres of blood, which is all someone my size would actually hold. By the time the helicopter arrived at Prince Henry Hospital in Sydney, my blood pressure was forty over nothing. I was having a really bad day.

For over ten days, I drifted between two dimensions. I had an awareness of being in my body, but also being out of my body, somewhere else, watching from above as if it was happening to someone else. Why would I want to go back to a body that was so broken?

But this voice kept calling me: 'Come on, stay with me.'

'No. It's too hard.'

'Come on. This is our opportunity.'

'No. That body is broken. It can no longer serve me.'

'Come on. Stay with me. We can do it. We can do it together.'

I was at a crossroads. I knew if I didn't return to my body, I'd have to leave this world forever. It was the fight of my life. After ten days, I made the decision to return to my body, and the internal bleeding stopped.

The next concern was whether I would walk again, because I was paralyzed from the waist down. They said to my parents,

the neck break was a stable fracture, but the back was completely crushed. The vertebra at L1 was like you'd dropped a peanut, stepped on it, smashed it into thousands of pieces. They'd have to operate. I woke up in intensive care, and the doctors were really excited that the operation had been a success because at that stage I had a little bit of movement in one of my big toes, and I thought, 'Great, because I'm going to the Olympics!' I had no idea. That's the sort of thing that happens to someone else, not me, surely.

But then the doctor came over to me, and she said, 'Janine, the operation was a success, and we've picked as much bone out of your spinal cord as we could, but the damage is permanent. The central nervous system nerves, there is no cure. (...) Janine, you'll have to rethink everything you do in your life, because you're never going to be able to do the things you did before.'

I tried to grasp what she was saying. I was an athlete. That's all I knew. That's all I'd done. If I couldn't do that, then what could I do? And the question I asked myself is, if I couldn't do that, then who was I?

- Say the task you set them again and tell students to compare their ideas in pairs. Go round and notice how well they did in order to decide how quickly to go through answers, and whether you will need to play Part 1 again.
- Check the answers as a class by asking for a show of hands, getting students to shout out an answer all together or nominating students. Get two students to give their answer, especially where you noted differences. Where students agree, write the answer on the board. Where there is a dispute, ask students to justify their different answers. You can either give the answers or play the section of the talk again stopping at the appropriate point to resolve the uncertainty.

Answers

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

- 5
- This task is intended as an opportunity for students to practise collaborative listening again. Tell the class they are going to watch the second part of the talk and that they should take notes on the main ideas.
 - ▶ 10.2 Play Part 2 once straight through.
 - Put students in pairs to compare what they heard.
 - Ask the whole class for ideas about what they heard. If any differences emerge, clarify by stating what Janine actually said. There's no need to write anything on the board at this stage.

TED Talk Part 2 script ▶ 10.2

I shared the ward with five other people, and the amazing thing is that because we were all lying paralyzed in a spinal ward, we didn't know what each other looked like. How amazing is that? How often in life do you get to make friendships, judgment-free, purely based on spirit? And there were no superficial conversations as we shared our innermost thoughts, our fears, and our hopes for life after the spinal ward.

After six months, it was time to go home. I remember Dad pushing me outside in my wheelchair, wrapped in a plaster body cast, and feeling the sun on my face for the first time. I soaked it up and I thought, how could I ever have taken this for granted? I felt so incredibly grateful for my life. But before I left hospital, the head nurse had said to me: 'Janine, I want you to be ready, because when you get home, something's going to happen.' And I said, 'What?' And she said, 'You're going to get depressed.' And I said, 'Not me, not Janine the Machine,' which was my nickname. She said: 'You are, because, see, it happens to everyone. In the spinal ward, that's normal. You're in a wheelchair. That's normal. But you're going to get home and realize how different life is.'

And I got home and something happened. I realized Sister Sam was right. I did get depressed. I couldn't walk. I'd lost so much weight in hospital I now weighed about 80 pounds. And I wanted to give up. All I wanted to do was put my running shoes on and run out the door. I wanted my old life back. I wanted my body back. And I can remember Mum sitting on the end of my bed, and saying: 'I wonder if life will ever be good again.'

And I realized that this wasn't just my life. It was life itself. I realized that this wasn't just my pain. It was everybody's pain. And then I knew, just like before, that I had a choice. I could keep fighting this or I could let go and accept not only my body but the circumstances of my life. And then I stopped asking: 'Why me?' And I started to ask: 'Why not me?' And then I thought to myself, maybe being at rock bottom is actually the perfect place to start.

6

- Put students in pairs and ask them to read the sentences. They might need help with the following:
ward: a large room in a hospital with beds for people to stay in
- ▶ 10.2 Play Part 2 again and ask students to complete the sentences as best as they can.
- Ask students to compare in pairs. Go round and check how they did and decide if you will need to play Part 2 again.
- To go through the answers, nominate a student to say the answer to item 1. Play the section from Part 2 again to confirm or check it. Write up the missing words on the board.
- **Optional step.** Challenge students to say the whole sentences as quickly as Janine says them.

Answers

- 1 looked like
- 2 judgement-free / based purely on spirit
- 3 fears; superficial conversations
- 4 (so incredibly) grateful
- 5 get depressed
- 6 a wheelchair

7

- The purpose of this exercise is to generate interest and pre-teach some language students will hear in Part 3 of the talk.
- Put students in pairs. Ask them to read the phrases in the box and to check they understand them. They should then decide how they think they might be connected to the job or activity Janine took up. Go round and check they are on task and provide help if necessary.
- When most students have finished, get ideas from the class. Where students disagree, ask them to give reasons for their opinions. Don't give any answers yet.

8

- ▶ **10.3** Play Part 3 straight through and ask the whole class what job or activity Janine took up. Encourage students to explain.

TED Talk Part 3 script ▶ 10.3

I had never before thought of myself as a creative person. I was an athlete. My body was a machine. But now I was about to embark on the most creative project that any of us could ever do: that of rebuilding a life. And even though I had absolutely no idea what I was going to do, in that uncertainty came a sense of freedom. I was no longer tied to a set path. I was free to explore life's infinite possibilities. And that realization was about to change my life.

Sitting at home in my wheelchair and my plaster body cast, an airplane flew overhead, and I looked up, and I thought to myself: 'That's it! If I can't walk, then I might as well fly.' I said: 'Mum, I'm going to learn how to fly.' She said: 'That's nice, dear.'

I made a booking, and weeks later my friend Chris and my mum drove me out to the airport, all 80 pounds of me covered in a plaster body cast in a baggy pair of overalls. I can tell you, I did not look like the ideal candidate to get a pilot's licence.

I'm holding on to the counter because I can't stand. I said: 'Hi, I'm here for a flying lesson.' And they took one look and ran out the back to draw short straws. 'You get her.' 'No, no, you take her.' Finally, this guy comes out. He goes: 'Hi, I'm Andrew, and I'm going to take you flying.' I go: 'Great.' And so they drive me down, they get me out on the tarmac, and there was this red, white and blue airplane. It was beautiful. They lifted me into the cockpit. They had to slide me up on the wing, put me in the cockpit. They sat me down. There are buttons and dials everywhere. I'm going: 'Wow, how do you ever know what all these buttons and dials do?' Andrew the instructor got in the front, started the airplane up. He said: 'Would you like to have a go at taxiing?' That's when you use your feet to control the rudder pedals to control the airplane on the ground. I said: 'No, I can't use my legs.' He went: 'Oh.' I said: 'But I can use my hands.' And he said: 'OK.'

So he got over to the runway, and he applied the power. And as we took off down the runway, and the wheels lifted up off the tarmac, and we became airborne, I had the most incredible sense of freedom. And Andrew said to me, as we got over the training area: 'You see that mountain over there?' And I said: 'Yeah.' And he said: 'Well, you take the controls, and

you fly towards that mountain.' And as I looked up, I realized that he was pointing towards the Blue Mountains where the journey had begun. And I took the controls, and I was flying. And I was a long, long way from that spinal ward, and I knew right then that I was going to be a pilot. Didn't know how on earth I'd ever pass a medical. But I'd worry about that later, because right now I had a dream. So I went home, I got a training diary out, and I had a plan. And I practised my walking as much as I could, and I went from the point of two people holding me up to one person holding me up to the point where I could walk around the furniture as long as it wasn't too far apart. And then I made great progression to the point where I could walk around the house, holding onto the walls, like this, and Mum said she was forever following me, wiping off my fingerprints. But at least she always knew where I was.

So while the doctors continued to operate and put my body back together again, I went on with my theory study, and then eventually, and amazingly, I passed my pilot's medical, and that was my green light to fly. And I spent every moment I could out at that flying school, way out of my comfort zone.

And little goals kept me going along the way, and eventually I got my private pilot's licence, and then I learnt to navigate, and I flew my friends around Australia. And then I learnt to fly an airplane with two engines and I got my twin engine rating. And then I learnt to fly in bad weather as well as fine weather and got my instrument rating. And then I got my commercial pilot's licence. And then I got my instructor rating. And then I found myself back at that same school where I'd gone for that very first flight, teaching other people how to fly, just under 18 months after I'd left the spinal ward.

Suggested answer

She took up flying and ended up becoming a pilot and an instructor.

9

- Put students in pairs. Tell them to explain what happened to Janine using the phrases from Exercise 7. Stress that they don't have to use the phrases in order. You could ask the whole class for one example to model the task.
- Go round and check they are on task and provide some help where necessary.
- When students have finished, ask the whole class or individual students for their answers. You don't need to write these answers on the board, and students don't need to say the exact words below. Work with the ideas students come up with, and rephrase these using the words from the talk where possible.

Suggested answers

She saw a plane overhead one day and decided she wanted to fly, so she set about learning how to fly and **getting a pilot's licence**.

She couldn't climb into the plane, so they had to **slide her up on the wing** and then lift her into the cockpit.

There were **buttons and dials** everywhere in the cockpit and she was amazed her instructor knew what they were all for.

As soon as the plane was in the air, she had an incredible **sense of freedom**.

As her instructor pointed towards the Blue Mountains, she **took the controls** and started flying the plane.

She had no idea how she was going to get well enough to **pass a medical**, but eventually she managed to pass!

She **learnt to navigate** and flew friends around Australia.

Just a year and a half after she left the spinal ward, she was a qualified instructor and was **teaching other people** how to fly.

10

- ▶ 10.4 Read out the task and play Part 4 of the talk.

TED Talk Part 4 script ▶ 10.4

The philosopher Lao Tzu once said, 'When you let go of what you are, you become what you might be.' I now know that it wasn't until I let go of who I thought I was that I was able to create a completely new life. It wasn't until I let go of the life I thought I should have that I was able to embrace the life that was waiting for me. I now know that my real strength never came from my body, and although my physical capabilities have changed dramatically, who I am is unchanged. The pilot light inside of me was still alight, just as it is in each and every one of us.

I know that I'm not my body, and I also know that you're not yours. And then it no longer matters what you look like, where you come from, or what you do for a living. All that matters is that we continue to fan the flame of humanity by living our lives as the ultimate creative expression of who we really are. Thank you. Thank you.

- Say the task you set them again and tell students to compare their ideas in pairs.
- When students have finished, ask the whole class or individual students for their answers. You don't need to write anything on the board, and there isn't one correct answer here. Work with the ideas students come up with, rephrasing these using the words from the talk where possible.

Suggested answer

The most important thing in life is not what you look like, where you're from or what you do; it's what you are.

Extension

As this is the last TED Talk in the book, encourage students to think back through all the talks they heard and watched. Get them to discuss in groups or as a whole class which talk they found most inspiring and why. Then discuss how many different accents were heard in the TED Talks (e.g. American, British, Australian, Pakistani) and which speakers they found easier or harder to understand, and why. Lastly, discuss briefly how students feel about their own accent and whether they'd feel confident to give a TED Talk in English. What idea worth spreading would they talk about?

11 VOCABULARY IN CONTEXT

- 11a ▶ 10.5 Tell students that they are going to watch some clips from the talk which contain new or interesting words or phrases. They should choose the correct meaning for each one. Play the Vocabulary in context section. Pause after each question on screen so students can choose the correct definition, then play the answer. If you like, you can ask students to shout out the answers. If helpful, either you or students could give an additional example before moving on to the next question.

Answers

- 1 extensive = b (a large amount and of lots of different types)
- 2 grasp = a (understand)
- 3 superficial = c (silly or unimportant)
- 4 nickname = b (a special name your friends or family call you)
- 5 set = a (fixed)
- 6 out of my comfort zone = b (in a difficult situation that you're not relaxed in)

- 11b Check students understand the words and phrases in italics, and teach them again if necessary, or ask students if they can recall the example in the talk.
- Read out the questions and in each case, give your own examples. Encourage students to find out more information by asking further questions.
- Now tell them to think of true examples for at least two of the questions. Give them two minutes to decide what they are going to say.
- Put students in pairs or groups to share their anecdotes and ideas. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language to go over with the class.
- Get students to change pairs and repeat the task. Continue listening and making notes.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

12

- Follow the basic procedure as in Exercise 11, but for the first question ask each pair to list two things they agreed on and two things they didn't. They could then share these with the whole class before moving on to discuss the other questions.

CHALLENGE

- Break this down into two parts. First, put students in pairs and give them a time limit of about eight minutes to brainstorm a list of the challenges and opportunities created by each of the four situations. Start by asking the whole class for one example of a challenge and one example of an opportunity that a serious accident like Janine's would create.
- In pairs, students discuss the rest of the situations. Go round the class, listening to students' ideas and helping them with their English. Round up by asking different pairs for ideas. Note these ideas on the board, where possible.
- Then, put students in groups of four or five and ask them to rank each set of challenges from the most difficult to the easiest. Ask them to be prepared to explain their ideas.
- After a few minutes, ask some different groups to report their ideas. After each report, ask the rest of the class if anyone wants to add – or disagree with – anything.

Homework

Set Workbook Lesson 10D exercises on page 118 for homework.

10E Getting better pp126–127

LEAD IN


- Explain that in this lesson, students will be writing about a success story. Ask them to spend a few minutes thinking of examples of:
 - a personal success
 - a sports team or athlete who's achieved incredible success
 - a person who achieved success in unlikely circumstances
 - a film, book, song, game or business that was an unlikely success
- Then put students in groups to share their stories. Go round listening and making notes.
- When a few groups have finished, stop the task and share some interesting things you heard with the class. You can also give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board.

SPEAKING p126

1

- This is a quick lead in task designed to get students thinking about different ways of responding to news. Put students in pairs and explain the task. Stress that there are no correct answers.
- Read out, or ask students to read, the Speaking strategy box as this may give them more ideas. You may need to explain that if you're *kicked out of school*, you're forced to leave. You could ask for different reasons why you might be kicked out of school, and anywhere else you might be kicked out of.
- As students discuss their ideas, go round and notice mistakes, difficulties, or where they use L1 and help them by correcting or giving them the English they need.
- Then, get ideas from the whole class. Accept all ideas that seem possible to you, ask about things you're not sure of and try to provide better ways of saying anything that you understand, but which doesn't sound right in these contexts. Say that they'll see more ways of responding to news during the lesson.

2

-  **54** Explain the task. Play the audio once straight through.

Audioscript **54**

1

Male 1: *Hi! Sorry I'm a bit late.*

Male 2: *That's OK.*

Male 1: *Is Chen not here?*

Male 2: *He's not coming. He's broken his leg!*

Male 1: *You're kidding! When did he do that? I only spoke to him yesterday!*

Male 2: *This morning. Apparently, he tripped when he was running for the bus and fell against a bench or something. This girl in my class Olga was there. She said the bus actually waited for him and he managed to get to school, but when he got there he was in such pain he could hardly walk.*

Male 1: *I'm not surprised!*

Male 2: *Yeah anyway they took him to the hospital and they said he'd broken it.*

Male 1: *Poor guy. So is he OK?*

Male 2: *Yeah, our teacher said he's fine. He has some kind of cast and they told him to take it easy for a couple of days. And I guess he won't be able to play football for a while.*

Male 1: *He must be fed up! We'll have to give him a call or go round and see him.*

Male 2: *Yeah, let's call him after the game. Anyway, shall we go? We don't want to miss the start.*

2

Female 1: *Shall we go then?*

Female 2: *Isn't your friend Ewa coming?*

Female 1: *Sorry, no. I should've said. She's ill.*

Female 2: *Oh no! What's up with her?*

Female 1: *Apparently, she's just got this really bad virus. She wasn't even answering her phone. I had to ring her mum and she said she'd been up all night and had been really sick. She had a really high fever and everything.*

Female 2: *Sounds horrible! I hope it's not too serious.*

Female 1: *I don't think so. Her mum said she was a bit better, but that she'd probably be off for a few days.*

Female 2: *What a drag! Well if you do manage to speak to her say 'hi' from me and I hope she gets better soon.*

Female 1: *Will do. Anyway, where do you actually want to go – I want to get some new shoes.*

Female 2: *OK, whatever. I don't have anything special in mind, but I'll see what's in the sales. Why don't we get something nice for Ewa? Cheer her up!*

Female 1: *Yeah, great idea.*


- Say the task you set them again and tell students to quickly compare their ideas in pairs.
- Ask the whole class for their answers. Ask how they decided, and repeat phrases from the audio where relevant.

Answers

- 1** Conversation 1: The speakers are talking about a friend of theirs called Chen. They are talking about him because one of the speakers thought he was joining them and did not show up.
Conversation 2: The speakers are talking about the first speaker's friend, Ewa. They are talking about her because one of the speakers thought she was joining them and did not show up.

- 2** Conversation 1: The person tripped when he was running for the bus and broke his leg.
Conversation 2: The person is ill. She's got a virus. She's been up all night. She's been sick. She has a fever.

3

- Draw students' attention to the Useful language box. Ask them to read the phrases and check they understand them. Drill some of them round the class. Then nominate a few different students to say them individually. Correct any mistakes that come up showing how the correct sound is formed if appropriate.
-  **54** Play the audio again and ask students to note which phrases they hear in which conversations.
- Put students in pairs to check their ideas.
- Get answers from the whole class. Ask if they can remember why each phrase was used.

Answers

Conversation 1: *You're kidding!; Apparently, ...; Poor guy!; He must be fed up!*

Conversation 2: *Oh no!; Apparently, ...; Say 'hi' from me.*

4

- Put students in pairs and explain the task. Stress that there are no correct answers, but that they should try to use some of the phrases from the Useful language box. As students discuss their ideas, go round and notice mistakes, difficulties, or where they use L1 and help them by correcting or giving them the English they need.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

5

- This task offers students the chance to revisit and build upon the ideas they came up with earlier. Put students in pairs. Explain they should take turns giving the news in Exercise 1 and then responding to it and adding further comments or questions.
- Use one of the stronger students in the class to model this. Say: *Hey, guess what? I got really good marks in my exam!* and let the student respond. Then try to continue the conversation.
- **Optional step.** Use this opportunity to explain the Exam tip opposite, and then make time at the end of the task for students to ask about new words they struggled to find.

Exam tip

Noticing when they don't know how to say what they want

While it's important to keep going in a speaking practice task in class in order to prepare for the exam, students also need to learn new language to improve their speaking. Encourage them to explain themselves in a different way if they don't know the right word. They should also write down the word they wanted in their own language. After the speaking task, they can ask you or look it up in the dictionary.

- As students discuss their ideas, go round and notice mistakes, difficulties, or where they use L1 and help them by correcting or giving them the English they need.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

WRITING A success story p126

6

- Ask students to read the six things in the box and to think of a time when they overcame one of them. Tell your own story first as a model. Give students time to think about how they're going to tell their stories. During this planning time, encourage them to use a dictionary or ask you if there's anything they want to know how to say. They may also want to take notes.
- Put students in groups to share their stories. Tell them to respond to each other and add extra comments and questions. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
- When a couple of groups have finished, stop the task. Ask different groups to report their stories. Alternatively, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board.

7

- This is a jigsaw reading. Put students in pairs and make it clear who is Student A and who is Student B in each pair. Explain that Students A and Students B will read different stories and that they need to find out which things from Exercise 6 each writer overcame, as well as what they managed to do.
- Tell students to read their stories quickly and find the answers. Set a time limit of about three minutes.
- At the end of the time limit, stop students reading. Say the task you set them again and tell them to share their ideas in pairs.

- Ask all Students A and then all Students B for their answers. As students offer answers, ask them to explain what helped them decide and encourage them to paraphrase these ideas using some of the actual language from the stories.

Answers

- 1 Both writers overcame a fear.
- 2 The writer on page 127 managed to cross a gap in a cliff. The writer on page 153 managed to catch a snake.

8

- Tell students they now have to read the story their partner read earlier. So, Student A reads the story on page 153 and Student B reads the story on page 127. As they read, they should try to find examples of the features 1–4. Check students understand what they're looking for.
- Give students three to five minutes to read the stories and to highlight or underline examples.
- At the end of the time limit, stop students reading. Say the task you set them again and tell them to share their ideas in pairs.
- Ask the whole class for examples from each story.

Answers

- 1 stories 1 and 2
- 2 story 2
- 3 stories 1 and 2
- 4 stories 1 and 2

9 WRITING SKILL Using descriptive verbs

- Tell students they are going to learn some more descriptive verbs that they can use to make stories more exciting. Look at the instructions and do the first item with the whole class. Either wait for someone to volunteer the answer or nominate someone to answer.
- Tell them to do the other items themselves and to use a dictionary if they need to. Go round and check students are doing the task correctly and notice words and phrases they look up, ask you about, or underline. Focus on these in feedback.
- When most students have finished, get them to compare answers in pairs and to help each other with anything they haven't finished.
- Go through the answers by asking different students to read out the full sentence. Write the numbers and missing words on the board. As you write, ask questions to check they understood the vocabulary, e.g. *Where else might somebody **rush** you to? Why?*

Answers

- 1 rushed
- 2 grabbed
- 3 screamed
- 4 peered
- 5 leapt
- 6 stared
- 7 crept
- 8 slamming

- Explain the task. Tell them to first look at the Useful language box and choose at least two phrases they want to try and use. Refer them also to the model story on page 153 for help. Remind them of the structure of the model by reading out the advice around the story.
- If you are going to give students a mark, tell them it will be higher if they organize their story in a similar way and use language they have learnt. Put students in pairs and tell them to talk about or plan their story.
- Set the writing for homework or set a time limit of about twenty minutes to do it in class. As students are writing, go round and offer help. You might note some common errors for feedback when the time is up.

Homework

Set Workbook Lesson 10E exercises on pages 119–121 for homework.

Communicative activities

Teacher's notes

1.1 On the road

Aim

To provide further practice of a wide range of past, narrative tenses

Language

Past simple, past continuous, past perfect simple and past perfect continuous

Vocabulary about travel and tourism

Time

Approximately 30 minutes

Preparation

A copy of one set of pictures for each pair, cut up

Procedure

- Tell students they are going to come up with stories about a holiday two young people recently went on, based on ten pictures.
- Put students in pairs or groups of three. Hand out one batch of ten pictures to each pair or group. Tell them they have five minutes to put the story in a logical (for them) order and to start thinking about their story. Encourage them to use vocabulary from Unit 1 in their Student's Book and new vocabulary. Allow them to use a dictionary or ask you if necessary.
- Next, students work together in pairs or groups of three to write stories about the holiday as if it had happened to them. Tell them they have to use the past perfect simple and the past perfect continuous at least once in their story, so it can't just be chronological. They should also use connecting words such as *when*, *while*, *and then*, *because*, etc. and as wide a range of vocabulary as they can. Set a time limit of about ten minutes. Monitor and provide help if necessary.
- At the end of the time limit, ask each pair or group to write four comprehension questions about their story, similar to questions they often answer after reading or listening to a passage in class, e.g. *How did the broken leg happen? Where did we have to hitchhike to and why?* etc.
- Put each pair/group with another pair/group and ask them to swap their lists of questions. Each pair/group takes turn to tell their story as expressively as they can, and then to answer the comprehension questions. They must also ask

extra questions when listening to the other pair's/group's story. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with students.

- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

Extension

- After students have told their stories, you could:
 - ask them to discuss the similarities and differences between their stories.
 - ask them to think of three more details their partners could have added that would have made the story even more interesting.
 - put students with different partners and ask them to tell the story they just heard.
- Ask students to put the pictures together in a different way and tell – or write up for homework – the new story that they come up with.

1.2 Survival kit

Aim

To practise giving opinions, to persuade and justify ideas

To apply critical thinking of analyzing contexts and applying rules

Language

Infinitives of purpose, *for + -ing, use it as a ...* etc. to explain use and purpose

Vocabulary: survival tools

Time

Approximately 30 minutes, depending on variations

Preparation

One copy of the worksheet for each pair

Procedure

- Put students in pairs and hand out the worksheets. Students look at the list of items and check they understand them, asking each other and using a dictionary. Go round and provide help, too. You may need to explain the following:

dental floss: string or thread to clean between teeth

tinder: something that very easily catches fire such as straw or cotton wool. You use it to start a fire from a spark.

compass: you use it to find where north is and go in the same direction.

duct tape: very strong waterproof tape

brim: flat part at the bottom edge of a hat

- Tell students they have crashed or have been left on a small tropical island and they can choose just six things to have with them that they can wear or carry in pockets, a belt or in their hand. What would they want to have? Give students five minutes to work individually and choose their items thinking of reasons why they would need them. Give an example first: *You might need a wide-brimmed hat to keep the sun off your head and face and stop you getting sunstroke – ill from the sun. You could die without the shade.*
- After five minutes, put students in pairs to debate and agree on six items they would include in their 'pair' survival kit. Go round and listen, providing help as necessary.

Fast finishers

They decide on two more items to add to their survival kit.

- When students have agreed on at least four items, stop the task and go through new language. Then tell students the following rule of three:

In bad weather, you can die within three hours from lack of shelter.

You can die within three days from lack of water.

You can survive three weeks without any food.

- Put two pairs of students together and ask them to compare their survival kits. Ask them to discuss whether the rule of three would make them change anything. Tell them to have a new debate and agree on eight items they would include in their 'group' survival kit.
- Get feedback from each group about their choices. Encourage discussion where there is disagreement.

Suggested answers

There is no correct answer, but the US Air Force Survival School suggests the following top ten items:

large knife, space blanket, basic cell phone, water container, lighter, mini flashlight (LED), fishing line / dental floss, 0.35 mm clear plastic sheet (3x4m), \$50 bill, water purification tablets.

Extension

You can extend the discussion by asking students to do one or more of the following:

- Add four more items to their 'group' survival kit.
- Discuss a different scenario, e.g. *You are lost in the mountains. / You are lost in a large forest. / You've survived an earthquake or tsunami.*
- Plan what they would do and who would do what during:
a) the first three hours; b) the first day; c) the second day; d) the third day and beyond.

2.1 Interview

Aim

To have a personalized discussion

To offer further practice of verb patterns

Language

Verbs patterns with *-ing* or infinitive with *to*

Time

Approximately 30 minutes, including Extension

Preparation

One copy of the worksheet for each pair, cut in half

Procedure

- Put the students in pairs and ask them to decide who is Student A and who is Student B. Hand out the worksheets. (With weaker groups, it is best to get students working in pairs of As and pairs of Bs first.)
- Tell students they need to complete the questions using the two verbs in brackets in the correct form. Do the first item for each worksheet with the whole class.
- Get students to do the rest themselves, if possible, without looking at the Student's Book. (If students are in pairs of As and pairs of Bs they can help each other and do the next task together.) Monitor and provide help but don't give answers away. Students will help each other with this.
- Ask students to add at least two more similar questions to ask their partners. They should use one of the verbs from the Grammar reference on page 130 of their Student's Book (Verb patterns). Fast finishers can write more questions.
- When students have written their questions, they take turns reading them out. If their question is grammatically correct, then their partner should answer the question. If there's an error, their partner provides the correction but the student reading out the question has to answer it. Point out that the correct answers for their partner's questions are on the bottom of the sheet. Do an example with a student to demonstrate.
- Go round and check students are doing the task correctly and help with any language they need. Note some of these new words/phrases on the board for feedback and also listen for any interesting or funny things students say. You may also need to referee students' own questions where their partner thinks there's an error.

Fast finishers

Ask each student in the pair to choose two or three questions they *didn't* answer and get them to give their answers.

2.2 Pitch your ideas!

Aim

To practise persuading and negotiating

Language

Negotiating strategies and persuasive language, e.g. a range of comparatives

Vocabulary for describing the products and services

Time

Approximately 30 minutes

Preparation

One copy of the worksheet for every group of four students, cut in half

Procedure

- Put students in groups of four and tell each group to form two pairs: Pair A and Pair B. Hand out the worksheets and give students a few minutes to read through the instructions and check they understand the task. They may need help with the following:
 - the retail price:** the final price goods or services are sold to the end user for
 - stake:** the part of a business that you own because you've invested money in it
 - 'best before' date:** the date printed on food packaging by which it's recommended you should eat the goods inside
 - DIY:** (Do It Yourself) the activity of making or repairing things in your home, instead of paying someone else to do it
- Ask students whether they have seen a similar show on TV in which entrepreneurs pitch their ideas to a panel of businesspeople/investors.
- Explain that each pair is going to take turns being the entrepreneurs and the investors. They should first spend ten minutes in their pairs discussing what they are going to say about their products. During this planning time, they can use a dictionary or ask you for any vocabulary they are not sure of.
- Tell students to take it in turns to pitch one of their products or services to the other pair and try to make a deal. While students are pitching, go round and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need. Make sure you pay attention not only to the language students use to pitch, but also to questions the other pairs ask, comments they make and negotiation strategies and phrases.
- When a couple of pairs have finished, stop the task and give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class. Give some positive feedback, too, by focusing on good use of dramatic language, interesting responses, unusual or interesting uses of the past perfect, etc.

Extension

- Ask each pair to come up with one idea of their own that they then pitch.
- Ask each group to decide the best product from the ones they discussed. Each group then reports back and students vote on the best product or service.
- After they have chosen the best product from the ones they discussed, give each group time to design an advertising campaign of some kind. This could take the form of a short promotional video or an image with a slogan, etc. Students could then be asked to make these adverts as homework.

3.1 I'll race you!

Aim

To provide general fluency practice
To revise sports vocabulary

Language

Variety of vocabulary including some specific sports vocabulary

Time

Approximately 30 minutes

Preparation

- One copy of the worksheet/board game for every group of four to eight students
- One coin or dice per game (A dice will make for a potentially shorter game.)
- Two counters per game
- A timer for every group (A clock/watch if it has a second hand which everyone can see.)

Procedure

- Organize the class into matches with two teams in each. Teams can have two, three or four players each.
- Tell students they are going to race round a board. To move, each team either flips a coin or throws a dice. (For a coin flip: heads moves one place and tails moves either two places or three places.) Point out and explain the special squares.

Team square: All the players take part with each team member taking turns to say a word. If they are successful, they go forward two places.

Challenge square: Each team can choose a player to do the challenge. The winning team can either move forward one space or move to the same space as the other team.

- In each group, they decide who starts. The first player moves and must perform the task on the square individually (unless it's a Team square). All tasks must be completed in one minute. If the player is successful, they move their counter forward. This is the end of their turn and the other team goes.
- If the other team player lands on the same space, they must choose the option which wasn't previously used.
- After a player from each team has had a go, the next player in the team flips the coin and plays. They should play as above.
- As students play, go round and help with any questions regarding the rules, referee any disputes and make a note of errors to correct in feedback.

Fast finishers

Either stop the game when the first team finishes or tell students to continue to see who can go the furthest until you stop the game.

Extension

Ask students to design a similar board using the same basic tasks but adapted to revise language and topics in Units 1 and 2. Put students in groups to look back in their notes and their Student's Book for ideas. When it is completed, you might need to check and correct the ideas before groups swap their boards and play the game.

3.2 General knowledge quiz

Aim

To revise and practise using comparatives and superlatives

Language

Different kinds of comparatives and superlatives

A wide range of adjectives and other vocabulary

Time

Approximately 30 minutes

Preparation

One copy of the worksheet for every student

Procedure

- Tell students they are going to do a general knowledge quiz, but that first they have to decide the correct grammar for the 15 questions. Hand out the worksheets and do the first item with the whole class. Either wait for someone to volunteer the answer or nominate someone to answer. Discuss why the answer is correct and write it on the board.
- Get students to do the others. When most have finished, ask them to compare answers in pairs.
- Go through the answers and write them on the board. For each answer, ask how students decided. This repetition will help to consolidate understanding of the underlying rules. (See Grammar reference page 132.) You could also drill some of the comparatives and superlatives both with the whole class and with individual students.

Answers

1 more intelligent **2** faster **3** the most polluted
4 the oldest **5** the biggest **6** more aggressive
7 deeper **8** the most dangerous **9** further
10 the highest **11** the most populated **12** longer
13 the most common **14** the most expensive
15 the smallest

- Put students in groups of two to four and ask them to think of a name for their team. Then give them a time limit of about ten minutes to write their answers to each question. No checking of phones, tablets, etc. is allowed.
- Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1 and help them by correcting or giving them the English they need. Notice in particular problems they have with any kinds of comparatives or superlatives and write them on the board.
- Stop the task and tell students to swap their worksheets with another group and mark each other's work. Get answers to each question from students and before giving the correct answers, encourage students to explain their ideas in as much detail as they can. Where you can hear

them having problems, rephrase their ideas and say them back to the whole class.

- Tell students to hand back the worksheets. Check who got most answers right and find the winners, or the top three groups.
- Finally, give some feedback about new language that came up, and get students to correct the errors you wrote on the board.

Answers

- 1 It obviously depends how you define and measure intelligence, but scientists have found that pigs are smarter than dogs, and can solve problems just as well as chimpanzees. Other research suggests pigs have excellent long-term memories, and are skilled at tests requiring the location of objects.
- 2 Ostriches. Zebras run at speeds of up to 40 miles per hour, whereas ostriches can hit 45!
- 3 India and China. Nine of the twenty most polluted cities are in India, and another four are in China.
- 4 Amazingly, there's a 16-foot tree in Sweden that's around 9,550 years old now!
- 5 Mexico! The Great Pyramid of Cholula, an ancient Aztec temple in Puebla, Mexico, has a base four times larger than Egypt's Giza pyramid has, and is nearly twice the volume.
- 6 Hippos are more aggressive and have killed more people than rhinos. They've actually killed more people in Africa than any other wild animal!
- 7 The Atlantic. At its deepest, it's 9,219 metres deep. The Indian Ocean is 7,455.
- 8 Australia. The Inland Taipan is by far the most poisonous and is only found there!
- 9 Saturn. It's about 780 million miles away, whereas Mercury is only 57 million miles away!
- 10 Kilimanjaro in Tanzania. It's 5,895 metres high, but it doesn't even make the list of the 100 highest mountains in the world!
- 11 Moscow. The population is well over 12 million.
- 12 Elephants. The life expectancy is between 45 and 70 years, depending on what kind of elephant, whereas giraffes only live around 25 years.
- 13 the article *the*
- 14 *Pirates of the Caribbean*
- 15 Rhode Island

Extension

- For the quiz questions that name two or more things, ask students to say which they prefer and why. So, for example, do they prefer ants or pigs. Why? Zebras or ostriches? Why?
- In pairs, students choose questions from the quiz that name two or more things. They take turns making true comparative or superlative sentences about one or more of the things. Whoever runs out of ideas last wins a point.
- Get students to work in pairs and write five general knowledge questions of their own using comparatives and superlatives. They can then work in groups of four and ask each other their questions.

4.1 I reckon ...

Aim

To practise a range of future forms used when making predictions

Language

will / won't and *be going to* for predictions

A range of responses to the predictions

Time

Approximately 30 minutes

Preparation

A copy of one set of statements and category cards for every group of four students, cut up

Procedure

- Tell students they are going to discuss how likely they find various predictions for the future. First, write some basic ways of expressing likelihood on the board, e.g. *It's bound to happen. It's almost inevitable. It's highly (un)likely. I guess it could happen. It's not impossible. I can't see it happening myself but I could be wrong.*
- **Optional step.** Write the phrases up in no particular order and ask students to rank them from most likely to least.
- To model the task, before you give out the strips, tell students one prediction: *It'll soon be normal for most people to live to a hundred.* Ask for students' ideas and reasons. Emphasize that there are no correct answers.
- Put students in groups of four or five. Tell each group they need to appoint a secretary, who should have a pen and some paper. Hand out a set of strips to each group, face down on the table and tell students not to touch them yet. Then explain they should pick up one card at a time and discuss how likely they think the prediction is. They should debate their ideas until they reach a general consensus and make a note of their opinions.
- As students do the task, go round and check they are doing it correctly and notice errors, difficulties, or where they use L1 and help them by correcting or giving them the English they need. Be ready in case students ask about any language on the strips.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can then ask the whole class to shout out how they feel about each prediction – or about some of the predictions that generated most discussion. Where there are differences of opinion, let students argue their case. See if you can get a whole group consensus. Give your own opinions if you want to.
- Next, change the groups around and hand out the general theme cards. Ask students to turn over a card and explain that now they have to make at least three predictions based

on this general theme. Get a few examples from different groups. Explain you want them to note the best prediction they come up with for each general theme.

- When a few groups have finished discussing their predictions for each general theme, put groups together and ask them to share their predictions discussing how likely they feel each one is. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

Extension

- Get students to write their best predictions on separate pieces of paper. Collect all the pieces and distribute them randomly for other groups to discuss.
- Get students to research online one or two predictions that caused the most discussion. They can do the research in L1 if they want to. They then report back (in English!) on their findings. See if anyone has changed their mind in light of what they find.
- Get students to think of at least two things that would happen if each of the predictions did actually come true.

4.2 What's on?

Aim

To practise making arrangements

To discuss free-time activities

Language

Phrases to express likes and dislikes

Phrases to make suggestions, reject suggestions and suggest alternatives

Time

Approximately 30 minutes

Preparation

- One copy of the *What's on?* worksheet for every student
- A copy of one set of roleplay cards for every group of twelve students, cut up

Procedure

- Hand out the *What's on?* page to each student, along with one role card per student. (Note that some of the role cards are identical.) Students should not show each other their role cards. The expectation is that students will find their partner through the roleplay of making arrangements, but this is not essential.
- Ask students to look through the worksheet and find four things that the person on their role card might be interested in doing over the weekend. Tell them that if prices or places are not mentioned, they should think of the places or prices where they live.
- Tell students they are going to stand up and move round the class to find someone who would like to do the same things at the weekend. They mustn't say exactly who they are but they must stick to their role. (Get them to throw away their role card to ensure this, if you like.) Within their role, they can change their mind and accept a different suggestion. Ask them to refer to the Useful language on page 54 of their Student's Book, which they could use now.
- Tell students they must agree to do *three* different things over the weekend with the same partner. If students can't make an arrangement, they should politely find a way to end the conversation and move on. Demonstrate the process by taking on a role yourself and chatting to one or two students.
- Get everyone to stand up and find their partner. When students have found someone, they should sit down together and compare their role cards. Were they the same person or different people? If they were different, was it surprising that they agreed on the activities?
- When the discussion quietens down, get feedback as to whether they had found anyone with the same role card and what they decided to do in role.

- **Optional step.** In groups, students discuss anything in the guide which sounds interesting to them (as themselves) and how it compares to what's on where they live. How could social life in their area be improved? You might want to write the questions on the board while the students discuss this, either mingling or sitting down.

Extension

You could ask students to do one of the following:

- Decide on the best and fullest timetable.
- Write a *What's on?* guide for where they live. They can use their existing knowledge and also invent things they would like or think would be fun. They can then display these or exchange them with another pair to compare and decide what to do.
- If your students have access to the internet, ask them to find out what's on this weekend in another city via the website *Time Out* (+ city) or other *What's on* guides, and decide what they'd like to do. They then report back what they plan to do.

5.1 Life-changing inventions

Aim

To provide further practice with passive structures

To have a debate

Language

A range of tenses in the passive

Language for expressing causes and results

A range of vocabulary for talking about scientific developments, social changes, etc.

Time

Approximately 30 minutes

Preparation

One copy of the worksheet for each pair (or project the inventions on the board)

Procedure

- Ask students to think of an invention or innovation from the last fifty years that has had wide-reaching consequences. Write the first good idea that students come up with on the board as a passive sentence, e.g. *The internet was invented*.
- Put students in pairs and tell them to think of anything that they think *was done* as a result of the invention they thought of. They may also be able to think of things that *have been done, are being done, will be done, ought to / should be done*, etc. Give students a few minutes to brainstorm ideas.
- Get ideas from the whole class writing up results on the board, rephrasing students' ideas if necessary. Use arrows to connect them to the original invention / innovation.
- Next, tell students you want them to think of possible results of the results. For example, if they have already said *More information is being shared now than ever before*, ask what the results of this might be, e.g. *More essays are being copied directly from the internet!*
- Give students two more minutes to think of ideas. Then add new ideas from students on the board, linking these with arrows to their causes. Correct any errors with passives if appropriate.
- Hand out the worksheet or project it on the board. Put students in pairs and tell them to think of as many sentences as they can about the results of each invention – and the results of the results.
- While students are coming up with ideas, go round and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need.
- When a couple of pairs have finished, stop the task and then for each item, ask who has the most sentences. Ask the pair with the highest number to read them out. You could turn this stage into a game by giving a point for each correct – and true – sentence and two points for any sentences that use another structure apart from the past

simple passive. Tell students they can challenge any statements they think are incorrect or false. And award other groups extra points if they have extra ideas to add.

- Give some feedback about new language that came up, and look at any errors to correct on the board. Give some positive feedback, too, by focusing on good use of dramatic language, interesting responses, unusual or interesting uses of the past perfect, etc.
- **Optional step.** Ask students to work individually and choose the three inventions from the handout that they believe had the biggest impact on the world. Then put them in groups and ask them to compare their ideas.

Extension

- Ask students to look at the objects and inventions on the handout and to put them into the order they think they were invented. Set a time limit of about a minute and don't let them use the internet at this point – just their knowledge of history and intuitions. Get ideas from the whole class. Ask some students to justify their decisions and give the real answers.

Answers

The sailboat – the fourth millennium BC
Cement – sometime in the first millennium
The compass – the 12th century
The printing press – 1430s
The steam engine – 1712
Refrigeration – 1850s
The telephone – 1876
Electricity – the late 19th century
Digital cameras – 1975
GPS – 1995

- Ask students to discuss and/or research in groups what they know about each of the inventions. They may use the internet at this point if they have access. For example, who was behind the inventions, where did they happen, how, etc.

5.2 Find someone who

Aim

To provide speaking practice with a focus on passives

Language

A range of passives, causative *have* and *get*

Time

Approximately 30 minutes

Preparation

One copy of the worksheet for each pair, cut in half

Procedure

- Hand out the worksheets and give students two minutes to tick the categories that apply to them. Allow them to look up language in a dictionary they may need to explain what happened or ask you for help.
- Next, ask students to work in pairs for two minutes and think of at least one other interesting question/category to add. If possible, they should use passive structures. They *mustn't* write their ideas on their worksheet yet.
- Get ideas from students and write them on the board. Correct any errors or ask students to clarify anything that you find unclear. Then either decide yourself or ask students to vote on three categories/questions and add them to their worksheet.
- Tell them they are going to try and find a *different* person in the class for each category in the quickest time possible. They need to also find out exactly what happened – at least the main details – from the student whose name they write down. (If there are fewer than twelve students in the class, they can obviously have the same name for more than one category but *everybody* in the class should be mentioned). Demonstrate the task, by asking a student questions until you can fill in one of the categories. Get the same or a different student to ask you questions.
- Get students to stand up and walk around the class to ask each other questions and fill in the worksheet. Go round and check they are doing the task correctly making sure they get the extra information. Also help students with any language, particularly noticing errors with the grammar.
- When the first student has completed their worksheet, stop the task and declare them the winner. Get the winner to say their answers and you can use these to ask follow-up questions to the students mentioned.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

Extension

- Ask students to work in pairs and find out who can answer 'yes' to the most categories discussing what happened.
- Ask students to choose one of the questions and write a funny story.

6.1 Would I lie to you?

Aim

To practise fluency and making deductions

Language

Modal verbs of deduction (*must, might, can't*)

Time

Approximately 30 minutes

Preparation

- A copy of one set of category cards for every group of three to five students, cut up
- Think of three statements about three different topics before the class to demonstrate the game. At least one should be a lie.

Procedure

- First dictate the categories for students to write down or write them on the board yourself.
- Tell students they are going to play a game where they have to say a true story or a lie about each of the topics. The aim of the game is for other students to guess if it is true or false. They win a point if they do not guess correctly. Therefore, they want convincing lies and surprising truths. All statements should relate to them or their family so for *A hidden talent*, it could be about something their brother can do. In the case of *My grandparents*, it could be anything connected to their granny or grandad (using a different category if they wish, e.g. *A hidden talent*). In the case of *Never done*, it should be something they or someone they know has never done or experienced, which might be surprising.
- Tell students one of your statements about a topic. They then ask you a maximum of three questions to get more information to help them decide if it's a lie or not.
- Then get students to vote if it is true or not. Ask them to explain why and encourage the use of modals if appropriate. Tell them the actual answer and then repeat for one or two other topics if you want.
- Ask students now to spend five minutes writing their statements about each topic. They should write one for each – true or a lie.
- Organize students into groups of three to four and hand out a set of the category cards face down. The first student in each group picks up a card. This student is the 'lie detective'. The other students in the group say their statements. The 'lie detective' then asks each student a maximum of three questions before deciding if they are lying or telling the truth.
- If the 'lie detective' guesses correctly for all of the other students, they get two points. If the 'lie detective' was tricked by one or more students in the group, they get one point. If the 'lie detective' was tricked by all of the other students in the group, they don't get any points.

- The student to the left then picks up the next card and the game continues like this until you decide to stop it or the first group uses all the cards. The student with the most points wins.
- As students are playing, go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

Extension

- Students retell their favourite stories (true or false) to the rest of the class.
- Students choose one of the stories (true or false) they heard and develop it into a story for writing practice.

6.2 Grammar auction

Aim

To consolidate understanding of how a wide range of modal verbs are used

Language

A wide range of modal verbs and use

Language of auctions (e.g. *How much am I bid for sentence number 5? Going once, going twice, gone to team X for £1,000.* etc.)

Time

Approximately 30 minutes

Preparation

One copy of the worksheet for each pair

Fake money from a board game (optional)

Procedure

- Explain that students are going to revise the modal verbs, but they are going to do it as an auction. Ask who knows what **an auction** is and what happens during an auction. Get a definition that you like and repeat it for the class. (For example, *It's a public occasion when things are sold to the people who offer the most money. People **bid** on things they want, and **the highest bidder** wins.*)
- Put students in pairs or small groups and hand out the worksheets. Each pair or group has £10,000 to bid with. The winners will be the pair or group who manages to buy the most correct sentences with that money. If you can find some kind of fake money for them to use, it will make it more fun.
- Ask students to read through the list, decide which sentences are correct – and how they'd correct the ones they think have an error. They should also plan which sentences they are going to bid for. Set a time limit of about ten minutes.
- Run the auction in a fun, fast way. Start each bid at £100. Move upwards in hundreds. (*Do I hear two hundred for sentence number 3? Three hundred?*) After every sentence you manage to sell, write the number, the team that bought it and the price on the board. You may need to remind students they can't spend more than £10,000 in total!
- After all the sentences have been 'sold', run through each one and get a class vote on which sentences are correct. Confirm the answers. See which team has bought the biggest number of correct sentences and who has spent money on incorrect sentences.
- Ask students in pairs to decide how they would correct the incorrect sentences. Get ideas from the whole class. Write the best correction for each wrong sentence on the board.

Variations

- Rather than openly bidding against each other, the teams could be asked to write down how much they want to bid

for each sentence on a piece of paper. Collect these in and then read them out to see who bid the most.

- Give points for the corrections. Ask a different group for their correction each time. If they are right, award a point. If their correction is wrong, offer the sentence to the next group.

Answers

- 1 Correct
- 2 Correct
- 3 Incorrect – *can't have* is more appropriate when talking with certainty.
- 4 Correct – *would* here shows a habit in the past (= I used to do it) and the second one represents an impossible now (= I'm not sure I would do it now, if I had the chance).
- 5 Correct
- 6 Incorrect – we don't use *would've* to talk about the imagined past condition (*If I had known*).
- 7 Correct
- 8 Correct – the feeling *bad* is about now because if had / hadn't done X, the result would have been the same.
- 9 Incorrect – frequency adverbs usually go after the modal and before the main verb.
- 10 Correct – it means that *if I were you*, I wouldn't worry, because I am sure in the future everything is fine.
- 11 Incorrect – *spend* not *spent* (no past simple forms after a modal)
- 12 Correct – *should* is also possible but *shall* is fine/usual to ask for a suggestion/agreement for an idea.
- 13 Incorrect – *have been living* (*live* is not a passive)
- 14 Correct
- 15 Correct

7.1 Assessing creativity

Aim

To apply specific criteria and assess their own work

To participate in a fun, learner-centred test of creativity

Language

Variety of vocabulary

Language for making suggestions and justifying decisions

Time

Approximately 30 minutes

Preparation

One copy of the worksheet for each pair

Procedure

- Explain that students are going to take part in a test of creativity, but that first you want to establish the criteria by which they'll judge each other. Say that they will assess each other's ideas by grading them 1–5:
1 = imitation, 2 = variation, 3 = combination,
4 = transformation and 5 = original creation.
Write these five key words on the board and give students time to discuss in pairs what they think each one involves.
- Get ideas from the class and then clarify that the criteria involve the following:
 - **Imitation:** The creation is the same or virtually the same as something that already exists.
 - **Variation:** It's a slight change to an existing object. It's different, but still has the identity of the original object.
 - **Combination:** It's a mixture of two or more things, such that it can be said to be both or all.
 - **Transformation:** It's a re-creation of something in a new context. It has some characteristics of the original object, but it cannot be said to still *be* that kind of object.
 - **Original creation:** It appears to have no obvious qualities of pre-existing objects or ideas.
- Put students in small groups of three or four. Hand out the worksheets and ask them to look at Part A. They should match each person's idea (Fabrice, Ewa, Svetlana, Almir and Mohammed) to one of the five words on the board.
- Get ideas from the whole class and get students to explain their ideas. Clarify the correct answers and explain why Ewa's idea was the most creative according to the criteria.

Answers

Fabrice – combination: His idea is a combination of two ideas: the large container for holding liquid, and the wheels for pulling it around.

Ewa – original creation: Her idea is not quite like anything else. It might be a combination of many things, but appears to be an original creation. This could be said to be the most creative idea.

Svetlana – variation: This is a variation on the kind of water cooler container that Almir suggested. It takes a core idea and changes it a little bit, but it's still quite similar to the original object.

Almir – imitation: This solution doesn't offer anything new. It is an imitation of something that Almir has seen before.

Mohammed – transformation: His object is more than just a combination of a backpack and something else. It now has water-specific purposes and has transformed what a backpack is.

- Next, keep students in their groups and ask them to look at Part B of the worksheet. Tell them they need to come up with as many different ways of tackling each problem as they can within the time limit you set (about fifteen minutes). They should write down their most creative solution to each problem and they can also draw a quick sketch if they wish to use one in their presentation.
- When most students have finished, stop the task and put different groups together. They should then explain their solutions to each problem and assess each other's idea (giving a number 1–5) according to the creativity criteria discussed earlier. Who has the most creative approach to each problem? Why?
- Get ideas from the whole class. See if you can all agree on what the most creative approach is in each case.

Extension

- Explain that students have decided the most creative approaches to each of the five situations, but that these might not be the best solutions. Get students to think of possible problems with the creative approaches that they have chosen and to suggest more effective alternatives, if they can.
- Get each student to think of one real-world problem they've had to deal with. They share their problems in groups and come up with creative solutions. Then each student should explain what they actually did in each situation.

7.2 I wish!

Aim

To provide further practice of a range of conditionals

Language

First, second and third conditionals

I wish, If only, I'd rather

Time

Approximately 30 minutes

Preparation

- Either: one copy of the worksheet for your use, which you read out from
- Or: a copy of one set of statements/strip for every group of three to six students, cut up
- One blank A4 sheet for each group of three to six students

Procedure

You can play this game either as a class team game or as individuals in groups. In either case, the aim of the game is for students to produce conditional sentences connected to the prompt card.

Team game

- Put students into teams of up to six. Think about the make-up of the teams and make sure stronger and weaker students are distributed evenly. Ask them to think of a name for their team and write them on the board.
- Explain the game. Read out one of the prompts and have teams think of as many conditional sentences or *wish* sentences that might go with it as they can in one or two minutes. Read this out as an example: *I'd rather we took the bus*. Give a couple of examples: *If we take the bus we'll be there quicker; if we take the bus we won't get so wet; if we walk we might be late; I wish/If only I could drive*. Elicit other ideas from students.
- Continue reading out sentences or hand out a set of slips/sentences face down, in order and a blank sheet of paper to each group. Have students appoint a secretary in their group, who will write down their sentences.
- Now do a practice round of the game. In their groups, students pick a statement and come up with as many responses as they can. After two minutes, ask students to count how many responses they have got.
- Find out which team got the most sentences. Write five points on the board next to their team name. Having the most sentences to begin with gives the team five points, *irrespective* of correctness. This rule is important because feedback will get very complicated otherwise. Plus, it will encourage teams to think of as many sentences as possible without worrying about accuracy, which in turn will produce more sentences for challenges.

- Ask the team with the most sentences to read them out. The other team(s) can challenge a sentence if they think it's grammatically wrong or there is no connection to the prompt statement. Each correct challenge gets two points. Add these to the team's scores as you go along.
- You can now get students to go through the rest of the slips/statements, discussing their responses and writing them down. For each one, allow a time limit of about two minutes. When all the slips/statements have been used, go through students' ideas in the same way as above.

Group game

- Put the students in groups of four or five. Place a set of the slips/statements face down for each group.
- A student picks up a slip and reads out the prompt. The next student says a conditional sentence or a *wish* sentence. If everyone thinks it's correct, the next person in the group has to say a new conditional sentence based on the prompt and so it continues round the group until someone is challenged on accuracy or relevance, or until they can't think of another sentence. The person who had the last 'correct' sentence wins the card and keeps it.
- If the first student gets a sentence wrong, then the player who picked up the slip gets to keep it – if they can think of a sentence. Otherwise, it continues to the next person. However, you probably don't need to tell students this rule until the situation arises.
- The player to the left of the person who picked up the first slip now starts and they continue as above. The winner is the person with the most slips of paper.

Extension

- Ask students to write their own *wish / I'd rather* sentences and either add these to the pile at the beginning or use them to play a new round of the game.

8.1 Said and done

Aim

To provide further practice of reported speech

Language

Reporting verbs and reported speech

Time

Approximately 30 minutes

Preparation

A copy of one set of scenario cards and reporting cards for every group of three to six students, cut up

Procedure

- Organize students into groups of three to six. The smaller the group, the longer the game will last.
- Hand out a set of scenario cards and a set of reporting verb cards to each group. Ask students to divide the reporting verbs equally between themselves.
- Explain the game. Students turn over the scenario picture from the top of the pile. They take turns to say a sentence connected to the drawing using one of their reporting verb cards. When the first student says their sentence, they throw away their card and the play moves to the next student. If they can't play a card, the next person tries to say a sentence and so on. Keep going until no-one can say a sentence. The last person to speak picks up the next drawing scenario and tries to say a sentence and the game continues like this. The winner is the first person to get rid of all of their reporting verb cards.
- You can add another rule if you want: at any point of the game, a player can challenge another student if they think their sentence was incorrect. The player who is wrong picks up a reporting verb card.
- As students are playing, go round and help referee on any challenges. Also notice any errors or good examples to give some feedback at the end of the game if you want.

Fast finishers

They play the game again, especially if they haven't used all the scenario cards.

Extension

- Ask students to do a variation where they deal out the reporting verb cards and then choose one of the scenario cards to write a story using all their verbs.
- Students act out a roleplay based on one of the scenario cards for the whole class. The students listening make notes and report what was said in the roleplay, in groups, using the reporting verbs.

8.2 Values questionnaire

Aim

To allow students to consider their own personal values

To explore how far any kind of 'universal' values exist within the group

Language

A range of ways of expressing agreement or disagreement

Language for justifying opinions

Time

Approximately 30 minutes

Preparation

One copy of the worksheet for every student

Procedure

- Tell students they are going to find out the degree to which they share common cultural values. Hand out the worksheet and allow a few minutes for students to read through the statements. Tell them to mark each statement from 1–5, depending on how strongly they agree. Give one or two examples yourself to model the task if necessary.
- While students are reading and ranking, you might want to write some different ways of expressing agreement and disagreement on the board, e.g. *I couldn't agree more. I totally agree. I guess I agree up to a point, but ...; I'm not really sure how I feel about it, to be honest. I totally disagree with that.*
- Put students in groups of four or five. Tell them to compare their ideas and explain why they feel the way they do. Remind students that to be effective in cross-cultural contexts, they have to express their opinions in ways that respect difference and the opinions of others. Ask them to note down an average group score, 1–5, for each statement.
- Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and make a note of any language points to go over with the class.
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.
- Next, change the groups around and ask students to compare their average scores and to see how far the different groups had similar opinions. Round up by trying to find out which sentences there was most or least agreement about.
- **Optional step.** Put students in pairs and ask them what conclusions they can draw about 'shared cultural values' from this activity. Finish by getting ideas from students.

Extension

- Ask students to write down five sentences that express values that are personally important. They then share these in groups and discuss how far they agree with each other's choices.
- Organize a pyramid discussion. Put students in pairs. Tell them to write three sentences that express values they feel are a central part of their *national* identity. Then put each pair with another pair and tell them to choose three values they all agree on. Then create groups of eight, etc. until students have decided on three core values. You could then discuss with the whole class the degree to which they feel these values are unique to their own country, and the degree to which they may be shared by other countries.

9.1 What do you call it?

Aim

To provide further practice of defining relative clauses

To recycle vocabulary from Units 7–9

To practise ways of finding out new words

Language

Defining relative clauses (*who, which, that, where, etc.*)

Specific items of vocabulary related to disasters, technology, health and illness

Time

Approximately 30 minutes

Preparation

One copy of the worksheet for every student

Procedure

- Explain that students are going to revise relative clauses *and* vocabulary/information from recent units. Hand out the worksheets and tell students to complete the questions by adding the correct missing words. If they think no words are necessary, they should leave the gaps blank. Explain that often more than one option is possible. They could write both possible options here if you want them to.
- When most students have finished, ask them to compare answers in pairs. Check answers with the class and write them on the board as you go through. For each answer, ask how students decided. This repetition will help to consolidate understanding of the underlying rules (see Grammar reference page 144.)

Answers

1 where 2 who / that 3 – 4 who / that 5 –
6 where 7 which / that 8 which / that, whose
9 who / that, which / that 10 –, which / that
11 who / that 12 –, whom 13 which / that
14 which / that 15 who / that, whose

- Allow one or two minutes for students to think about the answers to the questions. Explain that these words are all from Units 7, 8 and 9. Then ask them to walk around the room, asking the questions to other students, and writing down the best answers they can find. No dictionaries, phones, etc. allowed!
- Go round and check students are doing the task correctly and note any words/phrases they are struggling with on the board for feedback.
- When the first couple of students finish, check the answers by asking the whole class. Write the numbers and the answers on the board. As you write, ask questions to

expand on what they can do with the vocabulary, e.g. *What kinds of things happen in a **port**? Which verbs go with **conclusion**? What kinds of things do **corrupt** officials do?*

Answers

- 1 a port 2 a volunteer 3 a conclusion 4 corrupt
5 a scanner 6 the coast 7 the Richter Scale 8 UNICEF
9 a cosmetic (or plastic) surgeon 10 catchy
11 Malala Yousafzai 12 Inuits 13 debris
14 drones 15 an activist

- Next, ask students to think of five words or phrases, or some information they'd like to know, and to write questions like those in 1–15 about them. Set a time limit of about five minutes. Go round and check they are doing the task. Help with any problems they have.
- Get students to walk around and see if anyone can help them. Finish by answering any questions they weren't able to find answers to, commenting on the best questions or words you saw asked about and with some further language-focused feedback.

9.2 Party game

Aim

To practise fluency and debating skills

Language

Phrases to give points of view and opinions, e.g. *I'm totally for it.*, etc.

Language for countering opposition in discussions (see Unit 9 Student's Book, page 114).

Time

30 minutes or more, including Extension

Preparation

One copy of the worksheet for every student or for each pair

Procedure

- Hand out the worksheets and draw students' attention to the phrases. Ask them to order the phrases from 'strongly agree' to 'strongly disagree'.

Answers

(Strongly agree)
That's a great idea. I'm totally for it.
I'd say I'm basically in favour, but I have a couple of doubts/questions.
I haven't ever really thought about it.
It might be OK in theory but I don't see how it would work.
I'm generally against it.
No way – that's completely crazy.
(Strongly disagree)

- Go through the answers and ask students to practise saying the sentences in pairs. Encourage them to place the stress on different words. Give an example:
THAT's a great idea. I'M totally for it.
that's a GREAT idea. i'm TOTally for it.
that's a great IDEA. i'm totally FOR it.
- Ask students which sounds better or if they think it changes the meaning at all. Get students to practise in pairs. The idea is to get students to drill the phrases and get a feel for using stress. There is no correct answer.
- Now ask students to individually look at the policy statements on the worksheets and ask them to think which of the opinion phrases they would use about each one. They should also make notes on why they think what they do.
- Tell students they are going to discuss the policies in pairs or small groups and point out the example in Exercise 3. Demonstrate by asking a couple of different students their opinions. You should reply and encourage a conversation to develop. With one student, you should disagree and try to argue why they are wrong (and encourage them to do the same). Note your response on the board, e.g. *Really? How*

can you say that? etc. With another student make sure you agree and add reasons why. Again, note phrases to respond, e.g. *Me too! Exactly!* etc. Encourage the student to continue the point by agreeing and adding another reason. You could then start the conversation with a couple more students to further demonstrate.

- Put students in pairs and tell them to persuade each other to their points of view or build reasons to support their argument. Set a time limit of about five to ten minutes, encouraging them to keep the conversation going.
- Go round the class and listen to students talking and help them with new language they want to use or need. Note some of this down for feedback.
- At the end of the time limit, stop the task. Give feedback on how well students kept the conversations going and how they could improve. Also teach some of the language you noted down.
- You could now ask students to form new pairs and groups to discuss the policies again. This time, set a shorter time limit which will encourage students to be more precise and perform more fluently. Give more feedback as before on this discussion.
- Now tell students they are going to form political parties to represent young people in either their town or country. They should discuss policies they would like to happen. First, elicit general policy areas, e.g. education, crime and safety, health, etc. Then ask for ideas connected to any of these policy areas. You can allow a short debate of one or more of these ideas.
- Allow students time to develop their ideas in their groups and choose a name for their political party. They can include ideas they have discussed already.
- Once the time limit is up, ask students to elect a leader. This person will then present the group's ideas. At the end of each short presentation, allow time for questions from other political parties.
- Have a class vote by asking students to vote for the political party with the best policies. (They can't vote for their own party.) Alternatively, they give a mark out of 5 for each policy and then add them up to see who wins.

Extension

Ask students to create a campaign leaflet for their party and policies.

10.1 Emphatic stories

Aim

To practise talking about past ability

To practise using dramatic inversion for emphasis

Language

Language to talk about past ability, e.g. *could*, *managed to*, *succeeded in*, *be able to*

A range of different emphatic structures

Time

Approximately 30 minutes, including Extension

Preparation

A copy of one set of scenario pictures and structure cards for each group of three students, cut up

Procedure

- Organize students into groups of three. Hand out a set of scenario cards to each group face down, and a set of structure cards. Ask students to divide the structure cards equally between themselves. They should get ten each.
- Explain the game. Students take turns to take a scenario card from the top of the pile. They show it to the group and then take their first structure card and come up with a small story that uses the item on the card in connection with the story. Give an example yourself to model the task.
- If the first student successfully manages to tell a short story using their structure, the picture is placed face down on a new pile, and the structure card can be put to one side. If they are unable to think of a story, they have to keep their structure card and the next student has a try. Students can also challenge each other if they think there's been an incorrect use of one of the structures. They should call you over to act as the judge in these cases.
- The game continues – using the pile of scenario cards again – until one student has used up all of their structure cards.
- Go round and check students are playing the game correctly and notice errors, difficulties, or where they use L1 and help them by correcting or giving them the English they need.
- At the end of the game, give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board. You can also share some interesting things you heard with the class.

Extension

- Students play the game again, but this time each student turns over two scenario cards and tries to use two structure cards while telling a short story that connects both pictures.
- Ask students to write a story that connects at least four of the scenario cards and uses at least eight different structures from the other set of cards.

10.2 Vocabulary quiz

Aim

To revise and extend vocabulary from the unit

Language

Various health and accident related words

Time

Approximately 30 minutes, including Extension

Preparation

Either one copy of the worksheet for every two or three students. Or a copy of the worksheet for you to ask the questions as a team game.

Procedure

- Organize students into teams of twos, threes or fours. Either hand out the worksheets or read out the questions yourself one at a time.
- If you give the quiz as a handout, set a time limit of about fifteen minutes for students to do the task. Tell them to write down their answers on a clean piece of paper. (See also *Fast finishers* below.) It is up to you to decide whether students can consult their notebooks or a dictionary.
- Alternatively, read out each question and give students a short time to discuss their answers and write them down.
- When the time is up, ask the teams to swap their worksheets/papers and then go through the answers one at a time. You can decide how to allocate points.
- Ask the teams to add up the scores and see who won.

Suggested answers

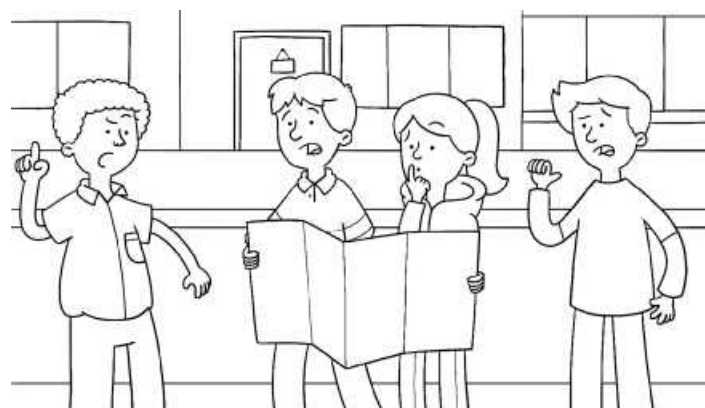
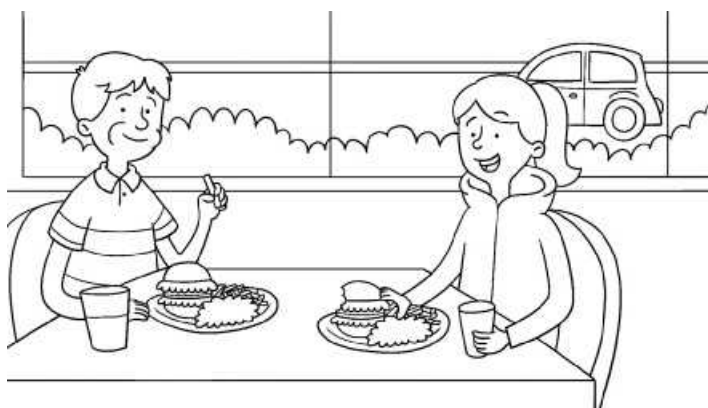
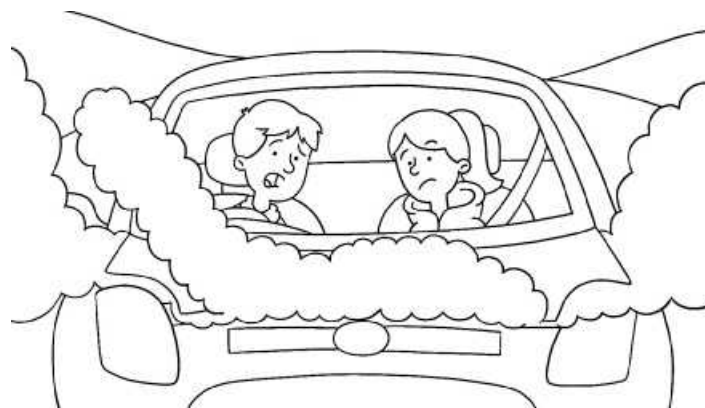
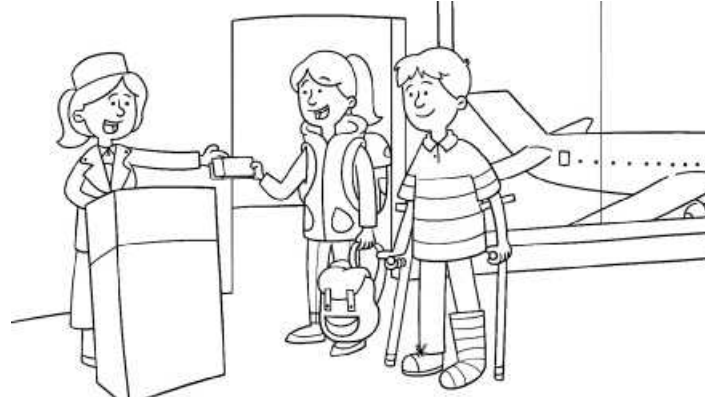
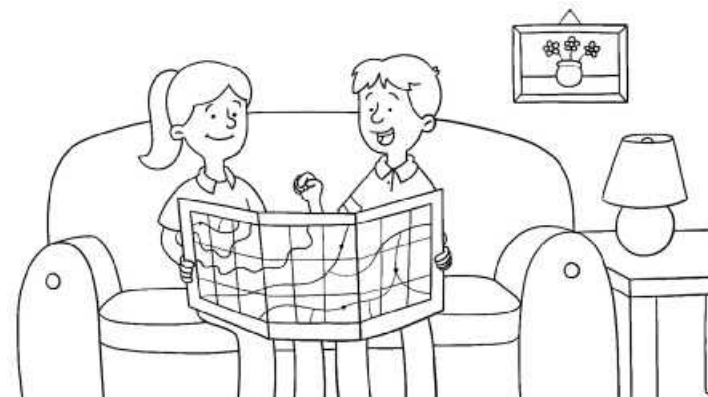
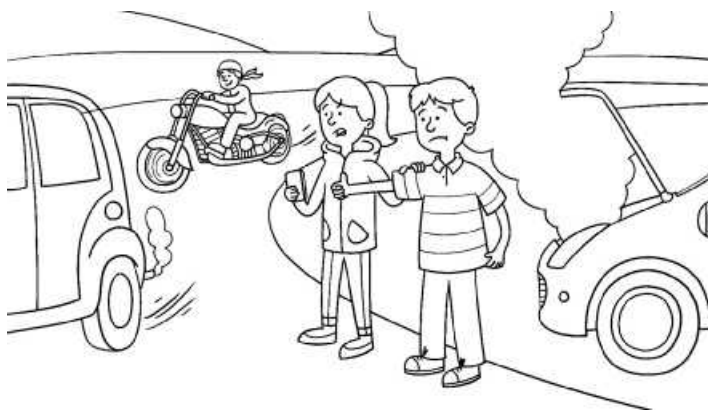
- 1 You **slip** on ice or a banana skin and usually **fall backwards**.
You **trip on** or over something like a step or your shoelaces and you **fall forwards**.
- 2 Antibiotics – an infection
Painkillers – stop pain, headaches, etc.
Inhaler – help with asthma attacks
Steroids / Cream – help with eczema
- 3 Wrist – It's a joint whereas the others are organs.
- 4 death, leave you paralyzed, loss of speech or hearing
- 5 No!
- 6 A doctor (or vet!). Study, take exams, complete a period of work under supervision.
- 7 It is causing dangers or problems in society but people don't widely know about it.
- 8 Infection gets worse (or spreads).
Clear up with antibiotics or of its own accord.
Infection may spread or get worse because you leave it without treatment or cough and others catch it.
- 9 Need to be healthy to do a job. You fly a plane, want to join an army, a football club.
- 10 Yes (in an accident). Can lose your hearing, eyesight, etc. as well as things like keys, match, etc.

- 11 Do physiotherapy, massages, plan exercises.
- 12 headaches, coughs and sneezes, fever or high temperature, weakness, etc.
- 13 have a slight/minor/superficial injury, scratches and bruises
- 14 wheelchair, hearing aid, walking stick or walker, computer and speech recognition software, Braille, etc.
- 15 be exposed **to**, be aimed **at**, be capable **of**
- 16 It is strange looking or shocking.
- 17 **common** disease – life-threatening, incurable, deadly
- 18 examines the patient, takes blood tests, lesson to their heart, etc.
- 19 overcome difficulties, a disability, an opponent, etc.
- 20 rush to school – late / may get a detention
rush to the airport – late / may miss the flight
rush to hospital – emergency / may die

Extension

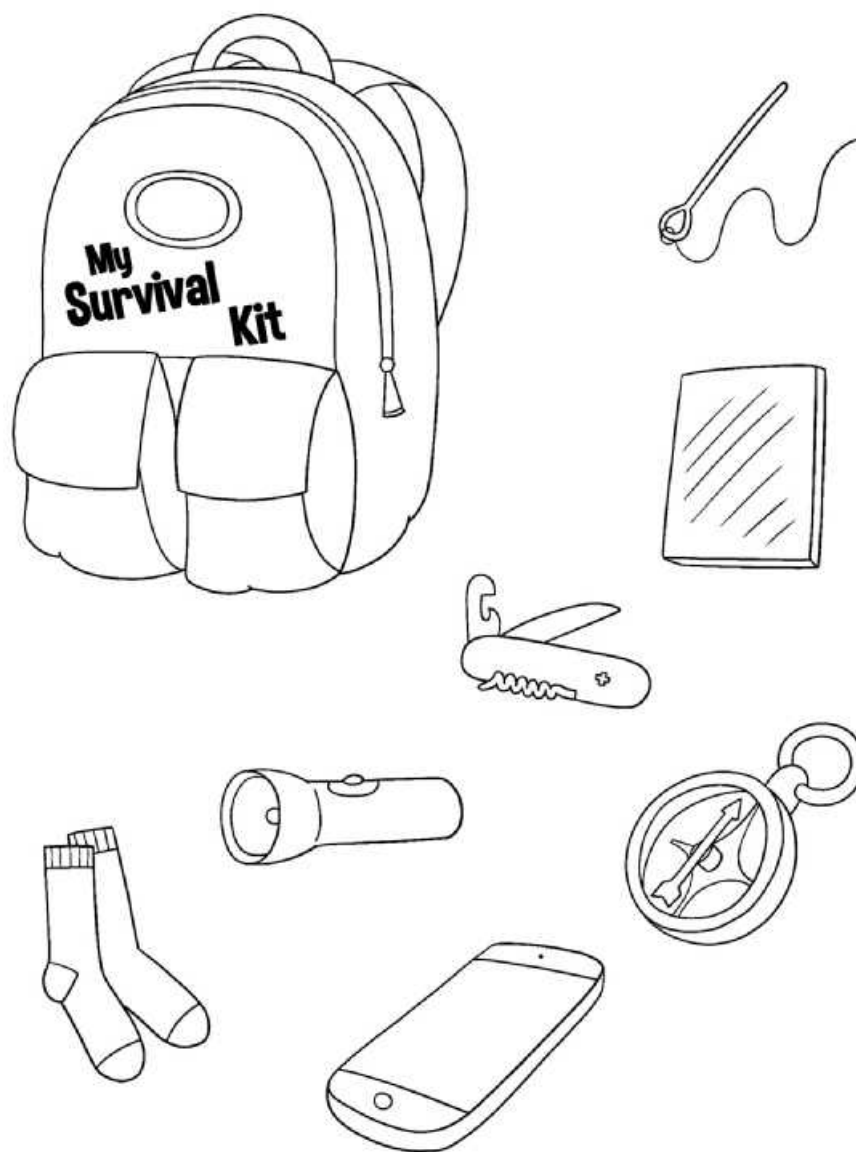
- Ask students to look through the unit and find three more words they learnt which they can't remember the meaning of. They can ask these questions at the end of the quiz.
- Explain how knowing the extra information about the vocabulary helps them to use the words. Ask students to work in groups and:
 - 1) compare how they record vocabulary in their notebooks.
 - 2) discuss whose notebook is best and why.
 - 3) discuss what they could all add to their notebooks to improve them.

1.1 On the road



1.2 Survival kit

My Survival Kit



Bag of sweets	<input type="checkbox"/>	Lighter	<input type="checkbox"/>	Mini flashlight (LED)	<input type="checkbox"/>
Basic cell phone	<input type="checkbox"/>	Lightweight metal pot	<input type="checkbox"/>	Solar charger	<input type="checkbox"/>
Compass	<input type="checkbox"/>	Map of the area	<input type="checkbox"/>	Space blanket	<input type="checkbox"/>
Credit card	<input type="checkbox"/>	Money – \$50 bill	<input type="checkbox"/>	Spoon	<input type="checkbox"/>
Dental floss	<input type="checkbox"/>	Mirror	<input type="checkbox"/>	Sunglasses	<input type="checkbox"/>
Duct tape	<input type="checkbox"/>	Multi-tool (small knife, can opener, scissors, screwdriver, file)	<input type="checkbox"/>	Sunscreen	<input type="checkbox"/>
Energy bars	<input type="checkbox"/>	10 multi-vitamin tablets	<input type="checkbox"/>	Survival guide	<input type="checkbox"/>
Extra socks	<input type="checkbox"/>	Needle and thread	<input type="checkbox"/>	Tinder	<input type="checkbox"/>
Family photos	<input type="checkbox"/>	Plastic bottle	<input type="checkbox"/>	Water filter	<input type="checkbox"/>
Fish-hooks	<input type="checkbox"/>	Plastic rubbish bags	<input type="checkbox"/>	Water purification tablets	<input type="checkbox"/>
Firestarters	<input type="checkbox"/>	Clear plastic sheet (3x4m)	<input type="checkbox"/>	Waterproof matches	<input type="checkbox"/>
Gloves	<input type="checkbox"/>	Deck of playing cards	<input type="checkbox"/>	Whistle	<input type="checkbox"/>
Large knife	<input type="checkbox"/>	Salt	<input type="checkbox"/>	Wide-brimmed hat	<input type="checkbox"/>
Smartphone	<input type="checkbox"/>				

2.1 Interview

Student A

Complete the questions by putting the verbs in brackets into the correct form. Add two more questions to ask Student B using verb patterns *-ing* or infinitive with *to*.

- 1 Would you _____ abroad? Why? / Why not? (consider / study)
- 2 What would you _____ if you went to live in another country? What else would you miss? (miss / eat)
- 3 Do you _____ what to do by other people? (mind / be told)
- 4 Have you ever _____ something a parent or teacher told you to do? (refuse / do)
- 5 Have you ever _____ something wrong? (prevent someone / do)
- 6 What sports do you _____? Which do you _____? (enjoy / watch, like / play)
- 7 Have you ever _____ something for someone? What? Why? (offer / buy)
- 8 Who was the last person you _____? What did you do / are you going to do together? (arrange / meet)
- 9 _____
- 10 _____

Listen to your Student B's questions and tell them if the verb patterns are correct or not. Tell them if the answer is correct. If the answer is wrong, help them correct it!

Student B's answers

- 1 hurt yourself playing
- 2 heard your parents singing
- 3 promised to help
- 4 hope to get / expect to get
- 5 caught someone lying
- 6 challenged someone to beat
- 7 remember going
- 8 allowed to go out



Student B

Complete the questions by putting the verbs in brackets into the correct form. Add two more questions to ask Student A using verb patterns *-ing* or infinitive with *to*.

- 1 Have you ever _____ sport? What happened? (hurt yourself / play)
- 2 When was the last time you _____? Were they any good? (hear your parents / sing)
- 3 What do you _____ for your birthday? And what do you _____? (hope / get, expect / get)
- 4 Have you ever _____ someone but then not done it? (promise / help)
- 5 Have you ever _____? Or has it happened to you? (catch someone / lie)
- 6 Have you ever _____ you at something? (challenge someone / beat)
- 7 Do you _____ to school for the first time? What do you remember? (remember / go)
- 8 How often are you _____ during the week? Until what time? (allow / go out)
- 9 _____
- 10 _____

Listen to Student A's questions and tell them if the verb patterns are correct or not. Tell them if the answer is correct. If the answer is wrong, help them correct it!

Student A's answers

- 1 consider studying
- 2 miss eating
- 3 mind being told
- 4 refused to do
- 5 prevented someone (from) doing
- 6 enjoy watching / enjoy playing
- 7 offered to buy
- 8 arranged to meet

2.2 Pitch your ideas!

Pair A

Pitching

- 1 Imagine you are taking part in a TV show called *The next best entrepreneur*. These are the products you are going to pitch ideas for to the presenters of the show. First, think of a name for each one.
 - A healthy, luxury, dairy ice cream.
 - A beach bag that you can take apart and then lay on your beach chair. It also allows you to hide all of your valuable bits and pieces in its secret pockets.
 - An app that allows customers to buy good food that is past its 'best before' date at a huge discount.
- 2 Discuss how you would present each of your ideas/products. Explain how each one works, why it's better than its competitors, etc.
- 3 Think of the retail price and how much profit you would like to make on each one. Think about how much money you want the presenters to invest and why. What stake of the company will you give them in exchange?
- 4 Present your products and ask for an investment. Negotiate if necessary.

Investing

- 1 Listen to the entrepreneurs' presentation. Ask questions about the products, the market, how much they will be earning in a year / two years / three years, etc.
- 2 If you like the product(s), offer to invest in their company. Negotiate what percentage of the company you want in return and specify any other conditions.

✂️

Pair B

Pitching

- 1 Imagine you are taking part in a TV show called *The next best entrepreneur*. These are the products you are going to pitch ideas for to the presenters of the show. First, think of a name for each one.
 - A special brush that lets you brush your hair and remove knots without any pain.
 - Socks that come in packs of three, rather than two.
 - A simple tool designed to help builders and anyone keen on DIY to easily mark where they want to drill holes.
- 2 Discuss how you would present each of your ideas/products. Explain how each one works, why it's better than its competitors, etc.
- 3 Think of the retail price and how much profit you would like to make on each one. Think about how much money you want the presenters to invest and why. What stake of the company will you give them in exchange?
- 4 Present your products and ask for an investment. Negotiate if necessary.

Investing

- 1 Listen to the entrepreneurs' presentation. Ask questions about the products, the market, how much they will be earning in a year / two years / three years, etc.
- 2 If you like the product(s), offer to invest in their company. Negotiate what percentage of the company you want in return and specify any other conditions.

3.1 I'll race you!

START AND WINNING LINE

1 **TEAM:** Name ten Olympic sports or ten pieces of sporting equipment.

2 Speak continuously on the subject of: keep fit or a match.

3 Give six reasons why it's the best: the place you are living in or the time we are living in.

4 Write a single complete sentence of 20 words about: a sports person/team or a musician/band.

5 You trip. Go back one space.

6 **TEAM:** Say ten ways a person moves or ten ways a person makes noise.

7 Speak continuously on the subject of: my mum, my dad or another relative.

8 **CHALLENGE!** Who can speak the longest on the subject of: my hero or an accident?

9 Give six reasons to love sport or to hate sport.

10 Technological advance: go forward three spaces

11 Write a single complete sentence of 20 words about: a person or a film.

12 **TEAM:** Write eight comparative sentences about: how your school or city has changed over the years.

13 Speak continuously on a subject that the other team chooses.

14 Beginning to tire! Miss a turn.

15 **CHALLENGE!** Who can write down the most verbs associated with sports?

16 Prepare for the final straight. No task.

17 **TEAM:** Say ten pairs of synonyms (words with similar meanings) or ten phrasal verbs + noun collocations.

18 Write a single complete sentence of 20 words about: a place or a book.

19 Give six reasons why you should take a holiday in your own country or give six reasons why you should travel abroad.

20 You drop the baton. Go back three spaces.

21 Speak continuously on the subject of: the Olympics or another sports event.

3.2 General Knowledge Quiz

How much do you know?

- 1 Which animals are _____ – ants or pigs? **(intelligent)**
- 2 Which animals are _____ – zebras or ostriches? **(fast)**
- 3 Which two countries are home to more than half of _____ cities in the world? **(polluted)**
- 4 How old is _____ tree on Earth – around 800 years old; 1,500 years old; 3,000 years old; or almost 10,000 years old? **(old)**
- 5 In which country do you find _____ pyramid in the world? **(big)**
- 6 Which animals are _____ – rhinos or hippos? **(aggressive)**
- 7 Which is _____ – the Atlantic Ocean or the Indian Ocean? **(deep)**
- 8 Where do you find _____ snake in the world – India, Yemen, Brazil, Australia or Vietnam? **(dangerous)**
- 9 Which planet is _____ away from Earth – Saturn or Mercury? **(far)**
- 10 What's _____ mountain in Africa? **(high)**
- 11 What's _____ city in Europe? **(populated)**
- 12 Which animals usually live _____ – giraffes or elephants? **(long)**
- 13 What's _____ word in the English language? **(common)**
- 14 What's _____ movie ever made? **(expensive)**
- 15 What's _____ state in the USA – Hawaii, Rhode Island, Kentucky, Ohio or Montana? **(small)**

4.1 I reckon ...

We won't be able to reverse the effects of climate change.

Using robots instead of soldiers will become normal within fifty years.

We'll never make contact with aliens.

Instead of one global superpower, we're going to see a handful of global powers.

I'll speak fluent English one day.

The gap between the rich and the poor is going to become a huge issue.

We're all going to eat far less meat in the future.

Within twenty years, all sorts of different things will be sold in plain packages.

A four-hour working day will be normal by 2030.

Privacy is going to be a thing of the past within ten years.

Driverless cars will be the norm within ten years.

We'll all soon be able to buy high-quality emotions online.

Hi-tech clothing will make invisibility a reality.

No-one will need to learn foreign languages anymore.

Within a hundred years, people are going to start living on other planets.

Sport	Health	Food	Education
My country	My family	Me	Technology
Transport	Lifestyle	Culture	Cities

4.2 What's on?

MUSIC

- Death by Metal** Top heavy rock band play at the national stadium. Fri and Sat 15.30, \$50–75.
- Nubian Heart** Up and coming indie soul band play Green Room. Sat 20.00, \$20.
- Gypsy time** Techno – Folk crossover. Live band followed by club night. The Dome. 09.00–14.00, \$15.
- Symphony in the Park** Bartok sixth symphony. St Peter's Park. Sun 3pm. Free.
- Sing!** Karaoke place on Main St. 12.00–03.00 daily. From \$6 per person. Groups and children's parties catered for.

THEATRE

- Matilda** Award-winning musical based on the Roald Dahl book. City Theatre. Sat 15.00 and 20.00, \$20–80.
- Macbeth** Shakespeare's play reworked by the city's leading amateur company. The Arts Centre. Sat and Sun 20.00, \$5–20.

CINEMA

- Guardians of the Galaxy** Latest volume in the Marvel series. 15.00 (not Sun), 18.05, 20.50, 00.05.
- Parent and baby screening** Screening of the classic Italian movie **Cinema Paradiso** with subtitles. Sun 15.00.
- Kids Club** *Beauty and the Beast*. Sat 10.00. *The BFG (Big Friendly Giant)* Sun 10.00.

ART

- Malevich** Exhibition of Russian master's painting including his famous black square. City Gallery. Open 9am–5pm. Entrance \$10.
- Green, green grass of home** Exhibition of regional landscape artists. West Arts Centre. Open 10am–4 pm. Free.
- Decaying man** Controversial installation in Main Square. A two-metre replica of Michelangelo's David made from fat and seed is slowly being eaten by mice, birds and bacteria.

EVENTS

- City-wide food festival** All weekend, all the city's cafes and restaurants will be offering 20% discount. Just take your pick! Booking advisable in the evening. Look out for pop-up street food in Main square, St Peter's park and Westtown shopping mall.
- Teddy Bear's picnic** Fun for all the family. Bring a picnic and your teddy bear. Fairground attraction, clowns and other entertainment throughout the day. Sat 11am–6pm. St Peter's Park. Entrance free.
- Family fun run** Run to raise money for the homeless. 10km, 5km or 2km. Prizes for winners and fancy dress. Start Sun 10am. Town Hall, Main St. Entry fee: \$5.
- Paint ball** Pop-up paintballing continues in the disused Chocolate factory. 10.00–21.00 daily. Prices from \$8/person.

MUSEUMS

- Natural History Museum** open daily 10.00–16.00. Entrance free. Aquarium: \$2.
- City Museum** open daily 10.00–16.00. Silk Road – special exhibition: \$3.

SPORTS

- Football** United play in the first round of the National Cup. Sun 5pm. \$15.
- Basketball** The Nets take on the Vikings. Sat 6pm. \$10.
- Tennis** Junior regional finals. Lanes tennis Club. Sat and Sun. Final Sun 3pm. Free.

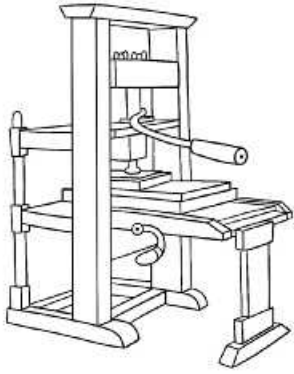
WORKSHOPS

- Big Bake-Off** Weekend cake baking and decorating course. Sat and Sun 9am–1pm. \$40, \$20 students and OAPs.
- Jewellery making** Learn to make necklaces, earrings and wrist chains. Sun 9am–4pm. \$30, \$15 students and OAPs.

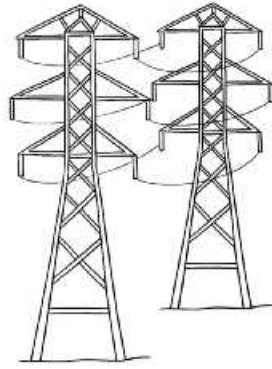
4.2 What's on? Roleplay cards

You are a 15-year-old. You get \$5 pocket money and have \$50 of savings.	You are a parent with a 9-year-old daughter.	You are a retired person. You live on your own and don't have family, but you are quite active.	You are a student at university studying English. You don't have much money.
You are a parent with a six-month old baby. You usually go and see your parents on Sunday.	You like painting and other arts and crafts. You have \$10 pocket money, but your parents are happy to pay for anything educational.	You really like cooking, learning about food and eating. You have a budget of \$40 to spend over the weekend.	You are a 17-year-old. You get \$15 pocket money and have \$120 in savings.
You are a student starting university studying Physics. You have a Saturday job.	You are a 17-year-old. You get \$15 pocket money and have \$120 in savings.	You are a parent with a 9-year-old daughter.	You are a student starting university studying Physics. You have a Saturday job.
You are a teenager who is really into sport. You play in a team that has matches on Saturday.	You are a student at university studying English. You don't have much money.	You are a parent with a six-month old baby. You usually go and see your parents on Sunday.	You are a 15-year-old. You get \$10 pocket money and have \$60 of savings.
You are a retired person. You live on your own and don't have family, but you are quite active.	You are a teenager who is really into sport. You play in a team that has matches on Saturday.	You like painting and other arts and crafts. You have \$10 pocket money, but your parents are happy to pay for anything educational.	You really like cooking, learning about food and eating. You have a budget of \$40 to spend over the weekend.

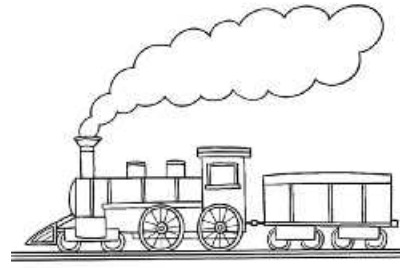
5.1 Life-changing inventions



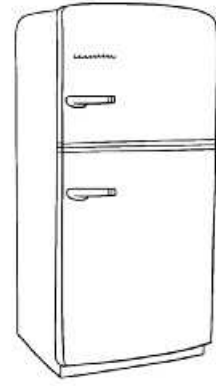
The printing press



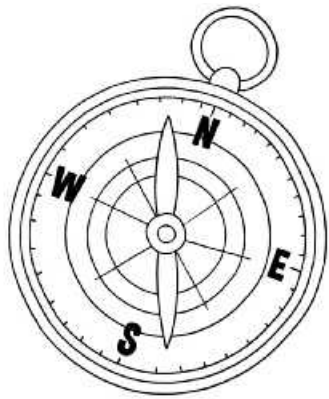
Electricity



The steam engine



Refrigeration



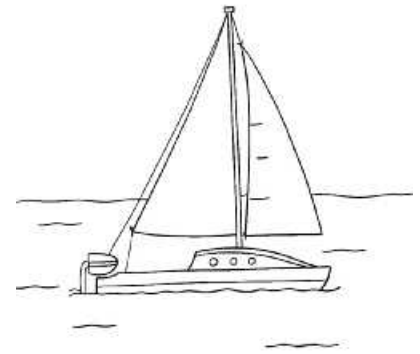
The compass



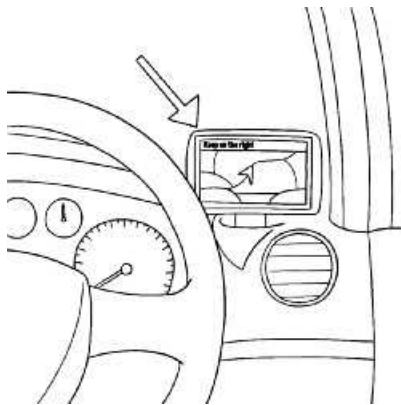
The telephone



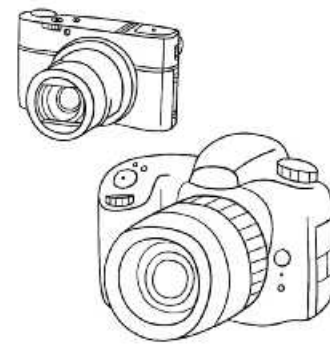
Cement



The sailboat



GPS



Digital cameras

5.2 Find someone who

Find the person in the class ...	Name	What happened
who's had their hair cut recently.		
whose home has been changed in some way.		
who had something stolen once.		
who was once told off for doing something.		
who has a pet which has had an operation.		
whose phone screen has been damaged.		
who has been given a present recently.		
who was late because of a transport delay.		
who was given an award for something once.		

✂️

Find the person in the class ...	Name	What happened
who's had their hair cut recently.		
whose home has been changed in some way.		
who had something stolen once.		
who was once told off for doing something.		
who has a pet which has had an operation.		
whose phone screen has been damaged.		
who has been given a present recently.		
who was late because of a transport delay.		
who was given an award for something once.		

6.1 Would I lie to you?

An achievement	A hidden talent	My grandparents	A scar
Lost	Found	Me and a famous person	Never done
Animal encounter	Pet	Seen or visited	Strange happening

An achievement	A hidden talent	My grandparents	A scar
Lost	Found	Me and a famous person	Never done
Animal encounter	Pet	Seen or visited	Strange happening

An achievement	A hidden talent	My grandparents	A scar
Lost	Found	Me and a famous person	Never done
Animal encounter	Pet	Seen or visited	Strange happening

6.2 Grammar auction

MODAL VERB GRAMMAR AUCTION

You have £10,000 to spend. Decide which sentences are correct. Try to buy as many correct sentences with your money as you can. If you think a sentence is wrong, make a note of what you think the correct sentence should be.

- 1 It could just be nothing. Maybe you shouldn't get involved.
- 2 It must be really interesting working there. I might apply once I graduate.
- 3 I totally missed that. I mustn't have been paying attention.
- 4 I'd do it all the time when I was younger, but I'm not sure I would now.
- 5 It can't be true. She must've been lying to you.
- 6 You should've told me. If I would've known, I'd have tried to help you.
- 7 You shouldn't have been driving so fast. It wouldn't have happened.
- 8 You shouldn't feel bad about it. It wouldn't have made any difference.
- 9 You always should recycle paper and glass, if you can.
- 10 I wouldn't worry about it. It'll all be just fine.
- 11 When I was a kid, we'd often spent our holidays camping up in the mountains.
- 12 Shall we leave early? We might get stuck in traffic otherwise.
- 13 I will be lived in this house for ten years this June.
- 14 I wouldn't do that if I were you. You might break it.
- 15 Could we just stop talking about it? Otherwise, we'll end up arguing.

Money bid	Sentences bought

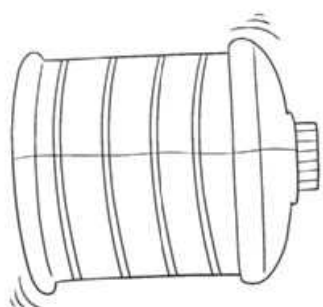
7.1 Assessing creativity

Part A

A group is trying to solve a water transportation challenge: how can people in a remote village carry water on foot from a town well to their homes, which are several miles away?

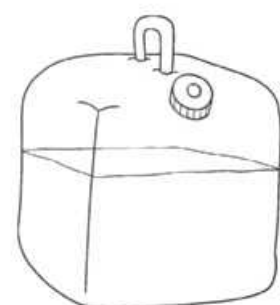
Here are their ideas. Decide if each one is an example of imitation, variation, combination, transformation or original creation.

Fabrice has seen kids pulling special backpacks behind them on wheels, and he comes up with a large plastic container that's a bit like those backpacks: with wheels and with an extendable handle.



Ewa imagines a large round tank of water that rolls on its side and can be pushed like a lawnmower.

Svetlana suggests designing a large plastic container that has a handle on it.



Almir proposes they use a large plastic container, like the ones in water coolers. People can carry it in their arms.

Mohammed decides that a backpack can be completely reinvented so that it can hold water instead of other contents. This means drastically changing the materials and design of the backpack.



Part B

Come up with as many different solutions to the five problems below as you can. In each case, decide which you feel is the most creative approach.

- 1 Your school needs to cut its energy bills by thirty percent. How can it best do this?
- 2 Plan all the meals for a week for a family of four – on a very tight budget.
- 3 Three of your closest friends have been told they're addicted to their smartphones. It's having a negative effect on their schoolwork, and their relationships.
- 4 A new airport is going to be built near our town or city. Decide where it should go.
- 5 Your school is planning to have an app made. The app needs to be realistic, but also to be of the most use to the highest number of students. What should it do?

7.2 I wish!

I wish I hadn't said anything.



I'd rather we had a shorter school day.



If only we didn't have to work to earn money.



If only people were more sensible.



I'd rather we took the train to the airport.



I wish there was a chip you could put inside your brain to translate languages.



If only I had known about my mistake sooner.



If only young people had more of a say in government.



I wish our country's history had been different.



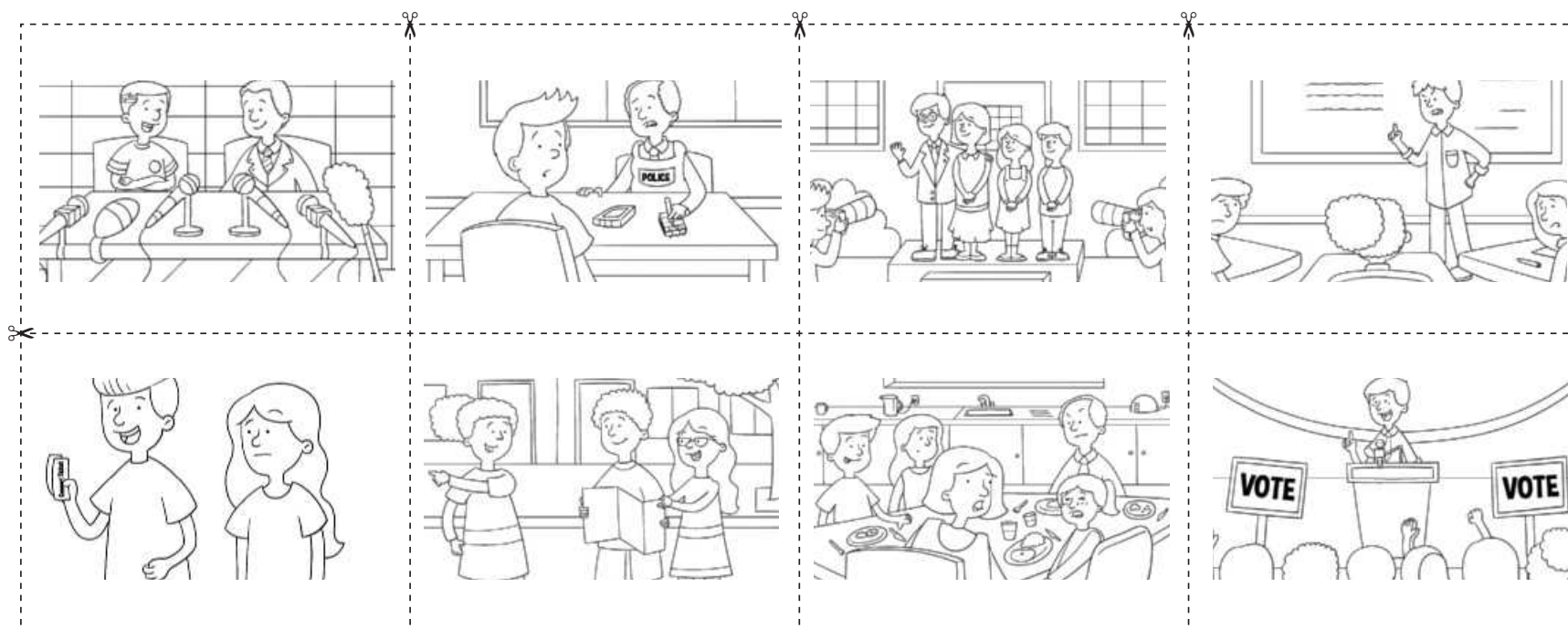
I rather people gave me money for my birthday than presents.



I wish I had listened to my parents.

8.1 Said and done

Scenario cards



Reporting cards

agree	arrange	offer	promise	refuse
say	claim	pretend	threaten	admit
consider	recommend	deny	suggest	announce
insist	insist	criticize	blame	promise
state	remind	tell	persuade	advise
warn	invite	remind	say	warn
tell	urge	offer	forgive	ask
refuse	ask	apologize	accuse	thank

8.2 Values questionnaire

Mark each statement from 1 to 5.

1 = strongly disagree; 2 = disagree; 3 = not really sure; 4 = agree; 5 = strongly agree

- ☐ a It's important to be successful in what you do.
- ☐ b The family is the most important thing in society.
- ☐ c Agreement among everyone involved is the best form of decision-making.
- ☐ d It's fine for women to earn more than their partners.
- ☐ e Things were better in the past.
- ☐ f Cheating is OK if you don't get caught – and if it helps you get what you want.
- ☐ g Human beings obviously have the right to control and use the natural world.
- ☐ h Having different kinds of people in a group makes it harder for everyone to work together.
- ☐ i It's important to show respect to people who are older than you.
- ☐ j Parents and children should stay as close to each other as possible.
- ☐ k People around the world are basically more similar than they are different.
- ☐ l People should keep their problems to themselves.
- ☐ m The best way to judge people is not by what they say, but by what they do.
- ☐ n A free country allows its citizens to express disagreement.
- ☐ o Bringing up children should be just as important to men as it is to women.

9.1 What do you call it?

1 Complete the questions by adding the correct missing words. If you think no word is needed, leave the space blank.

- 1 What do you call an area of water _____ ships stop and all the buildings around there?

- 2 What's the word for someone _____ offers to do work for no money, to help others?

- 3 What's the word for something _____ you decide is true after thinking about it carefully and looking at all the evidence? _____
- 4 What adjective would you use to describe officials _____ do dishonest or illegal things to gain money or power?

- 5 What do you call that machine _____ you use to copy a photo into a computer?

- 6 What do you call the part of the country _____ the land meets the sea? _____
- 7 What do you call the system _____ is used to measure the strength of earthquakes?

- 8 What's the name of that organization _____ was set up by the UN? You know, the one _____ goal is to provide humanitarian aid to children and mothers living in developing countries?

- 9 What's the word for the person _____ carries out operations _____ improve the appearance of people's bodies? _____
- 10 What's the adjective to describe a song _____ you remember as soon as you hear it and _____ sticks in your head, even if you don't like it? _____
- 11 What's the name of that girl from Pakistan _____ was shot for insisting on her right to an education?

- 12 What's the name of those Native American people _____ we read about, most of _____ live right up in the Arctic Circle? Do you remember? _____
- 13 What do you call all the broken pieces _____ are left when something big has been destroyed, especially by an explosion or a natural disaster? _____
- 14 What do you call those small aircraft _____ don't have pilots and are controlled from the ground?

- 15 What do you call someone _____ is very politically active and joins an organization _____ aims are to bring about social or political change? _____

2 Think about the words or information that's being described in 1–15. Check with your classmates or ask for their help.

3 Think of five words, phrases or some information you'd like to find out. Write a question for each. Then ask your classmates to find out.

- 1 _____

- 2 _____

- 3 _____

- 4 _____

- 5 _____

9.1 Party game

1 Put the phrases in order from 'strongly agree' to 'strongly disagree'.

- ☐ No way – that’s completely crazy.
- ☐ I’d say I’m basically in favour, but I have a couple of doubts/questions.
- ☐ It might be OK in theory but I don’t see how it would work.
- ☐ I haven’t ever really thought about it.
- ☐ I’m generally against it.
- ☐ That’s a great idea. I’m totally for it.

2 Which phrase would you use to describe your opinion of these policies? Think of reasons why.

- There should be national service with all school leavers spending a year in the army.
- There should be no homework at primary school and a maximum of an hour a day at secondary school.
- Cars should be banned completely from the city centre.
- The maximum sentence for any crime should be ten years in prison.
- Doctors should prescribe free gym lessons.
- Using social media should only be allowed over the age of 16.
- Every school child should receive a tablet or laptop when they start secondary school.
- Voting in general elections should be compulsory for everyone from the age of 16.

3 Work in groups. Discuss your ideas and come to an agreed position.

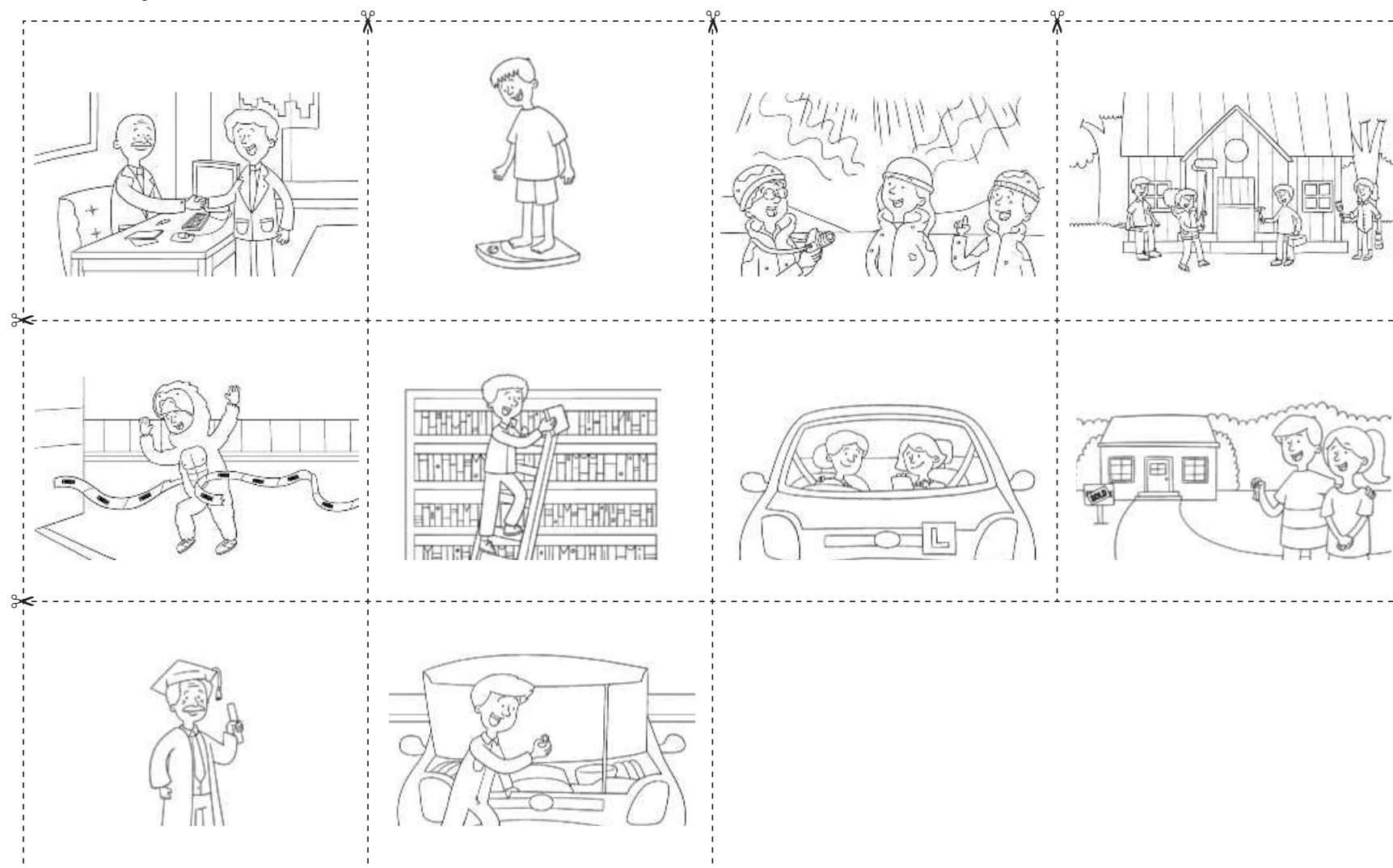
- A: *So what do you think about this idea of national service.*
- B: *I’m totally for it because ...*

4 Work in new groups. Discuss new policies you would like to put forward in a political party.
Choose a name for your party.

		← (your party’s name)
Policy area	Your suggested policies	

10.1 Emphatic stories

Scenario pictures



Structure cards

could	In no way	succeeded in
Only very rarely did	managed to	Not only
While he / she did ...	Only after	wasn't / weren't able to
Not until	couldn't	Nowhere else
unable to	At no time	Only when
Only after	Not for a moment	didn't manage to
wasn't / weren't able to	Not only	In no way
Little did he / she know	Rarely before had he / she	could
At no time	managed to	Not until
couldn't	Only then	Although he / she does

10.2 Vocabulary quiz

- 1 How do you **slip** and how do you **trip** – what's the difference?
- 2 Say three things a doctor may **prescribe**? What for?
- 3 Which is the odd one out: **kidney, lung, wrist, liver, brain**?
- 4 Say three possible consequences of a **stroke**?
- 5 Is there a difference between **having an operation** and **having surgery**?
- 6 Who needs a **medical licence**? And how do you get one?
- 7 Why might the government have to **raise awareness** of issues?
- 8 What's the opposite of **the infection cleared up**? Why might each happen?
- 9 Why might you need to **take a medical**? Say two situations you would need one.
- 10 Can you **lose a leg**? What else can you **lose**?
- 11 What does **a physiotherapist** do?
- 12 Say three **symptoms** of flu?
- 13 What's the opposite of having **extensive injuries**?
- 14 Say three things that **a disabled person** may use to help them.
- 15 What prepositions follow **be exposed, be aimed** and **be capable**?
- 16 Why might you **stare at** something?
- 17 What's the opposite of **a rare disease**? Say two other adjectives that describe diseases.
- 18 How does a doctor decide on **a diagnosis**?
- 19 Say three things you can **overcome**?
- 20 What three places might you **rush** to? Why?

Workbook answer key

1 Travel, trust and tourism

Vocabulary

1

get to	go for
university work	a bike ride two hours

take	catch
a taxi a trip	my bus my train

2

1 voyage; 2 route; 3 commute; 4 destination; 5 lift;
6 cruise; 7 backpacking; 8 flight

3

Logical: 3, 4, 5, 6; Illogical: 1, 2, 7, 8

4

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

5

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

6

1 get; 2 stay; 3 go; 4 lie; 5 find; 6 be

7

1 in; 2 used; 3 welcoming; 4 poisoning; 5 our; 6 sights;
7 shock; 8 robbed

8

1 excursion; 2 secluded; 3 availability; 4 down time;
5 wander; 6 overbooked; 7 amenities; 8 tourist traps

Pronunciation / Listening

9

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

10

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

11

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

12

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

13

1 tomb; 2 white; 3 population; 4 darken; 5 dust and soot;
6 Parliament or parliament; 7 propane

Grammar

14

1 saw; 2 wasn't raining; 3 correct; 4 were staring or stared;
5 was away; 6 correct; 7 were checking or checked; 8 listened
or were listening

15

1 had studied / had been studying, moved;
2 realized, had rushed;
3 is reading, wants;
4 had taken, knew;
5 visited, had already read;
6 Does, know;

7 toured, had got / got;

8 examined, had studied;

9 had been hiking, found;

10 bought, was waiting

16

1 Has Jasmin ever travelled abroad?

2 Was Ravi planning to spend this semester in Bologna?

3 Nico has never been surfing because he is scared of the sea.

4 Kari has been very sick with food poisoning.

5 Did you get a real feel for Valparaiso?

6 Akita wasn't happy to have been left to her own devices.

7 Minjoo had been wanting to visit Sydney for years.

Vocabulary building

1

1 Make sure you look after your sister at the pool.

2 Where do we queue up to get train tickets?

3 We were close to Las Vegas when the car broke down.

4 Hanging out at the amusement park is lots of fun.

5 Where can drivers pull up on this road?

6 It comes down to whether I have enough money for the trip.

7 Who is going to pick him up from the airport?

Reading

2

1 f; 2 c; 3 a; 4 b; 5 g; 6 d

3

1 T; 2 F; 3 T; 4 NG; 5 NG

4

1 failure(s); 2 underprice; 3 rate(s); 4 excursion(s); 5 atmosphere

Grammar

1

1 b; 2 a; 3 d; 4 d; 5 b; 6 b; 7 a; 8 b

2

1 my mother used to live on Kakkathuruthu;

2 but she used to speak Malayalam;

3 She used to paint pictures;

4 used to love eating curries made with coconut and cinnamon;

5 would wear beautiful saris;

6 would light lamps and fish in the lagoons

3

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

4

1 used to help; 2 used to love; 3 took; 4 collected; 5 would
pull on; 6 would go; 7 we'd hang; 8 would boil; 9 was;

10 used to think; 11 was

5

2 Did you use to post a lot of photos on social media?

3 We didn't use to get ice cream after school.

4 I would watch TV all the time.

5 Everybody used to think people couldn't go into space.

6 I used to read a lot of mystery novels.

7 We never used to go on skiing holidays.

8 Did your hair use to be blond?

6

1 Petra used to / would meet her friend Lorena for coffee

2 Petra used to / would ride her

- 3 Petra used to / would study English and chemistry
- 4 Petra used to / would study maths and history
- 5 Petra used to / would study every night
- 6 Petra didn't use to study
- 7 Petra used to / would
- 8 Petra didn't use to go to concerts

TEDTalk

- 1
1 It's; 2 I'm; 3 pulls; 4 starts; 5 buys; 6 he's
- 2
1 f; 2 c; 3 e; 4 a; 5 d; 6 b
- 3
1 had; 2 bought; 3 used to be; 4 didn't use to write; 5 would take; 6 took; 7 has helped
- 4
c
- 5
1 e; 2 b; 3 d; 4 a; 5 f; 6 c

Speaking

- 1
1 's their thing; 2 the best place; 3 experience a genuine;
4 'd suggest trying; 5 a short while; 6 they should probably;
7 you ask me; 8 the one place; 9 rather try something;
10 worth a go; 11 wouldn't bother going; 12 be best (off)
- 2
1 h; 2 g; 3 e; 4 f; 5 b; 6 d; 7 c; 8 a

Writing

- 5
1 3 stars; 2 1 star; 3 2 stars; 4 4 stars
- 6
1 enjoyed; 2 arranged; 3 which; 4 On top of that;
5 what's more; 6 fun; 7 One other thing was that; 8 special;
9 love; 10 recommend
- 7
1 T; 2 F; 3 T; 4 T; 5 F; 6 F; 7 T; 8 T; 9 F; 10 T

Review

- 1
1 b; 2 a; 3 d; 4 b; 5 c; 6 d
- 2
1 culture; 2 welcoming; 3 sights; 4 anxiety; 5 touch
- 3
1 Did your package tour in Jamaica include meals?
2 How long have they known about the private beach at the end of the road?
3 Who rented their beach house to you?
4 Where is the guide telling us to meet after lunch?
5 What have trekkers taken as souvenirs of their climb?
- 4
1 d; 2 f; 3 g; 4 e; 5 a; 6 c; 7 b
- 5
1 correct; 2 Did you use; 3 used to want; 4 use to have;
5 used to tell; 6 correct; 7 never used to eat; 8 usually study

2 The business of technology

Vocabulary

- 1
1 of; 2 in; 3 competitive; 4 full-time; 5 well-paid;
6 for; 7 demanding; 8 hours

- 2
1 responsible; 2 badly; 3 stressful; 4 prospects; 5 charge;
6 flexible; 7 part-time; 8 industry
- 3
1 c; 2 f; 3 b; 4 d; 5 a; 6 e
- 4
People: meet, negotiate, network; Products: distribute, invent, market
- 5
1 a; 2 b; 3 c; 4 d; 5 a; 6 b
- 6
1 raise; 2 negotiate; 3 pressure; 4 distribute;
5 market; 6 team; 7 office; 8 network
- 7
1 T; 2 F; 3 T; 4 T; 5 F; 6 T; 7 F; 8 T
- 8
1 team player / self-starter; 2 chair; 3 delicate;
4 systematic; 5 self-starter / team player; 6 founder;
7 outsourced; 8 proactive

Pronunciation / Listening

- 9
1 rise; 2 rise; 3 rise; 4 fall; 5 rise; 6 fall; 7 rise; 8 rise
- 10
1 design; 2 innovative; 3 solar; 4 Entrepreneurial;
5 developing countries; 6 particular needs; 7 clean drinking
- 11
1 b; 2 c; 3 a; 4 d
- 12
b
- 13
1 c; 2 b; 3 a; 4 a; 5 c; 6 b

Grammar

- 14
1 have you learned; 2 have learned; 3 did you start;
4 started; 5 decided; 6 has been working; 7 have been;
8 became; 9 had; 10 hired; 11 hasn't been
- 15
1 haven't been advertising; 2 claimed; 3 have failed, have run;
4 have been attracting; 5 has invented; 6 dreamed;
7 have risen; 8 made; 9 have been negotiating; 10 has notified
- 16
1 have been making; 2 have become; 3 have realized; 4 created;
5 have developed; 6 have downloaded; 7 gave; 8 have been
- 17
1 have been asking; 2 decided, knew; 3 put, gave;
4 liked; 5 started, was; 6 have been able

Vocabulary building

- 1
1 personal; 2 luxury; 3 normal; 4 distant; 5 official;
6 well-paid; 7 second-hand

Reading

- 2
a 2; b 1; c 4; d 1; e 5; f 3
- 3
1 a; 2 d; 3 c; 4 e; 5 f; 6 b
- 4
1 NG; 2 T; 3 F; 4 T; 5 NG

Grammar

- 1
1 using; 2 to close; 3 to receive; 4 to plan; 5 to continue;
6 using; 7 to offend; 8 to accept
- 2
1 b; 2 a; 3 a; 4 c; 5 c; 6 a
- 3
1 to create; 2 to be; 3 correct; 4 to accept; 5 thinking;
6 interacting; 7 correct; 8 making
- 4
1 to study; 2 to design; 3 to guarantee; 4 fixing; 5 to see;
6 to keep
- 6
1 me to arrange; 2 us to text; 3 me checking; 4 her carrying;
5 us to swim; 6 me travelling; 7 him to be; 8 her to play
- 7
1 me the directions; 2 him money for his class trip; 3 the children
a story; 4 me a pen; 5 you my phone; 6 her parents tickets for
the opera

TEDTalk

- 2
1 to accept; 2 to receive; 3 corresponding; 4 to spend;
5 wasting; 6 creating; 7 to send
- 3
1 b; 2 c; 3 a; 4 c
- 4
1 c; 2 e; 3 b; 4 f; 5 a; 6 d

Speaking

- 1
2 Wouldn't, I'd find it really annoying.
3 Haven't, I've seen that happen.
4 Won't, It will look weird if you do that?
5 Isn't, That's a bad idea.
6 Can't, We can wait five more minutes.
7 Didn't, You should have seen her yesterday.
8 Shouldn't, You should finish your homework first.
- 2
Possible answers:
1 Haven't you had enough already?
2 Aren't we all responsible for the environment?
3 Shouldn't you wait for the sales?
4 Don't you need a plan B?
5 Aren't you going to play football?

Writing

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

Review

- 1
1 is based in / at; 2 dealing with; 3 put together; 4 recover from;
5 way of handling / way to handle
- 2
1 supplier; 2 negotiate; 3 market; 4 Networking;
5 distribute; 6 entrepreneur; 7 based; 8 invent
- 3
1 have; 2 have measured; 3 correct; 4 have been using / have
used; 5 has been lending; 6 Damon cofounded;
7 correct; 8 has worked / has been working

- 4
1 studying / to study; 2 to link; 3 to see; 4 to pick up; 5 to give
- 5
1 watching / to watch; 2 to go; 3 to see; 4 to
look; 5 calling; 6 to go; 7 to use; 8 studying

3 Faster, higher, stronger

Vocabulary

- 1
1 c; 2 b; 3 a; 4 d; 5 a; 6 c; 7 d; 8 a
- 2
1 court; 2 kick; 3 pass; 4 swing; 5 diving
- 3
1 b; 2 a; 3 d; 4 c; 5 c
- 4
1 had; 2 competed; 3 was; 4 won; 5 smashed;
6 captained; 7 scored; 8 played
- 5
1 really great attitude; 2 real passion; 3 set; 4 played a key role;
5 scored a goal; 6 won; 7 energetic; 8 competed in and won
- 6
1 positive; 2 gold; 3 the star; 4 He holds; 5 technique
- 7

Noun	Adjective
energy	energetic
passion	passionate
skill	skilful
awareness	aware
positivity	positive
competition	competitive

Pronunciation / Listening

- 9
1 best time, at the; 2 far easier, think it is; 3 fastest time; 4 isn't
as, popular in; 5 He's a lot, better at it, than I; 6 first team, years in a;
7 as often as, used to; 8 than it, years ago
- 10
1 a; 2 b; 3 b; 4 c; 5 a; 6 c
- 11
Sports mentioned: 1, 2, 4, 6, 8, 9, 10
- 12
d
- 13
1 d; 2 e; 3 a; 4 g; 5 b; 6 f; 7 c

Grammar

- 14
1 a; 2 a; 3 an; 4 a; 5 an; 6 a; 7 an; 8 a; 9 an;
10 a; 11 an; 12 a
- 15
1 the; 2 the; 3 the; 4 x; 5 the; 6 an; 7 the; 8 the;
9 a; 10 x; 11 any; 12 the; 13 the; 14 His; 15 the
- 16
1 A; 2 the; 3 x; 4 the; 5 the; 6 a; 7 the; 8 a;
9 the; 10 the; 11 x; 12 the; 13 a; 14 the; 15 a
- 17
1 much; 2 each; 3 How many; 4 a few; 5 both; 6 a
lot; 7 any; 8 Some

18

1 this; **2** an; **3** any; **4** those; **5** Many; **6** the; **7** both of

Vocabulary building

1

1 talents; **2** elite; **3** establish; **4** Money; **5** amounts; **6** selected

Reading

2

2, 3, 6

3

1 a; **2** c; **3** c

4

1 outperform; **2** fade; **3** ritual; **4** achieve; **5** clear

Grammar

1

1 c; **2** d; **3** b; **4** a; **5** b; **6** a; **7** d

2

1 much colder / a lot colder / a great deal colder / far colder;

2 slightly hotter / a little hotter / a bit hotter;

3 a lot more / many more / a great deal more / far more;

4 much more expensive / a lot more expensive / a great deal more expensive / far more expensive;

5 far better / much better / a lot better;

6 a bit longer / slightly longer;

7 great deal more / lot more

3

1 were 34 years earlier than the first World Cup football game;

2 1.5 metres longer than the women's (world record jump);

3 over 111.22 million more people watched it on TV;

4 15 minutes longer than Ruby (can);

5 five fewer points than we did / than us

4

1 a; **2** b; **3** b; **4** b; **5** b; **6** a; **7** a; **8** b

5

1 not as fast; **2** not as many; **3** not as safe; **4** more

colourful; **5** more; **6** wasn't as good; **7** not as many

6

1 a bit more / less talented than; **2** is as beautiful as; **3** is as important

as; **4** is slightly better than; **5** correct; **6** is not nearly so hot / is not

nearly as hot; **7** far more efficient than; **8** correct; **9** the longest

7

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

TEDTalk

1

1 Rather; **2** Conversely; **3** but; **4** but; **5** But; **6** but

2

1 Olympic marathon; **2** that race; **3** surface technology; **4** record;

5 gene pool; **6** elite athletes; **7** competitive world; **8** ascent

3

1 marathon; **2** swimming; **3** marathon; **4** cycling;

5 sprinting; **6** sprinting

4

1 faster; **2** stronger; **3** longest; **4** taller; **5** shorter;

6 best; **7** most

5

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

Speaking

1

1 The main thing we discovered was; **2** The most surprising thing

we found was that; **3** Apart from that, we found that; **4** Another

thing that was interesting was; **5** you won't be surprised to hear that; **6** but one thing that was interesting was; **7** Some other things worth mentioning are

Writing

4

1 More than half; **2** Just under two-thirds; **3** Roughly a

quarter; **4** doubled; **5** One in four; **6** vast majority of;

7 Almost 40 percent of; **8** increased by

5

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

6

1 b; **2** a; **3** b; **4** a; **5** b; **6** a

Review

1

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

2

1 medal; **2** passion; **3** record; **4** score; **5** captain; **6** role;

7 attitude; **8** won

3

(All possible answers) **1** x, a few, many, a lot of; **2** the, a lot of;

3 a, the; **4** x, a few, a lot of, many; **5** a lot of, x, a few,

many; **6** many

4

1 b; **2** c; **3** b; **4** c; **5** a; **6** b; **7** b

5

1 slightly bigger than; **2** is not quite as cheap; **3** isn't as fast as;

4 quite a bit taller; **5** weren't quite as expensive as; **6** isn't as long

4

Cultural transformation

Vocabulary

1

1 production; **2** art gallery; **3** studio; **4** lyrics; **5** portrait;

6 viewers

2

Art: mural, painting, portrait; Music: concert hall, lyrics, verse

3

1 attracts; **2** attend; **3** boost; **4** brings; **5** holds; **6** generates

4

1 on; **2** on; **3** for; **4** in; **5** on; **6** in

5

1 c; **2** b; **3** a; **4** d; **5** a; **6** d; **7** d; **8** b

6

Possible answers: **1** b, c; **2** a; **3** d, e; **4** d, f; **5** c, f; **6** d, e;

7 b, c; **8** b

7

1 jazz; **2** recital; **3** composer; **4** arrangement;

5 conductor; **6** conservatory; **7** gig; **8** musical

8

1 c; **2** d; **3** a; **4** b; **5** d; **6** c; **7** b

Pronunciation / Listening

9

1 mobbed; **2** freezing; **3** loads; **4** way; **5** never;

6 terrible; **7** hours; **8** awful

10

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

11

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

12

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

Grammar

13

1 will read; 2 we are going; 3 subscribe; 4 going to watch;
5 you will use; 6 are going; 7 going to deliver; 8 will take;
9 won't use

14

1 is attending; 2 'll be pretending; 3 is performing; 4 will be wearing;
5 'm going to meet; 6 finish; 7 are going to order;
8 are about to put

15

1 The lectures start on Friday evening.
2 Will the reporters be interviewing the singer after the concert?
3 We are about to watch the music video on his laptop.
4 That young artist will certainly make an impression on the art world when her show starts.
5 Will the musicians be working on their new song tomorrow?
6 The art class is going to display their drawings in the hallway next week.
7 I don't think he will be ready on time.
8 I will have enough short stories ready once I publish my first book.

16

1 Do, know; 2 will, be filming / film; 3 Will, give; 4 is, leaving;
5 will, be doing; 6 Is, dancing; 7 is, to finish

Vocabulary building

1

1 diverse; 2 strict; 3 hard; 4 innovative; 5 low-;
6 leading; 7 driving; 8 mixed

Reading

2

1 g; 2 b; 3 c; 4 a; 5 e; 6 f

3

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

4

1 F; 2 T; 3 NG; 4 T; 5 F

Grammar

1

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

2

1 she'll have visited; 2 will have been practising; 3 will have been studying;
4 I'll have cooked; 5 We'll have been swimming;
6 I will have listened

3

1 will have learned; 2 won't have had / will not have had; 3 'll have packed / will have packed
4 'll have been looking around / will have been looking around; 5 'll have watched / will have watched;
6 'll have been waiting / will have been waiting; 7 'll have been taking / will have been taking;
8 'll have tried out / will have tried out

4

1 My sister was going to read but couldn't find her book.
2 I wondered if he would come to my party.
3 I was going to call you, but I fell asleep.
4 By the time we get to the cinema, the film will have started.
5 By the time we arrive, we'll have been sailing for two hours.
6 By the time he retires, he'll have saved a lot of money.

5

1 a; 2 b; 3 a; 4 b; 5 a; 6 a; 7 a

6

1 will have finished; 2 were planning to stay; 3 will have been hiking; 4 won't have read; 5 will have finished drying; 6 was going to study; 7 will not/won't have spent

7

1 will have been; 2 will have welcomed; 3 was planning; 4 was going to visit; 5 would hike; 6 will have melted; 7 will have finished

8

1 I thought we would enjoy the new exhibit. / I thought we were going to enjoy the new exhibit.
2 By the time you take your Spanish exam, you'll be ready to go to Costa Rica.
3 We'll have finished decorating the house by July.
4 I was going to take a drawing class tomorrow but won't have enough time. / I was going to take a drawing class tomorrow but there won't be enough time.
5 The students will have read the book by Monday.
6 I hoped the play would finish earlier.
7 He said he was going to ride his bike and meet us at the museum. / He said he would ride his bike and meet us at the museum.
8 We had to leave early because he was arriving at 9:00.

TEDTalk

1

1 a lot of; 2 to try to; 3 sort of; 4 going to; 5 or for worse; 6 even though; 7 right after; 8 you know

2

1 run over; 2 less; 3 abandoned; 4 industrial relic; 5 economic case; 6 dreams; 7 architecture

3

1 would; 2 was going to; 3 would be; 4 would; 5 is moving; 6 is going to

4

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

Speaking

1

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

2

1 jazz funk; 2 keys (keyboard); 3 He prefers chart music to jazz; 4 go to a 90s party; 5 no; 6 a big family trip – cousins cancelled so she can bring a friend; 7 no, she thinks zoos are cruel; 8 rescues animals / sculpture park; 9 the gallery; 10 younger brother doesn't like art

3

1 feel, to, festival; 2 sound, kind, I'm; 3 in, how, to, exhibition;
4 wondering, like, a, club; 5 honest, really, of; 6 if, rather, always, the

Writing

5

1 A; 2 F; 3 F; 4 A; 5 A; 6 F; 7 F; 8 A

6

1 four; 2 introduction; 3 relevant; 4 brief; 5 three; 6 in favour of; 7 against; 8 support; 9 conclusion; 10 personal

7

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

8

1 no; 2 yes; 3 no; 4 no; 5 yes

Review

1

1 impact; 2 sense; 3 support; 4 brings; 5 attracts;
6 boosts; 7 generate; 8 attended

2

1 to not influence; 2 to hold back; 3 to cancel an event; 4 to find money; 5 to grow in importance; 6 an idea or plan that's been done before; 7 good results; 8 weak ambition

3

1 would start; 2 would make; 3 wouldn't sell; 4 wouldn't go; 5 was going to; 6 would take; 7 was starting

4

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

5

1 was going; 2 will have; 3 would wait; 4 is giving; 5 will have lived; 6 will have had; 7 will have been playing

5 It's not rocket science

Vocabulary

1

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

2

1 data; 2 results; 3 discover; 4 solution; 5 proof; 6 curious; 7 examine; 8 technology

3

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

4

1 heat; 2 track; 3 prove; 4 analyze; 5 submit; 6 carry; 7 dissolve; 8 form

5

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

6

1 released; 2 references; 3 out; 4 analyze; 5 up; 6 of

7

1 Researchers designed an experiment to demonstrate their theory.
2 The chemical reaction released energy.
3 The substance dissolved after it was heated up.
4 Form a hypothesis before collecting data.
5 She placed the cell under the microscope.
6 Scientists tracked the gorillas' eating habits.

8

Hypothesis: disprove, formulate, test; Experiment: conduct, perform, set-up

9

1 data; 2 reacted; 3 disprove; 4 set; 5 performed; 6 dissect; 7 observation; 8 support

Pronunciation / Listening

10

1 believed; 2 claimed; 3 said; 4 estimated; 5 known; 6 thought; 7 known; 8 accepted

11

d

12

1 reveal; 2 Researchers; 3 categorize; 4 characteristics; 5 acceptance; 6 recognize; 7 response; 8 influence

13

b

14

1b; 2 d; 3 a; 4 b; 5 d; 6 c; 7 a

Grammar

15

1 have been changed; 2 was enjoyed; 3 were developed; 4 was founded; 5 can be shared; 6 are spent; 7 has also been

changed; 8 be "called"; 9 can be seen; 10 was created;

11 have been sold; 12 will be improved

16

1 might be conducted; 2 had been questioned; 3 was being caused; 4 were confirmed; 5 have been transformed; 6 will be tracked; 7 has been selected; 8 are being won; 9 was submitted

17

Answers may vary. Possible answers:

1 The scientists designed an experiment to test the quality of the gold.

2 The biologist had released the fish into the stream.

3 We attached the wire to the battery, which started the experiment.

4 We are dissolving the powder in the liquid.

5 The smartphone was used to make a video of our experiment.

6 The winners can be found on our website or in our magazine.

7 I have been discouraged from building a supercomputer by the high cost.

8 Scientists from your country are considered (by experts) to be among the best in the world.

Vocabulary building

1

-able: adaptable; -ful: beautiful, helpful, hopeful; -ive: effective, imaginative, innovative; -ous: curious

Reading

2

1 c; 2 g; 3 d; 4 a; 5 b; 6 h

3

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

4

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

Grammar

1

1 A; 2 P; 3 A; 4 A; 5 P; 6 P; 7 A; 8 P; 9 A; 10 A; 11 P

2

1 a; 2 d; 3 c; 4 a; 5 d; 6 d; 7 b

3

1 It's said; 2 doesn't; 3 are claimed; 4 is generally accepted; 5 It's assumed; 6 are; 7 It is thought

4

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

5

2 I had my research project displayed at the science fair.

3 My aunt got her favourite recipe printed in the newspaper.

4 I had my temperature taken at the clinic.

5 Jamie got his experiment finished for him (by some classmates).

6

2 It is thought (that) recording lectures helps students (to) learn;

3 It is assumed (that) most students need to study regularly;

4 It is thought that exercise is good for the brain;

5 It is claimed (that) the world gets / is getting hotter every decade;

6 It is assumed (that) scientific advances help people (to) live longer;

7 It is well known that Mrs Liu is the best teacher at our school

7

1 Studying abroad is thought to help students become more curious about the world.

2 Thirty-seven percent of the people in our country are estimated to have university degrees.

3 Our experiment was said to be doomed to failure since we didn't take into account the temperature.

4 Brushing your teeth twice a day is claimed to keep your mouth healthy.

- 5 Fish such as salmon are believed to be good for the health of your brain.
- 6 Getting at least eight hours of sleep every night is thought to help your brain work better.

TEDTalk

- 1
1 X; 2 OK? 3 Right? 4 X; 5 X; 6 right? 7 X; 8 Right?
- 2
1 B; 2 B; 3 A; 4 A; 5 A; 6 B; 7 B; 8 A
- 3
1 a introduction; 1 b method; 1 c results; 1 d discussion;
2 Biology Letters; 3 30,000
- 4
1 d; 2 f; 3 a; 4 e; 5 b; 6 c

Speaking

- 1
1 Q; 2 S; 3 H; 4 Q; 5 S; 6 H; 7 Q; 8 H; 9 S
- 2
b
- 3
1 the first thing we'd need to do is; 2 I wonder how; 3 We'd also need to make sure that we; 4 we'd need to try and work out; 5 I suppose then we'd probably be best; 6 it'd be good to know whether; 7 I'd imagine that the data would probably reveal; 8 I'd expect the results to show; 9 I would have thought it'd be possible to prove

Writing

- 6
1 f; 2 c; 3 e; 4 a; 5 d; 6 b
- 7
1 L; 2 I; 3 L; 4 E; 5 I; 6 L; 7 E; 8 I
- 8
1 aim; 2 discover; 3 conform; 4 incorrect; 5 carried out; 6 Before the experiment, 7 During the experiment, 8 In order to; 9 Once; 10 then
- 9
a 5; b 3; c 8; d 2; e 7; f 1; g 6; h 4

Review

- 1
1 recorded; 2 hypothesis; 3 tracked; 4 released; 5 place; 6 formed
- 2
1 submit; 2 create; 3 add; 4 design; 5 carry out; 6 analyze; 7 prove; 8 get rid of
- 3
1 is being; 2 has been; 3 dreamed; 4 are; 5 had been; 6 used; 7 are being; 8 are stored
- 4
1 is generally agreed; 2 are controlled; 3 was said; 4 is awarded; 5 was written; 6 was believed; 7 is claimed
- 5
1 a; 2 b; 3 b; 4 a; 5 a; 6 b; 7 b

6 Adapt to survive

Vocabulary

- 1
1 drought; 2 environmental; 3 fishing; 4 save; 5 waste; 6 wild; 7 expedition; 8 route

- 2
1 I, warming; 2 I, greenhouse; 3 C; 4 I, natural; 5 C; 6 I, more
- 3
Positive: conserve, habitat, save, survive; Negative: die out, endangered, extinct, hunt
- 4
1 c; 2 b; 3 b; 4 a; 5 b; 6 c
- 5
1 bring a lasting; 2 work in nature; 3 pass on its; 4 leave the; 5 preserve their
- 6
1 from; 2 to; 3 to; 4 on; 5 out; 6 for
- 7
1 habitat; 2 extinct; 3 endangered; 4 survive; 5 species; 6 adapted; 7 store; 8 risk
- 8
1 d; 2 f; 3 a; 4 b; 5 c; 6 e
- 9

Noun	Adjective	Verb
conformity	conforming	conform
modification	modified	modify
threat	threatened	threat
adaptation	adaptable	adapt
sustenance	sustaining, sustained	sustain

- 10
1 insulation; 2 conform; 3 endurance; 4 familiar; 5 sanctuary; 6 modification; 7 hazard; 8 prospect

Pronunciation / Listening

- 11
1 a; 2 b; 3 b; 4 a; 5 b; 6 a; 7 b; 8 a
- 12
1 the consequences; 2 species; 3 their habitat; 4 extinction; 5 group; 6 survival; 7 genes; 8 benefit
- 13
1 a; 2 c; 3 d; 4 b; 5 a; 6 c
- 14
1 g; 2 e; 3 b; 4 a; 5 f; 6 c; 7 h; 8 d
- 15
1 F; 2 T; 3 T; 4 F; 5 T; 6 F

Grammar

- 16
1 may; 2 might; 3 should; 4 could; 5 may
- 17
1 may not; 2 may; 3 can; 4 will; 5 can; 6 can; 7 will; 8 wouldn't; 9 must
- 18
1 must; 2 may / might; 3 may / might; 4 must; 5 can / may; 6 must
- 19
1 must rely; 2 must call; 3 can expect; 4 should know; 5 couldn't connect; 6 might even be
- 20
1 will; 2 will; 3 can; 4 might; 5 will; 6 would

Vocabulary building

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

Reading

2

c

3

1 c; 2 b; 3 d; 4 a; 5 d; 6 c; 7 b

4

1 f; 2 c; 3 g; 4 a; 5 e; 6 d

Grammar

1

1 d; 2 c; 3 d; 4 b; 5 b; 6 a; 7 d

2

1 must have been / must've been; 2 should have; 3 can't have been;
4 could have; 5 wouldn't have; 6 will have; 7 shouldn't have been

3

1 have been; 2 should; 3 could; 4 be seeing; 5 will have been; 6 shouldn't be

4

1 Need I explain; 2 have to study; 3 As you can see; 4 could have come; 5 wouldn't have come; 6 should have seen; 7 could have been done; 8 must have been

5

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

6

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

7

1 I can see the film on Saturday.
2 You should be studying at the library every day. / Every day you should be studying at the library.
3 He might go to Madagascar this summer. / This summer he might go to Madagascar.
4 She may need to buy a new bike.
5 You can't have read that entire book!
6 He might have enjoyed the beach more in better weather. / In better weather, he might have enjoyed the beach more.
7 You should have told me before I went!

8

1 be called; 2 be found; 3 be; 4 have been; 5 be; 6 have been; 7 encourage

TEDTalk

1

1 digging up; 2 a little bit; 3 most of them; 4 had an idea; 5 years; 6 he found; 7 a long time; 8 specific

2

1 North; 2 fragments; 3 scanner; 4 structure; 5 nine; 6 American; 7 fat; 8 South America

3

3; 5; 1; 6; 4; 2

4

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

Speaking

1

1 d; 2 b; 3 a; 4 c

2

Possible answers in first part:

1 Really? 2 That must have been wonderful! 3 So, what did you do?
4 What happened? 5 How amazing!

Possible answers in second part:

1 Photograph C;

2 Before seeing the zebras, Speaker A probably felt frustrated and disappointed. After watching the herd, he or she was most likely very happy and excited.

3 How did you feel when you saw the zebras? Would you like to go on safari again? Do you have any pictures of the zebras?

4

Answers will vary. Possible answers to follow-up questions: Why do you think the dolphin swam into the harbour? What happened after you saw the dolphin? How did you feel when you saw the dolphin? Did you call anyone for help? Who? Were you able to help the dolphin get back to the ocean?

Writing

6

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

7

1 NS; 2 TS; 3 NS; 4 NS

8

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

9

1 e; 2 h; 3 a; 4 j; 5 g; 6 b; 7 k; 8 c

Review

1

1 died out; 2 are at risk; 3 haven't adapted to; 4 long-term survival; 5 been saved; 6 passed on

2

1 habitat; 2 risk; 3 species; 4 survival; 5 genes; 6 adapted

3

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

4

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

5

1 can't have; 2 must have; 3 would be going; 4 wouldn't have; 5 must have been; 6 wouldn't have helped; 7 could live

7 Outside the box

Vocabulary

1

1 makes her / a living. 2 always make the most 3 doesn't make sense
4 make up your mind 5 made a splash 6 made a big impression

2

1 can't; 2 difference; 3 of; 4 for; 5 living; 6 made;
7 any; 8 impression

3

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

4

1 follow; 2 create; 3 adapt; 4 kill; 5 score; 6 make;
7 has; 8 works

5

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

6

1 create; 2 creativity; 3 creation; 4 creatively; 5 with; 6 up

7

1 a bank account; 2 a deadline; 3 an emotion; 4 your CV; 5 disease; 6 find out

8

1 gift; 2 ingenious; 3 originality; 4 imagination; 5 Innovative;
6 vision

Pronunciation / Listening

9
1 didn't; 2 should; 3 couldn't; 4 doesn't; 5 could; 6 hadn't; 7 could; 8 can't

10
1 e; 2 c; 3 h; 4 a; 5 f; 6 d

11
c

13
1 a; 2 c; 3 a; 4 b; 5 c; 6 c; 7 a; 8 b

12
1 F; 2 F; 3 O; 4 F; 5 O; 6 O; 7 F; 8 O

Grammar

14
1 allow; 2 will have; 3 have; 4 are; 5 would be; 6 were

15
1 hadn't played, wouldn't have been; 2 meditate, will be able to think; 3 exercised, would feel; 4 look, might think; 5 took, could think; 6 mightn't have been, had gone; 7 hadn't taken, wouldn't have been able to

16
1 come / will come; 2 worked; 3 can plan / are able to plan; 4 didn't take; 5 wouldn't have written; 6 hadn't walked; 7 were

17
1 knew, would find; 2 will understand / would understand, think / thought; 3 hadn't started, wouldn't have learned; 4 will be, surrounds; 5 tried, would understand; 6 won't start, doesn't realize; 7 hadn't drawn, wouldn't have found; 8 will realize / would realize, research/researched

Vocabulary building

1

Verb	Noun	Adjective	Noun
vary	variety/variation	useful	usefulness
publish	publication	logical	logic
know	knowledge	fluent	fluency
conclude	conclusion	flexible	flexibility
assess	assessment	intelligent	intelligence
analyze	analysis	concerned	concern

Reading

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

3
1 e; 2 b; 3 g; 4 c; 5 a; 6 f

4
1 identical (twins); 2 fraternal (twins); 3 nurture; 4 at birth; 5 indistinguishable; 6 human nature; 7 IQ; 8 genetic influence

Grammar

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

2
1 was; 2 could; 3 would; 4 could; 5 would; 6 was; 7 could

3

1 could; 2 had; 3 rather; 4 was; 5 would; 6 had listened; 7 would stop; 8 go

4

1 was; 2 correct; 3 would; 4 hadn't chosen; 5 correct; 6 go; 7 would five / gave; 8 correct

5

1 I wish I were a fashion designer.
2 I'd rather be at the beach right now.
3 I wish my parents hadn't made me learn the violin.
4 I wish I didn't have to practise for the concert.
5 I wish he would stop telling me how to finish my writing.
6 If only I'd finished my project on time.
7 I wish I was like my brother.

6

1 I wish I had signed; 2 I wish you were; 3 I'd rather she had; 4 If only I'd paid; 5 I'd rather make; 6 I wish I'd chosen; 7 I wish I could go

7

1 I wish my parents had encouraged me to play an instrument.
2 If only he hadn't wasted his talent.
3 I wish my neighbour would stop practising drums all day.
4 I would rather the main character in the book was more likeable.
5 I really wish the gallery was open.
6 I wish I didn't have to invent solutions all the time.
7 If only I could paint like Picasso.
8 I would rather the teacher gave us more freedom.

TEDTalk

2

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

3

1 you'll; 2 wouldn't have; 3 would we call; 4 should; 5 would still know; 6 understand; 7 will pay; 8 would we name

4

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

Speaking

1

1 R; 2 R; 3 C; 4 C; 5 S; 6 R; 7 S; 8 S; 9 C; 10 ; S; 11 R

2

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

3

1 What do you think about; 2 If we do that, won't it; 3 it would allow us; 4 that way we could; 5 My only issue is; 6 Maybe we should

4

Answers will vary. Possible answers: a Wouldn't it be better to start with something easier, like a 5K? That way, you can see if you like races. b If you ask me, you should try to put the argument behind you. I'd suggest forgetting about the whole thing. c Perhaps it would be better to look for another job first. My recommendation would be to stick with it until you find something else

Writing

6

1; 4; 7; 8

7

1 Purpose; 2 This report will; 3 Background; 4 Methods of investigation; 5 We then surveyed; 6 Findings; 7 Recommendations; 8 We might consider

8

1 right spot; 2 students; 3 A group of students;
4 researching; 5 space; 6 places; 7 sunlight; 8 stone;
9 in containers; 10 involved

Review

1

1 creative; 2 create; 3 creation; 4 creative; 5 creatively;
6 creativity

2

1; 2; 3; 5; 6

3

1 want; 2 correct; 3 encourage; 4 would feel; 5 didn't use;
6 wouldn't have developed; 7 correct

4

1 a; 2 c; 3 c; 4 a; 5 d; 6 b; 7 d

5

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

8 Common ground

Vocabulary

1

1 get; 2 connect; 3 respond; 4 share; 5 make; 6 pay;
7 join; 8 have

2

1 a chat; 2 a message; 3 photos; 4 texts; 5 on the phone;
6 my message out

3

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

4

Positive association: avoid discrimination, pay a compliment, sort something out; Negative association: be offended, create an awkward silence, discriminate against, have a misunderstanding, stereotype people

5

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

6

1 from; 2 offence; 3 reaction; 4 conscious; 5 complimentary;
6 stereotypical

7

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

8

1 pay; 2 insult; 3 put; 4 wax; 5 praise; 6 flatter;
7 swallowed; 8 reaction

Pronunciation / Listening

9

1 thousands; 2 eight; 3 next; 4 didn't have to; 5 98;
6 weren't

10

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

11

1 faster pace; 2 economy and trade; 3 physical objects;
4 distinct languages; 8 affects

12

b

13

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

Grammar

14

1 are; 2 have; 3 eat; 4 have; 5 served; 6 like

15

1 visited; 2 were; 3 was; 4 built; 5 took; 6 warned;
7 thought; 8 wasn't

16

1 Jens asked if there was a championship for making funny faces.
2 Monika asked whether there was camel wrestling in Turkey.
3 Chen asked what Germans did to celebrate weddings.
4 Wilma asked how people exchanged business cards in China and Japan. / Wilma asked how people in China and Japan exchanged business cards.
5 Hasan asked if there was a monkey festival in Thailand.
6 Petra asked whether it was unusual for people to close their eyes while another person is speaking.
7 Ana asked where the biggest tomato fight in the world took place.

Vocabulary building

1

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

Reading

2

b

3

1 globalization; 2 powerful engines; 3 cultural connections;
4 basic truth; 5 Future Shock; 6 knowledge-based;
7 unique culture

4

1 a; 2 d; 3 c; 4 d; 5 a; 6 b; 7 c

Grammar

1

1 convinced; 2 reminded; 3 arranged; 4 promised; 5 suggested;
6 claimed; 7 persuaded; 8 encouraged

2

1 of; 2 on; 3 x; 4 for; 5 x; 6 x; 7 to; 8 for

3

1 warned; 2 advised; 3 confess; 4 intended; 5 recommend;
6 persuaded; 7 recommend; 8 ask; 9 consider

4

1 claim that; 2 to avoid; 3 invited; 4 pretend to be; 5 correct;
6 making; 7 for; 8 promised

5

1 b and d; 2 a and c; 3 a and d; 4 a and b; 5 b and c;
6 b and c; 7 a and d; 8 b and d

6

1 warned me not to believe; 2 was argued that; 3 refused to let me dye; 4 insist on employing; 5 suggested that I go to;
6 be forced to react; 7 stated that challenging

7

1 The company threatened to dismiss workers to be more cost-effective.
2 I would urge everyone to make like-minded friends.
3 The company notified us that the tickets had been sent by email.
4 He denied that he had discriminated against anyone.
5 She resented being called a goth.
6 He thanked the audience for being so well-mannered.
7 My sister always asked to borrow my clothes.
8 I would recommend staying away from two-faced people.

8

1 announced; 2 claimed; 3 insist; 4 deny; 5 persuade;
6 confess

TEDTalk

- 1
1 b; 2 a; 3 b; 4 c; 5 a; 6 c; 7 b
- 2
1 T; 2 F; 3 T; 4 T; 5 F; 6 T; 7 T; 8 F
- 3
b
- 4
1 c; 2 f; 3 d; 4 a; 5 e; 6 b

Speaking

- 1
1 g; 2 e; 3 c; 4 a; 5 h; 6 b; 7 d; 8 f
- 2
1 Just because, it doesn't mean; 2 from, point of view;
3 Speaking as; 4 totally supports, it's crazy; 5 As a, I think;
6 I mean
- 4
1 favour; 2 What's; 3 just; 4 doesn't; 5 from; 6 view;
7 mean; 8 do; 9 for; 10 totally

Writing

- 6
1 e; 2 a; 3 g; 4 d; 5 b; 6 f; 7 h; 8 c
- 7
1 I am writing to complain, as it suggests, problems;
2 the attitude, While; 3 however, stereotype, There is a risk;
4 I would like you to, I suggest
- 8
a 1; b 1; c 2, 3, 4; d 3; e 1, 2, 3; f 2; g 4; h 1, 2, 3

Review

- 1
1 sort out their differences / sort their differences out;
2 was very offended; 3 paid me a compliment about;
4 best response is; 5 discourage me from going; 6 felt awkward
- 2
1 minded; 2 faced; 3 complimentary; 4 mannered;
5 stereotyped; 6 discriminatory; 7 heartbroken; 8 effective
- 3
1 had taken; 2 seemed; 3 had made / was making / is making;
4 had reacted / reacted; 5 clapped / clap; 6 had expected / was expecting / expects / expected
- 4
1 I told you that I avoid studying at the weekends.
2 I told her that seeing a doctor was a good idea.
3 He assures his parents that studying in Cairo was a great experience.
4 We insisted on our friends joining us at the poetry reading.
5 Did you ask him to study at the library after school?
- 5
1 b; 2 a; 3 b; 4 b

9 Lend a helping hand

Vocabulary

- 1
1 disastrous; 2 level; 3 flooded; 4 rescued; 5 shelter;
6 impact; 7 saved
- 2
1 challenging; 2 long; 3 stressful; 4 flexible;
5 responsibility, rewarding

- 3
1 The city's infrastructure was completely destroyed.
2 The main roads were blocked.
3 The earthquake struck the city centre.
4 There was a shortage of petrol.
5 Volunteers had the task of rebuilding.
6 They tried to flee the area.
- 4
1 c; 2 a; 3 d; 4 d; 5 b; 6 c; 7 b; 8 c
- 5
1 d; 2 f; 3 b; 4 c; 5 e; 6 a
- 6
1 fled; 2 infrastructure; 3 roads; 4 debris; 5 an aid;
6 infrastructure
- 7

Noun	Verb
devastation	devastate
destruction	destroy
appeal	appeal
supplies	supply
provisions	provide
evacuation	evacuate

- 8
1 drought; 2 blackout; 3 hurricane; 4 tsunami; 5 earthquake;
6 heatwave, hail; 7 flood

Pronunciation / Listening

- 9
1 continuing; 2 being; 3 drinking; 4 ongoing; 5 clearing;
6 responding; 7 relocating; 8 appealing
- 10
1 c; 2 a; 3 b; 4 a; 5 c; 6 b; 7 a
- 11
1 e; 2 c; 3 h; 4 a; 5 d; 6 g; 7 b; 8 f
- 12
c
- 13
1 T; 2 F; 3 F; 4 T; 5 T; 6 F; 7 T; 8 F

Grammar

- 14
1 who; 2 which; 3 which; 4 x; 5 that; 6 whose; 7 which;
8 whom
- 15
1 that; 2 which; 3 that; 4 that; 5 which; 6 who
- 16
1 There is new technology which was designed for use in disaster zones.
2 Dr Paul Gardner-Stephen, who is a computer researcher at a university in Australia, developed a way for people to communicate after a natural disaster.
3 He designed a new technology called "mesh networking" which lets people communicate by mobile phone where there is no mobile network or the mobile network has been destroyed.
4 In mesh networking, each phone sends and receives data, which could be text messages, phone calls or files, for the whole network.
5 Google started a drone program which could deliver aid to hard-to-reach places.

6 Google also developed project Loon, which is a way to provide internet connections to remote places with a network of high-altitude balloons.

17

- 1 Michael and Kenny Ham created the All Terrain Solar Trailer, which is a solar generator.
- 2 OpenRelief is developing a drone that will use cameras and software to identify and locate people in disaster areas.
- 3 The PLOTS spectrometer, which allows people to test their drinking water, costs about \$10.
- 4 The Aid Necessities Transporter (ANT), which was invented by Brian Lee, can carry supplies over rough terrain.
- 5 Anna Stork and Andrea Sreshta created a solar-powered light, which makes it easier to distribute disaster aid.

18

- 1 which; 2 which; 3 which opens; 4 who; 5 who; 6 that

Vocabulary building

1

- 1 the traumatized; 2 the rich, the poor; 3 the brave; 4 the young; 5 the best/worst, the worst/best; 6 the old

Reading

2

- 1 d; 2 b; 3 f; 4 c

3

- 1 boy; 2 rope; 3 wealth; 4 lightweight; 5 donkeys; 6 \$108,000; 7 inspire; 8 suspension

4

- 1 e; 2 b; 3 g; 4 a; 5 c; 6 f

Grammar

1

- 1 affected; 2 wanting; 3 including; 4 made; 5 damaged; 6 based; 7 investing; 8 leading

2

- 1 Countries that/which have been affected by disasters often need international aid.
- 2 Students who want to help raise money for the appeal should meet in the library at 2pm.
- 3 I find it hard to watch news of disasters which include images of children.
- 4 Donations that/which have been made by the public will be sent to the victims of the earthquake.
- 5 Many countries give development aid to countries that have been damaged by war.
- 6 The headquarters of the U.N., which is based in New York, was set up in 1945.
- 7 There has been an increase in companies which / that are investing in green technologies.
- 8 There has been a series of natural disasters which has led to a food shortage.

3

- 1 enlarged; 2 travelling; 3 including; 4 filled; 5 used; 6 made

4

- 1 Having attended the ... 2 Wanting to remain neutral; 3 Correct; 4 Having fled ... 5 Correct, or change Watching to Having watched; 6 Having made money; 7 Faced with; 8 Correct

5

- 1 Forced to flee my home; 2 Exhausted / Being exhausted; 3 Being in an unfamiliar place; 4 Having left the room; 5 listening to the other delegates; 6 Lacking money

6

- 1 Having met; 2 recently destroyed by fire; 3 Having decided; 4 Raising half of the required funds; 5 After appointing; 6 asking them to make donations; 7 having done so

7

- 1 caused; 2 Travelling; 3 Having; 4 set up; 5 Having joined

TEDTalk

1

- 1 rising; 2 falling; 3 rising; 4 falling; 5 rising; 6 rising; 7 rising; 8 rising; 9 rising; 10 falling

2

- 1 b; 2 a; 3 c; 4 a; 5 b; 6 a; 7 b

3

- a 6; b 2; c 7; d 4; e 1; f 5; g 3

4

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

Speaking

1

- 1 what; 2 there's; 3 denying; 4 with; 5 top; 6 not; 7 to note

2

- 1 d; 2 a; 3 f; 4 b; 5 g; 6 c

3

- a 4; b 6; c 1; d 3; e 7; f 5; g 2

4

- 1 Today I want to speak to you; 2 Now, I know what you might be thinking; 3 I'm obviously not going to deny that; 4 it's too late; 5 what do you recommend; 6 To begin with; 7 On top of; 8 Let's not forget that; 9 It's also important to; 10 final points you want to note

Writing

6

- 1 E; 2 I; 3 E; 4 I; 5 E; 6 I

7

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

8

- 1 response; 2 volunteers; 3 apply; 4 future; 5 First; 6 hospital; 7 regards; 8 bring; 9 suitable; 10 experience; 11 forward

9

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

Review

1

- 1 rescued; 2 evacuated; 3 launched; 4 rise; 5 survived; 6 flood; 7 flee; 8 blocked

2

- 1 impact; 2 affected; 3 infrastructure; 4 zone; 5 survivors; 6 shortage; 7 supplies; 8 debris

3

- 1 that; 2 who; 3 which; 4 which; 5 that; 6 who; 7 which; 8 which

4

- 1 living; 2 called; 3 famous; 4 people who are willing to help after; 5 correct; 6 coffee, which; 7 correct

5

- 1 When I was younger, I had a good friend named Megan.
2 My father is the man reading by the pool. / The man reading by the pool is my father.

- 3 Many people went to the concert held at the park.
- 4 Did you see the email sent by Kailash?
- 5 I love the dress the girl walking ahead of us is wearing.
- 6 The boy riding the blue bike isn't looking where he's going.

10 Life changing

Vocabulary

- 1
1 pass; 2 absorb; 3 support; 4 infect; 5 use; 6 breathe; 7 beats; 8 tastes
- 2
1 absorbed; 2 bacteria; 3 infection; 4 senses; 5 heartbeat; 6 muscles; 7 digestive; 8 touch
- 3
1 h; 2 c; 3 b; 4 d; 5 f; 6 g; 7 a; 8 e
- 4
Illness: bleeding, cancer, stroke; Treatment: antibiotics, operation, physiotherapy
- 5
1 waist; 2 action; 3 trap; 4 up; 5 spreads; 6 made; 7 infection; 8 damage
- 6
1 detect; 2 think; 3 action; 4 intensive; 5 wheelchair; 6 cure; 7 chest; 8 spread
- 7
1 c; 2 a; 3 c; 4 a; 5 b; 6 c; 7 d; 8 d
- 8
1 Heart attacks can cause disability.
2 The patient felt numbness in his legs.
3 He suffers from a range of medical conditions.
4 People start rehabilitation in hospital.
5 Her speech became slurred.

Pronunciation / Listening

- 9
1 am; 2 has; 3 was; 4 haven't; 5 is; 6 have; 7 has
- 10
1 recovery; 2 symptoms; 3 resistant; 4 prescribe; 5 detect; 6 awareness; 7 treatments
- 11
a
- 12
1 d; 2 b; 3 a; 4 d; 5 b; 6 d
- 13
1 a; 2 c; 3 b; 4 c; 5 c

Grammar

- 14
1 managed to; 2 could; 3 could; 4 was able to; 5 could; 6 was able to; 7 managed to; 8 was able to
- 15
1 Was, able to; 2 Was, able; 3 Did, manage to go; 4 Did, succeed; 5 Were, able to; 6 Could, managed to walk / could she walk around; 7 Were, able; 8 Did, manage
- 16
1 a; 2 a or b; 3 a; 4 a or b; 5 b; 6 a; 7 a or b; 8 a or b
- 17
1 could buy; 2 were, able to manufacture; 3 have, managed to identify; 4 did, succeed in finding; 5 were, able to give

Vocabulary building

- 1
1 prescription; 2 chance; 3 awareness; 4 capable; 5 resistant; 6 devoted; 7 aimed; 8 investment

Reading

- 2
1 c; 2 a; 3 d; 4 b; 5 a; 6 d; 7 a
- 3
1 F; 2 T; 3 T; 4 T; 5 F; 6 T; 7 F; 8 F
- 4
1 c; 2 b; 3 d; 4 b; 5 a; 6 c; 7 d

Grammar

- 1
1 The invention of antibiotics did lead to increased life expectancy.
2 Only after the invention of antibiotics did surgery become more common.
3 Not until recently have people realized the need for new treatments.
4 Little would people have guessed the negative effect fast food would have.
5 Regular exercise does improve your health.
6 As a child, little did I imagine all the improvements in medicine.
7 Not until new drugs are invented will we be able to cure most diseases.
8 Rarely has there been a luckier accident than the discovery of penicillin.
- 2
1 did; 2 was; 3 have; 4 had; 5 did; 6 was; 7 is; 8 could
- 3
1 Not only; 2 did; 3 in no way; 4 only after; 5 Little; 6 only after
- 4
1 not only ... but also; 2 did mean; 3 Little can they; 4 Not until I was; 5 Rarely did it; 6 Only after ... did I begin; 7 rarely do I let; 8 medication does let me
- 5
1 did he expect what he; 2 after testing many plants did; 3 Rarely do patients recover; 4 no way was he to; 5 point / time did I understand; 6 do people live longer than
- 6
1 Little do most people know what a huge difference ...
2 Not only do most people not wash their hands very often, but they also don't use soap.
3 Nowhere in the country is as bad as this area when it comes to hygiene.
4 Only then will we have improved health.

TEDTalk

- 1
Adjectives: answers should include any three of the following: grateful, ready, depressed, normal, different; Nouns: answers should include any three of the following: life, hospital, nurse, home, machine, nickname, ward, wheelchair
- 2
1 b; 2 c; 3 a; 4 c; 5 a; 6 b; 7 c; 8 b
- 3
1 little; 2 at no time; 3 did; 4 only after; 5 Not until; 6 Nowhere else; 7 never before; 8 did
- 4
1 c; 2 d; 3 e; 4 a; 5 f; 6 b

Speaking

1

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

2

1 sympathetic; **2** surprised; **3** passing on a message; **4** surprised

3

Some answers may vary. Possible answers: **1** No, what happened? **2** Oh no! **3** Wow, that's great! **4** Poor guy! **5** Awesome! **6** Say 'hi' from me.

4

1 heard; **2** happened; **3** Apparently; **4** kidding; **5** heard; **6** Maybe; **7** Poor; **8** OK; **9** tell; **10** thinking

5

Suggested answers:

Photo 1: The child probably feels tired and weak. He might have a fever. However, he probably feels glad that his mother is there to comfort him. Photo 2: The man probably feels awful because not only is he sick, but he also has to work. He might also feel stressed and tired.

Writing

6

1 B; **2** A; **3** A; **4** A; **5** A; **6** B; **7** B; **8** B

7

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

8

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

Review

1

1 back to full fitness now
2 made a full recovery
3 hadn't left
4 was out of action
5 back to normal

2

1 physiotherapy; **2** cure; **3** stroke; **4** prescribe; **5** infection; **6** injury; **7** care; **8** wheelchair

3

1 managed to walk; **2** able to leave; **3** find; **4** succeeded in curing; **5** couldn't meet; **6** athletes can The athletes managed to; **7** could see; **8** manage

4

1 Little did we know; **2** may be; **3** can; **4** are; **5** must; **6** is

5

1 Rarely have I enjoyed a concert as much as I did last night.
2 Little did he know we were planning a surprise party for his sixteenth birthday.
3 Only after I bought the tickets to the film did I realize I couldn't go.
4 At no time did I think I'd end up in the hospital because of a bite from a spider.
5 Nowhere else in our town sells better ice cream than my uncle's shop.
6 In no way should you underestimate the importance of a good education.

Grammar practice answer key

1 Travel, trust and tourism

- 1
1 went 2 stayed 3 had 4 took 5 hadn't been
6 I'd been having 7 improved 8 were staying
9 felt 10 is coming 11 I just hang out 12 I'm still looking
- 2
1 had been talking 2 had known 3 had been lying 4 had seen
5 had enjoyed 6 had been staying
- 3
1 would / used to 2 would / used to 3 was 4 would
5 treated 6 made / did / completed / managed / took
- 4
1 used to come / would come / would usually come
2 used to work / would work
3 didn't use to travel / would not travel / wouldn't travel / wouldn't usually travel / never used to travel / would never travel
4 used to have
5 used to be
- 5
1a I had ever left 1b You're leaving already / You're already leaving / Are you leaving already
2a got used to 2b I'm slowly getting used to
3a I had never stayed 3b are you staying
4a We have got 4b we're hardly getting

2 The business of technology

- 1
1 b 2 a 3 a 4 b 5 b 6 a 7 a or b* 8 b
* for a long time in the past, but not now OR for a long time from the past and continuing to now
- 2
1 always 2 since* 3 when 4 set / started / opened
5 last / past 6 made / earned 7 living / leading 8 has
* This was the point at which the actions began.
- 3
1 The present perfect simple: refers to the duration of something (always) that's still true now (= she still loves drawing).
2 Present perfect continuous: talks about the duration of activities that are still true now - and emphasizes the process (not the completed action).
3 Past simple: completed in the past.
4 Present perfect simple: introduces an action (starting to make shoes) connected to a present situation / discussion.
5 Present perfect simple: refers to a completed event within a period of time including now.
6 Present perfect continuous: talks about the duration of activities that are still true now - and emphasizes the process (not the completed action).

- 4
1 Correct
2 Incorrect (*We've almost finished **raising** the money we need.*)
3 Incorrect (*Have you considered **paying** someone who can do it?!*)
4 Incorrect (*I'm going to keep **writing** to them until I get an answer!*)
5 Correct
6 Incorrect (*I'd recommend **reporting** it. It doesn't look right.*)
7 Incorrect (*I tried to get a better deal, but they basically just refused **to negotiate**.*)
8 Correct
- 5
1 posting 2 to crash 3 to speak 4 feeling 5 to change
6 playing 7 to buy 8 trying 9 to take 10 winning
- 6
1 me to use
2 me thinking about
3 her not to
4 force you to
5 anyone / someone not liking
6 Remind me not / never
7 taught me to
8 you not listening

3 Faster, higher, stronger

- 1
1 Italy, junior high school, the boys' team
2 women's
3 the truth, motorbikes, charm, a lovely personality
4 Alabama, the youngest, a farmer
5 a teenager, groceries, a shoe repair shop
6 a company, badminton rackets, the material, the rackets
- 2
1 not much 2 almost no 3 Very few / Not many 4 any
5 very much 6 A lot of / Most 7 every 8 a lot of / so many
- 3
1 No 2 both 3 Neither 4 every 5 any 6 Either
7 All 8 each
- 4
1 miles more goals than
2 wasn't as fast / didn't run as fast / ran almost as fast / was almost as fast
3 as much as
4 (country's) most successful swimmer
5 longer you play, the
6 were far fewer professional
- 5
Students' own answers.

4 Cultural transformation

1

- 1 will do, leave
- 2 have, won't be raining
- 3 are going to start, have raised
- 4 are going, have finished
- 5 am not doing, will show
- 6 is about to start, will call, has finished

2

- 1 as soon as they have
- 2 before they paint
- 3 they are going to complete / they are to complete
- 4 shouldn't be a failure
- 5 will be shopping / will be going shopping / am going to be shopping

3

- 1 going 2 expected 3 would 4 were 5 than 6 wasn't

4

- 1 I thought it would
- 2 I was expecting it
- 3 were hoping / had been hoping
- 4 was going
- 5 was going to stay

5

- 1 have started 2 I'm going 3 I'm helping, I'll have finished
- 4 I'll have been living 5 slept

5 It's not rocket science

1

- 1 (1) had (obviously) existed (2) was invented (3) marked / marks (4) was found (5) is (now) called
- 2 (1) is (often) called / has (often) been called (2) had been produced / were produced / were being produced (3) presented (4) were being printed (5) (were being) distributed
- 3 (1) being stolen / getting stolen (2) be installed (3) track (4) is being used / has been used (5) be wiped (6) getting
- 4 (1) hit (2) be replaced (3) has been funded (4) has started (5) are (already) being built (6) are getting

2

- 1 was shown to the queen
- 2 was awarded to Ahmed Zewail
- 3 were set some tricky questions
- 4 were taught how to do it
- 5 had been given to me / was given to me

3

- 1 a is (generally / widely) accepted
b accept
- 2 a don't know
b is not known
- 3 a think
b is thought
- 4 a were believed
b believed

4

- 1 having* 2 are 3 be 4 done 5 to 6 cause
- 7 It 8 that

* *getting* isn't appropriate because it's a formal text.

5

- 1 is still not known / still isn't known
- 2 were believed to be
- 3 had their brains scanned
- 4 were asked to talk about

6 Adapt to survive

1

- 1 will 2 shouldn't 3 can 4 will 5 may 6 can 7 must
- 8 could 9 must 10 would 11 could 12 may 13 could
- 14 would

2

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

3

- 1 might
- 2 can't have been feeling
- 3 should
- 4 shouldn't have been keeping
- 5 would
- 6 might
- 7 will have been
- 8 shouldn't have scared, wouldn't

4

- 1 can't have survived
- 2 may / might / could have (once) been
- 3 should have realized
- 4 would have taken
- 5 will have been filmed / caught
- 6 must have been lying
- 7 can't / couldn't have been
- 8 should have had / taken . . . could've / would've filmed / photographed

7 Outside the box

1

- 1 want 2 hadn't helped 3 had 4 would've been
- 5 are not going to 6 would 7 had tried 8 wouldn't

2

- 1 hadn't (had not) asked
- 2 create / have created
- 3 would've/would have started
- 4 was / were
- 5 would be
- 6 will never get / are never going to get
- 7 wouldn't/would not do
- 8 hadn't/had not been

3

Suggested answers

- 1 If they hadn't given all the children a creativity test, they wouldn't have realized how talented she was / is.
- 2 If you don't follow the rules, you'll / you're going to fail the course.
- 3 If I'd practised (it) recently, I could play it (better) OR I would / might be able to play it (better).
- 4 If universities valued creativity, they would help students develop it (more).
- 5 She wouldn't be successful / She wouldn't have become successful if she'd obeyed all the rules.
- 6 If you don't encourage creativity in children, it won't grow.

4

1 hadn't suggested 2 went 3 could 4 wouldn't 5 had
6 didn't have to

5

1 only we could do
2 would be more positive / wouldn't be so negative
3 would rather have left
4 wish we had analyzed

6

1 didn't
2 go
3 had, try
4 kept, no-one / nobody, only

8 Common ground

1

1 wanted 2 the following summer 3 the next week 4 there
5 the previous week 6 had to 7 I was 8 are 9 was going to
10 had been

2

1 to let 2 to come 3 wasn't 4 would have to 5 was
6 would write 7 shouldn't worry 8 had called
9 could / would go 10 I hadn't done 11 think 12 was

3

1 suggested writing / suggested (that) I write / suggested (that)
I should write
2 agreed to meet
3 apologizing / to apologize for saying
4 deny doing / deny having done
5 was intended to prevent
6 has been urged to change
7 refused to obey / follow / stick to
8 insists on employing

4

1 advised / urged
2 blamed / criticized
3 tell / warn
4 admitted / denied
5 promised / refused
6 arguing / insisting

5

Students' own answers.

9 Lend a helping hand

1

1 which 2 where 3 most of which 4 whose
5 none of whom 6 who 7 which is when 8 that

2

1 The town we were staying in narrowly missed being hit by the
hurricane.
2 It's an achievement we are all very proud of.
3 The following day, a second, smaller earthquake hit the town the aid
was being distributed from.

4 As we fled the city, we encountered an elderly man who / that my
son insisted we shared our food with.

5 The roads out of the west of the city, where many thousands fled
from, were largely blocked.

6 The experience varies wildly, depending on the charity we're
working with.

7 On her arrival, Ms. Kuti, whose approach I totally agreed with, took
control of the situation.

8 The book you're referring to was the very first on the subject to be
published.

3

1 dealing with 2 arrested after the 3 not working
4 personally experiencing 5 exposed to 6 affected

4

1 accused 2 wrapped 3 Not realizing 4 directing 5 put off
6 Having seen 7 Concerned

10 Life changing

1

1 managed / had 2 were 3 able 4 could 5 unable
6 been 7 succeeded

2

1 managed to walk
2 was able to walk
3 haven't been able to find / haven't managed to find / haven't
succeeded in finding
4 succeeded in developing / managed to develop
5 had been able to / had managed to

3

1 succeeded in becoming
2 were able to stop / managed to stop
3 was able to save / managed to save
4 wasn't able to hear / couldn't hear / could hardly hear

4

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

5

1 at no time 2 rarely 3 Not until 4 little
5 Not only 6 Only