

UNIT 12

Characters



UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand written and spoken stories
- understand the links between different parts of a story
- tell a story
- talk about family relationships
- agree and disagree in discussions
- write a short story, using time linkers

UNIT CONTENTS

G GRAMMAR

- Past perfect
- Reported speech
- Using past time linkers

V VOCABULARY

- Animals: *bee, camel, gorilla, mosquito, parrot, spider, tiger, whale*
- Personality adjectives: *anxious, confident, creative, easy-going, fair, fun, generous, honest, patient, reliable, selfish, sensible, serious, shy, sociable, strict, careless, funny*
- Wordpower: *age: about my age, (three years) apart in age, at an early age, at your age, in old age, middle-aged, of a similar age*

P PRONUNCIATION

- Sound and spelling: /ʌ/, /ɜ:/ and /əʊ/
- Sentence stress: *that*
- Word stress
- Main stress: contrastive

C COMMUNICATION SKILLS

- Talking about family relationships
- Agreeing and disagreeing
- Telling and writing a story



CULTURE NOTES

Orang-utans are a kind of ape that live in Borneo and Sumatra. They spend most of their lives in trees and live on fruit and vegetation. These apes are highly intelligent and can use tools to get what they need. Orang-utans live up to 30 years old and form strong social bonds. However, this species of ape is in danger. The numbers of orang-utans have gone down by 55% in the last 20 years. This is because their habitat has been destroyed and also because of illegal hunting. Sadly, many orang-utans have been taken to be sold as pets because they have such lovely characters. This is particularly sad because in the wild, young orang-utans stay with their mothers until they are about eight years old. If the mothers are killed or taken away, the young orang-utan is unable to survive by itself. There are several care centres for rescued young orang-utans to teach them the skills they need before they can go back to the wild, e.g. what food to eat, how to use tools, how to move through the trees. This photograph was taken at the Orang-utan Care Center in Borneo, Indonesia.

- b** Students write down three words to describe the orang-utan in the picture and then compare them with their partner's words. Take feedback as a class and ask students to share their words with the class.

Suggested answers

small, naughty, cuddly (good to hold), wet, energetic, uncomfortable, lovable, dependent

- c** Discuss the question about the orang-utan's future as a class. Encourage students to justify their answers by explaining and giving reasons.



EXTRA ACTIVITY

Ask each pair to choose an animal that is in danger of extinction. Students think of ideas to raise awareness about this animal's situation. Monitor and help with suggestions and vocabulary. Take feedback and encourage the pairs to explain their ideas to the group. Vote on the best idea.

GETTING STARTED



OPTIONAL LEAD-IN

Books closed. Ask a student to name an animal. The next student must repeat the previous animal and then name another one. This continues round the class until a student forgets an animal or cannot name another one. This student drops out. The winner is the last student to name a new animal as well as remember all the previous ones.

Elicit *orang-utan* by saying: *It has red hair. It's very clever. It lives in Borneo and Sumatra. It's a bit like us.* Write the word on the board.

- a** Students look at the picture and say what they can see. They then read and discuss the questions in pairs. Monitor and support students with any vocabulary they may need, e.g. *animal care/rescue centre, wildlife reserve; vet, keeper, volunteer; feed, look after itself, find food, how to survive*. Check and discuss answers in feedback. If you wish, give students information from the Culture notes below.

12A I had always thought they were dangerous


At the end of this lesson, students will be able to:


- use the past perfect
- read and understand a story about a frightening experience
- tell a story involving an animal
- use vocabulary related to animals

OPTIONAL LEAD-IN

Books closed. Ask students: *What is the most dangerous animal in the world?* Write all the suggestions on the board and encourage students to justify their answers. Tell or confirm the answer: *the mosquito*. (The mosquito is found everywhere in the world except Antarctica. More than 700,000 people die every year from diseases spread by mosquitoes, most significantly malaria which kills around 600,000 people every year.) Can students find the picture of the mosquito in lesson 12A?


1 VOCABULARY Animals

- a**  Ask the students to think of the names of as many different types of animals as they can. Write all the correct suggestions they come up with on the board. Then write the words for different categories of animals e.g. *mammals (animals that feed babies with milk from their body)*, *fish*, *birds*, *insects*, *reptiles (animals that produce eggs and use heat from the sun to keep warm)*. Ask students to categorise the animals they have named.
- In pairs, students match the pictures of animals with the names. Don't check answers at this point.


- b**  **3.49** Play the recording for students to check their answers. Play it again for them to practise the pronunciation of the names of the animals. Ask them to cover the words and spell them for you to write on the board. Ask students to tell you which category – mammals, insects, reptiles, etc. – each animal belongs to and also give you any other information they know about it, e.g. where it lives, what it eats, any particular behaviour it is well known for, etc.

Answers

1 bee 2 mosquito 3 spider 4 parrot
5 gorilla 6 camel 7 tiger 8 whale


- c**  Read through the questions about students' own experience of these animals and look at the examples. Then discuss the questions as a class and ask for details and reasons. During the discussion, ask students where we can see animals these days. Elicit: *in zoos, in safari parks, in the wild, in our homes, in rescue centres* and ask for examples of animals for each place.

2 READING

- a**  Ask students what they know about gorillas – e.g. where they live, what they eat, etc. – and if they think they are dangerous.
- b** Tell students that they are going to read a story about a gorilla. Give the class a couple of minutes to read the introduction and answer the questions. Check answers as a class.

Answers

1 a frightening event involving a gorilla and a boy
2 The video changed people's opinions of gorillas forever.

- c**  Read through the words in the box with the class and tell them that these are from Jambo's story. Elicit or explain the meaning of *enclosure* and *stroke*. In pairs, students discuss what they think the story is about. Monitor and help with vocabulary as necessary. Take feedback and encourage students to justify their answers as far as possible, but don't say if they're right or not. Compare students' stories.
- d** Explain that the story is in different sections and that they are not in order. Ask students to read the story in pairs. They should start at square 1 and then discuss the question together. They then follow the directions to the next section and so on until they reach the end. Monitor and check that the pairs are discussing the questions before moving on to the next section. You may wish to help students with words in the Vocabulary support box. When they have finished, conduct feedback and ask whether they guessed the answers to the questions correctly. Check the story against their ideas for the story in 2c and see which pair (if any) predicted the story accurately.

VOCABULARY SUPPORT

alive (B1) – living

disappear (B1) – to go out of view

enclosure – an area in a zoo where animals are kept

hero (B1) – someone who does something brave or good, which people respect or admire them for


ran away (B2) – secretly leave a place because you are unhappy there

seriously (B1) – badly or severely

straight away (B1) – immediately

stroke (B2) – to move your hand gently over an animal or a person

zookeeper – person who looks after animals in a zoo

- e**  Discuss the questions as a class. If you wish, give students information from the Culture notes below.

CULTURE NOTES

In the past, gorillas were captured from the wild to be put in zoos so that people could see these amazing animals. Today, our attitude to taking animals from the wild has changed.

Gorillas are an endangered species. They are suffering from the loss of their habitat in the forests of Central Africa, and from poaching and disease. Mountain gorillas are critically endangered and it is thought there are fewer than 800 alive today. Gorillas live in groups of up to 30 individuals and are led by an older adult male. They live for around 35 years in the wild.

It is often thought that we humans are the only animals to feel emotions like sadness and love and empathy (an understanding of how others are feeling), but research has shown that gorillas feel emotions, too.

3 GRAMMAR Past perfect

- a** Books closed. Elicit these verbs and write them on the board: *break, disappear, rescue, turn back*. Read the following pairs of gapped sentences to students who write them in their books: *a) The father ... to his son. Levan b) Zookeepers ... Levan. He ... several bones.* In pairs, students see if they can remember which verb goes in which gap and write it in the correct form (past simple or past perfect). Check as a class, but don't offer any explanation at this point. Open books. Ask students to look at the sentences in 3a. Students look at the verbs in bold and write which actions happened first and second. Check answers as a class.

Answers

- 1 turned back (2), had disappeared (1)
- 2 rescued (2), had broken (1)

- b** Give students one minute to read through the rules and complete them with the words in the box. Check the answer as a class.

Answer

perfect; simple; participle



LANGUAGE NOTES

Point out that the contraction for the past perfect *I had = I'd* is the same as for *I would = I'd*.

- c** Students read Jambo's story (in correct order) again and underline more examples of the past perfect. Tell the class there are six examples of the past perfect in the text and turn the activity into a race to see which student can find all six examples first. Check answers as a class.

Answers

had fallen (3), had come (5), had come (4), had (seriously) hurt, had filmed (6), had (always) thought (2)

- d** **3.50** Students read the information in Grammar Focus 12A on SB p.164. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises in Grammar Focus 12A on SB p.165. They complete the tasks individually, but compare their ideas with a partner before you take feedback as a class. Tell students to go back to SB p.119.

Answers (Grammar Focus 12A SB p.165)

- a 1 had gone 2 had broken 3 hadn't gone 4 had forgotten
5 had made 6 had found 7 had eaten 8 had finished
9 had escaped; had left
b 1f 2e 3b 4a 5d 6c
c 1 came; had forgotten 2 arrived; had broken
3 hadn't gone; were 4 hadn't done; asked 5 found; had sold
6 was; hadn't had 7 had never flown; felt
8 Had the match finished; got



FAST FINISHERS

Ask students to think of alternative endings to the sentence beginnings in Exercise b of Grammar Focus 12A.



LOA TIP CONCEPT CHECKING

- Say or write on the board: *When we'd seen the film, we went for a meal at a restaurant.*
Ask: *Did we have the meal first?* (no)
Ask: *Did we see the film first?* (yes)
Say: *The meal happened in the past, but we saw the film before the meal, so we use the past perfect – 'had seen'.*
- Give another example. Say or write on the board: *I hadn't phoned my sister before I left the house.*
Ask: *Did I phone my sister first?* (no)
Ask: *Did I leave the house first?* (yes)
Say: *Leaving the house happened in the past, but not phoning the sister happened before the person left, so we use the past perfect – 'hadn't phoned'.*
- Write an example from the Grammar Focus on the board and ask concept questions to check understanding of the use of the past perfect. For example, write: *When I got home, my goldfish had disappeared.*
Ask: *Did the goldfish disappear after I got home?* (no)
Did the goldfish disappear before I got home? (yes).



EXTRA ACTIVITY

If students need additional practice in forming the past perfect, ask them to complete these sentences in their own words. *I arrived at school/work late because ... , My teacher/boss was angry because ... , When I got home last night, I found that ...*

- e** **3.51 Pronunciation** Ask students to look at the past participles in the box and focus on the vowels in bold: *drunk /ʌ/, brought /ɔ:/, chosen /əʊ/*. Model first the words and then the individual vowel sounds */ʌ/, /ɔ:/ and /əʊ/*, for students to repeat in chorus after you. Depending on the students' first language, they may find the difference between the sounds difficult to hear and/or reproduce so don't hesitate to exaggerate the pronunciation and the different positioning of the lips for each sound. In pairs, students take turns to pronounce the past participles aloud and put them into the correct column according to the vowel sounds. Play the recording for them to check their answers.

Answers

drunk, become, swum, won
brought, bought, caught, thought
chosen, flown, stolen, thrown

- f** **3.52** Let students practise pronouncing the sentences in pairs before you take feedback as a class. Nominate individual students to say the sentences with the correct vowel sounds. Check by playing the recording after each sentence.

- g** Read through the problems 1–5. Check understanding of *skin* – the outer layer of a person or an animal's body, *itchy* – you have an uncomfortable feeling on your skin and you need to *scratch* (gesture, and see if students remember from Unit 7), *mouse* – small animal that lives in the walls of our houses and in fields. Students tell you what kind of animal they think caused the problems, giving reasons for their ideas.


Suggested answers

- 1 mosquito 2 cat 3 spider, bee, wasp 4 dog, cat
5 spider, mouse, gorilla, large dog (pretty much anything!)



- h** Students complete the sentences in 3g using verbs in the past perfect. Before they start, elicit or provide verbs they might need, e.g. *bite/bit/bitten*, *sting/stung/stung*, *rub against*. Take feedback and ask for examples. Put some correct sentences on the board. Elicit other possible endings for the sentences.

Suggested answers

- 1 because a mosquito had bitten me.
2 because my cat had killed it during the night.
3 because a bee had stung me.
4 because my dog had rubbed against me.
5 because she had seen a mouse/spider.

- i**  Discuss the question as a class. Encourage students to expand their answers by giving details about when/where/why/what was happening at the time, what had happened and what happened next.

4 SPEAKING AND LISTENING

- a**  Tell students that they are going to make a story using the pictures in the book in the correct order. In pairs, students write down any words they think will be useful when talking about each picture. Elicit ideas from the class and write all suggestions on the board to create a vocabulary resource for students when they're making their stories. Then students work in pairs to make the story. Monitor and help with vocabulary as necessary. Take feedback by asking for volunteer pairs to tell their stories. Ask the class if they agree with the order of events/pictures each pair has chosen, but don't check answers at this point.
- b**  **3.53** Play the recording for the class to check their answers.

Audioscript

A parrot in Denver, USA, became a hero when it helped to save the life of a two-year-old girl. Megan Howard – the parrot's owner – was looking after two-year-old Hannah. It was morning and Hannah was eating her breakfast on her own, because Megan had gone to the bathroom. While Megan was in the bathroom, the parrot, Willie, started to make a very strange noise. Megan realised something bad had happened. Willie started screaming the words "Mama! Baby!" again and again. Megan said she had never heard the parrot scream like that before. She came out of the bathroom to see what was happening. And when she looked at Hannah, she saw that her face had gone blue. Some of Hannah's breakfast had got stuck in her throat. She couldn't breathe because the food was still there. Luckily for Hannah, Megan had learned what to do in this situation. She immediately ran over to her and performed the Heimlich manoeuvre. Hannah started to breathe again normally. And once Willie saw that Hannah was OK, he stopped screaming. Willie the parrot was given a prize by the Red Cross for his actions. He was named 'animal hero of the year' and they gave him a box of cereal with his picture on it. Hannah's mum thanked both Megan and Willie and said she thought they had both saved Hannah.

Answers

- 3 2
6 5
4 1

VOCABULARY SUPPORT



breathe (B1) – take air into and out of your lungs

go blue (B1) – become blue in colour



Heimlich manoeuvre – a way of unblocking the windpipe when food is stuck in it

stuck (B2) – not able to move anywhere

throat (B1) – the space inside the neck down which food and air can go

- c**  In pairs, students tell the story of Willie the Parrot, taking it in turns to tell the story for each picture. Remind students to use the past perfect when possible. Monitor but don't interrupt fluency unless students make mistakes with the past perfect. Point out errors for students to self-correct. In feedback, ask for examples of the past perfect from the stories and put them on the board.
- d**  Ask students to tell the class any stories they know about animals and humans helping each other.

ADDITIONAL MATERIAL

-  Workbook 12A
-  Photocopiable activities: Grammar p.226, Vocabulary p.250, Pronunciation p.288

12B He said I was selfish!



OPTIONAL LEAD-IN

Books closed. Tell the class three facts about people in your family, using two sentences for each. The follow-up sentence must give more detailed information to support the first sentence. Two facts should be true and one false. Write them on the board if necessary, e.g.

1 *My brother is a film actor. He was in the film 'Thor'.*

2 *My cousin is a good swimmer. He won the southern area competition.*

3 *My uncle loves rats. He has kept pet rats since he was a teenager.*

Ask students to guess which facts are true and which is false. Students then do the same activity in pairs.

1 LISTENING

- a** In pairs, students discuss how well they used to get on with other children and their brothers and sisters when they were children. Elicit/Remind them of how we use *used to* (from Unit 7). Take feedback as a class. Encourage students to tell the class the most interesting thing their partner talked about.



LOA TIP ELICITING

Eliciting can also be used to establish a concept or establish awareness of the activity that is coming up. In this case, students will be listening to stories about brothers and sisters.

Ask: *How big is your family?*

Ask: *Do you have a good relationship with everyone?*

Ask: *What kinds of problems can brothers and sisters have?*

- b** In pairs, students look at the pictures and say what they can see. They then guess what is happening in each. Take feedback as a class and write students' ideas on the board, but don't say if they're right or not.
- c** **3.54** Tell students that they are going to hear three people talking about the pictures. Play the recording for students to match the stories with the pictures. Pause after each story to let students check the pictures and decide. Check answers as a class and compare the stories with students' previous ideas. Some of the new vocabulary can be explained by using the pictures, e.g. *fence*, *kettle*.

Answers

Story 1: the picture with the cow, bottom left; Story 2: the picture with the two boys and the kettle, middle right; Story 3: the picture with the girl with lots of books, top left

At the end of this lesson, students will be able to:

- use reported speech correctly
- understand stories about family relationships
- use personality adjectives
- talk about members of their family
- read and understand a survey about brothers and sisters' relationships

Audioscript

CLAIRE My little sister and I have always had our fights. I think the funniest time was when I made her ride a cow. We lived in a house with a field of cows on one side and I told my sister that they were horses. I went into the field and stood behind the cows making horse noises. When the cows were right next to our garden fence, I said she could ride one of the horses ... just like a cowboy! I still can't believe she listened to me! She just jumped off the fence onto a cow's back! The cow was very surprised. It ran away with my sister holding on to its back. I couldn't stop laughing. In the end, my sister fell off. Her clothes were really dirty and she was crying. Then I felt bad and helped her back home. When we got back, I told my mum my sister had tried to ride a cow and I had saved her. She believed me ... I still feel guilty.

JEREMY I often used to play with my younger brother, but we did fight a lot, too. I remember one time when I was really mean to him. That day my parents had burnt some leaves in the garden and the fire was still a bit hot. So I had an idea for a joke to play on my brother. We had an old kettle in the garden. It was really dirty. I told my brother I was going to make 'grass soup'. So I took some grass and put it in the dirty old kettle with some water. I put it on the fire for a minute. Then I poured some into a cup and gave it to my brother. It was a horrible brown-orange colour with green bits of grass in it. He didn't look very sure about drinking it, so I put the cup near my mouth and told him I had drunk some and it was delicious. I hadn't even tasted it, of course. I gave him the cup and he drank all of it. Later that evening, my brother said he wasn't feeling very well. My parents wanted to know why ... so, really, I had to tell them about my 'soup'.

TANYA My sister's a year and a half older than me and we always got on well. When we were little, we were very similar and did everything together. But then she started to read a lot, and she was very strong for her age. I didn't mind, but I didn't like the attention she got from my parents. One day some of my parents' friends came to visit us. My dad told them he was very proud of my sister because she could read so well. I got really angry, so I went to the bookcase in the hall and chose five of the biggest, thickest books I could see. Then I went back to my parents and their friends and said I had just finished reading the books. My dad asked me to describe the stories. I had no idea, so I just looked at the front of the books and guessed. So I talked about a happy king with lots of rings – that was Lord of the Rings – and also lots of stories about people with names beginning with N. That was volume 12 of an encyclopedia. I could hear my sister laughing in the other room the whole time ...

- d** **3.54** Read through the questions with the class. Ask students to decide if the sentences are true or false and to correct the false ones. Play the recording again for them to do this. If appropriate, pause the recording after each story. Give them some time to check their answers with a partner. Check answers as a class.

VOCABULARY SUPPORT

cowboy – a man who rides a horse to look after cows, typically in western USA

delicious (B1) – good to eat or drink

fence (B2) – made of wood, it separates gardens and fields

get attention from (B1) – make people notice you

guilty (B1) – feel you've done something wrong

kettle (B1) – people boil water in these

leaves (B1) – these drop from a tree every year

mean (B2) – unkind

play a joke on (B2) – do sth to sb that makes other people laugh

pour (B1) – to transfer liquid from one thing into another

LANGUAGE NOTES

Some nouns have irregular plurals, e.g. leaf (from a tree) = leaves; shelf (from a book case) = shelves.

Answers

Claire: 1 T 2 T 3 F Claire helped her sister back home.

4 F She told her mother that she'd saved her sister.


Jeremy: 1 F He wanted to play a joke on him.

2 F He didn't want to drink it.

3 F He pretended to drink some of it. 4 T

Tanya: 1 T 2 T 3 F He asked her to describe the stories.

4 F She guessed the stories by looking at the covers.

- e  Put students into small groups to discuss the two questions. Monitor and help with vocabulary as necessary. Take feedback as a class. Encourage students to share the most interesting stories they heard in their groups.

2 GRAMMAR Reported speech

- a Books closed. Ask students: *Can you remember what Claire told her sister about the cow?* Note down the answers they give you verbatim. Don't correct any mistakes with information or direct or reported speech. Do punctuate direct speech if students say: *Claire/She said "Those are/were horses."* However, do not punctuate if they say: *She said / told her the cows are/were horses.* Repeat the process with two more questions. *Can you remember what Tanya told the guests 'The Lord of the Rings' was about?* (She told them it was about a happy king with lots of rings.) *Can you remember what Jeremy told his brother he was going to make?* (He said he was going to make grass soup.) Open books and check information. Write the sentences you noted on the board and ask students to correct any grammar mistakes using the 2d Grammar Focus for reference. Students then do task 2a and match the examples of reported speech with the direct speech. They can do this in pairs. Check answers as a class.

Answers

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

- b Give students one minute to read through the rules and complete them. Check answers as a class.

Answers

present simple → past simple

present continuous → past continuous

present perfect → past perfect

past simple → past perfect

am/is/are going to → was/were going to

can → could


LANGUAGE NOTES

We can use *that* to introduce reported speech, but it is not essential and can be left out, e.g. *He said that he wanted to go to the cinema. / He said he wanted to go to the cinema.*

- c Ask students to complete the two sentences. Check answers and elicit the reason: we need an object with *tell* but *say* can't be followed by an object.

Answers

1 told 2 said

- d  3.55 Students read the information in Grammar Focus 12B on SB p.164. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises in Grammar Focus 12B on SB p.165. Check answers as a class, making sure students are changing the tenses correctly. Tell students to go back to SB p.120.


Answers (Grammar Focus 12B SB p.165)

a 1 could 2 wasn't going 3 would; got 4 we'd seen 5 she'd go 6 told them; liked 7 could come 8 had been

b 1 she; me 2 his 3 we; we; our 4 she; her 5 they; their 6 they; me; I


CAREFUL!

Students often confuse the use of *say* and *tell*, e.g. *The man told that the film was boring* (Correct form = *The man said that the film was boring.*) *Tell* is usually followed by a personal object, unlike *say*. However, we can use *say* with a personal object if we add *to*, e.g. *The nurses said me that I was in hospital* (Correct form = *The nurses told me / said to me that I was in hospital.*)

- e  3.56 **Pronunciation** Play the recording to focus students on the different pronunciation of *that*: /ðæt/ (strong) and /ðət/ (weak). After they have listened once, model and contrast the two different pronunciations /ðæt/ and /ðət/ for the students to repeat in chorus. Answer the questions as a class.

Answers

- 1 that /ðæt/ = strong form; refers to the previous sentence and needs emphasis / can't be in weak form
2 that /ðət/ = weak form; as used in reported speech

- f  3.57 Students do the task of writing the sentences as reported speech individually. Play the recording for them to check answers. Remind them *that* is possible in all cases, but not essential. In spoken English *that* is often omitted.

Answers

- 1 I told her (that) she couldn't read my diary.
2 She said (that) she was going to tell Dad.
3 I told him (that) I wasn't talking to him.
4 She said (that) she didn't want to play with me.
5 He told me (that) it wasn't fair.
6 I said (that) he had broken my toy.

- g** Model the sentences in 2f, or play the recording again, pausing after each reported sentence, for students to repeat.
- h** Read through the examples in bubbles with the class. Elicit similar examples of what students remember from when they were younger and write them on the board.
- i** Give students a minute or so to find examples of the things people told them and to make some brief notes.
- j** In pairs, students use their notes to talk about the things they remembered. Monitor and check they are using reported speech correctly. Point out errors for students to self-correct. Take feedback as a class and elicit examples from students of what people said to their partner in order to encourage use of third-person pronouns – e.g. *Pablo's teacher told him ...*

3 VOCABULARY Personality adjectives

- a** Write the name of a member of your family on the board and tell students one thing about him/her, e.g. *Jack is my brother. He's very calm. He never gets worried about things.* Ask students to tell their partners about four members of their family. If you used the Optional lead-in, remind students that this time it has to be the truth! Ask for examples during feedback, and write any personality adjectives that students mention on the board.
- b** **3.58** Students complete the exercises in Vocabulary Focus 12B on SB p.141. Check the answers to Exercises a and b. Use the pictures to help understanding. Play the recording where indicated for students to underline the stressed syllables in Exercise c. Ask them to do d and then check answers for Exercises c and d at the same time. Monitor the conversations in Exercise e. Tell students to go back to SB p.121.

Answers (Vocabulary Focus 12B SB p.141)

- a 1d 2b 3a 4c
- b 1 sensible 2 confident 3 reliable 4 strict 5 careless
6 patient 7 generous 8 fair 9 creative 10 honest
11 funny
- c anxious, careless, confident, creative, easy going, fair, fun, funny,
generous, honest, patient, reliable, selfish, sensible, shy,
sociable, strict
- d Suggested answers: careless, selfish



EXTRA ACTIVITY

To practise the adjectives in pairs, students take turns to describe people that they both know using the adjectives and a detail. Their partner has to guess who it is.

4 READING AND SPEAKING

- a** Read through the questions and examples in bubbles with the class. Students discuss their families in pairs. Monitor and help as necessary. Encourage students to use the personality adjectives from the preceding exercise. Take feedback as a class. Ask students to tell the class the most interesting thing that they learned about their partner's family.
- b** Students cover the words and phrases in the box. Ask students to work in pairs and read through the information about brothers and sisters. Can they guess the information that is missing? Check ideas in feedback. Then ask them to look at the word box and confirm or change their answers. Don't check their ideas at this point.
- c** Students turn to SB p.131 and check their answers with the complete text. In pairs they discuss whether they agree with the statements, giving examples from their own experience. For task c, ask students to discuss their opinions with the class and take a vote to see how many students agree with each fact.

ADDITIONAL MATERIAL

- Workbook 12B
- Photocopiable activities: Grammar p.227, Vocabulary p.251, Pronunciation p.288

120 Everyday English

I'm pretty sure it's Japanese

At the end of this lesson, students will be able to:

- use phrases to agree and disagree
- use contrastive stress
- understand conversations where the speakers disagree

OPTIONAL LEAD-IN

Books closed. Ask students in pairs to write down the names of as many makes of cars as they can in three minutes, e.g. *Ford, Renault, Kia*. Find out which pair has the most. Ask if students know the logos for the cars, too. If so, they can draw one or two of the logos on the board. Do other students recognise which logo they are drawing?

1 LISTENING

- a** In pairs, students discuss the questions. When you feed back as a class, ask for examples of what students say they talk and argue about and build up a list of topics on the board. What are the most common subjects of conversation and of arguments? Ask students if they notice any differences between women and men.
- b** Ask students if they recognise the logos. They are all logos from large car companies. Try not to get into a discussion of what country the companies are from at this stage.
- c** **3.59** Students look at the pictures. Ask them what is happening and elicit that Leo and Mark arranged to go to the gym together. Read through the questions with the class. Play Part 1 of the video or play the audio recording for students to answer the questions. Tell them not to worry about who is correct at this stage. You may need to play the recording twice. Check answers as a class.

Answers

It's making a strange noise. It's a Nissan. Because they don't agree whether Nissan is Japanese or not.

Video/audioscript (Part 1)

- MARK** So, any plans for the rest of the week?
- LEO** No, not really. Oh, tomorrow I've got to take the car to the garage. It's making a strange noise – must be the engine.
- M** Oh, what a pain! What kind of car have you got?
- L** It's a Nissan. It's strange. Normally these Japanese cars are very reliable.
- M** That's true – Japanese cars are normally reliable.
- L** Yeah.
- M** But I'm afraid Nissan is actually Korean.
- L** Er ... I don't think so ... I'm pretty sure it's Japanese.
- M** I'm sorry, but it's definitely Korean. I remember reading an article about the factories in South Korea.
- L** Well, maybe Nissan have factories in Korea, but that doesn't mean it's a Korean company. I think they just make some of them in Korea.
- M** Maybe you're thinking of Toyota? That's a Japanese company.
- L** That's right. Toyota is the biggest Japanese car company.
- M** Exactly.
- L** Yes, but the second biggest is Nissan, then Honda, probably. Or maybe Suzuki.
- M** Oh, I'm sorry but firstly, Nissan isn't a Japanese company – like I said. And then, Mazda is a much bigger company than Suzuki or Honda.
- L** I'm not sure about that. I think they're all a very similar size. And Nissan is Japanese.
- M** No, I really think ...
- L** Oh, never mind. It's not important.
- M** Maybe you're thinking of Mitsubishi? They're a big Japanese company.
- L** No, I have a Nissan. That's what I'm talking about.
- M** In Korea, there's Kia, and I'm sure Nissan.

VIDEO ONLY

- L** Mark ...
- M** Or ... maybe I was thinking of Hyundai.
- L** Mark!
- M** Oh sorry.

VOCABULARY SUPPORT

reliable (B1) – able to be trusted or believed

second biggest – not the biggest, but the next biggest

What a pain! (B2) – You can say this when sb or sth annoys you

- d** **3.59** Tell students that this time they need to listen for who agrees with each statement. Read through the statements. You may wish to help students with the words in the Vocabulary support box. Then play Part 1 of the video or play the audio recording again for students to decide on their answers.

Answers

1 B 2 B 3 B 4 M

- e** **3.60** Play Part 2 of the video or play the audio recording for students to say how Mark ends the argument. Check the answer. Ask the class if they know who is right. (Nissan is a Japanese company.) If you wish, give students information from the Culture notes below.

Answers

He says he can check on his phone.

Video/audioscript (Part 2)

- RACHEL** So, when you do start the new job?
- ANNIE** Next month. I'm a bit nervous, actually ...
- R** Oh, don't worry, you'll be fine. Just remember ...
- MARK** Maybe you were right. I don't know now ... but no, I'm sure it's not Japanese.
- LEO** Really, it doesn't matter.
- M** I know – I can check on my phone!
- L** Hi.
- M** Or Chinese? Maybe it's Chinese.
- A** What's he talking about?
- M** Do they make cars in China? I think they do.
- R** Mark ... be quiet.


CULTURE NOTES

The largest car manufacturers in Japan are Toyota, Nissan, Honda, Suzuki, Mazda, Daihatsu, Subaru and Mitsubishi. Toyota is the largest car manufacturer in Japan and in the world. The most well-known automobile manufacturers in South Korea are Hyundai, Kia and Daewoo.

EXTRA ACTIVITY

Read out the following phrases from the dialogue. Students listen and tell you which were said by Leo (L) and which were said by Mark (M): *I've got to take my car to the garage.* (L); *What kind of car have you got?* (M); *I'm afraid Nissan is actually Korean.* (M); *I'm pretty sure it's Japanese.* (L); *Oh, never mind. It's not important.* (L); *Do they make cars in China? I think they do.* (M); *I know – I can check on my phone!* (M)

2 USEFUL LANGUAGE Agreeing and disagreeing

- a  3.59 Ask students if they can remember what language Leo and Mark use to agree or disagree with each other. Put ideas on the board. Students may only remember one or two phrases at this stage. Then direct students' attention to the list of phrases for agreeing and disagreeing. Did they mention any of the phrases on the list? Play Part 1 of the video or the audio recording again for students to tick the phrases they hear. Check answers as a class. Ask if students can remember the context for these phrases – i.e. what was said before and after.


Answers


- ✓ That's true.
- ✓ I'm afraid ...
- ✓ Exactly.
- ✓ I don't think so.
- ✓ I'm sorry, but ...
- ✗ You're absolutely right.
- ✗ Definitely.
- ✓ That's right.
- ✗ Oh, please.
- ✓ I'm not sure about that.

- b In pairs, students match the phrases with the functions. Check answers as a class.

Answers


- 1 Agree: That's true, Exactly, You're absolutely right, Definitely, That's right
- 2 Disagree: I'm afraid ..., I don't think so, I'm sorry, but ..., Oh, please, I'm not sure about that
- 3 Strongly agree: Exactly, You're absolutely right, Definitely
- 4 Strongly disagree: Oh, please

- c  3.61 Play the recording for students to listen and repeat the phrases. Pause after each phrase for students to repeat. Focus on the stressed words and syllables and on the intonation for strong dis/agreement.


- d  3.62 Individually, students complete the conversations with phrases from 2a. Play the recording for them to check answers. Divide students into pairs. They take it in turns to be Student A and Student B and read out the conversations. Monitor and check use of stress and intonation.

Answers

- 1 sure about 2 That's 3 absolutely 4 please 5 sorry

- e Students complete the sentences with their own ideas. Monitor and help with examples if necessary.
- f  In pairs, students agree or disagree with each other's statements. Monitor but don't interrupt fluency. Point out errors for students to self-correct. Take feedback as a class and ask for examples of things students agreed with their partners about and things where they disagreed strongly.

3 PRONUNCIATION Main stress: contrastive

- a  3.63 Play the recording for students to see how the underlined words in the exchange have extra stress.
- b Complete the rule as a class. Remind students that English is a stress-timed language and that stressing particular words in a sentence is one of the ways of conveying meaning.

Answer

extra




LOA TIP DRILLING

Elicit the names of some famous celebrities and their nationalities, e.g. Rafael Nadal – Spanish, Brad Pitt – American, Nicole Kidman – Australian. Then drill the sentences so that students use contrastive stress. Do this initially as a group and then ask individual students.

Say: *Brad Pitt is English.*

Students say: *No, Brad Pitt is American.*

- c  Give the students a minute to look at the statements and underline the words that they will need to stress when they make dialogues. Model the example with a student. Emphasise that in the first statement, the adjective *bad* isn't stressed. *Good* and *bad* are stressed in the following exchange in order to make a particular point.

Students practise the exchanges in pairs. Monitor and focus on good use of stress.

- d In pairs, students discuss whether they really agree or disagree with the statements. Ask for comments in feedback.

4 SPEAKING

- a Read through the statements with the class and check they understand the meaning of *celebrity magazines* (magazines with a lot of information about the lives of famous people, such as film stars and singers) – give (or elicit) some examples, e.g. *OK*, *Hello*. Give students two or three minutes to note down their opinions about the statements and also to think of two or three reasons to support their opinion in each case.
- b Students discuss the statements in pairs and give their opinions in pairs. Encourage them to expand their ideas by giving reasons and examples. Take feedback and ask students to tell the class what they agreed and disagreed about. Find out the majority opinions in the class.

ADDITIONAL MATERIAL

- ▶ Workbook 12C
- ▶ Unit Progress Test
- ▶ Personalised online practice

12D Skills for Writing

About an hour later, the rain stopped



At the end of this lesson, students will be able to:

- understand a person telling a story
- read and understand a story
- use linkers to show sequencing in past time
- write a story

OPTIONAL LEAD-IN

Books closed. Give the names of one or two places that are famous locally or nationally for being haunted (i.e. it is believed that a ghost visits there). Can students guess what these places have in common? Do they know any more information about the ghosts who are believed to visit these places? Or do they know any more places which are said to have ghosts?

1 LISTENING AND SPEAKING

- a**  In pairs, students discuss the questions. Emphasise that 'stories' needn't just mean fictional stories from books. It could also be stories about real-life interesting events. Students might have favourite Internet websites or chat rooms where they find out about things. In feedback ask students to share their ideas about stories with the class.
- b**  **3.64** Tell the class that they are going to hear someone telling a story about when she was a child. Ask them to look at the picture and say what they can see. Elicit that the building in the picture is a summer house. Ask what might happen in the story. Read through the questions and play the recording for students to answer the questions. Check answers as a class.


Answers

- 1 her sister
- 2 in the summer house, at the end of the garden
- 3 an old lady

Audioscript



When I was a child, we went to live in an old house in the country with a big garden. And at the end of the garden there was a summer house, it was a little house with just one room and windows, and my sister and I often played in this summer house. When I was about five – my sister was eight – we were playing one day in the summer house, and suddenly I looked up and I saw an old lady in black. She was wearing a hat and she was reading a book. I said to my sister, 'Who's that old

lady?' and my sister said, 'What old lady?' She couldn't see her. So we ran back to the house and I told my mother that I'd seen this old lady, but, of course, she didn't believe me. Then, a few months later, my mother was talking to the neighbours. And they told her about the person who had lived in the house before us. They told her that a rather strange old lady had lived there. She had always worn black clothes and a hat – and she had died in the summer house.

- c**  **3.64** Students order the events from the story individually. Encourage them to compare their ideas with a partner before you play the recording again to check answers.

Answers


- 3 Olga saw an old lady.
- 5 Olga's mother spoke to the neighbour.
- 2 Olga was playing with her sister.
- 4 Olga told her mother.
- 6 Olga found out the old lady was dead.
- 1 Olga's family went to live in the country.

- d**  Read the opinions with the class – you could nominate a different student to read each one aloud. Ask for a show of hands for who agrees with each one and find out the majority opinion for the class.
- e**  **3.64** Ask students to cover exercise 1c and practise retelling the story in pairs. Ask them to cover exercise 1c. If appropriate, put some words to prompt them on the board, e.g. *child – old house – country – summer house – playing with sister – old lady – hat – book – sister – mother – neighbours – died*. Play the recording again for them to check whether they included all the details.

FAST FINISHERS

Ask fast finishers to do the activity again, but this time they must add some more details of their own. Monitor and prompt or give help. In feedback, ask the class for examples of interesting details.

2 READING

- a**  Students cover the story text and look at the picture. Elicit their ideas about the answers to the questions and write them on the board, but don't say if they are right or not.
- b** Give students a few minutes to read the story to see how similar their ideas were. Elicit answers to the questions to check their general understanding. The two people in the story are on holiday and they get lost going for a walk. They don't know the man but they take shelter in his house from the rain.
- c** Students read the text again to answer the questions. You may wish to help them with the words in the Vocabulary support box at this point. Check answers as a class.

Answers

- 1 They had been careless; Mary said she knew the way.
- 2 They heard a dog barking.
- 3 because they were lost and wet
- 4 ever since he was a child
- 5 The man gave them directions to the village.
- 6 Plants were growing across it.
- 7 There was no old man (or cottage).

VOCABULARY SUPPORT

cottage (B1) – a small country house

feel sorry for yourself (B1) – to pity (have sympathy for) yourself

the following day (B1) – the next day

know the way – to know the correct direction

- d**  Students discuss the questions in small groups.



FAST FINISHERS

Fast finishers can imagine they are the walkers in the story and write a short text message or email to a friend summarising what happened to them. Ask them to read out their messages during feedback.

3 WRITING SKILLS Linkers: past time

- a** Write these sentences on the board: *We sat down under a tree. We felt sorry for ourselves. We heard a sound.* Ask the class what we need to do to make this set of sentences sound more like a story. Elicit that we need to add linking phrases. Students complete the task individually, choosing the correct linking phrases from the box and then check their answers by finding the sentences in the story.

Answers

- 1 Suddenly 2 A minute later 3 About an hour later
4 The following day 5 later that week 6 After a while

- b** Students answer the questions as a class.

Answers

- 1 suddenly 2 after a while

- c** Read through the information about moments in time and time between events with the class. Then give students a couple of minutes to do the classification exercise in pairs. Check answers as a class.

Answers

- 1 evening, year, morning, night
2 five minutes, a short time, about a month, many years, a few days

- d** In pairs, students correct the mistakes in the sentences. Remind them to refer to the lists of expressions in 2c to check how certain time phrases are formed and which words can be used together. Check answers together.

Answers

- 1 two years later 2 Suddenly, the plane 3 A week later
4 Later that morning 5 The following morning

4 WRITING

- a** Put the class into small groups of three or four students. Each group should elect a 'secretary' who does the writing. Give the groups a minute to choose which sentence they want to begin their story with and write it at the top of the page.
- b** Each group writes the first paragraph of their story following the instructions in step 1. The groups then exchange papers and continue with step 2 and so on up until step 5 when each group writes the last paragraph of their story. The papers are exchanged so that they go back to the group who wrote the first sentence.



LOA TIP MONITORING

Monitor to give help and encourage self-correction, and check that the stories are being passed around at the same time. To do this, allow a few minutes for the groups to write their section and then say *Pass!* so that they are all working at a similar speed and passing at the same time. Note any common mistakes to deal with in feedback later.

- c** When the story returns to the group that started it, they should check it for correct use of time linkers.
- d** Ask one student from each group to read their story for the class. Point out the good use (or lack) of time linkers. Ask the class to vote on the best story and the story with the best use of linkers.



EXTRA ACTIVITY

If you wish, give students some information from the Culture notes below. Tell students about a real ghost story you have heard of, e.g.

My friend was driving home after visiting her aunt and uncle. They lived in the countryside. It was dark and there weren't many cars on the road. As she was driving past some trees, she heard a cry from the back seat of her car. She stopped immediately and looked in the back. There was nothing there. The next day, she was talking to her aunt on the phone and told her about the cry she heard. Her aunt went quiet. Then she told her that a year ago that day a woman was killed in an accident at that spot on the road.

Put students in pairs and ask them to tell each other any unusual stories they have heard personally or about haunted places (places where people say they have seen or heard ghosts) in their countries. Ask for examples during feedback.



CULTURE NOTES

One of the most famous ghost stories by an English writer is the short story *The Signalman* by Charles Dickens (1866). It tells the story of a man who works in a signal box near the railway line in an isolated country location. His job is to control the tracks for the trains that pass by. He works beside a railway tunnel. The narrator of the story meets the signalman one day and has a conversation. The signalman tells him that he has seen two ghosts just inside the tunnel entrance and these sightings were followed by two tragedies – a train crash and a woman who died on a train. The signalman is scared because he has seen another ghost recently and is worried that there will be another accident. When the narrator returns, he finds some officials on the track. The signalman is dead. He has been killed by a train. The driver of the train had tried to warn him and stop, but the signalman didn't move and was hit by the train.

ADDITIONAL MATERIAL

- Workbook 12D

UNIT 12

Review and extension

1 GRAMMAR

- a** Students do the task individually. Check answers together. To extend, you can ask students to suggest follow-up sentences for each sentence.

Answers

- 1 2 1
- 2 1 2
- 3 2 1
- 4 1 2
- 5 2 1

- b** Students choose the correct alternatives individually. Check answers together.

Answers

- 1 Did you read 2 happened 3 saw 4 hit 5 hadn't seen
- 6 read 7 looked after 8 had fallen

- c** Students do the task individually. Check answers as a class.

Answers

- 1 He said (that) we couldn't leave the party.
- 2 She told me (that) Marc had moved to a new flat.
- 3 He said (that) he was seeing Sarah later.
- 4 She said (that) she would help me with the shopping.
- 5 He told me (that) Michele had got a great new job.
- 6 He said (that) he was going to get a new car.
- 7 She told me (that) she didn't like the hotel.



EXTRA ACTIVITY

Ask students to write a text or email message to their partner. They can write about anything they like – but warn them that their messages will be read out! Give some examples:

an arrangement for later, some interesting information or gossip, something interesting they have done or did yesterday.

Students swap their messages with their partner and read them. Ask one or two students to tell the class what their partner said in the message, e.g. *José texted me earlier and he told me that ...*

2 VOCABULARY

- a** Students complete the words individually. Check answers together.

Answers

- 1 whale 2 spider 3 gorilla 4 tiger 5 mosquito 6 parrot



EXTRA ACTIVITY

In pairs, students choose six other animals and write the words with gapped letters for their partners to complete.

- b** Students complete the task individually. Check answers together.

Answers

- 1 funny 2 selfish 3 honest 4 anxious 5 reliable
- 6 careless 7 generous 8 sensible

3 WORDPOWER *age*

- a** Tell the class the age of someone you know who is a similar age to you, e.g. *My sister Agnes is 38; I'm 36.* Ask them if they can describe her age in another way. Elicit: *We're about the same age. / We are of a similar age.* Then put the word *age* on the board and ask students if they know or can remember any more phrases with this word, e.g. *old age, middle-aged* etc. Put any examples on the board, too. Read the task together and students answer the question.

Answer

- 1: children who are different ages
- 2: children who are almost the same age

- b** Students do the matching task in pairs. Check answers together.


Answers

- 1d 2b 3a 4c

- c** Students complete the sentences individually. Check answers as a class.

Answers

- 1 of a similar age 2 at an early age 3 At your age
- 4 early twenties 5 apart in age 6 old age 7 about my age
- 8 middle-aged

- d**  Students do the task in pairs. Ask for examples in group feedback.

 Photocopiable activities: Wordpower p.263



LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable activities and the Personalised online practice.