

UNIT 9

Discoveries



UNIT OBJECTIVES

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

- understand information, texts, conversations and exchange information about discoveries and inventions, health issues, people's lives and achievements, surprises and misunderstandings, alternative medicines
- identify and use defining and non-defining relative clauses
- report comments, thoughts and questions
- use appropriate phrases to show and express uncertainty
- use appropriate phrases to correct a misunderstanding
- link words when speaking quickly
- write an opinion essay

UNIT CONTENTS

G GRAMMAR

- Relative clauses
- Reported speech; reporting verbs

V VOCABULARY

- Health: *ache, bruise, bump (v), care for, come down with, cure, develop, dizzy, faint, get over, heal, infection, lose consciousness, pale, scar, shiver, strain, treat*
- Verbs describing thought and knowledge: *assume, be aware, come to the conclusion, doubt, estimate, make sure, not have any idea, wonder*
- Wordpower: *come, come across, come true, come to, come up, come to the conclusion, come up with*

P PRONUNCIATION

- Linking and intrusion
- Sounds and spelling: *ui*

C COMMUNICATION SKILLS

- Discussing new inventions
- Discussing people's lives and achievements
- Expressing uncertainty
- Clarifying a misunderstanding
- Writing an essay expressing a point of view



CULTURE NOTES

The picture shows a man repairing a robot. Robots have traditionally been used in construction work but roboticists believe that a new wave of robots will be able to perform many functions and tasks. In the future we will be able to have robotic companions instead of pets. Drones (small, flying robots) will be able to repair roofs and other parts of our houses, and smart furniture will move by themselves to take things into different rooms, etc.

- b** Read through the questions with the class and ask students to discuss the questions in pairs or small groups. Circulate and contribute to conversations to encourage discussion. Note any interesting comments to discuss later. Take feedback as a class and ask for ideas and comments from the conversations. Extend the discussions if appropriate.



EXTRA ACTIVITY

Put students into pairs or small groups. Ask them to imagine that they are programming a new robot to translate different languages. They should decide on the ten most important phrases to teach the robot to translate. Ask for their ideas in feedback with their reasons. Discuss the ideas as a class and then ask students to decide on the best list of phrases.

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Put students into pairs or small groups and ask them to think of three inventions or discoveries that have changed the world and say what effect these inventions have had on people's lives. If this is too hard for your group, put these inventions on the board and ask students to discuss how they have changed people's lives: *the car, the phone, the printing press, the plane, the internet*.

Take feedback as a class and ask for comments from the different groups. Ask the class to vote on the most important invention.

- a** Ask students to look at the picture and answer the questions as a class. Encourage students to give reasons for their answers and speculations. If you wish, give students the information in the Culture notes.

9A What really shocks me is that it costs £250,000

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

- understand an article about inventions in medical science
- use a lexical set related to health
- understand people talking about medical and food-related inventions
- use defining and non-defining relative clauses correctly
- talk about health and inventions

OPTIONAL LEAD-IN

Books closed. Put students into pairs and give them two minutes to write down as many parts of the body as they can think of. They should then choose the three words they think other students are most unlikely to have written down. Check by asking for a word from each pair in turn. When a pair cannot give a word which hasn't already been said, pass to the next pair that can. Which pair is the last with a word? Ask students if they can remember the words that were given during the activity and write them on the board so that students can copy down any unfamiliar words.

1 READING

- a  Ask students if they know about any recent inventions in medical science. Write them on the board. Encourage students to say who these inventions help and how. Ask students to look at *Medical Science or Science Fiction?*. Clarify that not all of the inventions are true. Students decide in pairs which are fact and which are fiction.

VOCABULARY SUPPORT

seizure – a medical condition when people's bodies move uncontrollably

transmit (C1) – send electronically

vaccine (C2) – something given to people to stop them from getting an illness

- b Students read the article to check their ideas. Check answers as a class.

Answers

1, 3, 4, 6, 8

VOCABULARY SUPPORT

adjust (B2) – move slightly, change

allergy – when contact with something (or when it is eaten) causes a reaction

alter (B2) – change a little

anaesthetist – a doctor whose job is making people unconscious during an operation

breakthrough – an important step to solving the problem

cable – a length of wire, twisted into rope or used to carry electricity

fake (C1) – not real

miracle – something wonderful but impossible

monitor – a machine that shows information

operating theatre – a special room in a hospital where people are operated upon

protein (C1) – what our bodies need from food to be able to grow

surgeon (C1) – a special doctor who operates on people

wound (B2) – a cut on the body

LANGUAGE NOTES

There are three adjectives from *electricity* – *electric*, *electronic* and *electrical*. Sometimes, these can be confusing. *Electronic* describes something, often equipment or technology, that uses electricity in devices, for example *I love electronic gadgets*. *Electrical* is concerned with the direct production of electricity, for example *It's an electrically powered car*. *Electric* can describe something that is exciting, for example *The atmosphere at the concert was electric*.

- c Students read the article again to decide if the statements are true or false. They compare with a partner. Check answers as a class. Extend the activity by asking students to give more details for each statement, either to explain the true ones or correct the false ones.

Answers

1 T 2 T 3 F – the surgeon and the anaesthetist are always present. 4 T 5 T

FAST FINISHERS

Fast finishers can underline and discuss the meaning of any unfamiliar words in the article. Check these during feedback.

- d  Put students into pairs or small groups to discuss the questions. They will need some time to think of ideas for question 2. Monitor and help with ideas and vocabulary if necessary. Take feedback as a class and ask for comments. Extend by asking what the class thinks has been the most important medical invention up to now and why.

2 VOCABULARY Health

- a Read through the examples with the class and ask students to match the medical verbs with the definitions. You may wish to elicit or pre-teach *treat* (what doctors do to help a medical problem get better) and *injury* (a problem caused by an accident or fall, for example broken bone, cuts, etc.).

Answers

1 cure 2 care for 3 heal

- b Ask students to complete the sentences with the correct form of the verbs in the box. Check answers as a class.

Answers

1 come 2 treated 3 strained 4 getting 5 develop

VOCABULARY SUPPORT

antibiotics (C2) – medicine that doctors can give to fight infection

come down with (B2) – become ill

infection (B2) – when bacteria get into the body

strain (B2) – to hurt part of the body by using it too much

- c** Students match verbs with the pictures. Check answers as a class. Students cover the exercise and in pairs take turns to mime a verb from 2c for their partner to guess.

Answers

1 b 2 a 3 c 4 a 5 d

- d** Put students into pairs to discuss the questions. You may wish to elicit or pre-teach *sore throat* (when your throat hurts) and *muscle* (point to a muscle in your arm). Monitor and contribute to the conversations. Take feedback as a class and ask for comments from the discussions.

- e**  **3.35-3.36** Students complete the exercises in Vocabulary Focus 9A on SB p.162. Check answers to Exercises a, b and c and monitor conversations in Exercise d. Play the recording for students to do Exercises a and b in the Pronunciation section and check answers to Exercises a, b and c. Tell students to go back to SB p.106.

Answers (Vocabulary Focus 9A SB p.162)

a 1 a 2 b

b 1 bruise 2 bump 3 pale 4 dizzy 5 lose consciousness 6 ache 7 infection 8 scar

c 1 ache 2 lost consciousness 3 pale 4 bump 5 scar 6 bruise 7 infection 8 dizzy

Pronunciation

a bruise, shoes
wire, quiet
dizzy, guitar

b	/ɪ/	/uː/	/waɪ/
	guitar	bruise	quiet
	build	fruit	inquire
	biscuit	suit	require
	guilt	nuisance	acquire
	circuit		

EXTRA ACTIVITY

Ask students to look at all the pictures on SB pp.104–106 in pairs and describe what is happening in each. They should note down any words they don't know. Take feedback and ask students to find out from each other the English words for the unknown words they listed.

3 LISTENING

- a**  **3.37** Tell students they are going to listen to two people talking about inventions. Play the recording for them to answer the question. Check answers as a class.

Answers

medical invention: electronic skin
food invention: synthetic meat

Audioscript

- TOBY** Well, I'm not sure I want electronics just stuck on my skin. **T** But plasters don't have electronics in them.
ROSIE I bet it's no different from putting on a plaster when you cut yourself. **R** It wouldn't worry me. There are other things to worry about.
T Like what?

- R** Well, what was it I was reading about the other day? Yeah, there's this laboratory where they're growing meat. Synthetic meat – I find that kind of scary.
T Oh, that. Yeah, there was that scientist who made his own hamburger and ate it online.
R Yuck!
T Now, I think that's a great idea. Grow your own meat – very cool.
R But it's not natural.
T Yes, it is. It's just not grown on a cow, that's all.
R But all these tiny pieces of meat that they have to push together just to make one burger
T Nothing wrong with that.
R And the end result is something which costs €250,000. I mean, these scientists, who are sort of like Dr Frankenstein, how can they justify that?
T Well, but they're bound to find cheaper ways to grow the meat. And what you may not realise is that it's much better for the environment.
R I don't see how it can be.
T I was reading about it ... And, to produce just 15 grams of meat – that's one-five – cows need about 100 grams of vegetables. I mean, that's a really, really inefficient use of energy.
R I'm sure it takes a lot of energy to make meat grow in the laboratory.
T Not as much. And what I didn't know was that about 30% of the Earth's surface is covered with crops that we grow just to feed animals for meat.
R Yeah, I know that ...
T So, if we can grow meat, we could use some of that land to grow crops for people.
R Well, yeah, I agree with you – that is a good idea. But what amazes me is that you can't see the obvious answer – become a vegetarian.
T Vegetarian? Why would I do that? I like meat.
R Well, I don't think you'd like meat that a scientist has made in a laboratory. There's no fat or blood in it, which means no flavour.
T They're working on that.
R Just like they're working on making it cheaper to produce.
T But what's really incredible is that you can get rid of all those gases.
R Gases? What do you mean?
T Cows. They produce carbon dioxide, methane, which are all harmful gases. Very bad for global warming.
R Once again, very true. But tell me one thing.
T What?
R When did you last catch the bus to work?
T Well, it was ... I don't know ... a couple of months ago.
R More like a year ago. You drive every day! Well, Toby, what I find strange is that if you're worried about global warming ... Well, I think there are better ways of helping out than eating meat that a scientist has put together in a laboratory.
T Yeah, but the bus service is really inconvenient.
R Sure it is.
T Well, you can stick what you like on your skin. I'm going to enjoy my synthetic burger!

VOCABULARY SUPPORT

justify (B2) – give a reason for an opinion or action

plaster – we use this to protect a small cut

synthetic – a product that is made, not natural

- b**  **3.37** Read through the questions with the class and play the recording again for students to answer. Pause at certain points to let students note down their answers. Check answers as a class.

Answers

- He ate it online.
- It is much more efficient to grow meat in a laboratory, and about 30% of the Earth's surface is used for growing crops to feed animals for meat.
- She suggests he becomes a vegetarian.
- It has no flavour, because there is no fat or blood in it.
- Because he drives to work every day rather than catch the bus.

- c In pairs, students discuss who they agree with. Take feedback as a class and ask students to discuss and explain their opinions.

4 GRAMMAR Relative clauses

- a Write this sentence on the board: *In the recording, the people were talking about meat which is synthetic.* Elicit that *which* is a relative pronoun and ask for examples of other relative pronouns the class might know. In pairs, students underline the relative pronouns in the examples from the conversation and add *T*, *P* or *PL*. Check answers as a class.

Answers

- 1 where PL 2 who P 3 that T 4 which T
5 which T 6 who P

- b Students work in pairs to answer the questions about the clauses in 4a. Check answers as a class.

Answers

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

- c **3.38–3.39** Students read the information in Grammar Focus 9A on SB p.150. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, paying attention to pronouns and correct punctuation. Tell students to go back to SB p.106.

Answers (Grammar Focus 9A SB p.150)

- a 1 who 2 – 3 whose 4 where 5 when 6 who
7 which 8 that/which 9 where 10 whose
- b 1 This is the book ~~what~~ (that/which) I was telling you about.
2 There's a new machine at the gym I think you would really like it.
3 We're travelling to Dubai, ~~where~~ which I've always wanted to visit.
4 I was worrying about my luggage, that I'd forgotten to weigh before we left.
5 Chris, ~~who~~ whose his father owns the company, always works really hard.
6 I have finally had to replace my old car, which I have had since I passed my test.
- c 1 The band, who were supposed to start at eight-thirty, didn't come on stage until nine o'clock.
2 The rail company refunds passengers whose trains are delayed.
3 I looked in all the places where I might have left my phone.
4 The idea that we came up with together worked wonderfully well.
5 Morocco, where we spent our honeymoon, is my favourite place for a holiday.
6 The neighbours, whose cat I am looking after, get back from holiday tomorrow.

CAREFUL!

Students often use *what* instead of the correct relative pronoun, e.g. *The book what I bought yesterday is really good* (Correct form = *The book **which/that** I bought yesterday ...*).

Students also tend to use *where* wrongly instead of *which* whenever a place is mentioned, e.g. *The restaurant where is opposite our home is very expensive* (Correct form = *The restaurant **which/that** is opposite our home ...*). Or students use both the relative pronoun *where* and *there* as well, e.g. *The restaurant where we met there is opposite our home* (Correct form = *The restaurant **where we met** is ...*).

- d Read through the task and the inventions with the class. Put students into pairs to discuss the questions. Ask them to use relative pronouns where they can. Monitor and note down examples of good language use and any common errors to deal with later during feedback, focusing on use of relative pronouns. Take feedback as a class and ask for comments from the discussions.

5 SPEAKING

- a Put students into pairs. Assign A and B roles. Ask Student As to go to SB p.129 and Student Bs to SB p.133. Tell students to read about their different inventions and take turns to describe them to their partner without telling them exactly what it is. Their partner must guess the invention. They can use the expressions on the page to help them. As an extra activity, you could set a five-minute time limit for each invention to be guessed. If the students guessing haven't managed to guess the invention, the students describing lose a point. Monitor and help where necessary by giving additional ideas or prompts to help describe the inventions. Note down examples of good language use and any common errors to deal with later during feedback. Take feedback and ask how successful the students were at describing and guessing.
- b Students discuss this in pairs. Take feedback as a class and let students discuss their ideas.



LOA TIP ELICITING

When a lot of new vocabulary has been presented, it is a good idea to do quick-fire tests to help students remember the items. This can be done using an eliciting technique. Start by giving a definition to elicit the word, for example say: *It's a mark that is left on your body after a cut has healed.* Students say: *scar*. Continue with other definitions to elicit correct answers.

Then do the activity again, but this time reducing the definitions, for example, say: *a mark*. Students say: *scar*. The activity can become quicker and quicker and testing becomes fun, but also repetition of the words that are elicited means that they become more fixed in the memory.

ADDITIONAL MATERIAL

- Workbook 9A
- Photocopiable activities: Grammar p.200, Vocabulary p.220, Pronunciation p.251

9B No one knew who he was

OPTIONAL LEAD-IN

Books closed. Ask students to write down:

- 1 *the first music they ever bought or downloaded*
- 2 *the most recent music that they have bought or downloaded*
- 3 *the most recent music they've listened to*
- 4 *a singer or band they've seen live*
- 5 *a singer or band they'd like to know more about*
- 6 *a singer whose lifestyle they admire*

Put students into pairs. They have to guess what their partner wrote down for 1–6. Then they talk about their answers to see how many (if any) they got correct. Take feedback as a class. Ask the class to guess about you. Students compare their tastes together.

1 READING

- a Students discuss the questions in pairs or small groups. Monitor and contribute to the conversations. Take feedback as a class.
- b Students look at the picture and answer the questions together. Take feedback as a class.
- c Read through the title of the article with the class and ask students what they think it means. Ask them to read the article quickly to choose the correct answer. Check the answer as a class.

Answer

2

VOCABULARY SUPPORT

make ends meet (C1) – have enough money to live on

prophet – a religious person who makes predictions

raise (a child) (B2) – bring up a child

run-down – needing renovation/modernising/money

spot (B2) – to see or notice

vanish (B2) – disappear

- d Individually, students read the article again, in more detail, to decide if the statements are true, false or not mentioned. They compare with a partner. Check answers as a class.

Answers

- 1 F – it was a rundown nightclub. 2 T 3 DK 4 F – hardly any copies were sold. 5 F – people thought he was very talented. 6 F – he vanished from the music scene.

EXTRA ACTIVITY

Ask students to answer further questions about the text from memory. Use the statements to elicit more details, for example *The Sewer wasn't a luxurious nightclub – what was it?*, *Why did it take them some time to see Rodriguez?*, etc. Make sure that all students have the chance to answer a question.

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

- understand an article about a musician
- use reporting verbs correctly
- use phrases from a reading text to make up a story
- understand people talking about a documentary about a singer
- use a lexical set of verbs describing thought and knowledge correctly
- describe, ask for and give information about a person they admire

- e Students discuss the questions together. Take feedback as a class and ask for suggestions.

Suggested answers

No, the text doesn't give us an idea.

Maybe he wasn't successful because he didn't get enough publicity/advertising. Perhaps only the producers liked his music.

He was probably becoming famous in South Africa because he was singing in English.

2 GRAMMAR Reported speech: reporting verbs

- a Ask students if they can remember the questions they discussed in the last exercise and what some students said about them. Elicit that these are examples of reported speech. Read through the examples of direct speech in the speech bubbles and tell students that sentences 1–3 are how these things were reported. Ask students to complete the sentences with the correct forms of the verbs in the examples of direct speech. Check answers as a class.

Answers

- 1 was playing 2 wanted 3 had dropped

- b Ask students to complete the rule. Check answers as a class.

Answers

past, past

CAREFUL!

The most common error students make in reported speech is with using *say* and *tell*, e.g. *He told that nobody must know this* (Correct form = *He said that nobody must know this*). Students also make mistakes with the verb pattern after reporting verbs, e.g. *I would recommend to have a picnic in the nice garden* (Correct form = *I would recommend having a picnic in the nice garden*).



LOA TIP ELICITING

Give students different sentences to elicit reported speech with verbs in the correct form. Students should begin: *He said ...*

Say: *I love soul music.*

Students: *He said he loved soul music.*

Say: *I was playing in a nightclub.*

Students: *He said he had been playing in a nightclub.*

Continue with:

I'll play in England next year. → *He said he would play in England the following year.*

I've never been to South Africa. → *He said he had never been to South Africa.*

I'm in a big band now. → *He said he was in a big band then.*

A producer saw me at a festival. → *He said that a producer had seen him at a festival.*

- c** Read through the examples of direct questions and ask students to complete reported questions 1–3 with the correct forms of the verbs in the examples. Then ask them to complete the rule. Check answers as a class.

Answers

- was
- had come
- wanted

In reported questions, don't use question word order.

- d** Students read the information in Grammar Focus 9B on SB p.150. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class. Tell students to go back to SB p.108.

Answers (Grammar Focus 9B SB p.151)

- a** 2 Harry couldn't ski.
3 she might feel a little sleepy after she took the tablets.
4 the exam would be really easy.
5 that she had been walking past the bank when she'd heard the alarm.
6 they'd been trying to call us since they'd heard the news.
7 Margaret wouldn't be happy when she found out.
8 he couldn't open the door because he'd forgotten his key.
- b** 2 if/whether I had 3 how fast I could 4 why I'd left
5 if/whether I was 6 if/whether I'd ever managed
7 why I'd applied
- c** 2 us/me to 3 telling 4 they'd/they had 5 on paying
6 me he'd 7 for losing 8 to give

- e** Students work in pairs to find and correct the mistakes in the sentences. Check answers as a class.

Answers

- They weren't quite sure if they had come to the right place.
- They asked him if he could meet them the next day.
- They didn't understand why no one wanted to buy the album.
- They wondered if the second record would be more successful.



EXTRA ACTIVITY

Give students a topic to create a conversation about, for example, a music programme or concert they've been to or seen on TV. Give students an example:

Student 1: Did you watch the new talent show last Saturday?

Student 2: Yes, but I didn't enjoy it. I don't think the new person is a good judge.

Student 1: I don't agree. I think he was great on Saturday.

In pairs, students make up a similar conversation. They take turns to make a statement or ask a question and give a reply. Monitor and help where necessary. Then ask students to report back on their conversations as a class. Students then report their conversation: *I asked Salvo if he'd watched the new talent show. He said that he had, but that he hadn't enjoyed it. He told me he didn't think the new person was a good judge ...*, etc.

3 READING

- a** Read through the phrases in the box with the class and ask students in pairs to use the expressions to make up a story about what might have happened to Rodriguez.
- b** Students go to SB p.131 and read the rest of the story to find out how close their ideas were. As a class, look at the phrases in the box again and ask students how these were important to the story.

Suggested answers

South Africa: No one really knew who Rodriguez was and people thought he was dead.

committed suicide: There were rumours that he had committed suicide while performing on stage.

a South African reporter: Decided to find out how he had really died. Rodriguez's producer: The reporter managed to get in touch with Rodriguez's producer from the late 1970s.

living in Detroit: The reporter discovered that Rodriguez wasn't dead at all – he was alive and living in Detroit.

a huge success: Rodriguez had no idea that he was a huge success in South Africa.



VOCABULARY SUPPORT

astounded – extremely surprised

catch the imagination – interest a lot of people because it is an emotional story

hardship (C1) – difficulties, suffering, being poor

live hand to mouth – living from day to day, buying food with what you earn in one day

rumour (B2) – a story about something or someone that may not be true

trace (C1) – find by looking at records

4 LISTENING

- a** Ask students to look at the film poster and say if they have seen the film or not. Tell them that the film is a documentary about Rodriguez's life and that they are going to hear two friends talking about it. Play the recording for students to choose the correct sentences. Check answers as a class.

Answers

- 3, 4

Audioscript

- A** ... So this Swedish director was backpacking round the world trying to find a good story to tell and one of the people he talked to was one of the reporters who found Rodriguez.
- B** That's a coincidence.
- A** I know, and out of all the stories he heard from all over the world, he came to the conclusion that Rodriguez's story was the one to tell.
- B** So then what happened?
- A** Well, first of all he wanted to make sure that Rodriguez really was that popular in South Africa because of course most people doubted that he could be a superstar in one country when no one else had heard of him. But he was. People called him a legend, as big as the Rolling Stones. They estimated that he'd sold about 1.5 million records in South Africa, so of course everyone knew him. And then the director realised that this really was a story worth telling.
- B** Incredible. But they'd never heard about him.
- A** That's right, they'd never heard about him. So anyway, the director flew over to meet Rodriguez and he assumed, you know, that he would be dying to tell his story.
- B** He probably wondered why they'd come to see him.
- A** Yes, he had no idea who they were, but he agreed to the interviews, although he didn't actually say much. In the film, he seems to be a very shy, modest kind of person. Like, he still lives in the same wooden house that he's lived in for the last 40 years, and he keeps to a very simple lifestyle.
- B** Amazing.
- A** But it gets even better. The director ran out of money while he was doing the film and he was aware that he might not be able to finish it. So what he did was he shot the last part of the film on his smartphone and put it together on his kitchen table.
- B** Wow. And he managed to do that?
- A** Oh yeah. He finished it and it's made a lot of money and won loads of prizes from all around the world for best documentary. So now the whole world knows about Rodriguez.
- B** That's amazing.
- A** Yeah.
- B** I've got to see that film.

VOCABULARY SUPPORT

assume (B2) – think something is true without proof
came to the conclusion – reached a decision
dying to (B2) – wanting to do something very much
estimate (B2) – guess a number
legend (C1) – very famous
modest (C1) – not arrogant

- b**  **3.41** Play the recording again for students to give reasons for sentences 1–5. A stronger group may be able to do this from memory without playing the recording again. In this case, play the recording afterwards to check. Check answers as a class.

Answers

- 1 He was backpacking round the world.
- 2 People called him a living legend, as big as the Rolling Stones, he'd sold about 1.5 million records in South Africa.
- 3 He seems to be a very shy, modest kind of person.
- 4 The director ran out of money while he was doing the film.
- 5 The documentary has won loads of prizes from all around the world; now the whole world knows about Rodriguez.

- c** Students discuss the question in pairs or small groups.

5 VOCABULARY

Verbs describing thought and knowledge

- a** Tell the students that there are several verbs we can use to avoid overusing the verbs *think* or *know*. Read through the words in the box and ask students to complete the task in pairs. Don't confirm answers at this point.
- b**  **3.42** Play the recording for students to check their answers.

Answers

- 1 He assumed that Rodriguez would be dying to tell his story.
 - 2 He wanted to make sure that Rodriguez really was that popular in South Africa.
 - 3 The director realised by now this really was a story worth telling.
 - 4 He had no idea who they were.
 - 5 He wondered why they'd come to see him.
 - 6 People estimated he'd sold about 1.5 million records in South Africa.
 - 7 He came to the conclusion that Rodriguez's story was the one to tell.
 - 8 Most people doubted that he could be a superstar in one country when no one else had heard of him.
 - 9 He was aware that he might not be able to finish the film.
- c** Ask students to finish the sentences in their own words. Do the first one as an example of your own, for example, *I came to the conclusion that she was a very selfish person*. Remind students to think carefully about the verb forms they use. Take feedback as a class and ask for examples. Make sure students have used the correct tenses.

6 SPEAKING

- a** Read through the task with the class and give students a couple of minutes to think of a person and write down their name.
- b** Look at the points with students and ask them to make notes relating to the person they have chosen.
- c**  Put students into pairs and explain the scenario. They take turns to ask and answer questions about their chosen person. Monitor and note down examples of good language use and any common errors to deal with later during feedback.
- d**  Students report back to the class about their partner's chosen person. They should say whether they were convinced the person needs to be better known. Take feedback as a class and vote on which person should be the subject of the documentary.

FAST FINISHERS

Fast finishers can plan the documentary of one of the people they have discussed. Students should think about where the documentary begins, what scenes to include, which actors should be in it, etc. Ask them to explain their ideas during class feedback.

ADDITIONAL MATERIAL

-  Workbook 9B
-  Photocopiable activities: Grammar p.201, Vocabulary p.221

9C Everyday English

What's the big secret?

OPTIONAL LEAD-IN

Books closed. In pairs, ask students to choose somewhere in the local town or area worth a visit or useful to know of. This could be a club, café, museum, beauty spot, car park, shop, etc. They must not tell their partner. Then students direct their partner from the school to the chosen spot. This works well if the student being directed closes his/her eyes. Monitor and correct the phrases for giving directions if necessary. When the directions are completed, the other student must say where they are. Take feedback and find out which places the students chose and how good they were at directing.

- a**  Students discuss the questions in pairs. Take feedback as a class.
- b** Students summarise what happened in the previous episode of the story (Becky and Tom missed out on an opportunity to rent a flat). Students look at the photo and say what is happening and answer the questions.
- c**  **3.43** Play Part 1 of the video or audio recording for students to check their ideas. Check understanding of *Where on earth ...?* (We say this when we are completely surprised or angry about something.)

Answers

- 1 Tom
- 2 nervous
- 3 Not at first, then she recognises the block of flats.

Video/Audioscript (Part 1)

BECKY What's all this about? What's the big secret?

TOM We've got to be somewhere, that's all.

B But where?

T Ah ... it's a surprise.

B Hmm, I'm not sure I like surprises.

T It'll be fine.

B I've no idea where we are. I've never seen this street before.

T Just wait and see.

B Where on earth are we going?

T Wait and see.

B Hang on ... I know where we are.

T Do you?

B Yeah. Is there another flat available around here?

T Follow me.

- d** Students discuss the question in pairs. Feedback as a class.

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

- understand informal conversations about giving someone a surprise
- use appropriate phrases to express uncertainty
- use linking and intrusion
- use appropriate expressions to clarify a misunderstanding

2 USEFUL LANGUAGE

Expressing uncertainty

- a**  **3.44** Read the conversation through with the class and ask if it's the same as Becky and Tom's. Play the recording to check.

Answer

no

Audioscript

BECKY I've no idea where we are. I've never seen this street before.

TOM Just wait and see.

B Where on earth are we going?

T Wait and see.

- b** Tell students that in one conversation, Becky expresses herself more strongly. Ask which this is.

Answer

In the video version. She is nervous and expressing uncertainty.

- c** Read through the example and expressions with the class. Ask students to change the expressions to refer to a person. Check answers as a class.

Answers

- 1 I've (really) (got) no idea who that is.
- 2 I haven't got a clue who that is.
- 3 Who on earth is that?



LOA DRILLING

Students need to use the correct intonation when using the phrases for expressing uncertainty. Model both sets of phrases or play the recording as a model and ask students to repeat with the same intonation and word stress.

- d**  Put students into pairs and assign A and B roles. Ask Student As to go to SB p.127 and Students Bs to SB p.132. Tell them that they must take it in turns to draw their picture and remind students to comment using phrases from 2c during the process. Take feedback as a class and find out how early the students guessed the pictures and which phrases they used.



FAST FINISHERS

Ask fast finishers to draw another animal or object. Ask them to show these to the class for the students to guess during feedback.

3 LISTENING

- a**  Students look at the photo, describe it and guess answers to the two questions.
- b**  **3.45** Play Part 2 of the video or audio recording for students to check ideas.

Answers

- 1 Tom has taken Becky to the flat they wanted, and he has paid a deposit on it.
- 2 Becky is surprised and pleased.

Video/Audioscript (Part 2)

BECKY But Tom ... this is the same flat.
TOM Welcome to our new home!
B Really?!

T Step right this way.
T What do you think?
B But didn't you say yesterday that we'd missed out?
T And we did.
B So what happened?
T The estate agent called me back – the other people changed their mind.
B Really? So it's ours if we want it?
T Um ... actually ... it is ours.
B What?
T I paid a deposit this afternoon.
B But, Tom, I thought we were going to talk about it first.
T Oh. Right. I sort of thought we had.
B Well, I suppose – in a way.
T And you were so disappointed when we missed out.
B Yes. Yes, I was.
T And I didn't want to miss out this time.
B But you could have said something.
T Sorry. I wanted it to be a surprise.
B Well, next time make sure you ask me ...
T Well?
B It's a lovely surprise.
T You're not too annoyed?
B No. In fact, not at all.
T You did say it was the perfect flat.
B And it is. I love this space ... And the view ... And the kitchen is so well designed ...
T Did you guess?
B In the car?
T Yeah.
B Well, I thought you were taking me to see a flat.
T But not this one?
B No, of course not.
T I thought about it a bit yesterday, you know, the different route ...
B I do love it. I can't wait to move in.
T We have to sign the lease first.
B Yes, of course.
T And ... oh ... but there's another document that we have to sign beforehand.
B Oh. What's that?
T Our marriage licence – that's all!

VOCABULARY SUPPORT

beforehand – before (not followed by a noun or time)
deposit (C1) – money you pay to confirm a plan or promise
lease – a document you sign when renting

- c**  **3.45** Play the video or audio recording again for students to answer questions 1–6. A strong group may be able to do this without listening again, in which case, play the recording to check their answers.

Answers

- 1 The people who took the flat changed their minds.
- 2 He paid a deposit.
- 3 Becky thinks he should have asked her first.
- 4 The space, the view, the well-designed kitchen.
- 5 Tom drove a different route to the flat.
- 6 The lease for the flat and the marriage licence.

4 PRONUNCIATION

Linking and intrusion

- a**  **3.46** As a class, look at the underlined phrases and ask students how the phrases are pronounced. Play the recording for students to decide if the phrases sound like one word or separate words.

Answer

one word

- b** Ask students to read and decide on the correct answer in pairs. Check the answer as a class. Ask students to repeat the phrases for practice, using the recording as a model.

Answer

2

- c**  **3.47** Tell students that in English we sometimes join words together by adding a different sound. We do this when we speak quickly and to avoid pauses between words. Look at the sounds in the box and play the recording for students to choose which sounds are added in the places in the extract. Check answers as a class.

Answers

BECKY I've no /w/ idea where we /j/ are. I've never seen this street before.
TOM Just wait and see.
B Where /r/ on earth are we going?
T Wait and see.

- d** Students choose the correct answer in pairs. Check the answer as a class. Students practise the conversation, paying attention to the extra sounds.

Answer

3

- e**  **3.48** Play the recording for students to find examples of sounds that join together and sounds that are added. Check answers as a class.

Answers

Here /r/ at work, I've just received a gift from my /j/ aunt. I've got no /w/ idea what it is. I'm going to /w/ open it when I get home this evening.

5 CONVERSATION SKILLS

Clarifying a misunderstanding

- a**  **3.49** You may wish to elicit or pre-teach *clarifying* (making something clear) and *misunderstanding* (something two people have understood differently). Read through the task and play the recording for students to find the phrases. Check answers as a class.

Answers

But didn't you say yesterday that we'd missed out?
But, Tom, I thought we were going to talk about it first.

- b** Remind students that our language changes depending on whether a situation is formal or informal. Students read through the exchanges to identify work and social contexts and underline the phrases for clarifying a misunderstanding. Check answers as a class.

Answers

social: 1, 3, 5

work: 2, 4

1 I thought that

2 I understood that

3 Did I get this wrong? I thought ...

4 Have I misunderstood something? I thought ...

5 Didn't we say that ...?

- c** Students write their comments for the different situations and compare with a partner. Ask for examples during class feedback.

6 SPEAKING

- a** Put students into pairs and assign A and B roles. Ask Student As to go to SB p.129 and Student Bs to SB p.130. Ask them to read the tasks and have the conversations. Remind them to use words and phrases they have looked at during this lesson. Monitor and note down examples of good language use and any common errors to deal with later during feedback. Take feedback as a class and ask students to report on their conversations.



FAST FINISHERS

Fast finishers can write an email to cancel one of the arrangements. They should be as polite as possible and thank the other student for their kindness. Check these during feedback.

ADDITIONAL MATERIAL

- ▶ Workbook 9C
- ▶ Photocopiable activities: Pronunciation p.252
- ▶ Unit Progress Test
- ▶ Personalised online practice

9D Skills for Writing

They have a long tradition

OPTIONAL LEAD-IN

Books closed. Write an anagram of the word *controversial* on the board: *SOORNALCVEIRT*

Tell students that it is an adjective that is used to describe a topic that people usually have opposing and often very passionate opinions about. Students work in pairs to solve the anagram. If no one has guessed in 30 seconds, give the first letter C. Do the same every 30 seconds until someone guesses the word.

Students then work in pairs to think of controversial topics that they have different opinions on. If they have problems, give some general topics for them to explore, for example, education, marriage, films, bringing up children, health, etc. Ask for examples in feedback.

1 SPEAKING and LISTENING

- a**  Write *alternative medicine* on the board and ask if students know the meaning. Read through the definition with the class and elicit the names of any types of alternative medicine popular in the students' country (or countries). Put these on the board. Discuss the other questions as a class.
- b**  **3.50** Tell students they are going to hear four people talking about alternative treatments. Play the recording and ask students to match the treatments with the pictures. Check answers as a class. If you wish, give students information from the Culture notes.

Answers

1 photo 2 2 photo 3 3 photo 1 4 photo 4

Audioscript

SPEAKER 1 I had really bad headaches, so I decided to go to a homeopathic doctor. You know, they give you these little white tablets which have a tiny amount of something which is actually poisonous. And I remember on my first visit, he spent an hour asking me questions to find out as much as he could about me, before he looked at what was wrong with me. He said the idea was to treat 'the whole person', not just the disease. I thought this was really good – my normal doctor is always in a hurry and you're lucky if he gives you more than ten minutes.

SPEAKER 2 A friend of mine had a very bad cough which wouldn't go away, so he tried a treatment called 'radionics'. The person treating you takes something that belongs to you, like a piece of clothing or something, and then turns some dials on this box. It looks a bit like a radio actually. And then they decide what's wrong with you. What a load of rubbish! I don't know how people can believe things like that.

SPEAKER 3 I had really bad pains in my knee. I tried all kinds of drugs and I even went to hospital, but nothing worked. I could walk, but I couldn't run or do sport. Then a friend recommended acupuncture. It's where they put needles into particular points or places on your body. I was a bit doubtful at first, but I tried it and the doctor put needles all round my knees. Since then I haven't had any problems at all – I can even go skiing again. I've no idea how it works, but it certainly worked for me.

SPEAKER 4 A friend of mine tried several times to give up smoking, but she always started again. Then someone recommended a doctor who used hypnosis. She told me about it, it was really interesting. She sat in a comfortable chair and he hypnotised her – he just counted to 20 and she fell into a deep sleep and when she woke up she didn't want to smoke any more. Obviously she doesn't remember what he said when

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

- understand people talking about alternative medicines and treatments
- discuss the pros and cons of alternative medicine
- understand an essay about the value of alternative medicine
- present a series of arguments in writing
- plan and write an opinion essay

she was under hypnosis, but I guess he must have told her that she didn't need to smoke. That was three months ago and she still doesn't want to smoke.

CULTURE NOTES

Acupuncture is a traditional Chinese treatment for many illnesses, ranging from knee pain to cancer. It is thought to have started a long time ago in Ancient China. It involves putting very fine needles in special points on the skin and is also often combined with taking special Chinese herbs.

Homeopathy was first developed and given its name by a German physician in 1796, called Samuel Hahnemann. However, the idea that giving very small amounts of what causes an illness to cure it dates back to Hippocrates in about 400 BC.

Radionics is a form of alternative medicine that was developed in the early 1900s by Albert Abrams. He insisted that the devices he made could detect and heal changes in a type of energy that came from a sick person. Today, practitioners no longer say that the devices can cure people but simply use them to focus their healing powers on a patient.

Hypnosis is a healing technique in which therapists make suggestions to individuals who have gone through a procedure designed to relax them. Most doctors now agree it can be a powerful, effective healing technique for a wide range of problems.

- c**  **3.50** Students listen again to answer the questions. You may need to pause the recording after each speaker to give students time to note answers. Check answers as a class.

Answers

- 1 1 really bad headaches 2 a friend had a bad cough
3 bad pains in the knees 4 a friend wanted to give up smoking
- 2 1 asked questions for an hour, gave little white tablets
2 took something that belonged to the patient, turned dials on a box
3 put needles all round the patient's knee
4 sat the patient in a comfortable chair, then hypnotised (counted to 20 and fell into a deep sleep)
- 3 1 positive 2 negative 3 positive 4 positive
- 4 1 we don't know 2 we don't know 3 it worked 4 it worked

2 READING

- a Ask students to read the essay about alternative medicine and choose the best summary sentence. Elicit the meaning of the collocation *side effect* (another effect that a drug has on the body in addition to the main effect for which the doctor has given the drug).

Answer

3

- b In pairs, students decide which points are about conventional/alternative medicine. Check answers as a class. Point out that when writing an opinion essay, it is important to mention other arguments and give your reaction to them.

Answers

1 A 2 C 3 C 4 A 5 A

3 WRITING SKILLS

Presenting a series of arguments

- a Remind students about the importance of organisation when writing. Read through the task and ask students individually to complete the sentences and then compare with a partner. Check ideas as a class.

Suggested answers

- 1 different points of view and her own opinion
- 2 different arguments to support her opinion
- 3 her arguments and her conclusion

- b Ask students to read through the essay again and find six expressions that introduce arguments and points of view (both Aisha's and other people's). Check answers as a class.

Answers

- People often argue that ...
I believe that ...
My own view is that ...
There are several good reasons for ...
One argument against ... is that ...
People sometimes claim that ...

- c Students work individually to find examples of the linking words in the essay. Check answers as a class. Ask why these linking words are used in the essay rather than the simpler ones (because an essay is usually a more formal piece of writing).

Answers

- 1 furthermore, in addition, 2 yet 3 consequently 4 despite
5 in conclusion

LANGUAGE NOTES

Both *despite* and *in spite of* + noun have the same meaning (although) but *in spite* is always followed by the preposition *of*, e.g. *Despite my headache, I went for a walk.* *In spite of my headache, I went for a walk.*

- d Read through the topics with the class and check understanding. Ask students to write three sentences about one of the topics using words and phrases from 3b and 3c. Monitor and help with ideas and encourage self-correction if necessary. Take feedback as a class and ask for ideas.

4 WRITING

- a Tell students that they are going to write an essay about the topic they chose in 3d. First they should plan the essay using the points given. Monitor and help when needed.
- b Students write the essay from their notes/plan. Ask them to write about 200 words. Monitor and note down or remember examples of good language use and common errors to deal with in feedback. Weaker students may need help with language.



LOA MONITORING

Monitor the writing closely, making sure at all stages that students are completing the task correctly. Help students with ideas and vocabulary if necessary, and note the kind of mistakes they are making to see how well they have understood and are using the contents of the unit. However, don't point out students' mistakes to them but ask them to double check that they have followed the points in 4b.

- c Students read their partner's essay and check it against the points. Take feedback as a class and ask for examples from the essays that answer the points.
- d  Students swap pairs to read another student's essay. This time they should be thinking about whether they agree with the point of view or not. Take feedback as a class and ask students to report back on the content of the essays.



EXTRA ACTIVITY

Students read their partner's essay. They then swap partners and summarise the essay for their new partner using reported speech, e.g. *Tina said that ...*, *She wrote that she had never ...*



FAST FINISHERS

Fast finishers can write a short article for a website about their viewpoint on the same topic. Remind students to use features for writing articles discussed in lesson 1D. Check the articles during class feedback.

ADDITIONAL MATERIAL

▶ Workbook 9D

UNIT 9

Review and extension

1 GRAMMAR

- a** Ask students if they can remember anything you said in the previous lesson. They should tell you using reported speech, for example *You said that we had all done well in our homework ...*, *You asked us to do some exercises in our books ...*, etc. Students do the task individually. Check answers as a class.

Answers

- 1 The plaster, which is very small and thin, is like a piece of skin.
- 2 The skin contains electronic circuits which can communicate with monitors.
- 3 An operating theatre is a sophisticated environment where patients require extra care.
- 4 Some people who are allergic to peanuts have to check everything they eat.

- b** Students read through the story and do the task with a partner. Check answers as a class.

Answers

- 1 that there had been a delay to the incoming flight, so the flight would be delayed by about an hour.
- 2 what was happening.
- 3 if she knew when the flight would leave.
- 4 (that) she hadn't heard anything.
- 5 (that) the flight had been cancelled.
- 6 (that) I would have to spend a night in an airport hotel and I probably wouldn't be home for another 18 hours.

2 VOCABULARY

- a** Students choose the best alternatives and then compare with a partner. Check answers as a class.

Answers

- 1 estimate
- 2 realise
- 3 assumed
- 4 wonder
- 5 was aware

- b** Students complete the sentences. Check answers as a class. Elicit the meaning of the word *consciousness* (when someone is awake and can think and notice things).

Answers

- 1 feel, dizzy
- 2 strained my back
- 3 cares for patients
- 4 lost consciousness
- 5 heals, scar

EXTRA ACTIVITY

In pairs, students tell each other about someone they know who has recently had a minor illness. They describe the symptoms and what treatment the person received. Take feedback as a class and ask for examples.

3 WORDPOWER *come*

- a** Write the word *come* on the board and ask students to suggest multi-word verbs and expressions that use the verb. Students match the beginnings and endings of the sentences. Check answers as a class.

Answers

2 f 3 a 4 c 5 e 6 d

- b** Students do the matching task in pairs. Check answers as a class.

Answers

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

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

Answers

1 to 2 with 3 up 4 to 5 across 6 true

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

Answers

1 true 2 to 3 conclusion 4 up 5 up 6 across

- e**  Students ask and answer the question in 3d with their partners. Take feedback as a class and ask for examples from the conversations.



FAST FINISHERS

Fast finishers think of three more questions using one of the phrases from this section to ask the rest of the class during feedback.

-  Photocopiable activities: Wordpower p.232



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.