

UNIT 5

Chance



UNIT OBJECTIVES

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

- understand texts and conversations and exchange information about life, luck and probabilities, the future, jobs, the natural world and extreme weather
- talk about probabilities, attitudes to the future and possibilities
- talk about plans, deadlines and predictions
- use appropriate phrases to respond to ideas and talk about advantages and disadvantages
- write an argument for and against an idea

UNIT CONTENTS

G GRAMMAR

- Future probability
- Future perfect and future continuous

V VOCABULARY

- Adjectives describing attitude: *optimistic, realistic, unrealistic, adventurous, cautious, ambitious, thoughtful, thoughtless, critical, uncritical, reliable, unreliable, well-organised, disorganised, irresponsible, responsible, sympathetic, unsympathetic, competitive, uncompetitive*
- The natural world: *carbon footprint, climate change, ecological impact, environmentally friendly, fragile environment, global warming, rough weather, solar energy, the earth's atmosphere*
- Wordpower: *side, on your side, look on the bright side, to one side, from side to side, on the side, side by side, see the funny side*

P PRONUNCIATION

- Tone groups
- Sounds and spelling: *th*

C COMMUNICATION SKILLS

- Discussing possible future events
- Preparing for a job interview
- Discussing advantages and disadvantages
- Responding to an idea
- Writing an argument for and against an idea

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Ask students to work in pairs or small groups to note down as many dangerous sports or hobbies as they can in two minutes. Take feedback as a class and write the correct English words for the activities on the board. Here are some sports students may mention:

whitewater rafting (travelling down very fast rivers)

bungee jumping (jumping from a high place attached to strong and thick elastic)

sky diving (jumping from a plane with a parachute)

mountain/rock climbing (climbing mountains and hills)

As a class, ask students if they have ever done any dangerous sport or if they would like to and why/why not.



CULTURE NOTES

The picture shows a person doing a 'rope jump' from a cliff in Greece. This new sport is like a bungee jump but the rope attached to the harness is not elastic (it doesn't pull you up again). There is a complicated system of ropes and devices which slow you down as you fall so you land safely. Extreme rope jumping was developed by a group called 'Dream Walkers' and so far they have only jumped off cliffs. However, they plan to jump in 80 famous and beautiful places round the world, including in the Grand Canyon, from a French viaduct and from skyscrapers in cities like Las Vegas.



b Read through the questions with the class and ask them 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 to ask for ideas and comments from the conversations and extend the discussions if appropriate.



EXTRA ACTIVITY

In pairs, students tell their partners the riskiest things they have done a) this year, b) this week, c) today. Give an example of your own. Ask for examples during feedback and let the class decide whose actions were the riskiest.

5A You could live to be a hundred

OPTIONAL LEAD-IN

Books closed. Put students into pairs. Ask them to list some of the things they have done today, for example driven a car to school, eaten cornflakes for breakfast, bought shopping with a credit card, etc. Ask students to discuss how they think these things might be done differently in ten years' time. Take feedback as a class, and ask if the class think these changes will be good or bad, and why.

1 READING

- a Write the anagram *ISMOTTIP* on the board and tell students that it is an adjective to describe people who have a certain attitude to the future. Students guess the word *OPTIMIST*. Elicit the opposite, *pessimist*. Ask students as a class how they would describe themselves and tell them that they will now do a quiz to check whether they know themselves well. Read through the introduction to the quiz with the class and encourage them to be as honest as possible. Individually, students read the quiz questions and answer them. Monitor and answer any questions.

FAST FINISHERS

Ask fast finishers to think of another question with two possible answers for the quiz. Let students ask the class these questions during feedback.

- b  Put students into pairs to compare their answers. Take feedback as a class.
- c  Students go to SB p.131 to find out what their answers in the quiz mean. You may wish to elicit or pre-teach the phrases *turn out well* (have a positive result), *encounter* (meet) and *overcome* (solve, find an answer to). Take feedback to find out how many students are optimists/pessimists according to the quiz. Ask if students agree with this assessment and why/why not.
- d Tell students that they are going to read an article about optimism and pessimism. Students read the article quickly to decide on the correct alternatives to complete the summary. Check answers as a class.

Answers

Most people are naturally optimistic and this is generally an advantage for the human race, because it helps us to be more successful.

VOCABULARY SUPPORT

bias (C2) – look at something in a particular way because of your opinion

characteristic (B2) – something which is typical of a person or thing

diagnose (C2) – find out what is wrong with someone

evolution (B2) – natural development

gloom – darkness, sadness or depression

take out insurance (B2) – buy insurance cover

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

- understand an article about optimism
- use a lexical set of adjectives describing attitude correctly
- understand a person talking about statistics
- use words and modal verbs to talk about degrees of future probability correctly
- talk about what will or won't happen in their lifetime

- e Individually, students read the article again in more detail to tick the correct points. They then compare their answers with a partner. Check answers as a class.

Answers

2 ✓ 3 ✓ 5 ✓ 6 ✓ 8 ✓

EXTRA ACTIVITY

Students write a short email to a friend telling him or her about the article, and including their quiz results. Students should start:

Hi! I've just read this article. It's really interesting. It's about ...

When students have finished, they read their emails to a partner, or (if appropriate) email/text them.

- f  Students discuss the question in pairs. Monitor to help and contribute to the discussions. Take feedback as a class. Find out how many students have similar ideas about their lives in 20 years' time.

2 VOCABULARY

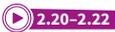
Adjectives describing attitude

- a Individually, students look back at the article and find adjectives for meanings 1–6. Check answers as a class.

Answers

1 optimistic 2 realistic 3 unrealistic
4 adventurous 5 cautious 6 ambitious

- b Ask students to write down the adjectives they think are true for them. Put students into pairs. Students guess what their partners have written. Students then compare and discuss how they see themselves and each other.

- c**  Students complete the exercises in Vocabulary Focus 5A on SB p.158. Individually, students complete Exercises a–c. Play the recording for students to check their answers to Exercise d. Monitor Exercise f, and check other answers as a class. Play the recording for students to complete Pronunciation Exercises a, b and c and check answers. Tell students to turn to SB p.58.

Answers (Vocabulary Focus 5A SB p.158)

- a** 1 disorganised 2 well-organised 3 competitive
4 sympathetic 5 thoughtful 6 irresponsible
7 unreliable 8 critical

b	thoughtful	thoughtless
	well-organised	disorganised
	reliable	unreliable
	responsible	irresponsible
	sympathetic	unsympathetic
	competitive	uncompetitive
	critical	uncritical

- c** -less, dis-, un-, ir-

- d** 1 correct 2 incorrect (responsible)
3 correct 4 correct 5 incorrect (thoughtless)
6 incorrect (sympathetic) 7 correct

Pronunciation

- a** thoughtful /θ/, weather /ð/, sympathetic /θ/, clothes /ð/, seventh/θ/

b	/θ/ (think)	/ð/ (the)
	thumb	leather
	month	together
	something	therefore
	north	northern
	healthy	Netherlands
	enthusiastic	
	worth	

take a train to the airport and then fly. More good news is that you have quite a good chance of living to be 100, especially if you don't worry too much. According to a recent report, in richer countries of the world, women who are 25 now have a 1 in 4 chance of reaching their 100th birthday – men of 25 only have a 1 in 6 chance, not quite so good. But the chances are getting better all the time, so a girl born now has a 1 in 3 chance of living to 100 and a boy has a 1 in 4 chance. Of course, this depends on what country you're in. In some countries like Japan the chances are even higher and modern medicine may well make the chances higher still during your lifetime. So, that's the good news. You probably won't die in a plane crash and you, or at least your children, could live to be 100. But the bad news is, you almost certainly won't win the lottery. The chances of winning a big prize in the lottery are only about 1 in 18 million – so that's extremely unlikely.

 **VOCABULARY SUPPORT**

- binoculars* – device used to see things that are a long way off
hotspot – place where lots of things happen
wing (B2) – part of an aeroplane

 **LANGUAGE NOTES**

Make sure students notice the verb pattern *chances of + gerund*. We can also use *chance + to + infinitive*, e.g. *I'm off work tomorrow. It'll be a good chance to catch up on some English homework*. Here *chance* has the meaning of 'opportunity'.

- c**  Students answer the questions in pairs. Play the recording again for them to check their answers.

Answers

- Sit at the back of the plane or over the wing, near the exit.
- The safest way to travel is to take a train to the airport.
- Live in a country with modern medicine, like Japan.

3 LISTENING

- a** Individually, students read and complete the statistics with the numbers in the box. They then compare ideas with a partner.
- b**  Tell the class they are going to hear someone talking about how likely things are. Play the recording for them to check their ideas from 3a. You may wish to elicit or pre-teach the word *odds* (chances of how likely something is to happen). Discuss the question about students' own country as a class.

Answers

- Chance of living to be 100 (man): 1 in 6
Chance of living to be 100 (woman): 1 in 4
Chance of having a road accident: 1 in 8,000
Chance of winning the lottery: 1 in 18 million
Chance of being in a plane crash: 1 in a million

Audioscript

Lots of people get scared when they fly and they're sure the plane's going to crash, but in fact it's one of the safest ways to travel. The odds of a plane crashing are only about 1 in a million and obviously they're much less if you use an airline with a good safety record. It's very unlikely that your plane will crash, but even if it does you'll probably be fine, because 95% of people in plane crashes survive. If you sit at the back of the plane or over the wing, near the exit, your chances get even better. So, if you're worried about getting on that plane, don't be, because you'll almost certainly survive the journey. You're more likely to have an accident in the car going to the airport – your chances of having a road accident are 1 in 8,000. So the safest way to travel is to

 **LOA TIP ELICITING**

Elicit from the listening the different ways to express degrees of probability. Give the following prompts for students to supply the sentence (or part sentence).

Say: *plane, crash*. Students: *It's very unlikely that your plane will crash.*

Say: *even if it does*. Students: *Even if it does, you'll probably be fine.*

Say: *survive the journey*. Students: *You'll almost certainly survive the journey.*

You can do this with a full group, address alternate questions to half the group, nominate individuals, etc. Students can even test each other in pairs.

4 GRAMMAR Future probability

- a**  Tell students that the sentences in the task are from the recording. Read the task with the class and do the first sentence with them. In pairs, students complete the sentences with words from the box. Play the recording for students to check their answers.

Answers

- unlikely
- probably
- certainly
- likely
- chance
- may
- probably, could
- certainly

b Discuss the question as a class.

Answers

- 1 you'll almost certainly
- 2 you'll probably be; you're more likely to; you have quite a good chance of
- 3 may well; you could
- 4 it's very unlikely; you probably won't; you almost certainly won't

c Students complete the task in pairs. Check answers as a class.

Answers

- 1 *will* probably/certainly (+ verb)
- 2 probably/certainly *won't* (+ verb)
- 3 *is/are* likely/unlikely to (+ verb)
- 4 It's unlikely that ...
- 5 There's a chance that ...



EXTRA ACTIVITY

In pairs, students make predictions to tell each other about the near future using the patterns from 4c. Give an example of your own, for example *There's a chance that I'll see my cousin at the weekend, but it depends on her plans.* Monitor and point out errors for students to self-correct.

d Read through the predictions with the class. Tell students that there are several possible answers. Students do the task individually and compare answers with a partner. Take feedback as a class.

Suggested answers

- 1 I will probably meet someone famous in my life.
- 2 I'm likely to have children.
- 3 I will almost certainly fall in love at least once in my life.
- 4 I almost certainly won't become a millionaire.
- 5 Someone will probably steal from me.
- 6 I probably won't live in the same place all my life.

e **2.25-2.26** Students read the information in Grammar Focus 5A on SB p.142. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure the degree of probability is correct. Tell students to go back to SB p.58.

Answers (Grammar Focus 5A SB p.143)

- a** 2 suppose 3 likely 4 can't 5 no 6 might
7 sure 8 shouldn't 9 chance 10 if
- b** 2 probably won't leave.
3 bound to win a medal.
4 unlikely that these new phones will sell well.
5 might not notice.
6 sure to be another chance.



CAREFUL!

Students sometimes have problems with word order when using *probably/certainly*, etc. for example *Probably I will go to bed early* (Correct form = *I will probably go to bed early*).

5 SPEAKING

- a** Elicit some problems that the world is facing at the moment. Choose one and ask how it could be solved and what the chances are of it being solved in the students' lifetime. Read through the list of questions with the class. Tell students that they need to decide what their own opinion is. Then they need to add one more question of their own. Monitor and help out with ideas if necessary. Check the accuracy of the students' own questions.
- b** Give each student a question from the list (if your class is large, more than one student will have the same question). Tell students to write this question down with their own question. They should then mingle with other students and ask the two questions, noting down their opinions and any other comments. With a large class, divide the class into two groups to mingle. Mingle and take part, giving your own answers and comments when asked. Encourage students to move round, not staying the whole time with one person. Do not try to monitor at this stage.
- c** Take feedback as a class. Discuss the questions as a class. If students seem interested in any particular questions, let it develop into a class discussion. Note any common errors to deal with after the discussion.

ADDITIONAL MATERIAL

- Workbook 5A
- Photocopiable activities: Grammar p.192, Vocabulary p.212, Pronunciation, p.243

5B I'll be settling into my accommodation

OPTIONAL LEAD-IN

Books closed. Ask students to name the three coldest regions on Earth (Antarctica, Alaska, Russia) and the three hottest (Libya, Saudi Arabia, Iraq). Take feedback as a class, and find out if anyone guessed or knew the right answers.

Write the words *Antarctica* and *the Arctic* on the board and elicit the differences between them. (Antarctica is an icy continent at the South Pole, whereas the Arctic is a group of islands at the North Pole. Penguins live exclusively in Antarctica, while polar bears live in the Arctic; they never cross paths! Also, Antarctica is much colder than the Arctic, which is why nobody lives in Antarctica – apart from some brave scientists – while the Arctic has been inhabited throughout history, mainly by the Inuit.)

1 READING

- a** Ask students to look at the photos and describe what they can see. Discuss the rest of the questions as a class.
- b**  Read the title of the quiz with the class and elicit the names of other continents in English: *Europe, North America, South America, Asia, Africa, Australia*. Put students into pairs to do the quiz. Monitor and prompt where necessary, but don't check answers at this point. If you wish, give students information from the Culture notes below.

CULTURE NOTES

Robert Scott was a famous British explorer. He took two expeditions across Antarctica. On the second expedition (1910–1913) he and his team hoped to be the first to reach the South Pole. However, when they finally reached the pole they realised that the Norwegian expedition, led by Roald Amundsen, had got there before them. During their return journey, all members of the team died from cold, lack of food and exhaustion.

Roald Amundsen led the Norwegian expedition that was the first to reach the South Pole in December 1911. He was also the first man to reach the North Pole in 1926. Others, including Richard Byrd, claimed to have reached it but their claims have not been proven.

- c**  Tell students they are going to check their answers to the quiz. Ask them to go to SB p.132 and read the information about Antarctica. Students check their score. Find out who the winner is and check which question students thought was the hardest. Tell students to go back to SB p.59.
- d** Give students a few minutes to read the first part of the article about working in Antarctica.
- e**  Students discuss the questions in pairs or small groups. Monitor and contribute to the discussions. Take feedback as a class.

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

- understand an article about working in Antarctica
- use a lexical set related to the natural world correctly
- understand a conversation about working with penguins
- use the future perfect and future continuous to talk about plans and deadlines correctly
- role-play a job interview

- f** Students read *Cooking in Antarctica* quickly to check their ideas. Take feedback to find out how much students predicted correctly.

VOCABULARY SUPPORT

base (n) (B2) – a place from which people work
carbon footprint (B2) – the amount of energy a person uses
food for thought – something to make us think, consider
fragile (C2) – easily broken or destroyed
impact (B2) – effect
plain – a wide, flat area

- g** Students read the article again in more detail and make notes. Take feedback as a class.
- h**  Read through the questions with the class. You may wish to elicit or pre-teach *frustrations* (things we want to do but can't). Students discuss the questions in pairs. Monitor and contribute to discussions. Take feedback as a class.

EXTRA ACTIVITY

In pairs, students think of another job that might be available at a base like this and write a short advertisement for it, saying what the job involves and what the requirements are. Students read each other's adverts or read them out as a class. The class votes on which job is the most unusual or interesting, for example ice artist/games organiser/penguin photographer/fisherman.

2 VOCABULARY The natural world

- a** Ask students to cover the article and do the matching task individually. They then compare answers with a partner.
- b** Students read the article to check their answers. Check answers as a class.

Answers

rough weather
environmentally friendly
solar energy
fragile environment
ecological impact

global warming
carbon footprint
climate change
the Earth's atmosphere



LOA TIP DRILLING

Repetition helps students to memorise collocations through word association. Give the first part of the collocation for the class to complete. Say: *global*. Students say: *warming*. Repeat with the other collocations. You can also test the collocations by giving the second part to elicit first. Say: *warming*. Students say: *global*. Students can also test each other in pairs.

- C** Individually, students complete the sentences and compare answers with a partner. Check answers as a class.

Answers

- 1 solar, carbon footprint 2 ecological impact
- 3 rough weather 4 the Earth's atmosphere
- 5 fragile, environment 6 climate change, global warming
- 7 environmentally friendly



VOCABULARY SUPPORT

coal (C1) – black rocks that we burn to keep warm

toxic (B2) – dangerous/poisonous

- d** Read through the questions with the class. You may wish to elicit or pre-teach *negative ecological impact* (bad for the environment). Students work individually to make notes on the questions. Monitor and help as necessary.
- e** Put students in pairs or small groups to discuss their answers. Monitor and note any examples of good language use or common errors to deal with later during feedback. Take feedback as a class.

3 LISTENING

- a** **2.27** Ask students how many different types of penguins they can name (most-known are the King penguins and the Emperor penguins; however, there are about 19 more types). Find out if they know anything about Adelie penguins. If you wish, give students information from the Culture note below. Read through the questions with the class and then play the recording for students to note answers. Check answers as a class.

Answers

- 1 not very well
- 2 light-hearted
- 3 They're full of attitude and can be quite aggressive.
- 4 The research can tell scientists a lot about what's happening in the Antarctic ecosystem as well as the rest of the planet.



CULTURE NOTE

Adelie penguins are a type of penguin that is very common on the Atlantic coasts. They are one of the types of birds that live in the most southern locations on Earth. The name Adelie comes from the wife of a French explorer, Jules Dumont d'Urville, who actually discovered the penguins in 1840. The Adelie penguins are an average size for a penguin, have white rings round the eyes and are mainly black with white fronts. They are very close to most people's idea of what a typical penguin looks like.

Audioscript

JOE So, when are you off?

MARTHA Monday of next week.

J Exciting.

M Sure is – this time next week I'll be settling into my accommodation.

J So, I mean, what is it you'll be doing? From what I understand ... well, you're going down there to keep your eye on some penguins. Is that it?

M Well, I suppose that's one way of looking at it!

J Yeah, but, you know, what will you be doing on a daily basis?

M Well, I'm not entirely sure, but I think I'll be doing similar things every day. It's more or less a question of observing the penguins – counting them, taking photos, checking tags on some of them – that kind of thing.

J OK – so, just kind of standing around in the cold?

M Yes, well, that's the downside of the job. That and the attacks.

J What? From polar bears?

M Erm ... at the South Pole? No, from penguins.

J You mean those sweet little birds attack you?

M Oh yes, they're full of attitude – if you get too close.

J And will they be waiting for you when you get there?

M Well, of course – they know I'm coming.

J Very funny. So, there they are – Mr and Mrs Penguin about to play happy families and ...?

M Yeah, so, by the time I arrive the penguins will already have got into pairs and then, by the middle of November, each pair of penguins will have laid two eggs.

J You just watch them sit on their eggs? That must be ... 'really interesting'.

M I'm sure they'll do something to keep me entertained.

J And then?

M Well, by the end of December, most of the chicks will have arrived and then after about three weeks we put metal tags on them.

J Unless you get attacked by those nasty, aggressive parents.

M We have our methods of defence.

J Sounds scary. OK, this is all very interesting, but, I mean, why? Why's it useful to know what these penguins do? It sounds like they kind of do the same old thing year after year.

M Nothing wrong with predictable – we scientists like that – but sometimes there can be changes, like maybe there are fewer chicks or maybe the parents aren't able to feed the chicks and not as many survive. This can tell us a lot about what's happening in the Antarctic ecosystem.

J Like what exactly?

M Ah, I'm a scientist – I never jump to easy conclusions.

J That's no fun.

M But, in a general sense, if there are changes in the number of penguins or changes in their behaviour, this can tell us that there has been a change in the climate of some sort. It's part of the evidence – the bigger picture, if you like. The work I'll be doing is just a small part in a big project that's been going on for some time. But because Antarctica is such an unspoilt environment the changes that take place there can tell us a lot about what's happening on the rest of the planet.

J And you get to hang out with those cute little penguins.

M Yeah, well ... it's just one big penguin party.

J Sounds pretty cool to me.



VOCABULARY SUPPORT

defence (B2) – protection

settle (into) (C1) – feel at home, get comfortable in a new place

tag – a piece of information attached to an animal

the bigger picture – a wider context

- b**  **2.27** Read the list of actions with the class. Play the recording for students to listen and write the actions in the correct order. Check answers as a class. A stronger group may be able to do this without listening again. In this case, play the recording to check students' answers.

Answers

- 1 penguins get into pairs 4 penguin chicks are born
2 Martha arrives in Antarctica 5 tags are put on the penguins
3 the eggs are laid

 **CAREFUL!**

Students often confuse the verbs *lie* and *lay*. *Lie* does not take an object and has the forms: *lie/lay/lain*. *I lay on the bed this morning because I had a headache.*

Lay takes an object and has the forms: *lay/laid/laid*. *The chickens laid three eggs this morning.*

4 GRAMMAR

Future perfect and future continuous

- a** Check the time and write it on the board. Ask students what they think Fleur (from the article) is doing at the moment, for example *She's preparing some vegetables*. Then ask what they think she'll be doing this time tomorrow, e.g. *She'll be preparing vegetables*. Finish by asking what they think she'll have done by an hour from now (*she'll have prepared the vegetables*).

Read through the examples in 4a as a class and ask which of the uses they correspond with.

Answers

Future continuous: 1, 2 Future perfect: 3

 **LOA TIP CONCEPT CHECKING**

Ask concept questions to check students understand the different uses of the future continuous and the future perfect.

Tell students: *This time next week I'll be travelling to Spain.*

Ask: *Will I be in Spain?* (No.) Ask: *Where will I be?* (On the plane or in your car.)

Tell students: *This time tomorrow I'll have marked your homework.*

Ask: *Will I need to start marking?* (No.)

Ask: *Will the marking be finished?* (Yes.)

- b**  **2.28-2.29** Students read the information in Grammar Focus 5B on SB p.142. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure that students differentiate correctly between future continuous and perfect forms. Tell students to go back to SB p.61.

Answers (Grammar Focus 5B SB p.143)

- a** 3 I'll be attending 4 I'll have written 5 I'll be working
6 ✓ 7 I'll be carrying 8 ✓
b 2 Will you have got 3 I'll still be dealing 4 I'll have finished
5 I'll be leaving 6 I'll be seeing 7 She'll have watched

- c** Ask students to note down ideas individually. Give an example of your own, for example *This time next year I'll be living in a house on the outskirts of town, with three bedrooms and a big garden. In five years' time I'll have learned to speak Italian very well and I'll have got married.*

- d**  In pairs, students discuss their answers. Encourage students to ask follow-up questions to find out more details about their partner. Take feedback as a class and ask for examples from the discussions. Find out which student has the most ambitious plans and which has the most realistic.

5 SPEAKING

- a** Students read the job advert and discuss the question as a class.
- b** Read through the task with the class. Put students into pairs and ask them to think about their roles and to note down questions they can ask during the interview.
- c**  Students act out the role play. Monitor but do not interrupt to correct any errors. Note them down to deal with during feedback. If students are unsure how to proceed, give prompts and encouragement. Take feedback as a class.

 **FAST FINISHERS**

Ask fast finishers to think of another job at the base and to role-play a job interview for it.

ADDITIONAL MATERIAL

-  Workbook 5B
-  Photocopiable activities: Grammar p.193, Vocabulary p.213

5C Everyday English

We're not making enough money

OPTIONAL LEAD-IN

Books closed. Write *running your own business* on the board. In pairs, students write down as many advantages and disadvantages to running their own business as they can. Take feedback as a class, and note down examples of both advantages and disadvantages on the board. Encourage a class discussion and find out if students think the advantages outweigh the disadvantages. Ask what sort of business students would run if they had the chance.

1 SPEAKING and LISTENING

- a** Individually, students think about the questions and note down some ideas. They then discuss the questions in pairs. Take feedback as a class.
- b** **2.30** Elicit what happened in the last episode. Read through the events that happen in the next section with the class. Play Part 1 of the video or audio recording for students to put the events in the correct order. Ask which event doesn't happen. You may need to play the recording twice, as ordering events can be difficult.

Answers

- Phil finishes his chapter.
- Sam talks about money.
- Phil suggests staying open longer.
- Phil asks about Tessa.

Video/Audioscript (Part 1)

BECKY Phil? We're closing.
PHIL Nearly done. I'm just finishing this chapter. That's it – done. See you tomorrow, then. What's wrong, Sam?
SAM The usual. Not enough money coming in. I need to do something to get more customers.
P Hmm, you could stay open longer? In the evenings? You could serve meals. I'd eat here.
B You practically live here anyway. But it's an idea, why not?
S It'd be a long day.
B You could do just Friday and Saturday to start with.

S Hmm, I'd need to hire a cook. Set up the kitchen properly. On the other hand, the extra money would be good ... I don't know.
B Anyway, time to go. Are you ready, Phil?
P Yeah, coming. Bye, Sam.
S See you.
P Umm ... that friend of yours ... Curly hair ...
B Tessa?
P Tessa. Is she at college with you?
B Yeah.
P OK.
B Bye, Phil.

- c** **2.30** Students answer the questions in pairs. Play the recording again for students to listen and check their answers. Take feedback as a class.

Answers

- The café isn't making enough money.
- They need to hire a cook and set up the kitchen properly.
- It will bring extra money.
- If she goes to the same college as Becky.

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

- understand informal conversations about work and money problems
- use appropriate phrases to talk about advantages and disadvantages
- use tone groups correctly to stress parts of a sentence
- use appropriate phrases to respond to an idea

2 LISTENING

- a** **2.31** Students look at the topics and decide in pairs, what topics they think Sam and Emma will discuss. Tell the class that one topic is not mentioned. Play the recording for students to listen and check. Check answers as a class.

Answers

money problems, staying open later, hiring a cook, investing money in the café

Video/Audioscript (Part 2)

EMMA Bad day?
SAM The café. We're not making enough money.
E Come on, you're doing fine. Mid-week, it's bound to be slow.
S I'm just worried. We've put all our money in this. I don't want to lose it.
E No, of course you don't. I can see that.
S Phil had an idea today.
E Yeah?
S Stay open Friday and Saturday evenings and serve food.
E Interesting.
S Of course, the trouble is we'd have to invest even more money – money that we haven't got.

E Yes, but the good thing about it is, it might be a way to get more business.
S Well, we'd need to put in a proper kitchen, and that'll probably cost a fortune. And we'll have to hire someone to cook. People do often ask if we're open in the evening, so there is a demand ... I don't know, it's a big risk ...
E I think it's a lovely idea. I know the perfect person to do the cooking.
S Who?
E Me.
S You? Seriously?
E Why not? Promise I won't charge much!

- b** **2.31** Ask students to make notes about what Sam and Emma say. Play the recording again for students to listen and make notes. Pause the recording at different points to give students time to make notes. In pairs, students compare answers. Check answers as a class.

Answers

Idea: stay open Friday and Saturday evenings and serve food
 Reasons to do it: get more business, people often ask if the café is open in the evenings
 Problems: invest more money, have to put in a proper kitchen/hire a cook

3 USEFUL LANGUAGE

Talking about advantages and disadvantages

- a** Read through the task and ask students to complete the sentences from memory.
- b** **2.32** Play the recording for students to listen and check.

Answers

- trouble
- good thing about it

c Students do the task in pairs. Check answers as a class.

Answers

sentence 1: problem, disadvantage, drawback
sentence 2: advantage, best thing

d  Tell students that we can change the expressions slightly by adding different prepositions. In pairs, students add prepositions. Check answers as a class.

Answers

one good thing about
the advantage/disadvantage of
the only drawback of
another problem with
the trouble with



LOA TIP DRILLING

Give the class a substitution drill to practise the expressions. Remind students that we use gerunds after prepositions.

Say: *One good thing about living in this area is the weather.*
Students repeat.

Say: *best things*

Students say: *One of the best things about ...*

Say: *big disadvantage*

Students say: *A big disadvantage about living in this area is the weather.*

Say: *drawback*

Students say: *The drawback of living in this area is the weather.*

e Read through the ideas for the future and elicit one expression from 3d to start the second sentence for 1, for example *The advantage of cycling everywhere is that I'd get fit.* Ask students to do the same in pairs for all three sentences. Take feedback as a class.

Possible answers

- 1 The good thing about it is / The advantage is / One of the best things about it is I'd get fit.
- 2 The trouble is / The disadvantage is / The only drawback is / The problem is it would be very expensive.
- 3 The trouble is / The disadvantage is / The only drawback is / The problem is I don't speak the language.



FAST FINISHERS

Ask fast finishers to think of and discuss one or two more points that have both advantages and disadvantages, for example *living in the countryside, having a smartphone, etc.*



EXTRA ACTIVITY

Write these phrases on the board:

live in a hot country

be part of a big family

learn a language on your own

work from home

In pairs, students think of advantages and disadvantages of these things, using the expressions from this lesson. Monitor and listen for correct usage of prepositions and verb forms. Take feedback as a class, and ask for ideas and comments from the class.

4 PRONUNCIATION Tone groups

a  Read through the questions with the class and play the recording for them to listen and answer the questions. Check answers as a class. Model or play the recording again for students to repeat for practice.

Answers

- 1 There is a slight pause after the bold phrase in each sentence.
- 2 good, is, trouble is
- 3 up

b  Play the recording for students to repeat the sentences, focusing on the stress and intonation. They can do this as a class, and you can then nominate a few students to repeat the sentences.

5 LISTENING

a  Before looking at the task, ask students if they can think of any more ideas that might help Sam and Emma earn more money or attract more people to the café. Look at ideas 1–4 and find out if the class thought of these. Play Part 3 of the video or audio recording for students to say who suggests doing these things and what they say. You may need to play it twice for a weaker group.

Answers

- 1 Emma. She thinks they could get locals to play at the weekend.
- 2 Sam is concerned by the cost. He thinks they could probably get some students to do it for free.
- 3 Emma. Sam thinks they could ask Tessa to do it for free.
- 4 Emma. Sam thinks Phil would do it for free.

Video/Audioscript (Part 3)

- EMMA** And maybe we could do a few other things. **S** What?
- SAM** Such as? **E** Look, if you want to use Tessa's photos you should pay her for them. What I mean is, that she can display them and we can sell them.
- E** Well, how about entertainment? We could have live music, get locals to play at the weekend. **S** Hmm ...
- S** Hmm, that might be worth a try ... if they didn't cost too much. In fact, we can probably get some students to do it for free. **E** Or readings. Have poetry readings.
- E** No! **S** Hmm, that's a possibility ... I know who you're thinking of ...
- S** If we give them some food or something. **BOTH** Phil!
- E** Sam! You should pay them. That's not fair! **S** And he'd definitely do it for free. What?
- S** Hmm, maybe you're right. **E** Or display paintings or photos.
- S** That's not a bad idea. Becky could help with that, or Tessa.
- E** I know what you're thinking.

b In pairs, students decide which phrases refer to Sam and which to Emma. Check answers as a class, and encourage students to say why they made these choices. Elicit that Emma is optimistic and Sam is pessimistic.

Answers

Emma: full of ideas, enthusiastic, fair to employees
Sam: cautious in making decisions, worried about the future, careful with money

6 CONVERSATION SKILLS

Responding to an idea

- a** Students work individually to complete the replies with the correct words from the box. Elicit students' ideas, but don't check answers at this point.
- b**  **2.37** Play the recording for students to check answers. Ask students which replies are more enthusiastic and which are more cautious.

Answers

1 lovely 2 worth 3 bad 4 possibility
Reply 1 is more enthusiastic. Replies 2, 3 and 4 are more cautious.

- c** Students order the responses in pairs. Take feedback as a class.

Suggested answers

It's an idea, I suppose. 2
Yes, that makes sense. 3
That's a great idea. 5
What a brilliant idea! 6
Mm, I don't know about that. 1
Yes, good idea. 4

- d** Students work in pairs, to think of three ideas for an end-of-term event.
- e**  Students work in groups to make and respond to the suggestions, using expressions in 6a and 6c. Students should justify their replies using expressions from 3d. Monitor to check students are using the correct expressions, stress and intonation. Take feedback as a class and ask for examples of ideas and responses.

7 SPEAKING

- a**  Tell students to go to SB p.128. Read through the situation and the points to consider. Students make notes on their ideas individually. If students struggle to come up with ideas, put them into pairs to work together for this stage. Monitor and prompt where necessary. Put students (or pairs) into small groups to explain and respond to suggestions for the café. Monitor and note any examples of good language use and common errors to deal with later during feedback. Take feedback as a class.
- b** Ask students to go back to SB p.63 and take a class vote.

ADDITIONAL MATERIAL

-  Workbook 5C
-  Photocopiable activities: Pronunciation p.244
-  Unit Progress Test
-  Personalised online practice

5D Skills for Writing

The weather is getting more extreme

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

- understand news reports about extreme weather conditions
- read and understand an essay about climate change
- report opinions in an essay
- write an essay arguing for and against an idea

OPTIONAL LEAD-IN

Books closed. Put students into pairs. Give them two minutes to write down as many words related to weather as they can. Take feedback as a class, and find out which pair has written down the most. Write *extreme weather* on the board and elicit which of the words the students have come up with can be classed as extreme. Ask students to suggest more words for extreme weather and write them on the board. They might include: *hurricane* (very bad storm with dangerously high winds), *tornado* (strong, circular wind), *drought* (lack of rain), *floods* (overflow of water often because of too much rain), *gales* (strong winds), *storms* (wind, rain, lightning and thunder), etc. Ask if students can name any extreme weather events that have caused major problems, for example Hurricane Katrina (New Orleans, USA, August 2005).

1 SPEAKING and LISTENING

- a**  Put students into pairs or small groups to discuss the questions. Monitor and contribute to the discussions. Take feedback as a class. Write any new vocabulary items on the board, as they might be useful later in the lesson.

Answers

a snow b flooding c drought d a hurricane

- b**  **2.38** Tell the class that they are going to hear news reports that are related to the photos. Play the recording for students to listen and match the reports to the photos. Check answers as a class, and ask students to say which key words helped them decide.

Answers

- 1 photo b: under water, higher ground, cut off, rescued, rain, river levels, rise
- 2 photo a: temperatures dropped, -25°C , abandon their vehicles, cut off, not to go out, below -20°C , heavy snow
- 3 photo c: lowest (rainfall) ever, three days of rain, emergency supplies of water, dry weather, harvest threatened
- 4 photo d: winds of over 150 km an hour, strike the coast, provide food and shelter, abandon their homes

Audioscript

- 1 Large areas of farmland were under water and cattle had to be moved to higher ground. Several villages were completely cut off and fire services rescued 53 people from their homes. More rain is expected, so river levels may rise further over the next few days and there is a chance that larger towns will be affected ...
- 2 Temperatures around Boston dropped to -25° . Drivers on the main Boston to New York highway had to abandon their vehicles and several small towns were entirely cut off. Residents were warned not to go out unless absolutely necessary. Temperatures are likely to remain below -20° at least until the weekend, with further heavy snow expected ...
- 3 March is normally one of the wettest months in the region, but this year's rainfall was the lowest ever recorded, with only three days of rain in some parts of the country. Emergency supplies of water were brought into areas most badly affected. According to a government statement, if the dry weather continues the rice harvest could be severely threatened.
- 4 Winds of over 150 kilometres an hour are expected to strike the coast on Tuesday evening, and residents in coastal areas have been advised to leave. Centres have been set up in towns further inland to provide food and shelter for families who were forced to abandon their homes.

VOCABULARY SUPPORT

abandon (B2) – leave someone or something behind

cut off (B2) – isolated from

resident (B2) – a person who lives in a place

severely (B2) – very badly

shelter (B2) – protection from bad weather

supplies (B2) – things we need

threaten (C1) – likely to hurt/damage

- c**  **2.38**  Put students into pairs. Students need to remember what happened and use the prompts to retell the news reports. With a weaker group, play the recording again. If necessary, give them an example to start, for example *There was a bad flood, water covered lots of farmland. It was under water. Because of this, they had to move the cattle.* Monitor and help but don't interrupt fluency unless students make mistakes in their choice of vocabulary.
- d**  Ask students the first question as a class. If you have a multilingual group, this will be particularly interesting. However, if you think the topic is too sensitive, then miss out question 1. As a class, ask students if they think our climate is changing and how. In pairs or small groups, students discuss questions 2 and 3. Monitor and contribute to the conversations. Take feedback as a class to find which of the statements the majority of the class agrees with, and what action students think needs to be taken.

2 READING

- a** Tell students that they are going to write a for-and-against essay. Elicit that this means an essay about a topic that is controversial, it inspires two points of view and these are often quite strong. First, ask students to read Leon's essay and answer the questions. You may wish to elicit or pre-teach the word *unstable* (always changing). Check answers as a class. Ask if students think this is a good essay and elicit why (it is good – it gives points for and against the topic, it is well organised into clear paragraphs, it gives a clear conclusion).

Answers

1 a 2 b

- b** Students read the essay again and make notes about the points Leon makes for and against extreme weather being a sign of climate change. They compare their notes with a partner. Take feedback as a class.

Answers

For: There are more extreme weather events like scientists predicted, and scientists agree these changes are happening faster and are a direct result of human activity. Scientists warn things will get worse.

Against: There have always been extreme weather events, but it's not certain it's due to human activity.

3 WRITING SKILLS Reporting opinions

- a** Remind students that organisation is very important when writing an essay like this. Ask them, in pairs, to match four of the descriptions with the paragraphs. Check answers as a class. Ask why Leon's introduction and conclusion are good (it is better not to give your own opinion until the end as it follows logically from your arguments and encourages the reader to continue reading).

Answers

- 1 Introduction – stating the problem
- 2 Arguments for the existence of climate change
- 3 Arguments against the existence of climate change
- 4 Conclusion – summarising the main points and giving Leon's point of view

- b** Discuss the questions as a class.

Answers

- 1 He asks a direct question and relates the topic to people.
- 2 He refers to the opinions of scientists and 'some people'.

- c** Point out that Leon's essay reads very easily and his sentences follow on from each other. This is because he uses linking words and phrases well. Ask students to work in pairs to find linking expressions to complete the task. Check answers as a class.

Answers

- 1 On balance
- 2 My own view is
- 3 Furthermore
- 4 However

- d** Tell the class that another good thing Leon does is to report other people's opinions. Read through the examples. Students work in pairs to do the task. Check answers as a class.

Answers

- 1 Many scientists also warn that ...
Scientists predicted that ...
- 2 Many people believe that ...
People have always complained about ...
Not everyone agrees with ...
Some people point out that ...
- 3 People are worried about ...

- e** Read through the questions with the class. Individually, students write sentences using expressions from 3d. Monitor and help where necessary. Take feedback as a class and ask for examples.

Suggested answers

- Most scientists agree that / Many people believe that / Some people point out that investment in cleaner energy should continue.
Most scientists agree that / Many people believe that / Some people point out that the Earth has always had warmer and colder periods.
Most scientists agree that / Many people believe that / Many scientists also warn that / Scientists predict that / Some people point out that it is already too late to stop climate change.

4 WRITING

- a** Read through the essay questions with the class. Put students into pairs to choose one topic to write about.
- b**  In pairs, students discuss the topic they chose. They make notes on points for and against, and what to say in the conclusion. If your students have different ideas and different conclusions, this is fine. They do not have to agree.
- c** Students plan their essays individually. Refer them to the structure in 3a and remind them to divide the essay into clear paragraphs. Monitor and help where necessary.
- d**  In pairs, students compare notes and talk about what they're going to write.
- e** Students write their essays individually. Before they start, remind them to use words and expressions from this lesson. Monitor and help where necessary. Focus on organisation and sentence structure.



LOA TIP MONITORING

It is a good idea to have a focus when monitoring. In this case, focus on organisation of the essay and sentence structure. If a student is using the wrong linking expression, point it out and ask him/her to look again. They need to refer to what goes before and after the expression, and probably link it to a previous sentence or part of a sentence. Also check that students are not overusing the same linkers. Encourage self-correction or point back to an example in their books.

- f** Students swap essays with another student and decide if the writer has done the things in points 1–3. Take feedback as a class and find out if students agree with each other's conclusions.



FAST FINISHERS

Ask fast finishers to look at one of the other topics and make notes for an essay plan. Check these during feedback.



EXTRA ACTIVITY

Write this statement on the board:

It's too late to tackle the problems we have with our climate. We should concentrate on adapting our lives to be able to live with extreme weather conditions.

Put students into pairs and tell one student in each pair to agree with the statement and the other student to disagree. Monitor and help with ideas. You may wish to start a class debate where pairs present and justify their opinions. Take a class vote on the statement.

ADDITIONAL MATERIAL

▶ Workbook 5D

UNIT 5

Review and extension

1 GRAMMAR

- a Ask students how likely they are to get 100% of the questions in this section correct. Elicit as many sentences using words they have learned to express degrees of likelihood as possible. Take feedback as a class, and count how many optimists and how many pessimists there are. Ask students to complete the task individually and compare answers with a partner. Check answers as a class.

Answers

- 1 Cities are likely to become more dangerous over the next 50 years.
- 2 There's a good chance scientists will find a way to delay the ageing process.
- 3 The Democratic Party could well win the next election.
- 4 There are bears in this forest, but you are unlikely to see one.

- b Students complete the task individually. Check answers as a class.

Answers

- 1 have retired
- 2 be working
- 3 have had
- 4 have saved
- 5 have got
- 6 have had
- 7 be living

- c  Students write down five sentences about their lives in 30 years' time. Students then compare their sentences in pairs. Take feedback and ask for examples as a class.

2 VOCABULARY

- a Students complete the task individually. Check answers as a class.

Answers

- 1 realistic
- 2 well-organised
- 3 sympathetic
- 4 adventurous
- 5 critical
- 6 reliable

- b Ask students to write the opposites of the given words. Check answers as a class.

Answers

- 1 unreliable
- 2 insensitive
- 3 irresponsible
- 4 thoughtless
- 5 disorganised (or badly organised)
- 6 unrealistic

- c  Put students into pairs to do the task. Give an example of your own, for example *My cousin is very unreliable. When I arrange to meet her, she's always half an hour late!* Take feedback as a class and ask for examples.

3 WORDPOWER *side*

- a Write the word *side* on the board and ask students to suggest different meanings for it. Students should give you examples of the word in context. Then look at the meanings in the box. Students match sentences 1–3 with the meanings.

Answers

- 1 part of a person's character
- 2 group or team
- 3 point of view

- b Read through the expressions in the box and ask students to do the task individually. Check answers as a class.

Answers

- 1 side by side
- 2 on your side
- 3 look on the bright side
- 4 on the side
- 5 see the funny side
- 6 to one side
- 7 from side to side

- c Read the story extracts as a class and elicit which phrases can fill the gaps.

Answers

- 1 7
- 2 1

- d In pairs, students construct sentences before and after another sentence from 3b. Take feedback as a class.



FAST FINISHERS

Ask fast finishers to repeat the activity in 3d individually with another sentence from 3c. Ask students to read out the sentences during feedback.

- e  Ask students to read out their sentences for the class. The class votes on the most interesting.



EXTRA ACTIVITY

Put students into pairs or small groups and ask them to make up one or two paragraphs of a story using as many expressions with *side* as they can. Give students five minutes to do this. Stop the task and ask the students who have used the most expressions to read their story aloud.

-  Photocopiable activities: Wordpower p.228



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.