

UNIT 10

Possibilities



UNIT OBJECTIVES

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

- understand information, texts and conversations, and exchange information about past mysteries, adventures, life achievements and celebrations
- make deductions about the past
- use prefixes with adjectives
- talk about wishes and regrets
- pronounce consonant clusters correctly
- understand and use appropriate phrases to interrupt and announce news
- describe how they felt
- write a narrative

UNIT CONTENTS

G GRAMMAR

- Past modals
- Wishes and regrets

V VOCABULARY

- Adjectives with prefixes: *dissatisfied, experienced, fortunate, illegal, impatient, improbable, incredible, inexperienced, informal, irregular, irrelevant, legal, patient, regular, satisfied, unbelievable, unfortunate, unsuccessful*
- Verbs of effort: *cope with, get on with, give up, go ahead with, overcome, tackle, try something out, work on*
- Wordpower: *way, there's no way, one way or another, the other way round, make our way, in some ways*

P PRONUNCIATION

- Word stress
- Consonant groups

C COMMUNICATION SKILLS

- Speculating about the past
- Discussing life achievements
- Describing how you feel
- Interrupting and announcing news
- Writing a narrative

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Tell students they are going to role-play the following situation: a TV reporter is interviewing a person who has succeeded at something important and another person who has failed. Elicit ideas from the class of what this could be or give some examples yourself, for example:

a competitor who has won or lost on a reality TV show

an athlete who has won or lost a race

a politician who has won or lost an election

Put students into pairs and ask them to choose a situation and decide which of them is going to be successful and which one unsuccessful. Each student thinks of questions to ask, for example how the person is feeling and why they might have succeeded or failed. Students then take turns to interview each other, first the successful person, and then the unsuccessful one. If appropriate, ask some pairs to repeat their role plays for the rest of the class.

- a Ask students to look at the picture and answer the questions as a class. Encourage students to give reasons for their answers. If you wish, give students the information in the Culture notes below. Check the meanings of some words, for example *hurdles* (an athlete has to run and jump over these), *track* (what a runner runs on), *athlete* (a person who does athletics), *final* (the last race or event in a competition, with the best people), *heat* (a less important race or competition in which it is decided who will compete in the final event), *devastated* (completely disappointed, hurt, upset), etc.



CULTURE NOTES

The picture shows Andy Turner, an English hurdler, sitting on the track after he failed to finish a race at the Commonwealth Games in Glasgow, 2014. Andy Turner had been a very successful athlete, winning a gold medal at the European Championships in 2010 and was expected to do well in his 110m hurdles race. However, he made a basic mistake and hit the first two hurdles, which meant that he couldn't finish. Even more depressing for the athlete was the fact that this wasn't the final but the opening heat. After the event, Andy was devastated and later in 2014 he retired from competitive athletics.

- 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

Ask students to write down a list of their own personal goals over the next five years. They should then compare them with their partner's list and discuss which are realistic and which aren't. Take feedback as a class and ask for examples. Find out which student is the most ambitious in the class.

10A It might not have been his real name

OPTIONAL LEAD-IN

Books closed. Write this gapped word on the board: _ o _ n _ i _ e _ c _ ! Tell students it's a word they learned in the last unit and ask them to guess what it is (*coincidence*) as a class. Elicit an example of a coincidence, e.g. two people wearing the same outfit at a party. Put students into pairs to tell each other about a coincidence that they remember in their lives; it may be recent or a long time ago. Take feedback as a class and decide whose coincidence was the most interesting. Tell students that they are going to read about three very strange coincidences in this lesson.

1 READING

- a Tell students that they are going to read a story about a very strange event. It's about Dan Cooper who disappeared mysteriously in 1971. Ask students to look at the pictures related to the story. You may wish to elicit or pre-teach *briefcase* (for carrying official papers), *parachute* (a device used to jump safely from an aircraft), *bomb* (material to explode and cause damage) and *flight attendant* (a man or woman who works on an aircraft). In pairs, students guess what happened. Ask for ideas during class feedback.
- b Students read the story quickly to find out how correct their ideas were. Check answers as a class.

VOCABULARY SUPPORT

cockpit – part of a plane where the pilot sits
glimpse (C1) – see something for a very short time
lone – single
rear (B2) – at the back of something
unsolved (C1) – unexplained, with no answer
waist (B2) – the narrowest central part of the body

- c Students read the story again, in more detail, to find points in the story that give us the information in sentences 1–6. Students compare answers with a partner and then check answers as a class.

Answers

- 1 It was 2.50 pm on the 24th of November 1971 on flight 305, a 30-minute flight from Portland to Seattle in the north-west of the USA.
 - 2 Of course, this might not have been his real name; no one really knows for sure.
 - 3 The other passengers were told there was a 'technical difficulty'.
 - 4 Cooper talked to the pilots and ordered them to fly towards Mexico at minimum speed and altitude.
 - 5 Cooper ordered the pilots to leave it open all the time. They objected.
 - 6 At eight o'clock, a warning light went on in the cockpit, so they knew that he must have opened the rear door.
- d  Ask the questions and let students discuss them together. Be prepared to give your own opinions and justifications too.

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

- understand a story and blogs about mysterious/unexplained events
- speculate about past events using past modals
- understand an interview about a person's disappearance
- make and use adjectives with prefixes correctly

EXTRA ACTIVITY

Write these numbers on the board:

2.50 24 1971 305 30 200,000 727 7.40
10.15 6,000 40

In pairs, students read the story again to find what the numbers refer to. Then they cover the story and use the numbers to retell the story in their own words. Monitor and prompt where necessary. Take feedback as a class and ask for sentences related to the numbers from different pairs.

2 GRAMMAR Past modals of deduction

- a Ask students to summarise their speculations about what happened. Write one of their sentences on the board, for example *He must have jumped out of the plane*, and tell the class that we call this a modal of deduction. Remind them that they will have studied modals of deduction before but related to the present, for example *You must know Rita* (you were at school together five years ago). The sentence on the board is related to the past.

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

Answers

1 c 2 b 3 d 4 c 5 a

LOA TIP CONCEPT CHECKING

Ask questions to check students understand the different uses of the modals of deduction.

Give students these sentences:

He must have opened the door.

Ask: *Do we know that he opened the door?* (no)

Do we think it's very likely that he opened the door? (yes)

Why do we think this? (Because the warning light came on.)

He can't have survived the jump.

Ask: *Do we know that he survived the jump?* (no)

Do we know that he didn't survive the jump? (no)

Are we very sure that he didn't survive the jump? (yes)

Why do we think this? (Because the plane was too low for the parachute to open properly.)

He could have hidden on the plane.

Ask: *Do we know that he hid or didn't hide on the plane?* (no)

Are we sure that he hid or didn't hide on the plane? (no)

Is it possible that he hid on the plane? (yes)

Why? (Because they didn't search the plane carefully.)

- b** Individually, students complete the rules. Check answers as a class.

Answers

- To speculate about things in the past:
 - we use *must* or *can't* + *have* + past participle to talk about things we think are certain
 - we use *may*, *might* or *could* + *have* + past participle to talk about things we think are possible.
- (b) the opposite
 - (a) the same
- b

- c** **3.51 Pronunciation** Play the recording for students to mark the stress. Check answers as a class. Students practise saying the sentences.

Answers

- He can't have survived the jump.
- It might not have been his real name.
- He must have opened the door.

- d** **3.52** Students read the information in Grammar Focus 10A on SB p.152. 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 the form is correct as well as meaning. Tell students to go back to SB p.117.

Answers (Grammar Focus 10A SB p.152)

- a** 3 might have stolen 4 could have been 5 ✓
6 might not have been 7 must have lost 8 must have cost
- b** 2 can't have been 3 might not have sold
4 may have ridden 5 must have eaten
6 might not have broken

CAREFUL!

Students sometimes use wrong past modals for deductions, for example *had to* instead of *must have* to show certainty, e.g. *It had to be very hard to live with* (Correct form = *It **must have been** very hard to live with*) or *He ~~mustn't~~ have hidden in the plane* (Correct form = *He **can't have hidden** in the plane*).

- e** Put students into pairs. Read through the two situations with the class. You may wish to elicit or pre-teach *whistling* (high-pitched sound), *experimental* (something being tested), *hovered* (floating in one place in the air). Students discuss what they think happened, using modal verbs of deduction. Monitor and check that the modals are being used correctly. Take feedback as a class and ask for ideas.

3 LISTENING

- a** **3.53** Tell students that they are going to hear an interview about the disappearance of Dan Cooper. Read through the topics and tell the class that there is one that is not mentioned in the interview. Play the recording for them to number the topics in order. With a weaker group, you may need to pause the recording after each response to give students time to read the topic list.

Answers

- the river 5 Dan Cooper's 'wife' 2 airport security 1
the parachute 3 the money 4
extra topic: the pilot of the Boeing 727

Audioscript

INTERVIEWER The story of Dan Cooper raises more questions than it answers. Today we talk to Bob Fernandez, who has written a new book on the disappearance. Bob, there are a lot of mysterious elements to this story. First of all, how did he get on the plane with a briefcase full of dynamite?

BOB Well, that's easy to answer. Remember, this was 1971 and they didn't have airport security the way they do now. Security checks came in much later, so there's no mystery there. But, of course, we have no idea whether he was really carrying dynamite – it might have just looked like dynamite.

I And who was he? Do we know that?

B We know that Dan Cooper wasn't his real name. That was easy to check and there were no Dan Coopers who'd gone missing. But who was he? No one knows. He knew a lot about planes and he also knew how to parachute, so he may have been a retired pilot or he may have had some job to do with aircraft. Certainly someone with inside knowledge. And he also knew the area where he jumped. One interesting thing is that several people claimed later that he survived and they knew him. For example, in 1982 a woman claimed that he was her husband, who'd just died. She said she'd found him in 1972 hiding in her garden with a broken foot and they'd fallen in love and got married. This was her story. But there was no way they could prove it.

I I suppose the big question is, could he have survived the jump? He jumped into a storm, at night, holding bags of dollar bills and he had to open a parachute. Is that possible?

B Well, we know that what he did was possible, because not long afterwards a stuntman repeated exactly what he'd done – successfully. And quite a few things suggest that he did land safely. For example, they never found either the body or the parachute and if you think the parachute was bright yellow and red, and they searched everywhere, that's quite something. You'd be able to see it from the air. So that suggests he might have landed and then hidden the parachute.

I One of the few clues we have is that in 1980 a boy found some of the money buried in a riverbank.

B Yes, this was one bag of Dan Cooper's money, so people thought that he might have drowned in the river. But they searched the river pretty carefully and they didn't find anything. And there are other explanations. For example, he might have lost some of the money when he landed and gone off with the rest. Or he might even have thrown it away to confuse the police and then crossed the border into Mexico. No one knows. The one thing we do know is the police never found him.

VOCABULARY SUPPORT

buried (B2) – hidden

dynamite – used to make a bomb

element (B2) – a part of something

inside knowledge (C2) – information only known to people working with it

- b**  Play the recording again for students to note down the evidence for opinions 1–5. Pause occasionally to give students time to note down their answers. Check answers as a class.

Answers

- We know that Dan Cooper wasn't his real name. That was easy to check and there were no Dan Coopers who'd gone missing.
- He knew a lot about planes and he also knew how to parachute, so he may have been a retired pilot or he may have had some job to do with aircraft. Certainly someone with inside knowledge.
- We know that what he did was possible, because not long afterwards a stuntman repeated exactly what he'd done – successfully. And quite a few things suggest that he did land safely.
- In 1980 a boy found some of the money buried in a riverbank ... so people thought that he might have drowned in the river.
- In 1982 a woman claimed that he was her husband, who'd just died. She said she'd found him in 1972 hiding in her garden with a broken foot and they'd fallen in love and got married.

- c** Discuss the question as a class.

4 READING

- a**  Ask students to look at the picture, describe it and say what event is shown.

Answer

The sinking of the *Titanic*.

- b** Students read *Ten amazing coincidences* and discuss their answers in pairs. Check answers as a class.

Answers

- The book *The Wreck of the Titan*.
- It tells a story with many similarities to the real *Titanic* disaster.

 **VOCABULARY SUPPORT**

afloat – not sinking, on top of water
craft – a boat or plane
knot – a measure of speed for ships or aircraft
steel (B2) – very strong metal
vessel – a large boat or ship

- c** Students read the blog again, in more detail, to answer the questions. Students compare answers in pairs and then check answers as a class.

Answers

- yes
- yes
- don't know
- yes
- yes
- yes
- don't know

- d** Read through the opinions in the speech bubbles with the class and put students into pairs or small groups to discuss which they agree with and why. Ask for opinions during class feedback.

 **FAST FINISHERS**

Ask fast finishers to think of three more possible explanations for this coincidence.

5 VOCABULARY Adjectives with prefixes

- a** Elicit that a prefix is something we add to the front of a word to change its meaning, for example *impractical*, *unlucky*, *disabled*, etc. Ask students if they can think of any more words that have a prefix. Write them on the board. Students find adjectives to match meanings 1–5 and answer the question in pairs. Check answers as a class. Elicit that all the adjectives have a negative prefix.

Answers

- unbelievable, incredible
 - improbable
 - impossible
 - unsuccessful
 - irrelevant
- All these adjectives have a prefix.

- b**  Students complete the exercises in Vocabulary Focus 10A on SB p.163. Check answers to Exercises a–e and monitor the conversations in Exercise f. Play the recording for students to complete Exercises a and b in the Pronunciation section. Check the answers to Exercises a and b and monitor Exercise c. Tell students to go back to SB p.118.

Answers (Vocabulary Focus 10A SB p.163)

- a** his job
b, c un: believable, successful, expected, fortunate
 in: credible, experienced, formal im: patient, polite, probable, possible ir: regular, responsible, relevant il: legal dis: honest, satisfied
d 1 m 2 l 3 r
e 1 irresponsible 2 unexpected 3 dishonest 4 impatient 5 dissatisfied

Pronunciation

- a** 3: impatient, dishonest, illegal 4: unfortunate, irregular, dissatisfied 5: irresponsible, inexperienced
b main stress: impatient unfortunate dishonest irresponsible illegal irregular inexperienced dissatisfied secondary stress: irresponsible, inexperienced
c The main stress is on the 2nd syllable of 2, 3 and 4-syllable adjectives, and on the 3rd syllable of 5-syllable adjectives.

6 SPEAKING

- a**  Put students into pairs and assign A and B roles. Tell them that they are going to read different stories about more coincidences. Ask Students As to go to SB p.129 and Student Bs to go to SB p.127 and read the stories.

 **VOCABULARY SUPPORT**

break someone's fall – stop someone falling badly
identical (B2) – exactly the same
passerby – someone who is walking past
unharmmed – unhurt

- b**  Students tell each other their story and discuss whether they think they are coincidences or if there is another explanation and why. (Twins have the same DNA so it's more likely for them to make the same choices in life. Mr Figlock probably passed along the same street quite regularly.) 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 if students know any other stories about strange coincidences like these.

ADDITIONAL MATERIAL

- Workbook 10A
- Photocopiable activities: Grammar p.202, Vocabulary p.222, Pronunciation p.253

10B I've managed to make a dream come true

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

- understand people talking about making changes to realise a dream
- talk about wishes and regrets about the past
- understand an article about people who realised a dream
- use a lexical set of verbs of effort correctly
- ask and answer questions about a brave person

OPTIONAL LEAD-IN

Books closed. Ask students to write down an ambition they had when they were children. They discuss this ambition with a partner and say how realistic/unrealistic it was and why they think they had this dream. Take feedback as a class and decide which was the most common or most unusual childhood ambition in the class.

1 LISTENING

- a Before reading the quotes, ask students if they recognise any of the people in the photos. Read through the quotes with the class and ask students which quote they like the most and why.
- b  Read the question and point out that *realise* often means *understand*, but in this context it means *succeed in doing something*. Students discuss the question in pairs. Take feedback as a class and ask for ideas. Ask: *Many people say that if you really want to do something enough, you can. Do you agree?*
- c  3.55 Tell students that they are going to hear two people talking about following their dream. Ask students to predict what dream each person had, based on the photos. Play the recording for students to match the speakers and pictures, and to identify one thing that was the same for both speakers. Check answers as a class.

Answers

Picture 1: Louise

Picture 2: Terry

They both gave up their jobs to pursue a dream.

VOCABULARY SUPPORT

conservation (B2) – protecting nature

take leave – have an unpaid holiday

Audioscript

LOUISE Ever since I was a child, I've been fascinated with Africa. The thing that has always interested me most is the incredible wildlife – lions, elephants, gazelle, rhinos – I mean, there are just so many amazing animals. After I started work, I saved up money for a holiday in South Africa and went on a safari. It was fantastic, but it just wasn't enough. I remember thinking at the time, 'I wish I could stay longer.' I came back home and went back to work. I'd heard about conservation projects and the fact they often need volunteers – you know, people who go and help researchers – that kind of thing. So, I started saving, because I thought it would be great to go and volunteer for a year. It took me another six years to save up enough money to support myself for that year, but I managed to do it. My workplace lets people take leave without pay for up to six months. I should probably have done that, but I wanted to go for a full year, so I had to resign from my job.

TERRY I'm a computer technician and I used to work in the IT support department for a bank. I was there for about three years and in my final year I really began to hate the atmosphere in the team I worked in. I thought my boss wasn't a very good manager – and I felt I could have done a better job. If only I'd applied for his job when it became free. I thought I wasn't qualified enough, but I would have done a much better job than he did. Anyway, I realised there were a lot of

people living in my area who needed help with computers and IT problems. And I also worked out that they'd prefer the technician to go to them at home rather than have to take it to a workshop to be fixed. So I decided to set up my own business and become my own boss. I gave up my job at the bank.

- d  3.55 Play the recording again for students to understand the reasons the speakers gave for making their change. Pause after each speaker to give students time to note down the answers. Check answers as a class.

Suggested answers

Louise: She's always been fascinated by Africa, but a holiday there wasn't enough. Her company allowed her six months off work but she wanted to go for a whole year. So she resigned from her job.

Terry: He didn't like the atmosphere at work and he felt that he could do a much better job than his manager. He realised that people preferred to have a technician go round to their house to fix computer problems, so he set up his own business.

- e  Students discuss the question in pairs. Take feedback as a class and ask for comments.
- f  3.56 Play the recording for students to find out if their predictions were correct.

Audioscript

LOUISE I was really excited just before my departure. When I arrived, we stayed in a kind of hut, but there were five people sleeping in the same room and I found it a bit crowded. I wish I'd checked this before leaving, because I've heard that other conservation projects have better living conditions and I could have chosen a different project. The main part of my job was counting elephants. Sounds a bit boring, I know. But I loved it. And apart from the elephants, I saw all kinds of extraordinary wildlife. I also made some amazing new friends. It was a unique experience. I've been back now for three months and am having trouble finding a new job. I could have stayed on in Africa, but I didn't have enough money. If only I'd saved more before I left, I could have had two years there. Not to worry, I've had an amazing year and I've managed to make a dream come true. How many people can say that?

TERRY Things were quite hard to start and I wish I'd done a bit more market research before I gave up my job. For example, I found out that I got more calls at weekends, so, perhaps in the beginning, I could have worked part-time for the bank and started my business at weekends only. This would have helped my money situation. And the other thing – I should have checked out other companies doing this kind of work. I quickly found out that I wasn't charging enough, so I wasn't making enough money. Still, after two years, things are going quite well and I'm managing to make a decent living. I don't think this will make me a millionaire and getting set up was much harder than I'd thought it would be. I wish I'd done a course on starting a small business, but it's too late now! But I do have much more flexibility in my working life and, most important of all, I'm my own boss.



VOCABULARY SUPPORT

decent (B2) – reasonable, satisfactory

flexibility (B2) – ability to change depending on a situation

- g** Write the word *regret* on the board and elicit that this is something we have done or not done in the past and now would like to change. As a class, read through the questions the students have to answer. Play the recording again for students to complete the table. Pause the recording after the speaker has given relevant information to give students time to note down the answers. Students compare answers with a partner and then check answers as a class.

Answers

| | What problems did he/she experience? | What regrets does he/she have? |
|--------|--|--|
| Louise | The room where she stayed was crowded. She hasn't been able to get a job since getting back. | She wishes she had checked the living conditions before leaving. She wishes she had saved more money before going. |
| Terry | Things were hard at first. He wasn't making enough money. Setting up a business was much harder than he had thought it would be. | He wishes he had done more market research. He wishes he had checked out other companies doing the same work. He wishes he had done a course on starting a small business. |

- h** Students discuss the question together. Take feedback as a class and encourage students to justify their opinions as far as possible.

2 GRAMMAR Wishes and regrets

- a** Read through the examples with the class and ask who said them. Check answers as a class.

Answers

1 Terry 2 Louise 3 Terry

- b** Students answer the question together. Check the answer as a class.

Answer

3

- c** Students complete the rule together. Check answers as a class.

Answers

1 past perfect 2 past participle



LOA TIP ELICITING

Say the following sentences and elicit a follow-up response using *wish* from students. For example:

Say: *I didn't go to university.* Student: *I wish I'd gone to university.*

I didn't have any breakfast this morning.

→ *I wish I'd had some breakfast this morning.*

I didn't learn English when I was at school.

→ *I wish I had learned English when I was at school.*

I didn't get any careers advice when I was younger.

→ *I wish I had got some careers advice when I was younger.*

I worked in the city centre for five years.

→ *I wish I hadn't worked in the city centre for five years.*

I bought an expensive car last year.

→ *I wish I hadn't bought an expensive car last year.*

My sister didn't marry her first boyfriend.

→ *I wish my sister had married her first boyfriend.*



EXTRA ACTIVITY

Write the sentences below on the board. In pairs, students find and correct the mistakes in the sentences. Check answers as a class.

- I wish I found out more about the volunteer work before I left.* (I wish I had found out ...)
- I should have spoke to my boss about applying for the job.* (I should have spoken ...)
- If only I decided to work part-time for the first few months.* (If only I had decided ...)
- I should had looked for work in South Africa.* (I should have looked ...)
- I wish I've saved money to buy new equipment.* (I wish I'd saved ...)
- If only I'd apply to another conservation project.* (If only I'd applied ...)

- d** **Pronunciation** Play the recording for students to listen to the examples in 2a. Students underline two stressed words in each example.

Answers

- If only I'd applied for his job
- I wish I'd checked this
- I should have checked out other companies

- e** Students read the information in Grammar Focus 10B on SB p.152. 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 the correct verb forms. Tell students to go back to SB p.120.

Answers (Grammar Focus 10B SB p.153)

- a** 1 e 2 g 3 a 4 c 5 b 6 h 7 d 8 f
- b** 2 If only I knew what to do.
3 I hope I can do this course.
4 If only they'd warned us in advance.
5 I hope Rebecca can help me.
6 If only they hadn't cancelled the flight.
- c** 2 I shouldn't have bought it.
3 I should have stopped earlier.
4 I should have gone to the cinema yesterday.

CAREFUL!

Students quite often use *wish* where *hope* is required, e.g. *I wish it will be helpful for you* (Correct form = *I hope it will be helpful for you*).

LANGUAGE NOTES

We also use the verb *wish* in phrases such as *I wish you a happy birthday*, *I wish you luck!* and *Best wishes* (at the end of a letter/email).

f Read through the task with the class. Give an example of your own, for example *Last year I went on holiday to the USA. We arrived at the airport a little early and found that the plane was delayed by five hours! I wish I'd checked the flight before we set off. But if we'd left it until later we would have been stuck in a long traffic jam, so I guess it turned out well.* Tell students to write notes about their own experience. Monitor and support students with any vocabulary they may need.

g Students tell their partners about their experiences and regrets. Monitor and note down examples of good language use and any common errors to deal with later during feedback. Ask for comments and look at language use during class feedback.

3 READING

a Read through the statement with the class and discuss the question together. Be prepared to give your own opinions too.

b Students read the introduction to the article to decide if the writer agrees with the statement in 3a or not. Take feedback as a class and ask for reasons for students' answers.

Answer

No. The writer says you're never too old to make your dreams come true.

c Put students into groups of three and ask each student in the group to look at a different story. If you don't have the right number of students to divide into groups of three, put students into pairs and ask them to look at two of the women's stories.

VOCABULARY SUPPORT

appeal to (B2) – be attractive to

creation (B2) – something started or made

diplomat (B2) – a person who represents their country officially

foster son – a boy you take into your family and look after like your own

notorious (C1) – famous for doing something bad

portrayed (C2) – acted

primitive (C1) – very basic, without comforts

pursue (C1) – follow

revelation (C2) – something completely new and unexpected

sting – what an insect or some other animals can do to humans, causing pain

treacherous – very dangerous despite appearance

d Students tell the other people in their group about the woman they read about. They should give information about the main points in the story and in particular say why and how the women have achieved something special. Students discuss the different women and decide which woman they admire most. Take feedback as a class and find out which woman the majority of the class admire most and why.

e Students discuss the question together. Take feedback as a class and ask for comments.

4 VOCABULARY Verbs of effort

a Read through the task with the class and ask them to do the matching activity in pairs. Check answers as a class.

Answers

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

b Students replace the phrases with the verbs in 4a. Check answers as a class.

Answers

1 overcome 2 give up 3 working on 4 go ahead 5 cope
6 get on with 7 tackling

c Students ask and answer the questions in their pairs. Encourage students to give examples to extend their answers. Monitor and contribute to conversations or prompt where necessary. Take feedback as a class and ask for examples.

EXTRA ACTIVITY

Ask students to work in pairs to write five gapped sentences using the verbs of effort from 4a. Tell students to swap with another pair and complete each other's sentences. Take feedback as a class and ask for examples.

5 SPEAKING

a Read through the task with the class and ask for examples of people they admire in the different categories. Students choose one person and make notes about them. Give an example of someone you admire who is older than you and has done something brave or amazing.

b Students tell their partners about the person they have chosen. Encourage students to use verbs of effort in their conversations. 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 for comments.

ADDITIONAL MATERIAL

▶ Workbook 10B

▶ Photocopiable activities: Grammar p.203, Vocabulary p.223

10C Everyday English

Two things to celebrate today

OPTIONAL LEAD-IN

Books closed. Put students into pairs. Give them two minutes to write down things we celebrate (for example birthdays, weddings, passing an exam, etc.) and also different ways of celebrating. Take feedback and find out which pair has thought of the most.

1 LISTENING

- a** Students discuss the questions in pairs and report back on their discussions during class feedback. Ask students which celebration sounded the most fun.
- b** Ask students to summarise what happened in the last episode of the story (Tom gave Becky a surprise by getting the flat they wanted). Students look at the first photo, describe what they can see and then note down why the tutor wants to see Tessa. Elicit the meaning of *tutor* (someone who teaches one person or a very small group of people). Take feedback as a class.
- c** **3.60** Play Part 1 of the video or audio recording for students to check their ideas.

Answer

The tutor wants to tell Tessa she has won the photography competition.

Video/Audioscript (Part 1)

TUTOR Oh hi, Tessa. I was just looking for you. Uh, can I have a quick word? It's something important. Let's go to my office.

TESSA Yeah.

BECKY I'll wait for you.

TU Don't look so worried. It's good news. We've had the results of the photo competition.

TE Oh yeah?

TU And you've won first prize. £500. Congratulations!

TE What?

TU Yes. Well done. We're very pleased for you. And it's excellent news for the college too.

TE I don't know what to say. I wasn't expecting this.

TU No, you deserved to win. I don't think you realise quite how good you are.

TE Well – no. I mean, yes, thank you.

- d** Read through the adjectives to describe reactions and feelings with the class. Students discuss the questions together. Take feedback as a class.

Answers

1 surprised 2 delighted 3 pleased

- e** **3.61** Tell the class that in the next part of the story, the people are celebrating something. Read through the list of possible reasons and play the video or audio recording for students to choose which ones are being celebrated.

Answers

3, 4

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

- understand informal conversations about giving good news and celebrations
- pronounce consonant groups correctly
- use appropriate phrases to interrupt and announce news
- describe how they felt

Video/Audioscript (Part 2)

SAM So ... two things to celebrate today. First, Becky and Tom, you've found your dream flat.

BECKY Thanks to Tom making a quick decision.

TOM We almost didn't get it.

EMMA We hope you'll both be very happy in it.

B So what's the second thing?

S The second reason to celebrate ... as you've seen, business is going well. The meals have really been a success. Thanks to Emma and your wonderful cooking ... and to Phil, it was your idea to open late and serve meals. Brilliant! So, let's cut this cake.

B Hold on, there's something else we have to celebrate.

- f** **3.61** Students answer the questions together. If necessary, play the recording again for students to listen for the answers. Check answers as a class.

Answers

- 1 Paying a deposit on the flat (without asking Becky first).
- 2 He thanks Emma for her cooking; he thanks Phil for his idea to stay open late and serve meals.

2 PRONUNCIATION Consonant groups

- a** **3.62** Write the three words on the board and ask students to pronounce them. Elicit that *pr*, *pl* and *br* are all pronounced together, not as separate sounds, and that we call these consonant groups (some reference books refer to these as *consonant clusters*).
- b** **3.63** Students underline the consonant groups in the words in the box. Ask students to practise saying the words and then play the recording to check.

Answers

flat dreams brilliant crazy frightened flight
agree Africa glasses asleep climate

- c** **3.64** Tell students that sometimes there are consonant groups with three sounds, even though there may be only two letters. Play the recording for them to underline the consonant groups in the words in the box.

Answers

asked scream sixth text strength lamps hands
watched spread

- d** Put students into pairs. If possible, pair different nationalities together. Students practise saying the words and commenting or correcting their partner's pronunciation.



LOA TIP DRILLING

Conduct a drill as a class. Point at a word on the board and ask students to repeat it, paying attention to the consonant group. Start with full class repetition and then nominate individuals, going back to the same students at a later stage if they make mistakes.

3 LISTENING

- a Students look at and describe the photo. They discuss the question together. Take feedback as a class.
- b  3.65 Play Part 3 of the video or audio recording for students to check their ideas.

Answers

Tessa won the photography competition.
Phil has finished his novel.
Tom and Becky have set a date for the wedding.

Video/Audioscript (Part 3)

- BECKY** Hold on, there's something else we have to celebrate. You know the photo competition? Our photos of the bridges? Well, Tessa won first prize.
- EMMA** That's brilliant!
- SAM** Yeah, great news.
- E** When did you find out?
- TESSA** I only heard this morning. I couldn't believe it, I was so surprised. First prize! I still can't get over it.
- PHIL** Well done, Tessa. I knew you'd win. You take such great photos.
- S** So three things to celebrate – the flat, the café and Tessa's prize.
- E** And you looking happy for a change – that's a fourth thing.
- S** OK. So can we eat this cake?
- P** Hang on a minute, before we start. I have got something to say ... I know you won't believe this, but ... I've finished my novel.
- E** That's great, Phil!
- P** I sent it off today. So, the coffee's on me.
- B** You can't afford to buy us coffee, you're not JK Rowling yet!
- T** You never know. Maybe one day? Well done, Phil. It's such a good story. And so original.
- P** Thanks, Tessa.
- T** I reckon you'll get some good news soon.
- P** Hope so.
- T** But you won't forget us when you're rich and famous?
- P** How could I?!
- S** Right, eh I'm going to cut this cake.
- T** Just a minute, before we start. One more thing. We've decided on a date for the wedding.
- B** Finally.
- T** Saturday the 19th of June ... and you're all invited!
- S** OK, any more good news anyone? No? Right – now I am definitely going to cut this cake.

- c Students discuss the questions together.

Answers

1 Tom 2 Sam 3 Phil 4 Tessa 5 Phil

4 USEFUL LANGUAGE

Describing how you felt

- a  3.66 Ask students if they can remember what Tessa said about hearing she'd won first prize. Write some ideas on the board. Students complete the sentences. Play the recording for them to check.

Answers

I couldn't believe it. I was so surprised. First prize! I still can't get over it.

- b  Students discuss the questions and practise saying the sentences, paying attention to intonation.

Answers

1 c
2 Yes, I couldn't believe it. I was so surprised. First prize! I still can't get over it.

- c Read through sentences 1–4 and ask students to decide what they mean.

Answers

1 I was surprised. 2 I was shocked or disappointed.
3 I was happy. 4 I wasn't surprised.

- d Read through the situations with the class. Ask students to choose one situation and make notes about how they felt, using expressions from this page.
- e  Ask students to read their sentences for the class to guess the situation.

EXTRA ACTIVITY

In pairs, students think of four more situations like those in 4d and write them on a piece of paper. Each pair swaps situations with another pair. Students then take turns to tell their partner about their reactions in these situations. This time, they must add a follow-up sentence giving more details. Their partner can ask questions about the situation to extend the conversations.

5 CONVERSATION SKILLS

Interrupting and announcing news

- a  3.65 Play the recording for students to complete the sentences. Check answers as a class.

Answers

1 on 2 else 3 on 4 believe 5 minute 6 thing

- b Discuss the questions as a class.

Answers

1 Hold on.
Hang on a minute.
Just a minute.
2 There's something else we've got to celebrate.
I know you won't believe this ...
One more thing.

- c Ask the questions and, if necessary, model the sentences to demonstrate.

Answers

1 a 2 b

- d Students practise saying the sentences. Ask students to cover the task. Give the first words to elicit the phrases. Say: *Hold ...*. Students say: *Hold on ...*, etc.

6 SPEAKING

- a Put students into groups of four. Read through the task and the pieces of news with the class. Tell pairs to note down information for two of the items.
- b  Students have their conversations. Be aware that some nationalities think it is impolite to interrupt. If this is the case with your group, check polite phrases for interruption with them before they start, for example *Excuse me ... Could I interrupt here ...*, etc.

FAST FINISHERS

Fast finishers can think of other items of news to contribute to the conversation and keep it going.

ADDITIONAL MATERIAL

- ▶ Workbook 10C
- ▶ Photocopiable activities: Pronunciation p.254
- ▶ Unit Progress Test
- ▶ Personalised online practice

10D Skills for Writing

I forced myself to be calm

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

- speculate about the ending of a story
- understand a person telling a story
- understand a story
- use appropriate phrases to make a story interesting
- write a narrative

OPTIONAL LEAD-IN

Books closed. Put students into small groups. Write sentences on the board to start a story, for example *It was 5.30 at the main railway station. Rush hour – time to go home from work. The place was crowded. Suddenly ...*

Students take it in turns to continue the story, adding one or two sentences each. Monitor and add a sentence of your own to make the story more difficult, easier or more interesting, depending on the group. Take feedback as a class and ask students to give a summary of their story for the class. Students vote on the best summary.

1 SPEAKING and LISTENING

- a** Students look at picture a and the words in the box. You may wish to elicit or pre-teach *valley* (an area between two hills or mountains), *flow* (movement of water), *steep* (a hill or cliff that rises suddenly), *still* (unmoving) and *bend* (move your body at the waist). Ask them to describe the scene as a class.
- b** Ask students whether they enjoy watching thrillers and tell them that the picture is a scene taken from one. Students discuss the questions in pairs and think of possible answers. Take feedback as a class and find out which is the most imaginative or scariest version.
- c**  **3.67** Tell students they are going to hear the beginning of the story. Play the recording for them to check their ideas and guess what happened to the man.

Audioscript

The Valley

It is a late afternoon in September. The scene is a valley in south-western France. The river flows slowly between the steep, wooded hills. The sun is shining on the water. It is quiet. A man is sitting on a flat rock, which sticks out into the river. He is alone. He sits absolutely still. After a while he bends to look at something in the water – a fish, perhaps. As he does so, something hits the water and there is a sudden splash. He puts his hand to his ear. It is covered in blood. He falls forward into the river and disappears into its muddy water.

- d**  Ask students to think about what the next scene will be. Tell them that they must use only one sentence.

2 READING

- a** Students read the first paragraph of the story to check their ideas.
- b** Students read the whole story and tick things the man did and put the events in the correct order. They then compare with a partner. Check answers as a class.

Answers

- 1 ✓ 2
- 3 ✓ 1
- 7 ✓ 3
- 8 ✓ 4

VOCABULARY SUPPORT

binoculars – something we use to see things far away

bullet (B2) – a small object used in a gun

creep (C2) – move very slowly so no one hears you

fire (B2) – to shoot

rifle – a type of gun used to hunt animals

FAST FINISHERS

Fast finishers can try to guess unfamiliar vocabulary from the context. Check this during feedback.

- c** Put students into pairs to answer the questions. Check answers as a class.

Answers

- 1 He was a spy, he had spy training, he had worked in a team with Heid, Nina and Cas, the last operation had failed.
- 2 They had all been sent to 'safe' houses, and were not supposed to meet each other.
- 3 He has lived a new life in a new place.

3 WRITING SKILLS

Making a story interesting

- a** Ask students if they found the story interesting. Ask them how the writer has made or tried to make it interesting. Read through the different ways 1–3 and ask students to find more examples for each of these in the story. Check answers as a class.

Answers

- 1 I forced myself to be calm.
I didn't understand.
I suddenly felt angry.
- 2 Where were they now?
What would they do next?
Why had he tried to kill me?
- 3 Only five minutes later, I heard the sound of someone coming down the path from the hillside.
I crept on hands and knees along the riverbank, keeping my head as low as possible.
I sat down behind some bushes and waited, trying not to move.

- b** Students work in pairs to match beginnings and endings. Check answers as a class and ask whether some endings are more likely than others.

Suggested answers

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

- c** Individually, students choose a sentence from group A and give it a different ending with verb + *ing*.

- d Ask for examples during class feedback and find out if the class can guess the beginning of the sentence. Ask which ending the class thought was the most exciting.
- e Tell students that it is important to use a variety of past tenses when writing a narrative. Read through the example sentences from the story and ask students to underline the verbs. Students discuss the questions about tenses in pairs. Check answers as a class.

Answers

When I saw the blood on my hand, I knew it was a bullet. (past simple)
 Someone had shot at me from the hillside. (past perfect simple)
 My heart was racing. (past continuous)
 Someone had tried to kill me. (past perfect simple)
 1 past simple
 2 past perfect

- f Individually, students complete the sentences and compare with a partner. Check ideas as a class. Ask students if they can complete the sentences with a past continuous form.

4 WRITING

- a Tell students that they are now going to continue the story from 2a. Read through the next sentence in the story with them. Put students into pairs to get some ideas about how the story could continue. Students write the following two or three paragraphs together. It is probably best for students to decide on one student in the pair who does the actual writing, rather than split it. If students find writing in pairs difficult, ask them to do this individually, after producing the ideas together. Monitor carefully and help with language or encouraging self-correction where mistakes are made.



LOA TIP MONITORING

When helping with ideas during monitoring, it is usually better to lead students to an idea rather than give one directly. You can do this by asking questions to guide them, for example *What can he do with the stick? What might happen if the other man sees him first?*, etc.



FAST FINISHERS

Fast finishers can record their stories on their phones. Listen to these later. If this facility is not possible, they can discuss how their story could be filmed, thinking about setting and actors. Ask for their ideas during feedback.

- b Ask students to swap stories with another pair (or a partner, if they were working individually) and check the story against the questions.
- c Ask students to summarise their stories for the class and find out whose story is the most exciting or unusual.
- d 3.68 Play the recording for students to hear the rest of the story. Ask students whose story was the most similar and whether anyone in the group thought of a better ending.

Audioscript

SPEAKER I picked up a piece of wood lying near my hiding place. My ear was bleeding heavily, but I tried to ignore the pain. Quietly and carefully, I crept up behind Heid. He was so busy looking at the river through his binoculars that he did not notice me. I brought the stick down on the back of his head. He fell down and rolled a little further down the riverbank. I thought I had knocked him out but, as I bent over him, he suddenly grabbed me. I felt his hands around my throat, slowly squeezing the breath out of me. The stick was still in my hand and with the last of my energy I brought it down on his head. He let go of my throat immediately. In a sudden burst of anger, I hit him again and again with the stick. As my anger left me, I realised I had gone too far. Heid was dead. I had foolishly lost my chance to find the answers to my questions. And all because of my anger. Heid's body was now at the bottom of the riverbank. His face was in the water and the slow current of the river carried away a steady flow of blood. I pulled the body along the riverbank, to a place where some overhanging trees and low bushes hid it from any curious eyes. I need not have worried. It was evening and I knew that anyone out fishing or hiking would already be going home. The surface of the river was still, except for the occasional fish jumping for flies. Far away, a church clock struck seven. It was a perfect autumn evening. First, I had to hide the body. Then I had to find out if it was safe to return to the house. After this attack, it would not be safe for me to stay in the village – but where should I go? And then I had to find out why Heid had come after me and who had sent him. In the pocket of his shorts there was a set of car keys – with a registration number on the key ring. I put the keys in my pocket. There was only one place where Heid could have parked the car – outside the café. It might be useful later. I rolled the body into the water, pushed it into a hole under the riverbank and put some large stones on top of it to hold it under the water. I picked up Heid's rifle and then set off for the village. It was almost dark by the time I reached the house.



VOCABULARY SUPPORT

burst – a small explosion

creep up (C2) – to move very quietly and carefully

ADDITIONAL MATERIAL

Workbook 10D

UNIT 10

Review and extension

1 GRAMMAR

- a** Write the words *Peter/go home* on the board and ask students to write down three sentences with *this* and *must/can't/might* and a reason, for example *Peter might have gone home because he was feeling ill*. Take feedback as a class and ask for examples.

Students complete the dialogue individually. Check answers as a class.

Answers

1 can't have been 2 might/may have left 3 must have been

- b** Students read the situations and make notes about them using past deductive modals.



FAST FINISHERS

Put fast finishers into pairs and ask them to think of three more situations for their partners to create sentences from. Present the examples during class feedback.

- c** Students tell their partners the sentences. Take feedback as a class and ask for examples.
- d** Individually, students complete the sentences. Check answers as a class.

Answers

1 had studied 2 have done 3 had paid

2 VOCABULARY

- a** Students correct the prefixes. Check answers as a class.

Answers

1 impatient 2 impolite 3 unexpected 4 dissatisfied

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

Answers

1 cope 2 tackle 3 overcome 4 work



EXTRA ACTIVITY

Put students into pairs. Each student looks back through the unit and writes down ten new words that they have learnt. They take turns to give a definition or an example to elicit the words from their partner, for example *It's when you ...*, *People have this when ...*. Take feedback as a class and ask for examples.

3 WORDPOWER *way*

- a** Write the word *way* on the board and elicit any expressions the class knows using the word (*by the way*, *on the way home*, *a way of life*, etc.). Students match the expressions with the meanings. Check answers as a class.

Answers

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

- b** Students find the incorrect sentences and correct them. Check answers as a class.

Answers

1 all the way 2 the other way round 3 ✓
4 in some ways 5 ✓

- c** Individually, students note down their answers to the questions.

- d** In pairs, students talk about their answers, using expressions with *way* from the lesson. Monitor and check that students are using the expressions correctly. Take feedback as a class and ask for examples.

Photocopiable activities: Wordpower p.233



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.