

# insight

Advanced Teacher's Book

**OXFORD**  
UNIVERSITY PRESS

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**OXFORD**  
UNIVERSITY PRESS

Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

Oxford University Press is a department of the University of Oxford.  
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First published in 2015

2019 2018 2017 2016 2015

10 9 8 7 6 5 4 3 2 1

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ISBN: 978 0 19 401085 6      Teacher's Book  
ISBN: 978 0 19 401090 0      Teacher's Resource Disk  
ISBN: 978 0 19 401080 1      Teacher's Book Pack

Printed in China

This book is printed on paper from certified and well-managed sources

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# Introducing *insight*

## A note from the author

I'm reading a book called *The Element* by Ken Robinson. On a table nearby, a few teenagers are chatting with their friends after a long day at school. 'Our task is to educate (our students') whole being so they can face the future,' I read. 'We may not see the future, but they will and our job is to help them make something of it.' I look at the kids and think: 'That's quite a big task!'

It's a challenge we all face, whether we're teachers, parents, educational writers or youth workers. Our short-term objectives may be different: we may help teenagers or young adults pass school-leaving exams, understand maths formulae, or take part in community projects. But ultimately our long-term objectives are the same: to help young people develop a passion for and curiosity about life, to give them confidence in their own ideas, to help them become open-minded, global citizens.

When I started writing *insight* I immediately understood that the course was trying to satisfy these two objectives: a rigorous syllabus would help students develop their language skills, but it also had its eye on long-term objectives, too.

Today's students are very sophisticated. They have an amazing ability to multitask, and they often have a broad knowledge of other cultures and countries. They also have a point of view, and in *insight* we value that and seek it out – we also challenge it. We constantly ask students to question, evaluate and make cross-cultural comparisons: What do you think? Do you agree? What would you do? Speaking helps develop their confidence as language learners, but it also develops confidence in their own opinions and beliefs.

In *insight* we've added a special ingredient, too: in many texts and topics there is a fact or point of view students may not have come across before, something surprising or thought-provoking, something they may want to tell their friends in a café after school. The aim of this extra ingredient is to inspire curiosity, and a passion to discover and learn. It might help them think about an issue in a different way, and make a lesson more memorable.

That's what *insight* is all about. It strives to create the right conditions for students to grow, learn and develop their ideas and experience. To become lifelong learners. 'You cannot predict the outcome of human development,' adds Ken Robinson, wisely. 'All you can do is like a farmer create the conditions under which it will begin to flourish.'

Jayne Wildman

## Aims of the course

### To challenge students to think critically about the world around them

*insight* has been developed not only to teach students English, but also to increase their awareness of the world around them. Amongst other topics, *insight* addresses social issues, culture, literature, history, social media, science and technology. Students are encouraged to think critically about the issues raised, to evaluate their current point of view, and to share their opinions with others even once they have left the classroom. Texts and recordings include an interesting fact or unexpected opinion which students may want to tell their friends and families about. This will help make the lesson more memorable and help students recall the language and ideas they have learned.

Video documentary clips also cover cultural and historical themes broadening students' understanding of the customs, traditions and history of English-speaking countries.

*Literature insight* introduces students to classic works of English literature and offers an alternative way of exploring the culture of English-speaking countries.

### To inspire discussion in the classroom

The information-rich and thought-provoking texts and recordings will inspire discussion amongst students. Structured activities encourage students to question their existing opinions and the opinions of others. Activities are designed to stimulate critical thinking, to encourage participation and the exchange of opinions.

The speaking sections also teach the skills needed to be an active participant in discussions, such as interrupting, asking for clarification, disagreeing, and encouraging others to speak.

### To give a deeper understanding of vocabulary and build the confidence to use it

*insight* gives students a deeper understanding of language and goes beyond purely teaching meaning. *insight* explores such areas as collocation, word-building and connotation to provide a fuller understanding of how vocabulary is used. This comprehensive approach allows students to use new language with greater confidence.

Vocabulary is taught in the context of reading or listening texts. All reading and listening texts are accompanied by vocabulary exercises that focus on the meaning of new vocabulary in context. Additionally, the understanding of new vocabulary is reinforced through exercises which practise their use in a new context.

All vocabulary is taught in sets organized by topic, word type or theme. Research has shown that teaching vocabulary in this way makes it easier for students to recall and use.

*Vocabulary insight* pages not only explore language in more depth, but also build students' study skills, including keeping vocabulary records, ways of recording new vocabulary, using a dictionary and a thesaurus.

These skills will help students decode, retain and use new vocabulary correctly in the future.

### **To help students explore the rules of grammar**

The guided discovery approach to grammar in *insight* allows students to work out grammar rules for themselves and furnishes them with a better understanding of how grammar works. This approach actively engages students in the learning process making them more likely to understand and remember the grammar point.

New structures are always presented in the context of a reading or listening text, so that students become familiar with the usage and meaning of the grammar, before manipulating its form. The guided discovery approach means students analyse examples from the texts before they deduce the rules. If necessary, the rules can be checked in the Grammar reference section in the Workbook.

The practice exercises are topic-based, so students are required to understand the usage and meaning of the grammatical structures, as well as the form. The free speaking activities allow students to use the new language in a personalized, productive and creative way.

### **To encourage students to reflect and take responsibility for their learning**

Self-reflection plays a key role in developing active, directed and responsible learners. Learners who are able to look to themselves for solutions to problems rather than always seeking out the help of others will be better equipped for later life in academic or professional environments.

*insight* encourages students to reflect on their learning in a variety of ways. The Review sections in the Student's Book are an opportunity for them to see what they already know and where more work is needed. Students get marks for completing the Reviews, so they can self-monitor their progress through the book.

The Progress checks in the Workbook help students to identify gaps in their knowledge and skills, and encourage students to rely on themselves when seeking ways of improving.

The self-check feature in the Writing sections teaches students how to evaluate their own work against a set of criteria. The corrected writing assignments can also be a record of their progress.

### **To encourage autonomous and lifelong learning**

*insight* prepares students for further study and life outside the classroom environment by developing their skills for lifelong learning and encouraging autonomous learning. Strategy boxes in every unit offer step-by-step guides on how to improve core skills. Students apply the strategy immediately in a series of exercises to allow them to see how the strategy can benefit them. The strategies are relevant to students' studies now and in the future, so they will be able to use the same strategy again and again.

Writing preparation covers extensive practice and development of key skills, such as brainstorming, planning, checking, paraphrasing, avoiding repetition, etc. These skills will also help students beyond the classroom environment.

The use of authentic texts builds students' confidence by showing them that they can tackle these kinds of texts outside the classroom, in real-life situations. The accompanying activities teach students how to think critically – question ideas, analyse, rationalize, synthesize, and make reasoned judgements – skills that students will need in all areas of their lives, especially in higher education and the workplace.

Autonomous learning is also encouraged by developing dictionary and thesaurus skills. Students gain a better understanding of how dictionaries and thesauruses look, the information they provide, and how and when to use them. Learning how to use these reference sources will help students with their learning now and in their future life.

These are all skills that teach self-reliance and foster autonomous learning, equipping students for life after school or university.

## Components of the course



The **Student's Book** contains:

- ten topic-based **units** divided into clear sections that logically follow on from one another.
- ten **Vocabulary insight** pages that develop a deeper awareness of how language works and build students' dictionary skills.
- ten **Review** pages that test all the grammar and vocabulary points from the unit.
- five **Cumulative reviews** which review all the language taught up to that point in the Student's Book through a series of skills-based activities.
- a ten-page **Vocabulary bank** section with twenty additional topic-based vocabulary sets.



The **Workbook** contains:

- further practice of everything taught in the Student's Book. Plus
- **Challenge** exercises for stronger students.
- ten **Progress check** pages which provide an opportunity for student reflection and self-evaluation.
- five **Literature insight** lessons based on classic works of English literature.
- five **Exam insight** sections with typical exam tasks and strategies to help students become better exam takers.
- a twenty-page **Grammar reference and practice** section containing comprehensive grammar explanations and further practice.
- a **Wordlist** with dictionary-style entries giving students more information about core vocabulary.



The three **Class audio CDs** contain:

- all the listening material for the Student's Book and Workbook. The Workbook audio is also available at [www.oup.com/elt/insight](http://www.oup.com/elt/insight).



The **Teacher's Book** contains:

- **teaching notes** for the Student's Book and **answer keys** for both the Student's Book and Workbook.
- ideas for **optional extra activities** for greater flexibility.
- **background notes, cultural information** and **language notes**.
- **suggestions** for teaching **further vocabulary** from reading texts and questions for **discussions**.
- the **scripts** for the audio from the Student's Book and Workbook.



The **Teacher's Resource Disk** contains:

- additional **communication worksheets** to practise key language from the Student's Book.
- Documentary **video clips** linked to each Student's Book unit plus accompanying ready-to-use video **worksheets** and **lesson guides**.
- **How to guides** which tackle key teaching issues and provide ideas and suggestions for activities to use in the classroom.
- **Functional language bank** – compilation of key communicative phrases from throughout the course.
- **Writing bank** – a compilation of the key writing formats practised throughout the course with notes and tips on how to write them.



The **Test Bank MultiROM** contains:

- unit **tests** and cumulative tests available as PDFs and editable Word files which you can adapt according to your students' needs.
- A and B versions of each test to help with classroom management.
- **audio** for all the listening tasks. This can be played on a CD player.
- **audio scripts** for all the listening exercises.
- **answers** to all exercises.



**iTools** contains:

- a **digital version of the Student's Book** and **Workbook** with integrated audio and video.
- interactive class **games** which practise key language from the Student's Book by involving the whole class.
- **answer keys** for all exercises.
- **synched audio scripts** which highlight text as the audio is played.
- documentary **video clips** with subtitles.
- video clip **worksheets** and **teacher's notes**.
- a **wordlist** including definitions and example sentences for every key word.

### Online practice

The material in each unit of the *insight* Online Practice is designed to be flexible whilst also linking to the language activities and skills development in the *insight* Student's Books. The activities are linked thematically, grammatically and lexically so that they can be assigned for **homework**, used in class for **further practice**, or as a **revision** tool.

The *insight* Online Practice provides students with:

- more practice of **key vocabulary and grammar** taught in the Student's Book.
- interactive exercises that focus on **skills** (reading, listening, writing and speaking).
- a **video** section, including video clips, comprehension exercises and discussion prompts.

There is **automatic marking** and feedback of controlled exercises. The results are recorded, providing an overview of achievement and progress for each student and for the class.

For more information about *insight* Online Practice, visit <https://elt.oup.com/catalogue/items/global/teenagers/insight/>.

### Websites

- Student's website ([www.oup.com/elt/insight](http://www.oup.com/elt/insight)): Workbook audio
- Teacher's website ([www.oup.com/elt/teacher/insight](http://www.oup.com/elt/teacher/insight)): Exam insight answer key, Student's Book and Workbook reading texts audio, a wordlist including definitions and example sentences for every key word.

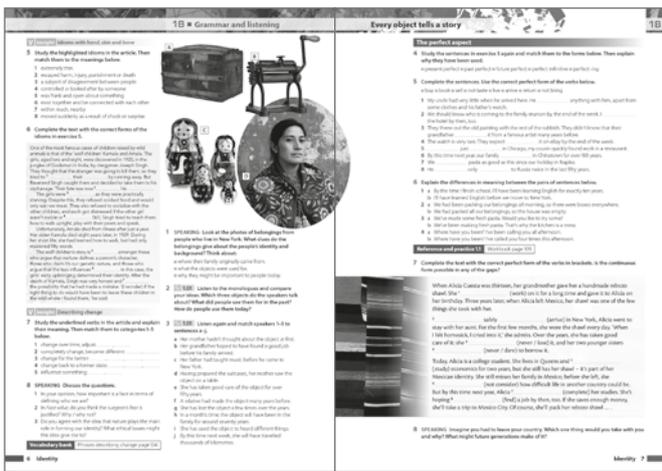
# Student's Book at a glance

There are ten units in the Student's Book. Each unit is divided into five sections (A–E), with a Vocabulary insight page and a Review. After every two units, there is a Cumulative review. At the back of the book, there is a ten-page Vocabulary bank.



## A – Reading and vocabulary

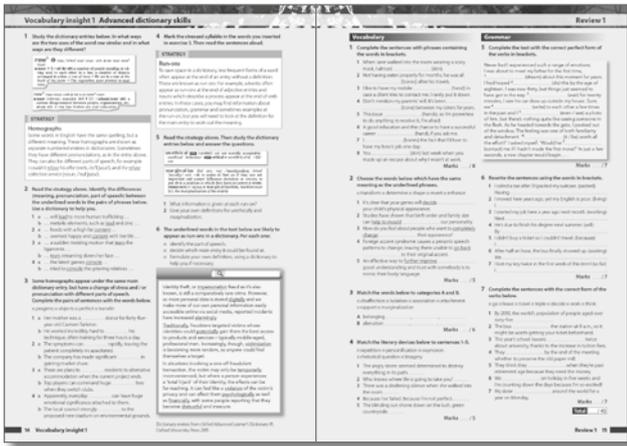
- an information-rich text establishes the topic of the unit.
- the reading text also contextualizes two vocabulary sets which are recycled and practised through the rest of the unit. One of these is a Vocabulary insight (V insight) set which explores language in greater depth.
- the text previews grammatical structures that students will study in the next section. Students are not expected to engage actively with the new grammar at this point.
- there is a link to the **Vocabulary bank** at the back of the Student's Book where another lexical set is presented and practised.
- the section closes with a speaking activity which allows students to react to the text and demonstrate their understanding of the issues raised.



## B – Grammar and listening

- section B picks up on the grammatical structures that students met, but may not have recognized, in the reading text in section A.
- the new language is presented in a meaningful context – either a reading or listening text.
- the listening or reading text also establishes a new topic for the section and contextualizes some of the vocabulary from section A.
- the guided discovery approach to grammar ensures that students actively engage with the new language.
- students analyse examples, complete rules or answer questions about the grammar which help them to focus on the new structures, their meaning and use.
- a final speaking activity allows students to use the new language in a personalized and productive way.
- there is a link to the **Grammar reference and practice** section in the Workbook where students can find further practice activities and explanations of the grammar for reinforcement.





## Vocabulary insight

- this page raises awareness of how language works by developing a deeper understanding of a language point introduced earlier in the unit.
- there are also activities building students' study skills, including ways of recording vocabulary, using a dictionary or a thesaurus.
- through a series of strategies, students learn how to use reference sources that can help them with their learning now and in their future life.

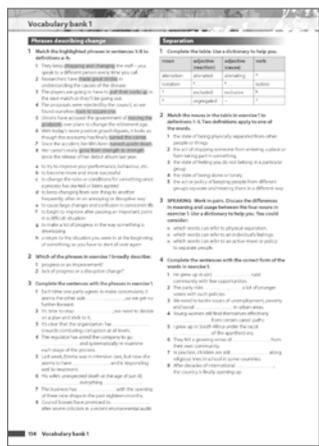
## Review

- the review gives students another opportunity to recycle and check how well they know the vocabulary and grammar they have learned in the unit.
- students get marks for every completed review, so it is easy to monitor progress through the book.



## Cumulative review

- there is a two-page cumulative review at the end of every two units. This reviews key language and skills from the Student's Book up to that point through a series of skills-based tasks. Each Cumulative review includes listening, speaking, reading, use of English and writing exercises.
- there is a link to the **Literature insight** and **Exam insight** sections in the Workbook.



## Vocabulary bank

- there are two cross-references to the Vocabulary bank from each unit.
- each Vocabulary bank presents and practises two vocabulary sets that are topically related to the unit.

## Strategies

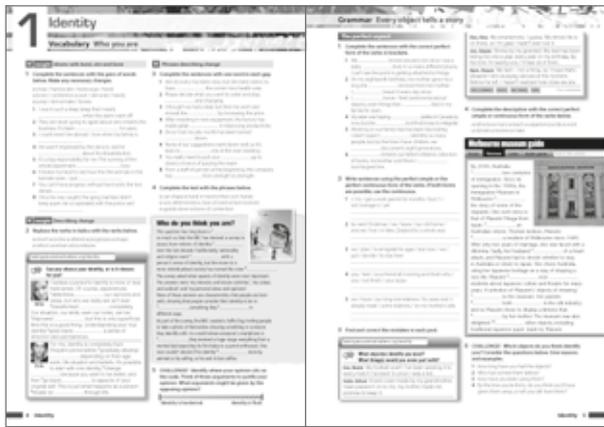
- in every unit, there is a writing strategy and either a listening or reading strategy.
- each strategy develops students' language skills and helps them to become more confident and autonomous learners.
- the strategies are practised through a number of activities, so that students can immediately apply the skills they have learned.

## DVD extra

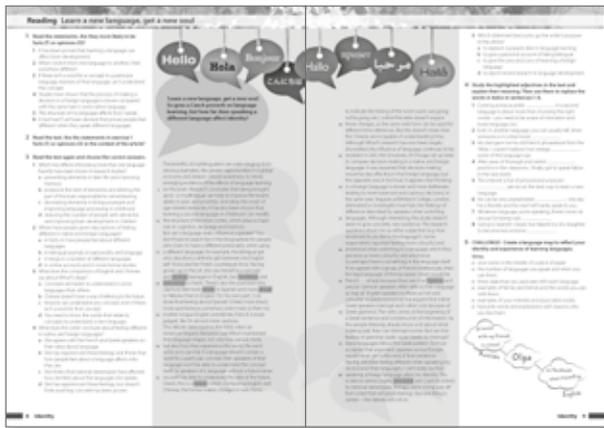
- there is a link from every unit to a documentary **video clip**.
- each video clip builds on a topic from the unit.
- each video clip is accompanied by a ready-to-use **DVD worksheet** which contains comprehension, language and speaking activities, along with teacher's notes.

# Workbook at a glance

There are ten units in the Workbook. Each unit has a page to correspond with each Student's Book spread. There is a Progress check at the end of each unit. All Workbook audio can be found on the Class audio CDs, on iTools and on the Student's website: [www.oup.com/elt/insight](http://www.oup.com/elt/insight).



- the Workbook contains grammar, vocabulary and skills activities which practise and reinforce the language covered in the Student's Book.



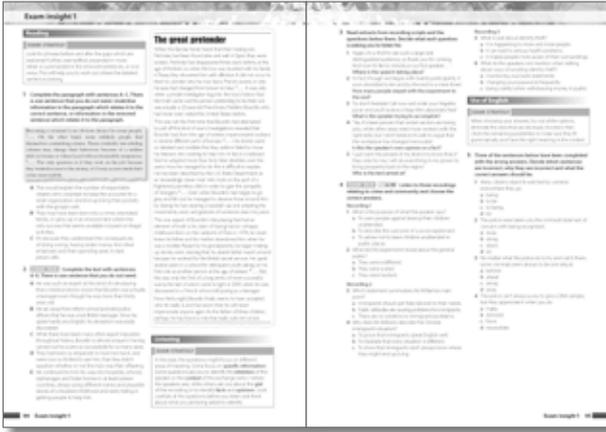
- the reading section presents and practises a new vocabulary set.
- the reading text recycles grammar from the corresponding Student's Book unit.
- new subject matter is introduced in the texts to expand students' knowledge.



- there is a one-page **Progress check** after every unit with short tasks which prompt students to think how well they understand the grammar, vocabulary and skills taught in the unit. The Progress checks also serve as a record of what has been learned in each unit.
- the **self-evaluation** feature encourages students to reflect on and monitor their own progress.
- the **How can I improve?** feature encourages students to take responsibility for their own learning.



- there are five two-page **Literature insight** lessons in each level of the course.
- Literature insight** introduces students to classic English literature and encourages reading for pleasure.
- these sections contain shorter reading and listening extracts, but students are encouraged to read the complete works in their own time.
- the literary extracts have been carefully selected to link with the topic and language covered in the Student's Book.
- each lesson presents information about the author, literary extracts to read and listen to, comprehension activities, as well as a speaking and writing task.



- the five three-page **Exam insight** sections prepare students for common exam tasks.
- there is practice of use of English, reading, listening, speaking and writing.
- through a series of **exam strategies**, students learn how to deal with the most common exam tasks, such as multiple choice, true / false, matching headings to paragraphs, etc.



- there is a twenty-page **Grammar reference and practice** section.
- this contains comprehensive explanations of key grammar points from the Student's Book, covering both form and usage.
- each grammar point is accompanied by several exercises to check and consolidate understanding of that point.



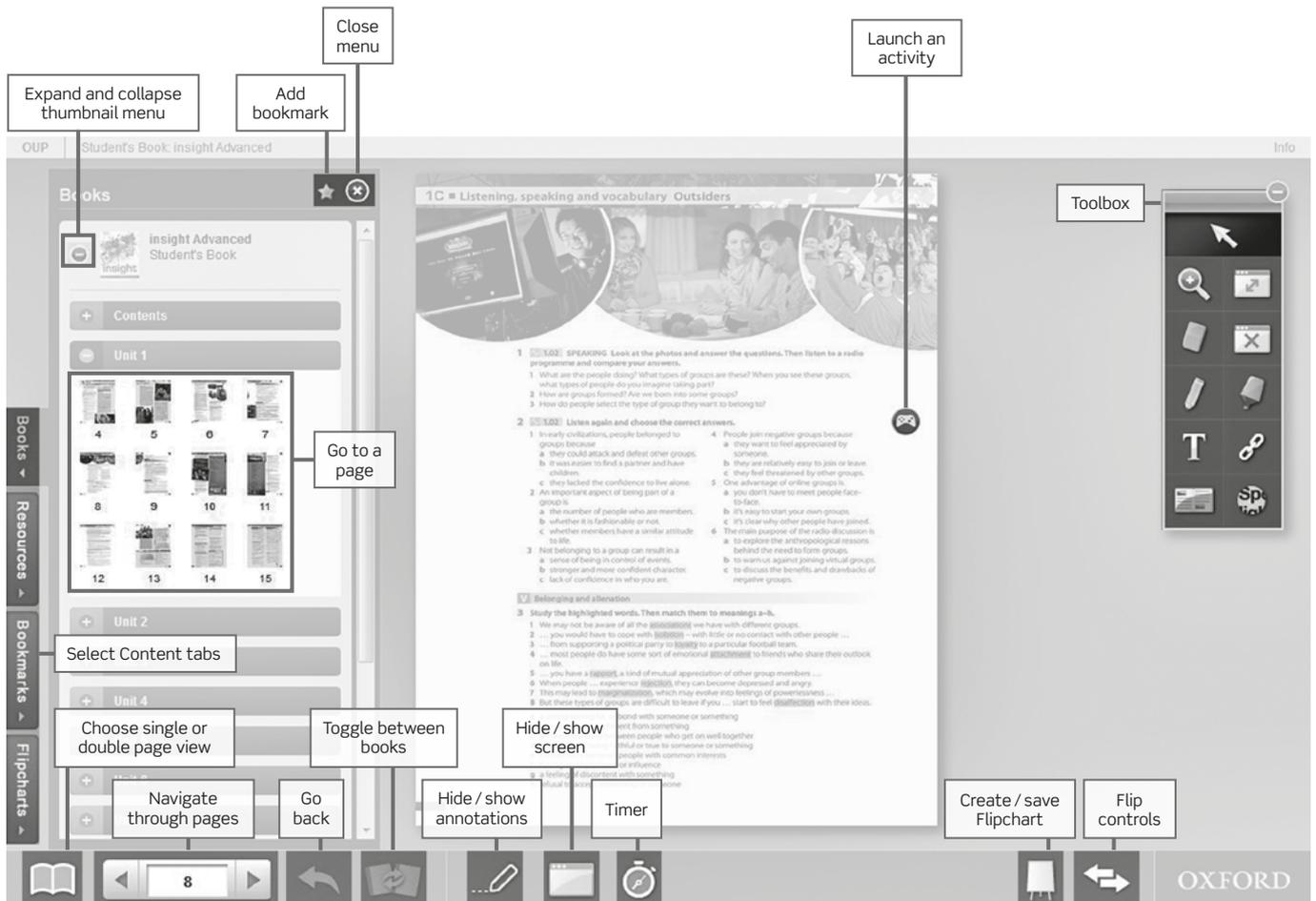
- a **Wordlist** completes the Workbook.
- the Wordlist features dictionary-style entries, with phonetic transcriptions and definitions.
- an extended version of the Wordlist, including example sentences, can also be found on iTools and on the Teacher's website: [www.oup.com/elt/insight](http://www.oup.com/elt/insight).

# insight iTools

Oxford iTools is software that allows you to present and manipulate course content in an interactive way. *iTools* is designed to be projected in class. To take full advantage of its rich interactive content, it should be used on an interactive whiteboard, but may also be used with a computer connected to a screen or a data projector.

## insight iTools contains:

- the complete Student's Book and Workbook.
- interactive games that provide whole-class fun practice of the key vocabulary and grammar.
- video material integrated into the pages, making it easy to access.
- audio tracks integrated into the pages. If you choose to display the script, the words are automatically highlighted as they are spoken, making it easy for students to follow.
- integrated answer keys that make self or peer marking much simpler as students will be able to see the correct answer on screen. You can reveal answers one by one or all at once to suit your students. You can even hide the answers and then reveal them again to see how many they can remember correctly.
- *insight iTools* also comes with built-in teaching tools. These tools open up the content of the course, allowing you to use it in different ways.
- You can use the hide tool to hide the text on a page and see if your students can predict what it will be about, or work on the vocabulary in a text with the highlighting tool.
- The spotlight tool lets you focus the whole class on a particular grammar point or exercise.
- the link tool lets you add links to other websites to the Student's Book page, allowing you to access them with a single click during the lesson.



- Audio
- Answer key
- DVD extra
- Page link
- Interactive game
- Grammar presentation

# 1

# Identity

## Map of resources

### Section A: Student's Book pages 4–6

Workbook page 4

Vocabulary bank, Describing change page 134

Teacher's resource disk, Communication worksheet 1A

### Section B: Student's Book pages 6–7

Workbook page 5

Grammar reference and practice 1.1, Workbook page 109

Teacher's resource disk, Communication worksheet 1B

### Section C: Student's Book pages 8–9

Workbook page 6

Vocabulary bank, Separation page 134

Grammar reference and practice 1.2, Workbook page 110

Teacher's resource disk, Functional language bank

### Section D: Student's Book pages 10–11

Workbook page 7

Teacher's resource disk, DVD extra + worksheet,  
Celebrating multiculturalism

### Section E: Student's Book pages 12–13

Workbook page 10

Teacher's resource disk, Writing bank

Teacher's resource disk, Functional language bank

### Vocabulary insight 1 page 14

Advanced dictionary skills

### Review 1 page 15

Progress check Unit 1, Workbook page 11

Language and skills tests 1A and 1B, Test Bank

## 1A Reading and vocabulary

### Who you are

#### Summary

**Topic:** Factors that shape our identity

**Reading:** *Who are we?*

**Vocabulary:** Idioms with *hand, skin and bone*; describing change

**Speaking:** Discussing identities

**Communication worksheet 1A:** Collect the cards

### Lead-in

- Put students in pairs and tell them that they have been recruited as secret agents for their country. Tell students that they are going to infiltrate an organization that the government suspects of illegal activity. In order to succeed in this task they must successfully invent a new identity that is completely different to their own.
- Give students five minutes to think of everything they would have to consider when creating a new identity.
- Elicit some suggestions from the class and write them on the board, e.g. Education, Family, Health, etc. Continue until you have got all students' ideas on the board.
- In pairs, students practise their new identities by taking turns to ask each other questions.
- Ask the class which question(s) revealed the most information about the person's identity.

### Exercise 1 page 4

- Working individually, students rank the ideas. They then discuss their answers with a partner.
- Ask a few students to share their ideas with the class. Elicit what other factors shape a person's identity (e.g. economic background, health, family size, birth order).
- Then ask them to vote on the most important factors in shaping a person's identity.

### Culture note: Nature versus nurture

The 'nature versus nurture' debate is one of the oldest issues in psychology. The debate centres on the relative contributions of genetic inheritance (nature) and environmental factors (nurture) to human development.

The expression 'nature versus nurture' in English has been in use since the 12th century, but the combination of the two concepts (as complementary) goes back to ancient Greece. The expression in its modern sense was popularized by the English Victorian polymath Francis Galton in discussion of the influence of heredity and environment on social advancement. Galton was influenced by Charles Darwin's book *On the Origin of Species*.

## Exercise 2 page 4

- Focus attention on the title of the article and the photos. Ask students what they think the article is about.
- Students skim the article to find which of the ideas in exercise 1 are mentioned.

The article mentions genes and the way we look.

## Exercise 3 page 4

- Go through the strategy with the class. Elicit answers for the first two points.
- Ask students if the words beginning each paragraph attract their attention and why (e.g. a quote personalizes a text and makes it more interesting; adverbs such as *interestingly* and *sadly* show the writer's attitude).
- Elicit the order of information in the text (personalization, contrasting points describing the reasons for the people's different situations, conclusion).
- Students read section A again and answer questions 1–3.
- Ask students to read sections B and C again. Ask the following questions:  
*How does the writer start each extract?* (The writer introduces the background / context, before moving on to the main point of the story. The writer starts with a dramatic story and then introduces the main issues.)  
*Which words and phrases reveal the writer's attitude and opinions?* (attack basic human rights, ultimately, luckily, sadly)  
*What questions or issues does the writer consider in texts B and C?* (B: The writer highlights the importance of nature in a person's development by describing the striking similarities between identical twins who only met in their thirties. C: The writer suggests that nurture also influences our identities by describing a boy who was adopted by monkeys.)

- 1 The writer starts with a quote to engage the reader's interest. The quote is surprising and challenges the reader's assumptions about the topic.
- 2 Marinda had to make a difficult decision about her dying mother's face being used in a transplant. She might have questioned how she would cope with a stranger having her mother's face, and whether her mother would have wanted it.
- 3 Paragraph 2 asks: 'Could a person really be themselves wearing somebody else's skin?' The writer answers by giving examples of people who have had difficult experiences after receiving an organ donation, e.g. depression, nightmares, refusal to look at the body part. The writer discusses the fear that the donor's personality could take control of the person receiving the transplant.

## Exercise 4 page 4

- With a **weaker class**, before they answer the questions, ask students to highlight the key words in each question that will help them to find the information in the text, e.g. *extraordinary*, *psychological implications* and check their meanings if necessary.
- Check answers as a class.

1 A 2 A 3 B 4 C 5 B 6 C 7 C

## Additional vocabulary

The following words are from the article *Who are we?*:

- *acknowledge* (v) /ək'noʊlɪdʒ/ to accept or admit that something is true or exists
- *chart* (v) /tʃɑ:t/ to follow or record something carefully and in detail
- *embrace* (v) /ɪm'breɪs/ to accept an idea, a proposal, a set of beliefs, etc. especially when it is done with enthusiasm
- *soul-searching* (adj) /səʊl 'sɔ:tʃɪŋ/ deep and anxious consideration of one's emotions and motives or of the correctness of a course of action
- *stroke* (n) /strəʊk/ a sudden illness which attacks the brain and can leave a person unable to move part of their body, speak clearly, etc.
- *well documented* (adj) /wəl 'dɒkjuməntɪd/ frequently recorded

## **Insight** Idioms with *hand, skin and bone*

The individual words in an idiom rarely give the meaning, e.g. *a bone of contention* refers to a subject or issue over which there is continuing disagreement.

Some idioms create an image which helps to convey their meaning, e.g. *jump out of your skin*. The image of a person jumping out of their skin suggests a quick, startled movement. Idioms are fixed expressions, e.g. the idiom *close at hand* cannot be expressed as *near at hand*.

## Exercise 5 page 6

- Students read the text. Remind students to use the context to help them with comprehension. They should look at the sentences before and after the highlighted text as well as the words immediately before and after it.
- With a **stronger class**, ask students to write sentences using each of the idioms.

- 1 all skin and bones
- 2 saved his skin
- 3 a bone of contention
- 4 in Marinda's hands
- 5 made no bones about
- 6 go hand in hand
- 7 close at hand
- 8 jumped out of her skin

## Exercise 6 page 6

- Students read the text, paying close attention to the words before and after each gap. They then complete the text.
- 1 save (their) skin(s)
  - 2 in (his) hands
  - 3 all skin and bones
  - 4 close at hand
  - 5 a bone of contention
  - 6 go hand in hand
  - 7 made no bones about

## Exercise 7 page 6

- Focus attention on the underlined verbs in the article. Elicit their meanings. Encourage students to deduce meaning by looking at the words in context.
  - Students work individually or in pairs to match the verbs to the correct categories.
- 1 evolve, adapt
  - 2 transform, alter
  - 3 improve, enhance, reform, progress
  - 4 restore, reverse, revert
  - 5 shape, determine

## Exercise 8 page 6

- Ask students to read the questions. Then refer them back to the reading strategy, focusing on the first two points.
- In groups, students discuss the questions.
- Ask a few students to share their ideas with the class.

### Extra activity: Further discussion

In small groups, students discuss the following questions:

- *Advances in medical science mean that the number of people whose lives could be saved by a transplant is rising more rapidly than the number of willing donors. In the UK, over 1,000 people die every year waiting for organ transplants. Do you think organ donation should be obligatory unless people opt out? Why / why not?*
- *What traits do you think you have inherited? What traits do you think you have acquired because of your environment?*

### Extra activity: Stronger students

Ask students to look at the situations below and discuss how the sudden changes in these people's lives could influence their sense of identity:

- a soldier is injured in war and loses their legs
- a child is adopted and taken to another country at the age of six
- a child from a deprived background wins a scholarship to an elite school
- a middle-aged woman is diagnosed with cancer and although the treatment is successful, she loses all her hair after the chemotherapy
- a teenage boy with end-stage renal disease undergoes kidney transplant surgery and the operation is successful
- a young woman finds out that she has a twin sister whom she has never met

Students find an example on the internet of a person whose life changed suddenly and write another section for the article, using the notes in the strategy box.

### Vocabulary bank: Phrases describing change page 134

- 1 1 d 2 g 3 a 4 h 5 c 6 f 7 e 8 b
- 2 1 make great strides, pull your socks up, turn the corner, go from strength to strength  
2 chop and change, back to square one, move the goalposts, turn (something) upside down
- 3 1 moves the goalposts 2 chopping and changing  
3 made great strides 4 back to square one  
5 turned the corner 6 turned (everything) upside down  
7 gone from strength to strength  
8 pull their socks up

### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about how nature and nurture influence identity. I can use idioms with 'hand', 'skin' and 'bone' and verbs describing change. I can give my opinion on the influence of nature and nurture on a person's identity.*

# 1B Grammar and listening

## Every object tells a story

### Summary

**Topic:** The stories behind objects

**Listening:** *It belonged to my grandmother*

**Grammar:** The perfect aspect

**Speaking:** Discussing the significance of personal belongings

**Communication worksheet 1B:** Perfect possessions

### Lead-in

- Ask students to think of possessions which people often keep and which belonged to their grandparents or other relatives. Write a list on the board, e.g. clocks, furniture, clothes, toys, diaries, etc. Ask why they might keep such items.
- Ask students if they or their family have any possessions which used to belong to their grandparents or other relatives. Ask: *Are they important to you? Why?*

### Exercise 1 page 6

- As a class, look at the objects in each of the photos. Ask individual students to describe them.
- In pairs, students look at the objects in the photos and discuss the questions. Elicit ideas and write notes on the board.

### Exercise 2 1•01 page 6

- Tell students they are going to hear three people describing some of the objects in the photos and their significance.
- Play the recording. Then ask students to what extent their ideas in exercise 1 were correct.
- Tell students that they are going to listen to the recording again and answer the questions. Before they listen, ask students to underline the key parts of the questions and think about the information they are listening for. Play the recording and check their answers as a class.

Speaker 1 talks about object B, her mother's pasta maker. Her mother used it to make pasta. The speaker uses it to make pasta and also displays it in the window of the family's restaurant.

Speaker 2 talks about object A, her grandmother's trunk. Her grandmother used it to carry her belongings from Beijing to the USA. The speaker used to store blankets in it, but now uses it to store old books and magazines.

Speaker 3 talks about object C, the Matryoshka doll that her grandfather made. The speaker and her sister played with it when they were children. Now the speaker's grandchildren sometimes play with it.

### Audio script

1

Well, I've had this pasta maker for many years. It was handed down to me by my mother. One of the few treasures that she and my father brought with them when they left Italy in the 1950s. They couldn't take much, so when she made a list of things, she hadn't given it a second thought – it wasn't a priority. But in the end, it was destined to make the voyage. Having packed most of the suitcases, she noticed it on the

kitchen table and somehow managed to get it into the last bag. Over the years, we've lost and found it several times. But luckily, it has always turned up again.

This time next month, we've got a big family celebration, so I'll be using it to make pasta for the main meal. It will have been in the family for more or less seventy years by then, but we still use it on special occasions. And ... well, we have our own Italian restaurant now, and when we're not using it, the pasta maker takes pride of place out front in the window.

2

Hmm, I think my grandmother was just nineteen years old when she arrived in the USA from Beijing. My grandfather was already there, having left China a year earlier. He hoped to have got a good job by the time she arrived, but he had only found work as a dish-washer. Still, my grandmother came over, bringing with her this big brown trunk, which contained all of her belongings.

Today, I'm lucky enough to have the trunk, and it sits right here, in my apartment. I used to store blankets in it, but now there's lots of old books and magazines inside. For me, it's a symbol of my grandparents' optimism, their sense of adventure and their desire to find a better life. I'd like to think I've inherited that adventurous spirit. I've certainly travelled just as far. You see, I work as a translator, and my job often takes me to conferences abroad. In fact, by this time next week, I'll have flown to Beijing and back. It's a lot easier now, of course. It'll take me just under fourteen hours to get there, rather than three weeks!

3

My family first came to New York in the 1950s. My father had worked as a music teacher in Moscow, but it was difficult to earn a living there, so he travelled to New York with my mother and my older sister. My parents didn't bring many things from Russia; besides the essentials, they brought my father's violin and a doll that my grandfather had made years before. It was an old Matryoshka doll, decorated to look like a Russian peasant in traditional clothes, with three smaller dolls inside. It's beautifully painted and I've looked after it for over five decades now. Both my sister and I played with it and today, my grandchildren play with it, but not often because it's very fragile. The doll reminds me of the struggle of those early years and that you can never be sure what life has in store for you – a little like opening a Matryoshka doll.

### Exercise 3 1·01 page 6

- Ask students to read through the sentences carefully before they hear the recording again.
- With a **stronger class**, ask students to try to match the statements to the speakers before they listen again.
- Play the recording again.

a 1 b 2 c 3 d 1 e 3 f 3 g 1 h 1 i 2 j 2

#### Language note: Perfect infinitive and perfect *-ing*

The perfect infinitive is often used to describe an event that might or could have happened in the past.

*I hoped to have finished all my work by the evening.  
He claimed to have met a few celebrities.*

The perfect *-ing* can replace a clause with the past perfect to talk about the reason for something.

*Having gone to bed late, I felt tired. (= I felt tired because I had gone to bed late.)*

It can also be used to talk about an event that happened before the action or event in the main clause.

*Having finished breakfast, she got ready for work. (= After she had finished breakfast, she got ready for work.)*

In the negative, *not* comes before the infinitive and the perfect *-ing*.

*They pretended not to have met before.*

*I regret not having learned the language.*

### Exercise 4 page 7

- Students match the statements in exercise 3 to the forms.
- With a **weaker class**, go through the structure of each form on the board and elicit when it is used.
- Check answers as a class and, if necessary, explain any points that students struggled with.

- a past perfect – an action that occurred before another past action
- b perfect infinitive – the verb *hope* is followed by an infinitive. The perfect infinitive describes an action or event that is earlier in time.
- c past perfect – an action that occurred before another past action
- d perfect *-ing* – a participle clause that describes an action that occurred before another past action. This is an alternative way of expressing 'When / After she had prepared the suitcases ...'.
- e present perfect – an action that began in the past and continues to the present
- f past perfect – an action that occurred before another past action
- g present perfect – repeated actions that occurred at some unspecified point in the past
- h future perfect – an action or event that will be completed by a certain time in the future
- i present perfect – actions that occurred at some unspecified point in the past and continue to happen up to the present time
- j future perfect – an action that will be completed by a certain time in the future

### Exercise 5 page 7

- Students complete the sentences.
- Check answers as a class and ask students to explain their choice of tense in each sentence.

1 hadn't brought 2 will have booked 3 had bought 4 to have sold 5 Having (just) arrived 6 will have lived / will have been living 7 haven't / hadn't tasted 8 has (only) returned

#### Extra activity: The perfect aspect

On small pieces of paper, write one verb and one form of the perfect aspect, e.g. *finish* – perfect *-ing*; *leave* – past perfect; *arrive* – future perfect; *take* – present perfect, *find* – perfect infinitive, etc. You will need at least one piece of paper for each student.

Put the pieces of paper in a bag and ask each student to pick one. They must make a sentence with the verb in that form.

## Exercise 6 page 7

- Elicit the tenses in each sentence. Ask: *When do we use the present perfect continuous?* (to describe an action that began in the past and is still continuing, e.g. *It has been raining for hours.*).
- In pairs, students read the sentences and discuss differences.

**1a** The future perfect continuous (*'ll have been learning*) describes an ongoing activity (*learning English*) that will have been occurring for a certain length of time (*ten years*) by the time the speaker finishes school, and that will probably continue after that time.

**1b** The future perfect simple (*'ll have learned*) describes an action (*learned English*) that will be completed by the time the speaker moves to New York.

**2a** The past perfect continuous (*had been packing*) describes a past action that occurred over an extended period of time in the past (*packing our belongings*) and was ongoing at the time of speaking (*there were boxes everywhere*).

**2b** The past perfect simple (*had packed*) describes a past action (*packing our belongings*) that was completed and had a particular past result (*the house was empty*).

**3a** The present perfect simple (*'ve made*) describes a completed past action (*making pasta*) that has a present result (*you can try some*).

**3b** The present perfect continuous (*'ve been making*) describes an ongoing action that began in the past and has been occurring up to the present (*making pasta*) and that has a present result (*the kitchen is a mess*).

**4a** The present perfect continuous (*'ve been calling*) emphasizes how long (*all afternoon*) a repeated action (*calling you*) has occurred up to the present. It does not specify how many times the action occurred.

**4b** The present perfect simple (*'ve called*) describes how many times (*four times*) a repeated action (*called you*) occurred up to the present.

### Language note: Perfect simple and continuous

We use the simple forms (present perfect simple and past perfect simple) to focus on the result of an action.

We always use the simple forms with stative verbs (*believe, know, hate, etc.*) and when we say how much or how many.

*I've cleaned the kitchen.* (And now it's tidy.)

*I've always hated hospitals.* (*hate* = stative verb)

*I've tried to phone you at least twenty times.* (how many?)

We use the continuous forms (present perfect continuous and past perfect continuous) to emphasize the duration of the action or event. We often use the continuous forms to talk about repeated actions over a period of time, or when we say how long.

*I've been trying to phone you all day.* (repeated action)

*She's been writing her report since two o'clock.* (how long?)

### Grammar reference and practice 1.1 Workbook page 109

- 1 to have found    2 've been cooking  
3 Having visited    4 to have seen  
5 will have been practising    6 to have finished
- 2 1 had accumulated / had been accumulating  
2 had been painting    3 had never shown  
4 have / 've been clearing    5 have / 've found  
6 will have spent    7 to have inherited  
8 Having discovered

## Exercise 7 page 7

- Tell students to read the text and look for time references (e.g. *for a long time*) and other clues (e.g. the tenses and forms of other verbs) that show when an action took place. Do the first sentence together as a class and review the grammar rules for the perfect tense. Then ask students to complete the other sentences individually.
- Check answers as a class reviewing each tense and asking students for explanations of why each tense is used for each sentence.

**1** had worked / had been working – the past perfect continuous emphasizes the duration of the activity

**2** Having (safely) arrived

**3** has never lost

**4** have never dared

**5** has studied / has been studying – the present perfect continuous emphasizes that the activity is ongoing up to the present

**6** hadn't considered

**7** will have completed

**8** to have found

## Exercise 8 page 7

- Ask students to imagine that they suddenly have to move to another country with their family. What do they think they will miss about their country? Ask them to think about the objects which are specific to their country that they couldn't find anywhere else. Prompt ideas such as musical instruments, cooking utensils, clothes, other objects, etc. Elicit their ideas and write them on the board.
- In pairs, ask students to choose one item that they would take with them and discuss it with their partner.
- Invite students to talk about their item, why they chose it and what people in the future might make of it.

### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use different forms of the perfect aspect. I can understand a recording about objects that reflect a person's cultural background.*

## 1C Listening, speaking and vocabulary

### Outsiders

#### Summary

**Topic:** Social groups

**Listening:** The need to belong

**Vocabulary:** Belonging and alienation

**Functional language:** Giving opinions, debating and discussing

**Grammar:** Talking about the future

**Speaking:** Discussing different groups: how they are formed and why people need to belong to a group; selecting a community project

### Lead-in

- Ask students to say what groups they or people they know are part of. Encourage them to think about sports

clubs, online groups, clubs and other organizations. Write their suggestions on the board.

- Then ask them to think about less obvious groups such as people who have a similar taste in clothes, music, religion, etc. Write their suggestions on the board. Ask students if they think it's important to belong to groups and why.
- Students discuss this question in pairs before reporting back to the class.

### Exercise 1 1•02 page 8

- Students look at the photos and answer the questions in pairs. Ask them to make a note of their answers.
- Elicit a few ideas and then tell students that they are going to hear a radio programme about different social groups.
- Play the recording for students to compare their ideas.

**1** The first photo shows a member of a community of people who play video games online.

The second photo shows a group of people who knit together as a hobby.

The third photo shows a group of football fans.

**2** Originally, people formed groups for survival.

Nowadays, groups are formed by people who share the same outlook on life: groups can be defined by culture, religion, music, fashion, language, age, and so on. We are born into some of these groups, e.g. linguistic, religious or social groups.

**3** People select groups with the same interests and backgrounds as themselves. Sometimes people select a negative group, e.g. a gang, because they are rejected from other groups and feel isolated. Nowadays, people can find groups on the internet.

### Audio script

**Interviewer** It's difficult to reflect upon our lives and who we are without considering the groups that we belong to. We may not be aware of all the associations we have with different groups, but we are defined by the connections we make. What feeds this desire to 'connect', or belong? Social anthropologist Kate Newham is here to provide some answers. Kate?

**Kate** Well, the need to belong has its roots in the very first communities, and the reason was simple: if you weren't part of a group, your chances of survival were slim. Being part of a community meant that food would be shared, and that people would protect each other when under attack from other groups or from animals. It went hand in hand with a less stressful and more stable existence. There were emotional benefits, too: socializing improved mental health and self-confidence. It also enhanced your chances of finding a mate and reproducing.

**Interviewer** So, being excluded from the group could be catastrophic?

**Kate** Yes, psychologically you would have to cope with isolation – with little or no contact with other people – and practically, you would be more likely to starve or be eaten by an animal.

**Interviewer** That's not really the case today, though, is it?

**Kate** No, but the same psychological problems remain. That said, nowadays almost everyone is associated with something, from supporting a political party to loyalty to a particular football team.

**Interviewer** Groups at school can be pretty intimidating. How do young people cope when they don't belong to a popular 'in' group, such as a football team?

**Kate** The important thing is to belong to something, regardless of popularity, and most people do have some sort of emotional attachment to friends who share their outlook on life – groups can be defined by culture, religion, music, fashion, language, age, and so on. It doesn't matter if a group is unfashionable or its members are 'outsiders'; what's important is that you have a rapport, a kind of mutual appreciation of other group members, that like-minded people are close at hand. The size of the group doesn't matter, either.

**Interviewer** That's interesting. But what if you don't belong to any group?

**Kate** That's when the problems start. When people find it hard to get into a group and experience rejection, they can become depressed and angry. This may lead to marginalization, which may evolve into feelings of powerlessness and questioning one's identity. As a result, people may try to look for approval elsewhere and alter their beliefs in order to fit in – they might reinvent themselves by associating themselves with negative groups.

**Interviewer** For example?

**Kate** For a young person, this could be some kind of gang where they feel accepted and valued. There may be a charismatic leader, who accepts the new member in return for loyalty. The gang may terrorize other social groups, so the negativity the new member feels about themselves is directed to people outside, who are presented as a threat. But these types of groups are difficult to leave if you are no longer happy being a member, or start to feel disaffection with their ideas. Sometimes it can be dangerous to leave – so you stay ... to save your own skin.

**Interviewer** So we need to carefully consider not only the benefits, but also the risks associated with belonging to a group.

**Kate** Well, that's right. Beware of groups that offer 'protection' against perceived outside 'threats' – this is typical of racist groups, or territorial gangs. They seem to offer a refuge, but they don't ... and becoming a member is a one-way ticket.

**Interviewer** What about virtual groups? Good or bad?

**Kate** A bit of both. The internet has provided us with access to all sorts of groups – there are no geographical boundaries, so you can connect with people with the same interests and backgrounds from all over the world. You can create your own groups, too, on social media websites such as Facebook. But – and there is a big 'but' here – although they are exciting and liberating, virtual groups bring with them other issues. You don't often meet members face-to-face, so it's impossible to know who you are really talking to, or what people's real motives are for belonging to the group.

**Interviewer** And that's another issue we'll be looking at next week ...

### Exercise 2 1•02 page 8

- Ask students to read the questions and check understanding. Remind them that incorrect options often include words from the text but the statements themselves are false.
- Play the recording again for students to choose the correct answers.

**1 b 2 c 3 c 4 a 5 b 6 a**

### Exercise 3 page 8

- Ask students to read the sentences and try to work out the meaning of the highlighted words in context.

- When students have matched the words to their meanings, practise their pronunciation.

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

#### Exercise 4 page 9

- Ask students to discuss the first two questions in pairs and report back to the class.
- Then discuss the third question as a class. Prompt students to think of groups that have been marginalized in their town, country and in different parts of the world. Ask students to think about why groups become marginalized and how this could be changed.

#### Extra activity: Further discussion

In small groups, students discuss the following questions:

- *How much support does your school give to different school clubs? Do you think there are enough clubs? Do they have sufficient resources?*
- *Do you think it's important for teenagers to have clubs they can go to in their free time? What happens when they don't have enough activities to keep them busy?*
- *Imagine you have been asked to start a new club. Think of a club that would be popular with students. Describe its benefits, both social and educational.*

#### Vocabulary bank: Separation page 134

- 1 1 exclusion 2 segregation 3 isolated 4 isolating  
5 alienate 6 exclude 7 segregate
- 2 1 isolation 2 exclusion 3 alienation 4 isolation  
5 segregation
- 3 Students' own answers
- 4 1 isolated 2 alienating 3 exclusion 4 excluded  
5 segregation 6 alienation 7 segregated  
8 isolation

#### Exercise 5 page 9

- In pairs, students discuss the needs of each group.
- Give them a minute to brainstorm ideas to help the different groups. Elicit ideas and write them on the board.
- Write *Benefits* and *Objections* on the board. Then go through students' ideas for projects and elicit their benefits and any objections a local council might have and write notes next to the relevant ideas. Keep the notes on the board for the discussion in exercise 10.

(Possible answers)

Immigrants may need housing, jobs, education and help with the language. Young offenders may need help to stop them reoffending, e.g. through education, training and support with family problems. The elderly might need health care, housing and help with tasks like shopping. The local council could help by providing stable housing for immigrants while their documents are being processed; support for young offenders while they are looking for a job and trying to become reintegrated into society; sheltered housing for elderly people.

#### Exercise 6 1.03 page 9

- Play the recording for students to compare their ideas in exercise 5.

#### a Buy land and set up a refuge for immigrants

**Benefits:** The project would improve quality of life for immigrant families because it would create stable accommodation for them. It would also save money for the council in the long term.

**Objections:** The project might reduce house prices in the area and have a negative impact on the environment.

#### b Set up a safe house to support young offenders

**Benefits:** The project would help young offenders to reintegrate and find jobs, and it would make the town safer.

**Objections:** The project might be seen as rewarding bad behaviour. Also, local residents don't want the safe house near them.

#### c Renovate sheltered housing for the elderly and pay for more staff

**Benefits:** The project would continue to help residents to be independent and stay out of hospital.

**Objections:** Some people would prefer the money to be spent on improved hospital services.

#### Audio script

We have three proposals, but we only have the funds to support one. The first proposal concerns buying land and setting up a refuge for immigrants. The land is a field next to a housing estate, and there is room for several buildings, which could provide accommodation for up to twenty families. We need to provide proper facilities because, at the moment, we are paying private landlords and locating people in B&B accommodation. This is proving pricey because of the time it takes to process immigration applications. Having a permanent facility will save money and improve the quality of life for the people there. Some local residents have already objected because they believe the presence of an immigration facility would reduce the value of their properties. They also claim that the scheme would have a negative impact on the landscape and the environment.

The second proposal involves setting up a safe house to support young offenders. *Your Life*, the organization that would run the safe house, works with young people and their families, reintegrating them back into society and helping them find jobs. It makes the town a safer place for residents, businesses and visitors.

However, some people feel that this type of help is rewarding kids for bad behaviour. And no one wants the safe house to be in their area, of course.

The third proposal is to save an initiative that is already up and running. We currently have one sheltered housing scheme for the elderly in this area and it is in danger of being closed down. The accommodation, which currently provides for twenty-eight people, needs money for renovation and to pay for more staff. At the moment, volunteers from *Age Concern* are helping regular staff and wardens to look after residents. The closure will have a serious impact on the elderly people, as many will be forced into care homes where they will lose their independence. Others will be transferred to accommodation where there is little support, which will put a strain on hospital emergency services.

Again, there are some objections, with a few residents preferring money to be spent on improved hospital services, rather than providing the elderly with assisted shelter.

Well, those are the proposals up for consideration. Now who would like to open the discussion?

### Exercise 7 page 9

- Students read sentences and match them to the groups.
- Check answers as a class and ask students to explain how they chose their answers.

**A** the elderly   **B** immigrants   **C** the elderly  
**D** young offenders   **E** young offenders

### Exercise 8 page 9

- Elicit the tenses in the sentences in exercise 7. Students then match the sentences to the uses a–g.

- 1 f (future perfect simple: *will have closed down*)
- 2 b (the future with going to: *'re going to vote*)
- 3 a (the future with will: *will have*)
- 4 c (present simple: *is*)
- 5 g (future perfect continuous: *will have been helping*)
- 6 d (present continuous: *are meeting*)
- 7 e (future continuous: *will be giving*)

### Grammar reference and practice 1.2 Workbook page 110

- 1 d will probably change
  - 2 a is going to provide / will provide
  - 3 e are holding / are going to hold
  - 4 f will have been waiting
  - 5 c starts / is starting
  - 6 b will have made
- 2 1 you will finish / you will have finished
  - 2 I'll have done
  - 3 are we having / will we be having
  - 4 I'll be relaxing
  - 5 I'll have been studying
  - 6 I'll come

### Exercise 9 page 9

- With a **weaker class**, tell students to refer to their answers to exercise 8 to help them complete the sentences.

- 1 're going to apply
- 2 will be
- 3 're going to listen / 'll listen, is / will be
- 4 will have moved
- 5 will be earning, won't be relying / won't rely
- 6 'll have been helping out, 're going to carry on

#### Extra activity: Fast finishers

Ask **fast finishers** to write a sentence for each of the future forms in exercises 7–9 in a context that clearly illustrates the use of the future form, e.g. *By 10 p.m. tonight, I will have finished my homework.*

### Exercise 10 page 9

- In groups of four, students think of further points to add to the list on the board from exercise 5. Ask students to consider the following questions:  
*How great is the need of each group? How urgently is a solution needed? How will encouraging integration improve community life? What problems might each group cause for a community? How might local people react to the initiatives? What might be the direct and indirect benefits? What are the short-term and long-term benefits?*
- Using the points, students discuss the projects and choose one to support.

- Ask a student from each group which project they have chosen and find out the most and least popular project.

### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a radio programme about social groups and a council meeting about different social groups in need of help. I can understand and use words for belonging and alienation. I can use different future forms.*

## 1D Culture and vocabulary

### Post card

#### Summary

**Topic:** Second generation immigrants

**Listening:** Who was Peter Skrzynecki?

**Reading:** *Post card* by Peter Skrzynecki

**Vocabulary:** Literary devices

**Speaking:** Discussing perceptions of your town or city and the relevance of cultural heritage

### Lead-in

- Ask students to imagine that there is a war in their country and they have to leave to go to a different country where they don't know anyone or speak the language. Ask them how they would feel. Elicit vocabulary and write it on the board.
- Then ask students if they have any family members who left their country, either recently, or a long time ago. Ask what they know about these people's reasons and experiences.

### Exercise 1 page 10

- Ask students about their photos, e.g. *When do you think the photo was taken? Do you think the people are arriving or leaving somewhere? What do the people's expressions tell us about how they feel?* Encourage students to find out as much as they can from the details in the photos.

#### Culture note: Poland

Poland's capital, Warsaw, suffered particularly badly during World War II, when much of the city was damaged or destroyed. However, after the war, many of its historical sites were restored, earning its old town a place on the UNESCO World Heritage list.

### Exercise 2 1•04 page 10

- Tell students to read the questions. Then pre-teach some of the vocabulary that comes up in the listening, e.g. *flee, devastation, content (with), detachment, heritage.*
- Play the recording for students to listen and answer the questions.

- 1 Peter Skrzynecki's father was from Poland, but his mother's origins were in Ukraine. The poet himself was born in Germany.
- 2 The family left Germany to escape the devastation and uncertainty caused by World War II. They went to Australia.
- 3 He felt like 'a foreign tourist'.

- 4 The early poetry deals with the natural world.
- 5 He explores the themes of immigration and belonging.
- 6 Because the poem looks at the tension between Skrzynecki's feelings of dispossession and belonging in a clever way.

### Audio script

**Presenter** On *Poetry Hour* today, we're looking at the theme of immigration, which this week's poet is very familiar with – being an immigrant himself. A successful writer for many years now, he is widely read in his home country of Australia. His name is Peter Skrzynecki and, as his name implies, he is originally from Poland. Here to talk about him is Professor of Literature at London University, Jill Breton. Welcome.

**Jill** Thank you. Yes, Skrzynecki's father was from Poland, but his mother's origins were in Ukraine. The poet himself was actually born in Germany in 1945, shortly before the end of World War II, although he didn't stay there very long. His family emigrated to Australia in 1949, along with many others fleeing the devastation and uncertainty caused by the war. The Skrzynecki family arrived there with hopes for a brighter future, but this was often mixed with regret for the loss of the culture and traditions they had left behind.

**Presenter** And this theme of regret is apparent in Skrzynecki's poetry ...

**Jill** ... although his main focus is on the idea of belonging, rather than dealing with loss. Life for his parents and other first-generation immigrants was tough. Initially, they lived in migrant camps and there was racism and discrimination to contend with, too. All this contributed to a feeling of alienation – of belonging to a different culture.

**Presenter** Skrzynecki must have been painfully aware of this as a child.

**Jill** Yes, and his experiences at school clearly illustrate this. In his poem *St Patrick's College*, he sums up this feeling of otherness, of not really fitting in, in the line: 'Caught the 414 bus / Like a foreign tourist.'

**Presenter** So school wasn't a happy period for Skrzynecki?

**Jill** Yes and no – while he was there, he was lucky enough to meet an English teacher who inspired in him a love of literature, and perhaps encouraged him to become a teacher himself. After leaving St Patrick's, he taught in various rural primary schools, before studying at university.

**Presenter** That's interesting.

**Jill** Yes, his experiences from this period are well documented in his first two collections of poetry: *There, Behind the Lids* and *Headwaters*. These early works focus on depicting the natural world, its fauna and flora. It wasn't until his third book, *Immigrant Chronicle*, that he actually tackled the themes of immigration and belonging. In this collection, he emphasizes his detachment from his cultural heritage, but at the same time acknowledges that he can't ignore the connection.

**Presenter** And you're going to read one of the poems from this collection today.

**Jill** That's right. The collection features seven poems in all, dealing with everything from his father's garden to a visit to a museum. But the poem I have chosen is one of the final poems in the book. It's called *Post card* and it explores this tension between his feelings of dispossession and belonging in a very clever way ...

### Exercise 3 1•05 page 10

- Read the question and the wordpool, checking any unfamiliar vocabulary. Then elicit students' ideas, asking

them for their reasons and asking for more ideas and suggestions.

- Look at the title of the poem and the photos on the page. Ask students where they think the sender and receiver live and what they think the poem is about based on the title and photos.
- Play the recording for students to read and listen.
- Check answers as a class.

regret ('... *Warsaw, Old Town*, / 'I never knew you ...')

nostalgia (the poet's parents, the 'dying generation', remember the city as it was before the war)

isolation and marginalization (the poet doesn't feel he belongs: 'What's my choice / To be?')

guilt, rejection and denial ('... *What more / Do you want ...*; '... *And refuse to answer / The voices / Of red gables ...*)

acceptance ('... *We will meet / Before you die ...*)

### Additional vocabulary

The following words are from the poem *Post card*:

- *cherish* (v) /'tʃerɪʃ/ to love somebody or something very much and want to protect them or it
- *condemn* (v) /kən'dem/ to express very strong disapproval of somebody or something, usually for moral reasons
- *despair* (n) /dɪ'speə(r)/ the feeling of having lost all hope
- *exile* (v) /'eksɪl/ to force somebody to leave their country, especially for political reasons, or as a punishment
- *massacre* (v) /'mæsəkə(r)/ to kill a large number of people, especially in a cruel way
- *obstinate* (adj) /'ɒbstɪnət/ difficult to get rid of

### Exercise 4 1•05 page 11

- Play the recording again and discuss the questions in pairs.
- Check answers as a class.

(Possible answers)

1 **Section 1: The arrival of a postcard from a friend who lives in Warsaw.**

**Section 2: The effect the war had on the architecture of the Old Town in Warsaw and how people there suffered and the poet's feelings about his cultural heritage; he has ambiguous feelings about it and feels guilty that he's never known something so intimately connected with his past, like a family member he's never met. And he simultaneously rejects that sense of guilt.**

**Section 3: The poet's acceptance that one day, perhaps in old age, he will return to Warsaw.**

- 2 The postcard haunts him because he feels uncomfortable about this reminder of his past. Postcards usually provoke happy memories. In this case, his parents may feel homesick when they see a reminder of home or pleased to see familiar sights.
- 3 The poet describes part of the city as being war-torn. He also describes the buses, rivers and old architecture. The city is described as resilient and proud. The poet feels somewhat unconnected and emotionless. His only opinions are based upon pictures and his parents' memories.
- 4 The dying generation are the Polish emigrants living in exile.
- 5 The poet doesn't have personal memories of Warsaw, so he feels both detached and guilty that he does not feel

the same love for it as his father does. His parents are proud of the city and love it.

- 6 He can give the city 'the recognition of eyesight and praise'. He recognizes that some of the images he's seen are beautiful, but nothing more.
- 7 He is refusing to respond to the city, which seems to be asking him to acknowledge his heritage. He still doesn't feel that he 'belongs' to the city, because it's part of a past he didn't experience, so it has no claim on him. He is trying to ignore its calls for allegiance.
- 8 The tree in the postcard has the last word. This implies that one day the poet might find himself returning to his roots. The word 'lone' also reminds us of his feelings of isolation / not belonging. The poet will one day accept / embrace his heritage and come to terms with it.

### Extra activity: Post card

Ask students to underline words in the poem with two or more syllables which they are unsure about pronouncing correctly. Go through these words and practise their pronunciation as a whole class, e.g. *request* /rɪ'kwest/ *concrete* /'kɒŋkri:t/ and *recognition* /,rekəg'nɪʃn/.

### Insight Literary devices

The literary devices in exercise 5 are a common feature of many forms of poetry. Identifying them can help students to understand the poet's intention and meaning.

### Exercise 5 page 11

- Students match the literary devices to their descriptions. Ask students if and why they think the literary devices are effective.

1 b 2 d 3 a 4 c 5 e

### Exercise 6 page 11

- Students find examples of the literary devices in the poem and answer the questions in pairs.

#### 1 Examples of personification:

'A post card ... haunts me' (section 1)  
'Warsaw, Old Town, I never knew you ... You survived ... They shelter you ...' (section 2)  
'For the moment / I repeat, I never knew you, / Let me be: / And all rivers have / An obstinate glare.' (section 2)  
'I can give you ... recognition ... What more / Do you want' (section 2)  
'The voices / Of red gables' (section 3)  
'A lone tree / Whispers' (section 3)

#### 2 Examples of repetition:

'Red buses on a bridge (section 1); I've seen red buses / Elsewhere' (section 2)  
'I never knew you' (section 2); 'I repeat, I never knew you' (section 2)  
Rivers are mentioned in all three sections.

#### 3 Example of an oxymoron: 'The gift of despair' (section 2)

#### 4 Examples of imagery:

'The sky's the brightest shade' (section 1)  
'drink to freedom / Under the White Eagle's flag' (section 2)  
'red gables / And a cloudless sky' (section 3)

#### 5 Examples of rhetorical questions:

'What's my choice / To be?' (section 2)  
'What more / Do you want / Besides / The gift of despair?' (section 2)

(Possible answer)

The literary devices are used to stimulate the imagination, and have more of an impact on the reader. They also underline the feelings and purpose of the writer.

For example, using personification invites the reader to consider the city in a different way, as a living creature with feelings, which demands your attention. The city comes across as insistent and obstinate.

He uses repetition and an oxymoron to emphasize his continued frustration at the sadness and nostalgia the city and his parents seem to expect of him, and that he will never be able to feel.

The writer uses imagery to conjure up scenes in the reader's mind's eye and therefore hold their interest. He uses rhetorical questions because there is no solution to his situation.

### Exercise 7 page 11

- Go through the questions together and ask students to describe the character of Warsaw (e.g. proud, resilient, strong).
- Ask students to call out their city or town's attributes and negative points and write notes on the board. Then repeat the activity, asking students to think about the city or town as it was twenty and forty years ago.
- Using the ideas on the board as well as their own ideas, students discuss the questions in groups.
- Ask a few students to share their ideas with the class.

### DVD extra Celebrating multiculturalism

### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a radio programme about a poet. I can read and interpret a poem about immigration. I can use literary devices. I can discuss perceptions of my town / city and the relevance of cultural heritage.*

## 1E Writing

### A letter to a newspaper

#### Summary

**Topic:** The importance of national identity

**Reading:** A letter about the integration of immigrants in London

**Vocabulary:** Linking words

**Writing:** A response to a letter about the benefits of a multicultural society

### Lead-in

- Write *Immigration* on the board and ask students to help construct a word web on the board with *Immigration* at the centre. Elicit some categories, e.g. employment, population, housing, culture, education, language.
- Invite students to add to the word web on the board.

### Exercise 1 page 12

- Refer students to the newspaper article extract on page 13.
- Split the class into groups of three and ask a student in each group to answer a different question, before

reporting back to their group and having a group discussion on the questions.

- Elicit answers. Then ask students if they think it is true that globalization can erode national identity.

### Exercise 2 page 12

- Go through the strategy together. If you can, bring in a article or letter from a newspaper and find examples of each of the points mentioned.
- Ask students to match sentences 1–3 with a–c.
- Check answers as a class.
- With a **weaker class**, write more sentences on the board to show how the different word categories can alter the meaning of a sentence. Ask students if the underlined words are verbs, adverbs or adjectives and if the effect is positive or negative.

*Worryingly*, immigration levels are falling. (adverb – negative)

*Thankfully*, immigration levels are falling. (adverb – positive)

Immigrants are *boosting* the economy. (verb – positive)

Immigrants are *burdening* the economy. (verb – negative)

The tighter controls have had a *beneficial* result. (adjective – positive)

The tighter controls have had a *dubious* result. (adjective – negative)

1 c 2 a 3 b

### Exercise 3 page 12

- Students read the sentences and, in pairs, discuss how the words in bold affect the meaning of the sentences.

- 1 a neutral (The adjective describes a simple fact.)  
b negative (The writer is unhappy about the number of immigrants to the UK.)
- 2 a positive (It implies that immigrants were beneficial to businesses.)  
b negative (It implies that immigrants were treated badly.)
- 3 a neutral  
b negative (The writer regrets that some immigrants returned to their homeland.)
- 4 a negative (It implies that immigrants are unwelcome in the UK.)  
b neutral
- 5 a negative (It implies that immigration is harmful.)  
b neutral
- 6 a negative (The writer is unhappy about the number of people sent home from the UK each year.)  
b neutral
- 7 a negative (It implies that large numbers of immigrants cause problems.)  
b neutral

### Exercise 4 page 12

- Ask students to skim the letter. Then, as a class, focus on the underlined words and ask individual students to identify whether they are positive, negative or neutral and what they express about the writer's opinion. Then ask students to change the phrases to indicate a different point of view.

largely beneficial: positive

more tolerant: positive

strong work ethic: positive

be challenging: neutral

open-minded and adventurous: positive

inevitably: neutral

celebrating: positive

constantly evolving: neutral

To indicate the opposite point of view:

(Possible answers)

of little benefit, less tolerant, laziness / apathy,

present few / no challenges, close-minded and cautious,

unexpectedly, mourning, unchanging

### Exercise 5 page 12

- Students write the words in the correct categories.

1 because of, due to

2 results in, As a result, Consequently, lead to

3 While, even though, That said, however

4 In addition, Furthermore

### Exercise 6 page 12

- Students add the words as well as their own suggestions to the categories in exercise 5.

1 owing to, on account of, thanks to, the influence of

2 the effect of, therefore, give rise to

3 whereas, in spite of, despite, although

4 what's more, moreover

### Exercise 7 page 12

- Students read the sentences and choose the correct answers.

1 lead to 2 on account of 3 the effect of

4 What's more 5 Despite 6 While

### Writing guide page 13

- Read the **task** together, making sure students are clear that they have to write a letter responding to the article extract.
- Give students five to ten minutes to complete the **ideas** stage and **plan** their article. Encourage them to think of at least two examples to support their argument regarding the four points listed. Point out how the writer of the letter on page 13 begins the letter and states its purpose in the first paragraph, and summarizes their argument in the concluding paragraph.
- Circulate and monitor while students **write** their letters. Check that they are using linking words to signpost their text.
- When students have finished, they **check** their work. Refer them to the checklist to make sure they have completed the task as well as they can.

### Additional writing activity

Re-read the short article on page 13, in particular its reference to immigrants learning the language of their new country. Write a letter with reference to this point, giving your own opinion.

### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can read and understand an article and letter about immigration. I can recognize and use evaluation language effectively. I can write a letter in response to a newspaper article about integration using a variety of linking words.*

# Vocabulary insight 1

page 14

## Advanced dictionary skills

### 1 (Possible answers)

Similarities: spelling, part of speech (both nouns)

Differences: pronunciation, register (informal, esp BrE for *row*<sup>2</sup>), meaning, dependent prepositions

### 2 (Possible answers)

For each pair: same spelling, different pronunciation, different part of speech, different meaning

1 a lead /li:d/ verb = to cause, result in  
b lead /led/ noun = a chemical element, a heavy soft grey metal

2 a content /'kɒntent/ noun = the amount of a substance that is contained in something else  
b content /kən'tent/ adj = happy and satisfied

3 a tear /teə/ verb = to injure a muscle, etc., by stretching it too much  
b tear /tiə/ noun = a drop of liquid that comes out of your eye when you cry

4 a console /'kɒnsəʊl/ noun = a flat surface which contains all the controls and switches for a machine, a piece of electronic equipment, etc.  
b console /kən'səʊl/ verb = to comfort sb when they are upset

### 3 and 4

1 a perfect /'pɜ:fɪkt/ (adjective)  
b perfect /pə'fekt/ (verb)

2 a progress /prə'ɡres/ (verb)  
b progress /'prɒʊgres/ (noun)

3 a transfer /træns'fɜ:(r)/ (verb)  
b transfer /'trænsfɜ:(r)/ (noun)

4 a objects /'ɒbdʒɪkts/ (noun)  
b objects /əb'dʒɛkts/ (verb)

- 5 a unethically: pronunciation, part of speech  
marginalization: alternative spelling, part of speech, grammar (uncountable noun), example use  
b (Possible answers)  
unethically – in a way that is not morally acceptable  
marginalization – the act or process of making sb feel as if they are not important and cannot influence decisions or events

- 6 impersonation – noun; main entry: 'impersonate'  
digitally – adverb; main entry: 'digital'  
alarmingly – adverb; main entry: 'alarming'  
traditionally – adverb; main entry: 'traditional'  
potentially – adverb; main entry: 'potential'  
victimization – noun; main entry: 'victimize'  
temporarily – adverb; main entry: 'temporary'  
violation – noun; main entry: 'violate'  
psychologically – adverb; main entry: 'psychological'  
financially – adverb; main entry: 'financial'  
distrustful – adjective; main entry: 'distrust'  
(Possible answers)  
impersonation – an act of pretending to be somebody in order to trick people or to entertain them

digitally – using digital technology

alarmingly – in a way that causes worry and fear

traditionally – according to the beliefs, customs or way of life of a particular group of people, that have not changed for a long time

potentially – used to say that something may develop into something

victimization – the action of making somebody suffer unfairly because you do not like them, their opinions, or something that they have done

temporarily – in a way that lasts or is intended to last or be used only for a short time; in a way that is not permanent

violation – the act of going against or refusing to obey a law, an agreement, etc.

psychologically – in a way that is connected with a person's mind and the way in which it works

financially – in a way that is connected with money and finance

distrustful – unwilling to trust somebody / something

## Review 1

page 15

- 1 1 jumped out of my skin 2 skin and bones  
3 close at hand 4 a bone of contention  
5 is out of my hands 6 go hand in hand  
7 make no bones about 8 saved my skin
- 2 1 determine 2 shape 3 transform 4 revert  
5 enhance
- 3 A belonging: association, attachment, rapport  
B alienation: disaffection, isolation, marginalization
- 4 1 personification 2 rhetorical question 3 oxymoron  
4 repetition 5 imagery
- 5 1 having dreamed 2 to have done 3 Having waited  
4 had written 5 had even seen 6 Has it been  
7 have contacted
- 6 1 Having packed my suitcase, I called a taxi.  
2 I have been living here for years, yet my English is poor.  
3 Next month, I will have been working here for a year.  
4 By next summer, he will have finished his degree.  
5 I couldn't travel because I hadn't bought a ticket.  
6 We had been waiting for half an hour before the bus finally showed up.  
7 I have lost my key twice so far this term!
- 7 1 will have tripled 2 leaves 3 are going to think / will think  
4 will have decided 5 will be working  
6 are going 7 will have been travelling

# 2

## Saints and sinners

### Map of resources

#### Section A: Student's Book pages 16–18

Workbook page 12

Vocabulary bank, Describing reactions page 135

Teacher's resource disk, Communication worksheet 2B

#### Section B: Student's Book pages 18–19

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Grammar reference and practice 2.1, Workbook page 111

Grammar reference and practice 2.2, Workbook page 112

Teacher's resource disk, Communication worksheet 2A

Teacher's resource disk, DVD extra + worksheet,  
Forensic science

#### Section C: Student's Book pages 20–21

Workbook page 14

Vocabulary bank, Crime and justice 135

Grammar reference and practice 2.3, Workbook page 112

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Teacher's resource disk, Functional language bank

#### Section D: Student's Book pages 22–23

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#### Section E: Student's Book pages 24–25

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Teacher's resource disk, Writing bank

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#### Vocabulary insight 2 page 26

Adjectives

#### Review 2 page 27

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Language and skills tests 2A and 2B, Test Bank

#### Cumulative review Units 1–2 pages 28–29

Literature insight 1, Workbook page 84

Exam insight 1, Workbook page 94

### 2A Reading and vocabulary

#### The bystander effect

##### Summary

**Topic:** The bystander effect

**Reading:** Someone else's problem

**Vocabulary:** Adjective patterns; behaviour: conformity and nonconformity

**Speaking:** Discussing the bystander effect

**Communication worksheet 2B:** Conforming and not conforming

#### Lead-in

- On the board, write the following: *The story of four people named Everybody, Somebody, Anybody and Nobody.*
- Read the story to the class:  
*There was an important job to be done and Everybody was sure Somebody would do it. Anybody could have done it but Nobody did it. Somebody got angry about that because it was Everybody's job. Everybody thought Anybody could do it but Nobody realized that Everybody wouldn't do it. In the end, Everybody blamed Somebody when Nobody did what Anybody could have done.*
- Ask students to discuss in pairs what the story means. (People assume that other people will do a job so they do not do it themselves. As a result, the job never gets done.)
- Write *bystander* /'baɪstændə(r)/ on the board and check the pronunciation and meaning (a person who sees something that is happening but is not involved).

#### Exercise 1 page 16

- Students do the quiz in pairs and check their results.
- In pairs, students discuss the following questions:  
*Have you ever seen or heard somebody in distress but did nothing about it? Why / why not? Have you ever been in distress in public yourself? What happened?*
- Ask a few students to share their experiences with the class.

#### Exercise 2 page 16

- Focus attention on the title of the lesson. Ask students to imagine that someone is hurt and is lying in the street. There are lots of people around. What do they think will happen next? Encourage students to think about whether lots of bystanders means it is more or less likely that someone will help the hurt person.
- Students skim the article. Elicit answers.

**The bystander effect happens when strangers witnessing an incident do not intervene for a number of reasons, such as personal safety and the assumption that somebody else will take responsibility.**

### Exercise 3 page 16

- Students read the article again and answer the questions.

1 b 2 c 3 b 4 a 5 a

#### Culture note: Racial segregation

**Rosa Parks** (1913–2005) was an African American civil rights activist from Montgomery, Alabama, where racial segregation was enforced.

She became famous in 1955 for refusing to give up her seat on a bus to a white passenger. The consequence of this was the Montgomery bus boycott.

During this year-long protest, the city's African American population refused to use the city's bus service, resulting in huge losses for the bus company. The boycott helped bring an end to racial segregation in the USA. The Civil Rights Act of 1964 ended all state and local laws requiring segregation.

#### Additional vocabulary

The following words are from the article *Somebody else's problem*:

- bemoan* (v) /bɪ'məʊn/ to complain or say you are not happy about something
- conundrum* (n) /kə'nʌndrəm/ a confusing problem or question that is very difficult to solve
- inhumanity* (n) /,ɪnhju:'mænəti/ very cruel behaviour
- manifest* (v) /'mænɪfɛst/ to show something or to be shown clearly
- moral compass* (n) /'mɔr(ə)l 'kʌmpəs/ used in reference to a person's ability to judge what is right and wrong and act accordingly
- seizure* (n) /'si:ʒə/ a sudden strong attack of an illness, especially one affecting the brain

### Exercise 4 page 16

- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

#### Extra activity: Further discussion

In groups, discuss the following questions:

- Look at the question in line 10 of the article: 'What, you may ask, was going through her mind?' Can you justify the woman's behaviour in any way?
- Can you think of any situations where it is acceptable not to give help to someone who needs it?
- Can you think of other situations in history or the present day, when people have failed to help those in need due to pluralistic ignorance or a fear of personal risk?

#### Vocabulary bank: Describing reactions page 135

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

2 1 disorientated 2 befuddled 3 flustered  
4 stumped

3 1 dazed 2 baffled / stumped 3 disorientated  
4 bewildered 5 flustered

#### V insight Adjective patterns

- The majority of adjectives can go before a noun or after a linking verb.  
*The tired boy went to bed.*  
*The boy is tired.*
- Some adjectives (or particular meanings of adjectives), like *former, main, chief, alleged, future, mere, prime*, etc., can only be used before a noun. They are called attributive adjectives. In dictionaries, they have a grammar label [only before noun].  
*They demand the arrest of the alleged criminal.*  
*Who is the future king of England?*
- Other adjectives, like *awake, ablaze, alone, asleep, alive, rife, afraid*, etc., can only be used after a linking verb. They are called predicative adjectives. In dictionaries, they have a grammar label [not before noun].  
*The children were asleep.*
- A few adjectives, like *galore, incarnate, aplenty*, etc., always follow the noun they describe. They are called postpositive adjectives. In dictionaries, they have a grammar label [after noun].  
*There are presents galore for the children.*
- Adjectives are also used postpositively in reduced relative clauses, with some superlative structures and with indefinite pronouns.  
*The people (who were) responsible were punished.*  
*They are the nicest people imaginable.*  
*I didn't meet anyone interesting at the party.*
- When an adjective is used in different positions, its meaning is sometimes different.  
*Children need to be accompanied by a responsible adult.* (*responsible* = that you can trust and rely on)  
*The adults responsible for the accident were prosecuted.* (*responsible* = taking care of something so able to be blamed or credited for it)  
*Mr Newman was late for the meeting.* (*late* = not on time)  
*He gave his late wife's books to charity.* (*late* = no longer alive)

### Exercise 5 page 16

- Ask students to match the adjectives to the patterns.
  - Check answers as a class. Then ask students to answer the questions.
- a vast, classic, distressing, visible, stolen, deep, overwhelming, responsible
- b present, concerned, proper, involved, imaginable, special
- c understandable, remarkable, fascinating
- The most common pattern is adjective + noun. The following adjectives can go either immediately before or immediately after the noun, sometimes with a change in meaning:
- visible – no change in meaning  
stolen – no change in meaning  
responsible – change in meaning (Before the noun it can mean 'that you can trust and rely on', e.g. 'a responsible attitude'. After the noun it can mean 'being able to be blamed for something', e.g. 'the person responsible'.)
- present – change in meaning (Before the noun it can mean 'existing or happening now', e.g. 'the present owner'. After the noun it can mean 'being in a particular place', e.g. 'the people present'.)

concerned – change in meaning (Before the noun it can mean ‘worried and feeling concern about something’, e.g. ‘concerned parents’. After the noun it can mean ‘affected; involved’, e.g. ‘the victims concerned.’)

proper – change in meaning (Before the noun it can mean ‘right, appropriate or correct; according to the rules, of a good enough standard’, e.g. ‘proper equipment’. After the noun it can mean ‘belonging to the main or most important part; according to the most exact meaning of the word’, e.g. ‘the celebrations proper.’)

involved – change in meaning (Before the noun it can mean ‘complicated and difficult to understand’, e.g. ‘an involved application process’. After the noun it can mean ‘taking part in something’, e.g. ‘the people involved in the trial.’)

imaginable – no change in meaning

The following adjectives can go either immediately before the noun or after a noun + verb, without a change in meaning: understandable, fascinating, overwhelming, vast, distressing, deep.

### Exercise 6 page 18

- With a **weaker class**, ask students to look up the different meanings of the adjectives in their dictionaries.
- 1 a involved (the investigation was difficult and time consuming)  
b involved (the police officers who took part)
  - 2 a concerned (the bystanders who were affected)  
b concerned (the worried bystanders)
  - 3 a responsible (a reliable person)  
b responsible (the person who caused the crime)
  - 4 a present (the witnesses who were there)  
b present (the current situation)
  - 5 a proper (the appropriate punishment)  
b proper (the actual punishment)

### Exercise 7 page 18

- Focus attention on the underlined phrases in the article. Students decide which describe active and passive behaviour.

passive behaviour: go with the flow, bow down to, follow their lead, bury their heads in the sand, turning a blind eye  
active behaviour: step up to the mark, taking the initiative, go against the grain, buck the trend, spurs them into action

### Exercise 8 page 18

- Students complete the text with phrases from exercise 7.
- 1 spurred (Dunant) into action
  - 2 turning a blind eye
  - 3 took the initiative
  - 4 followed (Dunant's) lead
  - 5 stepped up to the mark
  - 6 buck the trend / go against the grain
  - 7 burying (its) head in the sand

### Exercise 9 page 18

- Students discuss the situations in groups.
- Ask a few students to share their ideas with the class.

### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about*

*‘the bystander effect.’ I can use different adjective patterns. I can understand and use phrases that describe active and inactive behaviour. I can discuss appropriate action for an active bystander.*

## 2B Grammar and listening

### The first female detective

#### Summary

**Topic:** Female detectives

**Listening:** Kate Warne, the first female detective

**Grammar:** Narrative tenses; uses of *would*

**Speaking:** Discussing what makes a good detective; using narrative tenses

**Communication worksheet 2A:** Build a story

#### Lead-in

- Ask the class if they can name any popular detectives from books, films or TV series. Write their suggestions on the board. Then ask students to choose one and write down ten words or phrases to describe him/her.
- Ask students to share their ideas with the class. Then have a class discussion on the extent to which students feel that they are successfully convincing as detectives and why.

#### Exercise 1 page 18

- Students discuss the questions in pairs.
- Elicit answers and write notes on the board.

#### Exercise 2 1-06 page 18

- Play the recording for students to compare their ideas in exercise 1. Elicit answers.

#### (Possible answers)

A woman could gain the confidence of the wives of criminals, and learn their secrets.

If a woman was present, men would brag about their exploits, and would sometimes reveal too much information.

#### Audio script

It was a busy day at Pinkerton's National Detective Agency; news was just in about the robbery of a Great Western train. As a result, the office was bustling and people were coming and going. In the middle of all the activity, a woman was quietly standing outside Allan Pinkerton's office. She was small and slight, with an open, honest face, and although she'd been waiting a while, she seemed calm and collected. She was there because she had recently been widowed and needed a job to support herself. Pinkerton assumed she had come in response to an advertisement for a secretary. He was explaining that the job had already been taken when his visitor interrupted him: 'I would rather offer my services as a private investigator,' she said. At first, Pinkerton was shocked: in 1856 there were no women in the police force or in the army. But his young visitor refused to bow down to convention and argued her case well. She claimed that a woman would gain the confidence of the wives of criminals, and learn their secrets. If a woman was present, men would brag about their exploits, and would sometimes reveal too much. The young woman made a huge impression on Pinkerton,

so the following day, he offered her a job. Her name was Kate Warne and she became America's first female detective. Pinkerton's instinct about Warne proved to be right. She was a talented detective who would often wear disguises and change her accent to get close to people. Over the next few years, Warne worked on many cases, the most famous of which was a plot to assassinate President Lincoln.

In 1861, Pinkerton, Warne and three other detectives were in Chicago, investigating a threat to the newly elected President. Warne infiltrated social gatherings of people who were angered by the president's attitude to slavery. She disguised herself as a wealthy southern lady, and soon found out that an assassin was going to shoot Lincoln in Baltimore. They were to attack him during a public address so he would have been shot before his inauguration in Washington.

With Lincoln's permission, Pinkerton and Warne devised a plan to protect the president. After she had booked compartments on a train to Baltimore, Warne disguised Lincoln as her disabled brother. Then, while they were travelling between Baltimore and Washington, Warne, Pinkerton and several colleagues guarded the new president in much the same way as today's Secret Service. Happily, Lincoln was sworn in as president, but civil war broke out soon afterwards and Warne became a Union spy. After the war, she continued to work for Pinkerton until she fell ill in 1868. Warne died prematurely at the age of thirty-five, but her pioneering work cleared the way for a new generation of female detectives who would soon follow her lead.

### Exercise 3 1-06 page 18

- Ask students to read the events and encourage them to underline the key words that will help them to order the events correctly.
- Play the recording again.

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

### Exercise 4 page 18

- Students answer the questions.

- 1 Warne argued that a woman could investigate criminals by gaining the confidence of their wives. She also argued that criminals would be more likely to boast to a woman about their crimes, revealing vital information.
- 2 Warne uncovered the plot to assassinate Lincoln and protected the President by disguising him as her disabled brother.
- 3 After the Civil War, she continued to work as a detective until she fell ill and died.

#### Extra activity: Further discussion

In groups, students discuss the following questions:

- *Detective stories (books, films, plays, TV series) have been popular for over 150 years. Why do you think people enjoy them so much?*
- *'The greatest detectives are typically eccentric loners.' To what extent do you agree with this statement? Why do you think it might be an advantage to be a loner if you are a detective?*

### Exercise 5 page 18

- 1 past continuous: to describe a scene that was happening at a particular time in the past

- 2 past perfect continuous: to emphasize the duration of an action that happened before another action in the past
- 3 past continuous and past simple: to describe a longer action interrupted by a shorter action
- 4 was / were going to: to talk about a plan or intention in the past, or to make a prediction
- 5 was / were to: to describe a future event in the past
- 6 future perfect in the past: to describe an event in the past that was changed or did not occur
- 7 past perfect: to talk about an action that happened before another action in the past
- 8 past continuous: to describe an action that was in progress at a particular time in the past
- 9 past simple: to describe two actions that happened one after the other in the past
- 10 future simple in the past: to describe a future event in the past

### Exercise 6 page 19

- Go through the instructions together and make sure students understand what they have to do.
- Check answers as a class.

Sentences 4, 5, 6 and 10 refer to the future in the past.

*be going to*: was / were going to + infinitive

future simple: would + infinitive

present continuous: was / were + -ing form

*be (about) to*: was / were (about) to + infinitive

*be bound / due to*: was / were bound / due to + infinitive

future continuous: would be + -ing form

future perfect: would + perfect infinitive

future perfect continuous: would have been + -ing form

### Grammar reference and practice 2.1 Workbook page 111

- 1 1 It would become clear quite soon that the suspects were guilty.
  - 2 They were to admit later that they had been lying the whole time.
  - 3 The suspects were going to assassinate the President in Chicago.
  - 4 They were catching the last train to Chicago.
  - 5 The train was about to depart when they got on board.
  - 6 They realized too late that the train was due to go to Boston.
- 2 1 found out 2 had been haunting 3 had imprisoned / imprisoned 4 had died 5 was living 6 had received / received 7 was using / had been using 8 wanted

### Exercise 7 page 19

- Focus attention on the photo and ask students if they recognize the woman and the job she is doing.
  - Students read the text and complete it.
  - Students discuss their answers in pairs, explaining their reasons for their choice of tenses.
- 1 was moving – describes the background to a story, a scene that was happening at a particular time in the past  
had moved – the cold front moved in before the scene described

- 2 was driving along – an action in progress at a particular time in the past / drove along - an action that was completed in the past
- 3 pulled over – an action that was completed in the past
- 4 was checking out – an action in progress at a particular time in the past
- 5 had flipped over – the action happened before Officer Lou started to check out the car
- 6 had been speeding – emphasizes the duration of an action that had a direct result in the past (the accident)
- 7 was lying – describes a scene in the past
- 8 got out – two completed past actions that happened one after the other (the car stopping, Marge Gunderston getting out)
- 9 made – an action that was completed in the past
- 10 was about to be sick – an event that was soon to occur
- 11 was going to be – a prediction in the past would be - a future event in the past
- 12 later won – an event that was completed in the past would later win / was later to win – a future event in the past

**Exercise 8** page 19

- Revise the structure of clauses with *would*.
- Students match 1–5 with a–e. If there is time, ask students to write a sentence for each use of *would* to practise its usage.

a 5 b 4 c 1 d 3 e 2

**Grammar reference and practice 2.2** Workbook page 112

1 2, 3, 5, 8

- a We would play in the fields all day.
- b Would you check this report for me?
- c She would become a famous actress.
- d He said he would meet you at six.

**Exercise 9** page 19

- Students rewrite the sentences.
- 1 The criminal's wife would visit him in jail. (The new sentence indicates a habitual action in the past, whereas the original sentence could refer to either one particular event in the past or repeated past actions.)
- 2 A key eyewitness wouldn't testify at the trial. (The new sentence means that the eyewitness refused to testify, whereas the original sentence implies that the key witness had no intention of testifying.)
- 3 Would you help me solve the case? (The new request is more polite.)
- 4 His lawyer said he would be released on probation after a year. (The new sentence expresses greater certainty than the original sentence.)
- 5 If the criminal has a history of violence, the witness would prefer to remain anonymous. (The new sentence expresses greater certainty than the original sentence.)

**Exercise 10** page 19

- Allow students five minutes to complete the sentences and compare their ideas with their partner.
- Ask a few students to share their ideas with the class.

DVD extra Forensic science

**Learning outcome**

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a recording about the first female detective. I can use narrative tenses, including tenses which describe the future in the past. I can understand different uses of 'would'.*

**2C Listening, speaking and vocabulary**

**The blame game**

**Summary**

**Topic:** Miscarriages of justice

**Listening:** A radio interview about a miscarriage of justice; a phone-in programme about a court case

**Vocabulary:** Verb and noun suffixes

**Functional language:** Persuading, agreeing and disagreeing

**Grammar:** Talking about habitual behaviour

**Speaking:** Discussing crimes and justice; a role play about a court case

**Communication worksheet 2A:** Build a story

**Lead-in**

- Write the following quotes on the board: *"I have always found that mercy bears richer fruits than strict justice."* and *"A jury consists of twelve people chosen to decide who has the better lawyer."* Ask students to choose one of the quotes and discuss it with a partner, deciding on whether they agree with the quote or not and why before discussing students' views as a class.

**Exercise 1** page 20

- As a class, check students understand the phrases.
- Students discuss in pairs what might happen as a consequence of the different things.
- Write *miscarriage of justice* on the board and elicit its meaning (an occasion when somebody is punished for a wrongful conviction).
- Ask students to think of any famous miscarriages of justice they have heard about and why the wrong person was sent to prison. Elicit ideas.

(Possible answers)

If things go wrong during a criminal case, this can result in a miscarriage of justice: innocent people going to jail or guilty people escaping punishment.

A famous example in the UK is Barry George, who went to jail for eight years for murdering the television presenter Jill Dando. Police found gunpowder in the pocket of Barry George's coat, which forensic tests linked to the shooting. However, doubts later emerged about the reliability of the tests, and as a result, George was released from prison.

**Exercise 2** 1•07 page 20

- Tell students they are going to hear a radio show about a real-life miscarriage of justice in the 1980s. With a **weaker class**, write the names of the people who were accused on the board: *Alton Logan, Edgar Hope, Andrew Wilson*.
- Tell students to find out why the men went to prison.

Edgar Hope and Alton Logan were given life imprisonment in 1982 for shooting and killing a security guard during an armed robbery in Chicago. Andrew Wilson was also imprisoned for killing two police officers.

### Audio script

**Presenter** People tend to assume that the justice system is pretty infallible when it comes to dealing with crime ... but imagine for a moment that you are in a courtroom. You're a defendant, sitting in the dock, waiting for a jury's verdict, which, in your case, is a unanimous 'guilty'. The judge passes a sentence of life imprisonment as family and friends cry out. Life as you know it is over. But that's not the worst of it. The really shocking thing is that you didn't commit the crime. Two lawyers in the courtroom know who did, and that person has even confessed. And yet you still go to jail. This was twenty-eight-year-old Alton Logan's experience in 1982, when he was wrongly accused of shooting and killing a security guard during an armed robbery in Chicago. Here with me today to discuss the case are human rights campaigner Jeremy Davis and lawyer Margaret Wright.

**Margaret** Yes, the case was based on mistaken identity. The robbery took place on 11 January, when Logan was sleeping at home. Both his mother and brother testified to this when Logan was picked up by the police. Unfortunately for Logan, three eyewitnesses identified him. However, what was missing was evidence that linked him to the scene of the crime. Still, within several weeks he was standing trial with another man called Edgar Hope, both men indicted for robbery and murder. Of course, Logan pleaded 'not guilty'.

**Jeremy** But the real scandal occurred a week after Hope and Logan were charged. Another man called Andrew Wilson was arrested (and later convicted) for killing two police officers. The arrest prompted Edgar Hope to confess to his lawyer that he had robbed the restaurant with Wilson – not Logan.

**Presenter** Was Logan freed?

**Jeremy** No. What happened was that Wilson's lawyers, Dale Coventry and Jamie Kunz, confronted Wilson. He admitted to them that he and Hope had carried out the robbery and killed the security guard. Coventry and Kunz didn't give this information to the court, so Logan, an innocent man, was convicted and imprisoned.

**Margaret** The problem was that Wilson's lawyers were powerless to disclose his confession because of client confidentiality. They could not reveal what he had told them unless he agreed to it, and he didn't. Attorney rules of conduct made it impossible to leak the information to a third party, such as a journalist. Anything that put their client in jeopardy was forbidden.

**Presenter** In other words, although it was a miscarriage of justice, they had no choice?

**Jeremy** Logan paid the penalty for a legal system that doesn't work.

**Margaret** The system works well, but sadly, Logan's case was an exception. If he had been sentenced to death, the two attorneys could have acted to prevent his execution, but they could not prevent him from going to prison for life. Rules of conduct are clear about that.

**Jeremy** But if you know a person is innocent, how can you watch them be prosecuted, convicted and sent to jail?

**Margaret** OK, what would have happened if they had betrayed their client's trust and used his confession as evidence? That evidence would have been inadmissible in court. However, they did do something. They prepared a notarized affidavit saying they had information that confirmed Logan's innocence.

**Jeremy** Although that affidavit stayed in Coventry's bedroom for a quarter of a century.

**Margaret** They couldn't do anything with it until Wilson died. After his death in 2007, the lawyers were finally able to open the box and break their long silence. They didn't regret their decision to wait – their hands were tied.

**Jeremy** But that does not absolve them from blame. In September 2008, Logan was released with a complete acquittal – twenty-six years after his arrest. A judge, citing the new evidence, threw out his conviction.

**Margaret** The trial also revealed that the police had concealed critical evidence from the State attorney's office, evidence that would have proved Logan's innocence. Logan filed a wrongful conviction lawsuit and was awarded over 10 million dollars in compensation.

**Jeremy** And yet no amount of money can truly compensate for what happened to Logan ... and sadly, he never received what he really wanted: a simple apology from the lawyers who allowed him to be convicted.

### Exercise 3 1-07 page 20

- With a **stronger class**, ask students to try to answer the questions before they listen to the recording again.
- Play the recording again for students to answer the questions or check their answers.

1 T 2 T 3 T 4 F 5 T 6 T 7 F 8 F

### Exercise 4 page 20

- Go through the strategy together. Tell students they are going to do a role play and may have to take the role of somebody for whom they do not feel any empathy.
- With a **weaker class**, elicit adjectives to describe Logan's feelings towards Coventry and Lunz, then their feelings towards Logan and finally the legal system in general.
- Students discuss the perspectives of Logan and the two lawyers and think of as many arguments as possible to defend each position.
- In pairs, students choose their roles and act out their role plays.

(Possible answers)

- 1 Logan might feel very angry that Kunz and Coventry withheld vital information during his trial. He might even feel that they should be punished for allowing him to spend so many years in prison. At the very least, they should apologize to him. Logan might feel that the judicial system was very unfair and that the law should be changed so that client confessions to lawyers are admissible in court, even without the client's permission.
- 2 The lawyers might feel frustrated and upset by the knowledge that an innocent man went to jail and they could do nothing about it. Like Logan, they might think that the law about client confidentiality should be changed. Nonetheless, the lawyers might feel that they did nothing wrong, as they were acting in accordance with the law. They might wish they could go back in time and convince Wilson to agree to his confession being used in court.

### Exercise 5 page 20

- Ask students to read the sentences and identify the words in bold as nouns or verbs. They then write out the table into their notebooks and complete it.

verb	noun
defend	defendant
testify	testimony
indict	indictment
plead	plea
confess	confession
jeopardize	jeopardy
penalize	penalty
prosecute	prosecution
absolve	absolution
acquit	acquittal
convict	conviction

### Exercise 6 page 20

- Students use the table in exercise 5 to answer the question.
- Elicit more noun suffixes that students have learned.

verb: -ize, -ify

noun: -ant, -y, -al, -ion, -ment

Some other suffixes used to form nouns: -ness, -ity, -ence, -ance, -ship

#### Extra activity: Fast finishers

Write the following words on the board and ask **fast finishers** to identify them as nouns or verbs and write their verb or noun counterparts. The answers are in brackets. *betray* (betrayal), *trial* (try), *imprisonment* (imprison), *notary* (notarize), *apologize* (apology), *confront* (confrontation), *interrupt* (interruption), *revelation* (reveal), *compensation* (compensate), *occur* (occurrence), *confidentiality* (confide), *identity* (identify).

### Exercise 7 page 21

- Students complete the article. Encourage them to think about which words logically complete the sentences.

1 convictions 2 acquittals / prosecutions 3 penalty  
4 defendant 5 prosecution 6 testimonies 7 plea  
8 absolution / prosecution

### Exercise 8 page 21

- Remind students that Alton Logan was paid compensation of over \$10 million, twenty-six years after his arrest. Point out that he was twenty-eight years old when he was arrested, so was in his mid-fifties when he was released.
- Students discuss the questions in groups before sharing their views with the class.
- Ask what other forms of support victims like Logan should receive to help them adjust to life outside prison.

#### Vocabulary bank: Crime and justice page 135

1 1 implicate 2 release 3 remand 4 acquit  
5 convict 6 (sentence) 7 exonerate 8 detain

2 1 for 2 in 3 in 4 on 5 of 6 from

3 Students' own answers  
(Possible answers)  
1, 4, 2, 3, 6, 5

### Exercise 9 1•08 page 21

- Ask students to read the extract and then to listen to a phone-in programme and the opinions of the public on the case.
- With a **weaker class**, write the following points on the board and ask which speaker makes them: *the experience of prison, the needs of the victims, the role of money, parental responsibility*
- Play the recording for students to make a note of the points raised.
- Check answers as a class. In pairs, students discuss whether they agree with the opinions.

They make the following points:

The boy's irresponsible behaviour was typical for a person his age.

The boy's family have not raised him in a responsible way. Rehabilitation is better than prison at preventing future offences.

The criminal justice system favours white people and punishes ethnic minorities more harshly.

If you are rich, it's easier to avoid jail.

This case will give other people the impression they can get away with manslaughter.

The families of the victims won't feel that justice has been done unless the boy goes to jail.

#### Audio script

1

The newspapers are going on about this kid ... about him walking away a 'free man'. But he isn't a man, he's just a boy ... and a sixteen-year-old boy will behave irresponsibly. Looks like his family had a lot of problems, too. His mother was forever buying him whatever he wanted, letting him do whatever. He constantly got everything he asked for and his father would just turn a blind eye ... and then the divorce sounded very messy. I say his parents should be doing time, not him.

2

Will jail make him a better person? There are rehab centres inside but, like the judge said, there isn't any space in these state-run facilities. So he won't go to rehab – then he comes out of jail a few years later, but he's got used to being in prison and he's used to thinking like a criminal ... So he reoffends, like most of these young kids do. This ten-year-probation thing and the rehab ... it's better for everyone, I think.

3

What if it had been a black kid? What would the sentence have been? The colour of that kid's skin made a difference and so did his money. His parents had 450,000 dollars to spare for rehab. Normal families haven't got that kind of cash, so what happens to them? Well, the poor kids go to jail – that's what happens. But that rich kid didn't. They always buy their way out of unpleasant situations.

4

What I find worrying is the message. What message does this lenient sentence send to other young offenders? That they can get away with manslaughter; that they can blame their upbringing; that they can use their wealth? Cases like this are continually setting dangerous precedents. We're really not thinking about the victims, either. They need to feel their loss is worth something ... someone has to pay. There are consequences for every choice we make in life, but in this case it hasn't happened.

### Language note: *used to, be used to, get used to*

- *used to* (+ bare infinitive) describes actions, habits or states in the past that no longer happen now. It only has a form for the past.  
*I used to drive a big car.*
- *be used to* (+ *-ing* form or noun) describes something we are accustomed to. It can be used in the past, present and future.  
*I wasn't used to driving a big car.*  
*I'm used to driving in London.*
- *get used to* (+ *-ing* form or noun) describes something we are becoming accustomed to. It can be used in the past, present and future.  
*Despite the cold weather, I quickly got used to living in Canada.*  
*I'm getting used to driving on the right.*  
*He doesn't like living in a village, but he'll get used to it.*

### Exercise 10 page 21

- Students read the phrases and decide if they describe the past, present or future and which ones imply disapproval.
  - Check answers with the class. Elicit that we often use adverbs like *always, never, forever, continually, constantly*, etc. to imply criticism and disapproval when describing habitual behaviour, especially with the continuous tenses.
  - Explain that although *will* and *would* are usually neutral, they can express disapproval when stressed in spoken English, e.g. *He WILL keep playing his music too loud, She WOULD talk about herself all the time.*
- a** present / all time – neutral, but could imply disapproval if will is stressed    **b** past – implies disapproval    **c** past – implies disapproval    **d** past – neutral, but could imply disapproval if would is stressed    **e** present    **f** present    **g** present – implies disapproval    **h** present – implies disapproval

### Grammar reference and practice 2.3 Workbook page 112

- 1 will be; won't arrive
  - 2 will reply; won't ignore
  - 3 will always cancel / are always cancelling; will always borrow / are always borrowing
  - 4 is always insisting; is always ordering  
(other frequency adverbs like *forever, constantly or continually* can be used)
- 2 1 used to be    2 played    3 didn't use to stay
  - 4 were    5 would play    6 were always losing
  - 7 spend

### Exercise 11 page 21

- Ask students what an appeals court is (a court where you can appeal against a conviction). Tell students they are going to act as lawyers defending or prosecuting the boy.
- Put students in pairs and tell each person in a pair whether they are the defending or prosecuting lawyer. Ask students to work in small groups with other defending or prosecuting lawyers and brainstorm their arguments before returning to their partner.
- Students do the role play.
- Ask a few pairs to act out their role plays to the class.

### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a radio programme about a miscarriage of justice. I can use empathy towards different people when acting out a role play. I can use noun and verb suffixes correctly.*

## 2D Culture and vocabulary

### The man from the West

#### Summary

**Topic:** Friendship and loyalty

**Listening:** *After twenty years* by O. Henry

**Reading:** *After twenty years* by O. Henry

**Vocabulary:** Narrative elements

**Speaking:** Predict the content of the story

### Lead-in

- Put students into groups and ask them to discuss the following questions before sharing their ideas with the class:  
*Do you have any childhood friendships that are still strong today?*  
*Are there friends from your past that you've lost contact with and would like to see again?*  
*Have you ever let down a friend? What happened?*

### Culture note: O. Henry

**O. Henry** (1862–1910), whose real name was William Sydney Porter, was an American writer. His stories are famous for their humour, character descriptions and unexpected endings. Most of the stories are set in the early 20th century and take place in New York City. The characters are usually ordinary people: clerks, policemen, waitresses, etc. Among his most famous stories are *The Gift of the Magi*, *The Ransom of Red Chief*, *The Cop and the Anthem* and *A Retrieved Reformation*.

### Exercise 1 page 22

- Focus attention on the title of the story and the picture. Ask students to describe who they think the people in the pictures are and predict what the story might be about.
- Students read Part 1. Ask: *Who is telling the story? Where is the story set? Who are the main characters? What is their relationship? What event is driving the story?*

The story concerns a policeman who, while patrolling the streets of New York, meets a man standing in the doorway of a shop. The man, Bob, tells the policeman he is waiting for his old friend Jimmy. Twenty years before, the two friends had agreed to meet at that spot but have since lost touch. Bob has become rich and successful. Part 1 ends with the arrival of a man who appears to be Jimmy.

### Exercise 2 page 22

- Ask students to complete the story with the sentences and remind them to read the sentences before and after the gaps carefully.

1 D    2 B    3 G    4 E    5 F    6 C

### Additional vocabulary

The following words and phrases are from the story *After twenty years*:

- *absurdity* (n) /əb'sɜːdɪti/ something that is not at all logical or sensible
- *artful* (adj) /'ɑːtful/ done in a clever way
- *bully* (adj, old-fashioned) /'bʊli/ very good
- *dismally* (adv) /'dɪzm(ə)li/ in a way that shows sadness
- *lose track* /luːz træk/ to not have information about something or where somebody / something is
- *plain clothes man* (n) /pleɪn kləʊðz mæn/ a police officer wearing ordinary clothing instead of a uniform
- *swagger* (n) /'swægə(r)/ a way of walking that shows you are too confident or proud
- *twirl* (v) /twɜːl/ to make something turn round and round quickly

### Exercise 3 page 22

- Students discuss the questions in pairs, making a note of their answers.
- When students have finished, point out that the writer describes the appearance and possessions of the main characters to hint at their personalities instead of using personality adjectives. In this way, the writer leads us to make assumptions about the characters, which increases our involvement with the story.

(Possible answers)

#### 1 Creating mood and atmosphere

**weather descriptions:** '... chilly gusts of wind with a taste of rain in them'; 'There was now a fine, cold drizzle falling, and the wind had risen from its uncertain puffs into a steady blow.'

**neighbourhood:** The streets are 'well nigh de-peopled' and most of the shops are shut and dark.

**people on the street:** They 'hurried dismally and silently along with coat collars turned high and pocketed hands'. The descriptions create a bleak, unwelcoming atmosphere and a mood of foreboding and menace.

#### 2 Revealing character

**The policeman:** he moves 'impressively', twirling his club, with a 'stalwart form and slight swagger'. This indicates self-confidence. He is described as 'a fine picture of a guardian of the peace'. He has a 'watchful eye', checking that all the shops are locked, which suggests he takes his job seriously. He approaches Bob and investigates why he is there. We don't know what the policeman is thinking, but he appears to accept Bob's story, as he continues on his patrol.

**Bob:** he wears a diamond scarf pin, lights a cigar and consults a 'handsome' pocket watch, which are signs that he is affluent and ostentatious. Physically, he has 'a pale, square-jawed face with keen eyes, and a little white scar near his right eyebrow', so perhaps he has been in a fight. In the West he 'kept hustling around over it pretty lively', so he is adventurous, and possibly involved in illicit activity. He has had to 'compete with some of the sharpest wits going' to become successful. His 'keen eyes' and articulate speech suggest a sharp mind. In spite of travelling a long distance, he arrives for the meeting punctually, so he is disciplined. His scarf pin is 'oddly set',

suggesting an idiosyncratic personality. He is aware he looks suspicious and quickly offers an explanation to the police officer, which suggests he is nervous.

**Jimmy:** Bob calls him 'my best chum', 'the finest chap' and 'the truest, staunchest old chap in the world', so they used to be close. Bob also calls him a 'plodder' who never left New York, which hints that he may not have had the same success as Bob. He arrives twenty minutes late and in a hurry, so his character is in contrast to Bob. He is 'a tall man in a long overcoat, with collar turned up to his ears', which might be suspicious, implying that he doesn't want to be identified.

#### 3 Foreshadowing events

The policeman suddenly slows his walk because he sees somebody standing in a darkened doorway. He asks Bob if he is going to 'call time on him [Jimmy] sharp' because he wants to know if Bob will be there long. He twirls his club and takes a step or two because he has decided to move on. After he leaves the wind gets stronger, which increases tension and suggests that something may be about to happen.

### Exercise 4 page 22

- In pairs, students try to predict the rest of the story.
- With a **weaker class**, guide students by asking:  
*What sort of business does Bob do in the West?*  
*How well do you think Jimmy has done in life?*  
*Do you think Bob has described him truthfully?*  
*Do you think the man in the long overcoat is Jimmy?*  
*Do you think the policeman has a more important role than the story implies so far?*
- Elicit ideas and write them on the board.
- Play the recording for students to compare their predictions and listen for the information at the end.

The man greets Bob and leads him away. After a while, Bob notices that the man isn't Jimmy. The man explains that he is there to arrest Bob for crimes he committed in Chicago. The policeman had recognized that Bob was wanted in Chicago and tipped off his colleague. At the end of the story, the man hands Bob a note and we learn that the policeman was in fact Jimmy. In the note, Jimmy explains that he couldn't bring himself to arrest Bob and asked his colleague to do it instead.

### Audio script

#### Part 2

'Bless my heart!' exclaimed the new arrival, grasping both the other's hands with his own. 'It's Bob, sure as fate. I was certain I'd find you here if you were still in existence. Well, well, well! – twenty years is a long time. The old restaurant's gone, Bob; I wish it had lasted, so we could have had another dinner there. How has the West treated you, old man?'

"Bully; it has given me everything I asked it for. You've changed lots, Jimmy. I never thought you were so tall by two or three inches."

"Oh, I grew a bit after I was twenty."

"Doing well in New York, Jimmy?"

"Moderately. I have a position in one of the city departments. Come on, Bob; we'll go around to a place I know of, and have a good long talk about old times."

The two men started up the street, arm in arm. The man from the West, his egotism enlarged by success, was beginning to

outline the history of his career. The other, submerged in his overcoat, listened with interest.

At the corner stood a drug store, brilliant with electric lights. When they came into this glare each of them turned simultaneously to gaze upon the other's face.

The man from the West stopped suddenly and released his arm.

"You're not Jimmy Wells," he snapped. "Twenty years is a long time, but not long enough to change a man's nose from a Roman to a pug."

"It sometimes changes a good man into a bad one," said the tall man. "You've been under arrest for ten minutes, 'Silky' Bob. Chicago thinks you may have dropped over our way and wires us she wants to have a chat with you. Going quietly, are you? That's sensible. Now, before we go on to the station here's a note I was asked to hand you. You may read it here at the window. It's from Patrolman Wells."

The man from the West unfolded the little piece of paper handed him. His hand was steady when he began to read, but it trembled a little by the time he had finished. The note was rather short.

*Bob: I was at the appointed place on time. When you struck the match to light your cigar I saw it was the face of the man wanted in Chicago. Somehow I couldn't do it myself, so I went around and got a plain clothes man to do the job. JIMMY.*

### Exercise 5 page 23

- Check any unfamiliar vocabulary before students complete the summary.

(Possible answers)

1 how long it has been 2 a change in Jimmy's appearance 3 his career / success 4 the man isn't Jimmy 5 under arrest 6 the policeman was Jimmy 7 recognized him / his face 8 asked his colleague

### Exercise 6 page 23

- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

- 1 Jimmy did the right thing in the eyes of the law, although Bob might think he didn't do the right thing for an old friend.
- 2 Students' own answers
- 3 The main message of the story might be that criminals can't escape justice forever. Another theme in the story is how time and experience can change our characters.
- 4 Students' own answers

#### Extra activity: Further discussion

In groups, students discuss the following questions:

- What is your opinion of the ending of the story? Would you prefer a different ending? Why / why not?
- Should loyalty to society be more important than loyalty to a friend?
- Is the betrayal of a friend's trust the worst crime you can commit?

#### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can recognize narrative elements in a text and appreciate how they make a story more interesting. I can understand the second half of a story in a listening exercise.*

## 2E Writing

### A story

#### Summary

**Topic:** Suspense stories

**Reading:** A story about a robbery

**Vocabulary:** Adverbs: type and position

**Writing:** A short crime story

#### Lead-in

- Ask students to think about a time when they were very frightened and to describe it to a partner in detail.
- Students swap experiences. Ask a few students to share their ideas with the class.

#### Exercise 1 page 24

- Check the meanings of *gripping* and *suspense*.
- Students make notes about the novel or film and the aspects that made it a good suspense story.
- Ask a few students to share their ideas with the class.

(Possible answers)

an unexpected ending, likeable characters, a false resolution, an element of surprise, suspense and tension, a problem that needed solving

#### Exercise 2 page 24

- Students read the story and answer the questions.
- 1 The story is set in the parking lot of a drive-through restaurant on a freeway in the USA. It's dark and cold.
  - 2 There are two characters. The female character, Lara, is there because she has just finished her day's work at the drive-through restaurant. The male character is unidentified and has come to steal the restaurant's takings for the day.
  - 3 Lara feels cold ('she shivered') and probably tired ('It had been a long day and Lara was keen to get home'). She may also feel nervous, as she clutches her bag 'instinctively'. After the man arrives, Lara is scared ('her hand trembling a little', 'sprinting towards the stop'). On the bus, she feels relieved ('smiling a little'). The man is impatient to steal the money ('he hastily jumped into his truck and sped away').
  - 4 The main character's goal is to escape from the man.
  - 5 Lara achieves her goal by jumping on the bus.

#### Exercise 3 page 24

- Go through the strategy together. Students identify the methods in the story.
- 1 Lara's problem is how to get home safely.
  - 2 Lara has to overcome the threats of the robber.
  - 3 'She shivered and instinctively clutched her bag, then swiftly headed towards the bus stop nearby.' This foreshadows somebody taking Lara's bag, and her subsequently running for the bus. The cold night and empty freeway create a feeling of foreboding: 'Even the gas station was deserted.'
  - 4 Lara sees headlights on the road and hopes it is her bus, but it isn't.
  - 5 The twist is that the bag contains food, not money.

### V insight Adverbs: type and position

Adverbs give information about place, time, manner, cause or degree and can be used to modify verbs, adjectives and even other adverbs.

They can have a variety of positions in a sentence and can sometimes change the meaning of the sentence depending on their position.

*Mike plays chess **only** on Friday nights. (= Friday nights are the only time that Mike plays chess.)*

***Only** Mike plays chess on Friday nights. (= Mike is the only person who plays chess on Friday nights.)*

*Mike plays **only** chess on Friday nights. (= Chess is the only game that Mike plays on Friday nights.)*

### Exercise 4 page 24

- Students match the adverbs to the categories.

- sentence adverbs: Luckily, Fortunately, Hopefully
- frequency: always, usually
- degree: relatively, a little
- place and time: nearby, at that moment, Suddenly, immediately
- manner: swiftly, incredulously, aggressively, impatiently, warily, greedily, hastily
- focus: even, Just

### Exercise 5 page 24

- Students read the story again and answer the questions.
- sentence adverbs, frequency, place and time, manner, focus, degree (with inversion, e.g. 'Hardly had I left the house when it started to rain.')
  - frequency, degree, manner, focus
  - frequency, degree, manner, focus
  - degree, focus

### Exercise 6 page 24

- Students put the adverbs into the categories.
- With a **stronger class**, ask students to think of one more adverb for each category.

- sentence adverbs: sadly, incredibly, clearly, naturally
- frequency: annually, daily
- degree: incredibly, a bit, clearly, nearly, hardly, barely
- place and time: recently, everywhere
- manner: sadly, clearly, calmly, naturally, dismally
- focus: only

### Exercise 7 page 24

- Students study the adverbs and answer the questions.  
**Weaker students** can use a dictionary to help them.
- a degree – in both sentences it means 'it is clear'  
b sentence adverb – in both sentences it means 'it is clear'
  - a manner – in a relaxed way  
b sentence adverb – in a way you would expect
  - a focus – very young  
b focus – the serial shoplifter and no one else
  - a sentence adverb – unfortunately  
b manner – in a sad way
  - a frequency – in both sentences it means 'most often'  
b frequency – in both sentences it means 'most often'
  - a degree – extremely

b sentence adverb – it is difficult to believe

7 a degree – in a serious way

b sentence adverb – being serious

### Writing guide page 25

- Read the **task** together, making sure that students are clear that they have to write a short crime story including at least three of the items listed. They must also think of a title for their story.
- Give students five to ten minutes to complete the **ideas** stage and **plan** their story. Encourage them to think of narrative elements to describe mood and atmosphere, character and foreshadowing events.
- Circulate and monitor while students **write** their stories, making sure they organize their paragraphs according to their plan. Check that they are using a good range of adverbs in a range of positions in the sentences. Encourage them to use a variety of narrative tenses.
- When students have finished, they **check** their work. Refer them to the checklist to make sure they have completed the task as well as they can.

### Extra activity: Fast finishers

Ask **fast finishers** to swap their stories and comment on what they liked about it. Ask them to suggest three changes to create an even more gripping and suspenseful story.

### Additional writing activity

Rewrite the story *Last Bus Home* from the point of view of the robber.

### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can write a short crime story. I can use different types of adverbs in different positions in sentences.*

## Vocabulary insight 2 page 26

### Adjectives

- (Possible answers)
  - Alone* means 'without any other people.' With this meaning, it can only be used after a verb.
  - Alone* is used after a noun to emphasize one particular thing (here, only the land, not including perhaps any buildings, etc. on it).
  - Lonely* means 'unhappy because you have no friends or people to talk to.' It is used before a noun.
  - Lonely* means 'unhappy because you have no friends or people to talk to.' It is used after a linking verb (*feel*).
- rife (not before noun); aplenty (after noun)  
major (usually before noun)
- strong (firmly established; difficult to destroy)
  - positive (*proof positive* is a fixed expression)
  - inclusive (including all the days, months, numbers, etc. mentioned)
  - positive (good or useful)
  - strong (used after numbers to show the size of a group)
  - inclusive (including a wide range of people, things, ideas, etc.)

- 4 a *v + adj*: keep, run, prove, lie, sound  
*v + n + adj*: consider, keep, rule, prove, turn
- b (Possible answers)  
 run high, lie low  
*Prove sb wrong / right* is also a very strong collocation, as is *keep busy*.

## Review 2 page 27

- 1 1 person responsible 2 student concerned  
 3 proper upbringing 4 present cutbacks in policing  
 5 volunteers involved

passive behaviour	active behaviour
bury one's head in the sand	go against the grain
turn a blind eye	buck the trend
bow down to	take the initiative
go with the flow	–

- 3 1 convicted 2 penalty 3 defendant 4 pleas  
 5 prosecution 6 confession 7 acquitted
- 4 1 revealing character  
 2 creating mood and atmosphere  
 3 revealing character  
 4 creating mood and atmosphere  
 5 foreshadowing events
- 5 1 went down 2 had been raining 3 had hindered  
 4 were about to give up 5 had been  
 6 would have forced 7 was being cordoned off  
 8 was going to be
- 6 1 In 18th-century England criminals, usually thieves, would be transported to penal colonies.  
 2 Jack the Ripper would have been caught if the police had had access to modern forensic methods. / If the police had had access to modern forensic methods, Jack the Ripper would have been caught.  
 3 I wonder if you would be prepared to testify against the defendant in court. / Would you be prepared to testify against the defendant in court?  
 4 He told his staff (that) he would be away from his office doing jury service the next day / the following day.  
 5 In the past, they thought public humiliation would dissuade others from a life of crime.
- 7 1 was (always) trying / would (always) try 2 got  
 3 got / used to get 4 are (constantly) making  
 5 is used to being / has got used to being  
 6 has got used to / is used to  
 7 don't (always) receive 8 considers / will consider

## Cumulative review Units 1–2 pages 28–29

- 1 ④ 1•10  
 1 d 2 d 3 b 4 b 5 a

### Audio script

**Presenter** Technology has completely revolutionized how crimes are investigated and solved in the 21st century. James Thomas, a forensic artist, is with us in the studio today to tell us more about a new computer-based method of producing images of wanted criminals. James, what are e-fits, and how does the technique work?

**James** Well, the method isn't really that new. The electronic facial identification technique, or 'e-fit', was developed in the 1980s and is now widely used in the fight against crime. As a forensic artist, I use the technique to create pictures of criminals' faces based on eyewitness descriptions.

**Presenter** The e-fits have been a useful tool, but they vary greatly in accuracy. Some are, frankly, ridiculous, aren't they?

**James** Yes, that's right, the technique isn't perfect. When the police released an e-fit of a man who stole £60 from an elderly woman's handbag in 2010, the thief quickly became known as 'the lettuce man' because the image featured green hair resembling the vegetable.

**Presenter** The problem is that the reliability of the image goes hand in hand with that of the witness. Did the victim tell the police the man had green hair?

**James** Of course not, it was a technical issue. She did approve the image, but let's not forget that the victim concerned was eighty-five years old and was obviously distressed. We're often asking witnesses to recall information about someone they've only seen for a split second. Police officers are trained not to shape the witness's image in any way, to go with the flow, however ludicrous it might seem.

**Presenter** So witnesses can't recall specific details?

**James** The majority will not have met their attacker before and will have a tendency to focus mainly on hair and face shape. The difficulty is in trying to piece together other facial details, such as nose shape and eyes. It's not surprising that the accuracy of witnesses' memories are often challenged.

**Presenter** At least recent images look more 'human' than they did twenty years ago.

**James** Ah, well, at that time police officers would divide the face into sections and ask the witness to choose hairstyles, eyes, a nose, and so on from a selection. You had to fit the different pieces of the puzzle together to create the face. E-fits work in a similar way, but are much more flexible and reliable because of the use of technology. An increasing number of police forces also use evolving facial composite, or EvoFIT – witnesses look at complete faces rather than individual facial features in isolation. This system works using a holistic approach as it best reflects the way our memories work. EvoFIT has reverted to black and white because colour is often a distraction. This will avoid a repeat of 'the lettuce man'!

**Presenter** How about accuracy?

**James** So far, the suspect identification rates of EvoFIT are 60% accurate, which are pretty good odds when you consider that the accuracy rate for e-fits is only 20%. And there have been some extraordinary cases, like the Oklahoma Bomber Timothy McVeigh who was caught using ...

### 2 Students' own answers

### 3 Students' own answers

4 1 T 2 F 3 F 4 F 5 T 6 T

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

### Additional materials

Literature insight 1 Workbook page 84 Answer key Teacher's book page 152

Exam insight 1 Workbook page 94 Answer key See website

# 3

## To have and have not

### Map of resources

#### Section A: Student's Book pages 30–32

Workbook page 20

Vocabulary bank, Banking and insurance page 136

#### Section B: Student's Book pages 32–33

Workbook page 21

Grammar reference and practice 3.1, Workbook page 113

Grammar reference and practice 3.2, Workbook page 114

#### Section C: Student's Book pages 34–35

Workbook page 22

Grammar reference and practice 3.3, Workbook page 114

Vocabulary bank, Retail page 136

Teacher's resource disk, Communication worksheet 3A

Teacher's resource disk, Functional language bank

#### Section D: Student's Book pages 36–37

Workbook page 23

Teacher's resource disk, Communication worksheet 3B

Teacher's resource disk, DVD extra + worksheet, The Wall Street Crash

#### Section E: Student's Book pages 38–39

Workbook page 26

Teacher's resource disk, Writing bank

Teacher's resource disk, Functional language bank

#### Vocabulary insight 3 page 40

Verb types

#### Review 3 page 41

Progress check Unit 3, Workbook page 27

Language and skills tests 3A and 3B, Test Bank

### 3A Reading and vocabulary

#### A different life

##### Summary

**Topic:** Living without money

**Reading:** Wild economics

**Vocabulary:** Word analysis; phrases to do with money

**Speaking:** Discussing the impact of money on our lives; discussing how money can influence character

#### Lead-in

- Tell students to imagine that their family's annual income, and therefore their pocket money, is unexpectedly reduced by 50%. What would they cut down on?
- Students discuss in pairs.
- Ask a few students to share their ideas with the class.

#### Exercise 1 page 30

- In pairs, students brainstorm how they would manage to get or do the things in the list without money.
- Elicit ideas and write them on the board.

#### Exercise 2 page 30

- Focus attention on the photo and the title of the article. Ask students to predict what the article is about.
- Students skim the article and answer the questions.

**Mark's attitude is that it is better to live without money. He thinks that money distances us from the damage we do to the environment, making us materialistic and focused on work. Without money, he says, we can focus on friendship and nature.**

#### Exercise 3 page 30

- Go through the strategy together and ask: *What would a text be like without cohesive devices?* Elicit answers, e.g. repetitive, stilted, unclear and difficult to follow.
- Make sure that students understand the difference between backward and forward reference. If necessary, give examples:  
*John bought a new car. It cost a lot of money, but it goes a lot better than his old one.* (backward reference: 'it' and 'one' refer to the car, 'his' refers to John)  
*Perhaps I shouldn't tell you this, but when I was young, I used to live in a caravan* (forward reference: 'this' refers to the statement that follows).
- Point out that lexical items can reappear throughout a text (the highlighted phrases to do with money are a good example of this), whereas grammatical items tend to cover smaller chunks of text (e.g. a pronoun referring to an item in the previous clause or sentence).
- Students decide if the underlined words are grammatical or lexical cohesive devices and look for more examples.

### Grammatical cohesive devices:

*Other than that* (linking words), *it* (pronoun referencing), *the latter* (using specific words like *the former*, etc.), *these things* (pronoun referencing), *did* (replaces a clause), *which* (pronoun referencing), *however* (linking word)

### Lexical cohesive devices:

*matters* (synonym of 'issues'), *the horrors* (previews a new idea: refers to 'The mechanization of our livelihoods and the general flat-packing of the Earth along the assembly line of industrial civilization.'). *the business and economics graduate* (refers to Mark Boyle), *rejection of money* (refers to the idea that he lived without money mentioned earlier in the text, and to 'choose to be without cash' later in the same sentence), *this point of view* (refers to the idea that his lifestyle is 'strange and extreme'), *the hardships* (refers to various problems and challenges mentioned earlier in the text, e.g. hand-washing clothes, cycling to town, etc.), *positive experience* (refers to 'the three years he spent without money were his happiest ever'), *unhappiness* (antonym of 'happiness')

### Further examples:

Mark Boyle quite enjoys it ... (grammatical: pronoun reference to 'cooking breakfast outside')

Inspired by these words ... (grammatical: refers to the quotation from Gandhi)

If we grew our own food, we wouldn't waste a third of it as we do today ... (grammatical: replacing a clause with *do*)

In his moneyless world ... (lexical: paraphrasing 'Mark lives without earning, spending, stealing or saving a single penny')

It required resourcefulness ... It also required patience ... (grammatical: pronoun reference to 'living on the breadline' and lexical: repetition)

### Exercise 4 page 30

- Students read the text again and complete it with the missing sentences.
- Elicit answers. Ask students to identify any cohesive devices in the missing sentences, e.g. pronoun referencing in sentence A ('it' = a life without money), repetition in sentence B ('what he could' is repeated twice), etc.

1 C 2 F 3 G 4 B 5 D 6 A

### Additional vocabulary

The following words are from the article *Wild economics*:

- *bottom-trawling* (n) /'bɒtəɪn trɔ:ɪŋ/ using fishing boats to drag large nets along the sea floor to catch fish
- *engagement* (n) /ɪn'geɪdʒm(ə)nt/ being involved with somebody or something in an attempt to understand it
- *inordinately* (adv) /ɪ'nɔ:ɪdɪnətli/ much greater than usual or expected
- *intriguingly* (adv) /ɪn'trɪ:ɡɪŋli/ very interesting because of being unusual or not having an obvious answer
- *skip* (n) /skɪp/ a large, open metal container for rubbish, often used during building work
- *sweatshop* (n) /'swetʃɒp/ a place where people work for low wages in poor conditions

### Exercise 5 page 30

- Ask students to think about the questions in connection with their own experiences. Have they ever felt as if

they had no one to rely on? Have they ever lived close to nature (e.g. on a camping trip)? Do they ever wonder where the food they eat, the clothes they wear and the furniture they use comes from?

- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

### Exercise 6 page 32

- With a **stronger class**, encourage students to try to work out the meaning of the words using the context. With a **weaker class**, encourage students to do the same, but allow them to use a dictionary to help them.

- Students discuss the questions in pairs.

(Possible answers)

- 1 It means 'to search for food, especially with your hands'. You would do this in natural areas (fields, forests, etc.) or in places where waste is kept (supermarket bins, bin bags, etc.).
- 2 It is a lifestyle in which you are able to do or produce everything that you need without the help of other people.
- 3 He gives the following examples: a successful career, an apartment, a car, a yacht. Other examples might be exotic holidays, owning the latest gadgets, eating out in nice restaurants, being able to access cultural events.
- 4 The words are usually used in relation to goods which are mass-produced in factories. The writer is quoting Mark Boyle, who is trying to create the image of a materialist life lacking in feelings.
- 5 His ethos is 'living locally off the land' and 'sharing skills and labour with people without expecting something in return'. Students' own answers
- 6 It is a hope or plan that is impossible to achieve or not practical. Other pipe dreams might be winning the lottery and becoming a billionaire.
- 7 He refers to 'depression, crime, mental illness, obesity, suicide'. They illustrate the fact that people are unhappy with their situation.

### Exercise 7 page 32

- Encourage students to try to work out the meanings of the phrases from context.

- A** splashed out on, lived beyond his means, frittering away, squander
- B** struggle to make ends meet, being strapped for cash, living on the breadline, poverty-stricken
- To 'squander' or 'fritter away' money is to spend it in a stupid or careless way. To 'live beyond your means' is to spend more money than you have (possibly, but not necessarily, because you squander or fritter it away). To 'splash out' is to indulge in something non-essential. Unlike 'squander' or 'fritter away', 'splash out' does not necessarily have a negative connotation. To 'live on the breadline' and to 'struggle to make ends meet' both mean 'have difficulty paying for essential things like food'. 'Poverty-stricken' means 'extremely poor; with very little money'. 'Being strapped for cash' means 'having little or not enough money'.

### Exercise 8 page 32

- Students complete the text.

- 1 living on the breadline
- 2 strapped for cash / poverty-stricken

- 3 struggle to make ends meet
- 4 splash out on
- 5 squandered / frittered away
- 6 poverty-stricken / strapped for cash

### Extra activity: Further discussion

In small groups, students discuss the following questions:

- Do you think that a large number of people could realistically live on the breadline like Mark and be happier?
- Consider the things that make up our society, e.g. health care, a police force, education, public transport. Could they exist if everyone lived like Mark?
- Do you believe that money prevents people from forging true friendships?

### Exercise 9 page 32

- Refer students back to the last paragraph of the text in exercise 8 and ask if they are surprised by the effects wealth can have on a person.
- Students consider the list of traits and discuss if they expect them in a rich person and why or why not.

### Vocabulary bank: Banking and insurance page 136

- 1 **A** standing order, contactless card, current account, direct debit, sort code  
**B** premium, liability, no-claims bonus, comprehensive policy, third-party
- 2 **1** current account    **2** contactless card  
**3** standing order    **4** direct debit    **5** sort code  
**6** comprehensive policy    **7** third-party    **8** liability  
**9** no-claims bonus    **10** premium
- 3 **Students' own answers**

### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about an alternative lifestyle. I can identify cohesive devices in a text. I can analyse words in a text, including those to do with money. I can discuss the positive and negative aspects of money and its effects on a person's character.*

## 3B Grammar and listening

### Welcome to the jungle

#### Summary

**Topic:** Homelessness

**Listening:** The Jungle in Silicon Valley

**Grammar:** The passive; passive structures with *have* and *get*

**Speaking:** Discussing homelessness

#### Lead-in

- Say to the class: *If I could live in the USA, I'd choose New Orleans because I've always wanted a second career as a jazz musician.*
- Ask students to call out other cities or places in the USA that might offer certain career opportunities, e.g. New York – media, Washington DC – politics, Dallas – oil industry.
- Ask students to imagine they are going to live in the USA to pursue their careers. What would life be like in these places?

### Exercise 1 1•11 page 32

- In pairs, students discuss the photos and try to establish the connection between them.
- Elicit ideas and write notes on the board, but do not comment on them at this point.
- Tell students they are going to listen to a radio interview about a place called 'the Jungle'. Remind them that they do not have to understand every word to answer the questions.
- Play the recording for students to check their guesses.

**The Jungle is a wooded area in San Jose, California, where over 200 homeless people live in tents and shacks.**

#### Audio script

**Presenter** Silicon Valley is one of the most famous and richest areas in the United States. It's home to 6,500 tech companies, including giants like Apple and Google. But if you travel down Interstate 101 in San Jose, you may be surprised by the view from the roadside. In the middle of seventy-five wooded acres sits the Jungle: a shantytown of tents and shacks. It's one of the largest homeless encampments in the USA, with over 200 residents. Today, in the studio we have Alma Howard, who helps deliver food to the community. Alma, isn't it surprising that one of the richest areas in the USA has one of the worst records for homelessness?

**Alma** Yes ... and no. The tech boom has made a lot of people very rich in Silicon Valley, but as a result of this and a housing shortage, rents and house prices in San Jose have rocketed. Not all the people in the Jungle are out of work. Some have jobs, but just can't afford the sky-high rents.

**Presenter** So it's a story of haves and have-nots.

**Alma** Yes, and there's also a fair share of bad-luck stories. Homelessness is typically caused by mental health issues, addictions or bankruptcy. A good example of this is sixty-year-old Mama Red: previously she owned a florist's near Santa Cruz, but when she lost that, she lost her home. Mama Red's story is quite well known. She's been interviewed and had her photo taken for several different newspaper articles.

**Presenter** That's a terrible situation to be in. It sounds like most problems are a result of rising house prices and unfortunate life choices.

**Alma** And that's part of the problem: government budgets have also been cut, leading to reduced benefits for those at the bottom of the economic pyramid. The organizations that provide emergency shelter and try to move homeless people into permanent housing are massively overstretched. There is still some medical care and assistance, but in the future, this might not be the case.

**Presenter** Given these facts, it's perhaps not surprising that homelessness has risen by 20% in the past two years.

**Alma** That's right. The other problem is that pets and lots of possessions aren't allowed in shelters. Most people in the Jungle have both and are reluctant to leave them behind. For many, their pets and possessions are the only things they have left. But every year their homes are dismantled and possessions confiscated by the county wrecking crews. Last year, people like Mama Red had their homes destroyed twice. Many people arrived back at the camp to find their shelter and belongings gone. Despite this, every time they slowly start building their homes again. Where else can they go?

**Presenter** What about safety?

**Alma** Well, the Jungle has its fair share of crime, but it's safer than other places: you're more likely to have your ID documents and other valuables stolen on the streets. It's surprisingly well

organized: there are peacekeepers who deal with any problems, and most conflicts get sorted out quickly. Many people feel lucky to live there and, despite their situation, display resourcefulness and determination, even optimism.

**Presenter** That's interesting.

**Alma** The problem is that we live in a society that recognizes wealth as a symbol of success, so we tend to criminalize poverty. New laws in many cities make it illegal to sleep in a public place. People on the streets with no money become unimportant, even cease to exist. Just watch how most people react to a homeless person asking for money. They hurry past, and don't even acknowledge them.

**Presenter** I suppose that's true.

**Alma** But the people in these situations are still human beings, and, like Mama Red, they have a story to tell. In order to find a solution, we need to empathize and help rather than criminalize and dehumanize.

**Presenter** Thank you, Alma Howard. That's something to reflect on. And on next week's programme we will be dealing with the issue of ...

### Exercise 2 1•11 page 32

- Ask students to read the sentences and to underline any key words.
- Play the recording again for students to answer the questions.

1 F 2 T 3 F 4 T 5 F 6 T 7 T 8 T

### Exercise 3 page 32

- With a **weaker class**, revise the structure of the passive: subject + verb *be* + past participle (+ *by* + agent). Ask students which part of the structure alters according to tense (the verb *be*).
- Students read the sentences and identify the tenses.
- Refer students to the situations. In pairs, students discuss where they would be more likely to encounter the passive.
- Elicit answers. Ask why the passive would be more likely to be used in these situations. Elicit ideas, but do not correct students at this point.

1 present continuous passive

2 past simple passive

3 future simple passive

4 modal passive

5 past continuous passive

6 past perfect passive

7 present perfect passive

8 present simple passive

You are more likely to hear or see the passive in a scientific report, an academic essay, an instruction manual, a gossip column, a letter of complaint and an article reporting a crime.

### Exercise 4 page 32

- Go through the sentences about the passive together. Check that students understand that the agent is the person or thing that does the action, and the subject is the person or thing affected by the action.
- Ask students to read the sentences in exercise 2 again and identify the subject and agent. They then choose the correct word in exercise 4.

a more b unknown c by d impersonal e rules  
f beginning

### Grammar reference and practice 3.1 Workbook page 113

- 1 are given / provided 2 was awarded 3 be caused 4 had been evicted 5 have been provided 6 were praised 7 will be asked 8 are carried out
- 1 The building had been occupied by homeless people seeking a place to stay.  
2 Government agencies are buying disused housing.  
3 The prime minister was handed a petition by anti-homelessness campaigners. / A petition was handed to the prime minister by anti-homelessness campaigners.  
4 The installation of solar panels can reduce electricity costs.  
5 A sharp increase in homelessness was being caused by greedy landlords.  
6 The government is / are giving construction companies tax refunds. / The government is / are giving tax refunds to construction companies.  
7 New problems in the high street haven't been created by the extra traffic.  
8 Flooding is more likely when construction companies build houses near rivers.

### Exercise 5 page 33

- Students complete the text. Remind them to read the text carefully first to find out which tense to use.

1 were forced – passive: focus (a) and style (d)

2 hadn't been used – passive: focus (a)

3 were often stolen – passive: focus (a) and / or (b)

4 have been told / were told – passive: focus (b)

5 had been kidnapped – passive: focus (c)

6 was being used / was used – passive: focus (c)

7 could be found – passive: focus (a) and / or (b)

8 sold – active

9 owned – active

10 had already been offered – passive: focus (a) and style (f)

11 had managed – active

12 are still being used / are still used – passive: focus (b)

13 will these people be provided – passive: focus (a) and style (d)

14 will a new generation of tunnel people be created – passive: focus (a) and style (d)

### Extra activity: Fast finishers

Books closed, ask **fast finishers** to write six more passive sentences about Mama Red and the other homeless people described in the radio interview.

### Exercise 6 page 33

- Revise the structure *have / has something done*.
- Then write the following sentences on the board:  
*I have my hair cut every six weeks.*  
*Dad has his car cleaned at the local garage once a week.*
- Ask students what verb can replace *have* (get). Point out that *get* is less formal than *have*.
- Students match the sentences to the rules.

1 b 2 b 3 a 4 c

## Grammar reference and practice 3.2 Workbook page 114

- 1 had solar panels fitted
- 2 clean our windows
- 3 got knocked down
- 4 cutting the grass
- 5 have some branches cut off
- 6 sweeping up
- 7 got burgled
- 8 get their house painted

### Exercise 7 page 33

- Students complete the sentences and questions.
- Check answers and elicit that since *get* is less formal than *have*, students should avoid it in a formal context.

- 1 had / got (her hair) done (rule a)
- 2 will have had / got (the article) published (rule a)
- 3 had / got (food donations) delivered (rule a)
- 4 got paid (rule c – *get* is used as a substitute for *be*)
- 5 often get swept away (rule c – *get* is used as a substitute for *be*)
- 6 Did (anyone) get injured, got hurt (rule c – *get* is used as a substitute for *be*)
- 7 had / got (his belongings) confiscated (rule b)
- 8 have / get (their mail) forwarded (rule a)

### Exercise 8 page 33

- Ask students to consider what Mama Red could have done to avoid becoming homeless, and what other factors can cause homelessness.
- In groups, students discuss the extent to which they agree or disagree with the opinions expressed in the quotes.
- Ask a few students to share their ideas with the class.

#### Students' own answers

### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a radio interview about homelessness. I can use the passive. I can use passive structures with 'have' and 'get'. I can discuss social issues.*

## 3C Listening, speaking and vocabulary

### Tricks of the trade

#### Summary

**Topic:** Retailer strategies

**Listening:** *Is it really a bargain?*

**Vocabulary:** Collocations: advertising

**Functional language:** Expressing and justifying opinions, discussing requirements

**Grammar:** Impersonal passive

**Speaking:** Discussing the strategies retailers use to attract customers; a role play about company proposals

**Communication worksheet 3A:** Identify the author

### Lead-in

- Describe your favourite shop, e.g. *My favourite clothes shop is tidy and organized and it always features a colour scheme, which makes choosing new clothes easier. The staff are polite and helpful, but they don't pester you. I like this as I don't feel under pressure to buy anything.*

- Ask students, in pairs, to describe their favourite shops to their partners.
- Ask a few students to share their ideas with the class.

### Exercise 1 page 34

- Students study the photo and discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

### Exercise 2 1-12 page 34

- Ask students to think about how goods are displayed in a shop. What factors might shop owners take into account?
- Tell students they are going to listen to a radio interview about the ways retailers convince us to buy things. Check the meanings of the things in the list.
- Play the recording for students to choose the items that are mentioned.

smells, music, store layout, flooring, shelf manipulation, price-tag strategy, special offer items

### Audio script

**Presenter** It's a well-known fact that retailers are thinking up ever more ingenious ways of boosting their sales and getting us to part with our money. Today, in the studio, retail strategist Liam Heath advises what to look out for when we shop, and how to avoid the traps. But can we really avoid them?

**Liam** We can't, but if you know what to expect, you can better resist. Retailers have turned shopping into a holistic experience. After conducting years of market research, they've come up with a model that appeals to all of our senses, manipulating our minds, getting us to buy more. For example, supermarkets use the smell of fresh baked bread to stimulate our appetites – and their sales. The smells of pine and cinnamon trigger nostalgia and memories of Christmas, resulting in more impulse buys. The smell of baby powder reminds shoppers of childhood and relaxes them. They drop their guard and are likely to spend more.

**Presenter** That's extraordinary.

**Liam** Music is also used to appeal to our emotions. It creates a context for the product, encouraging subconscious associations. Faster music encourages impulse buys, whereas slower music can make shoppers linger and spend more money.

**Presenter** So keeping customers in the shop is pretty important.

**Liam** Yes. Another effective strategy is used by a well-known flat-pack furniture store. Their shops are designed like mazes, with a deliberately confusing layout so you can't find your way out. This approach results in more impulse buys, as shoppers will put things in their trolley instead of attempting to go back and find them later.

**Presenter** I find those types of shops annoying.

**Liam** Yes, some shoppers do get fed up, so most retailers try to delay your exit in other, more subtle ways, such as setting up displays in the middle of popular pathways to distract customers and get them to stop. Or changing floor surfaces, with smaller tiles in different parts of the store to make trolley wheels click more often. The clicking wheels give the impression that you're walking faster so you automatically slow down, usually in front of more expensive items.

**Presenter** Fascinating!

**Liam** Then, when you find the product you're looking for, shelf manipulation kicks in. It's referred to as 'triangular balance': when you shop, your eye always goes to the centre of the shelf. Retailers typically put the items with the highest profit margin there, with other items arranged around them to make them look attractive. This strategy is often used to launch a new product, too.

**Presenter** What about pricing? Is anything we need to look out for there?

**Liam** Unfortunately, yes ... beware of price-tag strategy, based on simple, but effective consumer psychology. So there are three pairs of trainers at 50, 80 and 150 euros. The retailer doesn't expect to sell the most expensive item, so they'll probably make a loss on it, but that's not the point. Its purpose is to create demand for the middle item (with the highest profit margin) by making the buyer think it's a bargain.

**Presenter** That's pretty irresistible.

**Liam** And that's the problem. Retailers know we love a bargain – regardless of whether we need the product or not – so special offer items are placed at the end of an aisle, or near the door. In fact, the idea of a good deal is so critical that certain shops deliberately mess up displays so it looks like customers have been looking for a bargain. It's a calculated deception implying demand might outstrip supply, which encourages us to buy.

**Presenter** Well, it seems there are a lot of traps to fall into. Any final words of advice?

**Liam** Never shop on an empty stomach! And always be aware of retailer manipulation. Look beyond the sales pitch and think about the value of the product: do you really need it? Will you really use it? Above all, keep your wits about you – retailers are constantly battling for gain in market share. Just remember, it's a war zone out there.

### Exercise 3 1•12 page 34

- Ask students to read the questions and underline the key words that will help them focus on what to listen out for.
- Play the recording for students to answer the questions or check their answers.

(Possible answers)

- 1 We can resist by knowing what to expect, knowing what to expect, being aware of retailer manipulation and considering the value of the product and if we really need it.
- 2 Smells can stimulate the appetite and remind customers of pleasant memories, making it more likely that they will purchase something.
- 3 Faster music encourages impulse buys whereas slower music slows customers down so that they spend longer in the shop.
- 4 The furniture store makes its shop difficult to navigate, which encourages impulse buys.
- 5 They play slower music; they manipulate the store layout, setting up displays in the middle of pathways to distract customers and make them stop; they use small tiles on the floor to give the impression of walking faster so that customers automatically slow down.
- 6 'Triangular balance' is the effect whereby your eye goes to the centre of a shelf. Stores use it to manipulate customers into looking at particular products.
- 7 Retailers sell high price items (often at a loss) to make you feel that a lower-price item is a bargain.
- 8 They do this to create the sense that demand is greater than supply, so that customers rush to buy things.

### **V insight** Collocations: advertising

A collocation is a combination of words that occur together very often and more frequently than would happen by chance. Collocations are common in both formal and informal, written and spoken English. They are usually easy to understand, but they can be difficult to remember and use correctly.

There are different types of collocations, e.g.:

verb + noun (*commit a crime*)

adjective + noun (*regular exercise*)

adverb + adjective (*bitterly disappointed*)

adverb + verb (*firmly believe*)

verb + adjective (*go viral*).

### Exercise 4 page 34

- Go through the verbs together and check their meanings, particularly *outstrip* /,aʊt'stri:p/ (to become larger, more important, etc. than somebody / something).
- Students complete the collocations.

1 set up 2 conduct 3 launch 4 make 5 gain  
6 boost 7 outstrip 8 manipulate

### Exercise 5 page 34

- Students complete the text with the verbs in exercise 4.

1 boost 2 gain 3 launches 4 conduct 5 set up  
6 manipulate 7 outstrip 8 make

### Exercise 6 page 35

- Ask students to read the text in exercise 5 again. They then read the questions.
- Tell students to cover the text on page 34 while they discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

### Exercise 7 1•13 page 35

- Tell students they are going to listen to proposals from three different companies. Refer students to the pictures and ask them what kind of companies they are.
- Play the recording for students to match the speakers to the companies.

**Speaker 1** C (oil company). They are proposing to drill for oil.

**Speaker 2** A (supermarket). They are proposing to build a large, out-of-town store.

**Speaker 3** B (car company). They are proposing a factory that produces batteries for electric cars.

### Audio script

1

When you consider the project carefully, there are three clear benefits. The first is employment. It's anticipated that the company will create 2,500 new jobs for local people. Secondly, the company expects huge returns, which means significant tax payments. It's been estimated that around £500 million could be paid in taxes in just the first year. The third benefit concerns cost: energy prices have risen dramatically over the past few years as we become more reliant on supplies from abroad. It's better and cheaper to exploit our own resources.

However, there are concerns about the environment; it's feared that spills will result in a lot of damage. The product is also proven to be contributing to global warming, and the process is claimed to use too much water. But we need to be realistic – we must

recognize this fuel drives our global economy. It's the easiest to extract and the most powerful fuel we have.

2

I know this project has provoked a lot of strong feelings. It has been claimed that our stores destroy local businesses because of lower prices. Secondly, larger stores are assumed to be worse for the environment thanks to over-packaging, food miles and energy wastage. Well, we've reduced our packaging by 30% recently, and are also using low-energy lighting in many new stores. It was also rumoured that we don't do enough to support fair trade, but we are working hard to change that.

On the plus side, the project will provide over 2,000 in-store jobs. In addition, we'll be using local farmers to supply seasonal goods. Our stores are known to have contributed more to the economy than the high street, as well as providing customers with a convenient and cheap way of shopping.

3

We need innovative products like this one if we want to sustain our current way of life and protect our environment. Despite this, they are often criticized: the batteries are believed to be unreliable, and people complain that there are not enough charging stations ... but this product is our future. In addition, the factory will employ over 1,500 people, which will have a positive impact on the local economy.

Most of the money we make will be put back into research and development, aiming to recycle more components and develop a more efficient battery. The price of the product is claimed to be far too high, so we need to find ways to reduce this.

That said, petrol prices are rising, so our product will eventually save money. Fuel savings, based on 12,000 kilometres a year, can be as much as a hundred euros a month. So we predict our product will be in demand here and abroad, and this will hopefully be the first of many factories in your country ...

### Exercise 8 1-13 page 35

- With a **stronger class**, ask students to note down any pros or cons they remember from the recording, and to write down any others they can think of.
- Play the recording again for students to complete the chart.

(Possible answers)

#### ShopCo

Pros: 2,000 new jobs; consumers have easy access to cheaper food; farmers both locally and internationally will benefit

Cons: local businesses suffer because they can't compete with supermarket prices; large supermarkets are less environmentally friendly due to over-packaging, food miles and energy wastage; the supermarkets don't do enough to support fair-trade products

#### CarCo

Pros: 1,500 new jobs; electric cars help the environment; if the batteries are a success, then more factories will be opened in the country; the use of batteries will save money on fuel

Cons: the batteries can be unreliable; currently, there aren't enough charging stations for electric cars; the price of the battery is very high (so potentially the batteries won't sell and the business will fail)

#### OilCo

Pros: 2,500 new jobs; potentially big tax returns; less reliance on imported oil

Cons: risk of environmental damage due to oil spills; the

use of oil contributes to global warming; extracting oil uses a lot of water

### Exercise 9 page 35

- Students match the statements to the company proposals.

1 car company 2 oil company 3 supermarket 4 oil company  
5 supermarket 6 supermarket  
7 oil company 8 car company

### Language note: Impersonal passive

The impersonal passive is used in formal contexts to make a statement less personal. It is often used when reporting what someone else said, especially to give information without stating categorically that we know it to be true.

Active: *We believe that the economy has grown in the last month.*

Impersonal passive: *It is believed that the economy has grown in the last month.*

There are two possible structures:

1 *it + be + past participle + that clause*

*It is believed that the girl is staying with friends.*

*It is estimated that there are two million unemployed.*

2 *subject (or there) + be + past participle + infinitive with to*

*The girl is believed to be staying with friends.*

*There are estimated to be two million unemployed.*

### Exercise 10 page 35

- Students study the sentences in pairs and answer the questions.

The passive is used to make the statements more impersonal, more formal and more tentative. Many verbs, especially reporting verbs like *claim, believe, assume, consider, know, etc.*, can be used with these two passive patterns: *it + be + past participle + that clause*; *subject (or there) + be + past participle + infinitive with to*

### Exercise 11 page 35

- Students complete the sentences.

1 is anticipated that; will start

2 have proven to be / were proven to be

3 are estimated / rumoured to have earned / made

4 is / was assumed to be considering / to have considered

5 is / was rumoured that; made / had made

6 is believed that; outstripped

### Grammar reference and practice 3.3 Workbook page 114

- 1 The economy is anticipated to recover rapidly next year.
- 2 It is believed that the consumption of refined sugar is a major cause of weight gain. / It is believed that a major cause of weight gain is the consumption of refined sugar.
- 3 The number of obese children is feared to rise over the next decade.
- 4 Fitting solar panels is estimated to save homeowners around £1,000 per year.
- 5 It has been proven that lack of exercise contributes to heart disease.
- 6 It is thought that global warming is to blame for the increase in extreme weather.

- 2 1 is said to contribute to the level of obesity
- 2 is assumed that the world economy will always experience crises
- 3 was claimed that the protests were illegal
- 4 was feared that many people would lose their homes
- 5 are reported to have banned the demonstration
- 6 is believed to be one way to stimulate the economy

### Exercise 12 page 35

- Go through the instructions together. Make sure students understand what they have to do. Ask one student from each group to report their group's decision to the class.

### Vocabulary bank: Retail page 136

- 1 1 outlet 2 point of sale 3 pop-up 4 line  
5 seconds 6 loss leader 7 merchandise 8 supplier
- 2 (Possible answers)
- 1 shop (an outlet can be a shop)
  - 2 store (usually collocates with the product or service supplied, not the place)
  - 3 product (merchandise is a product)
  - 4 supermarket (unlikely that something so large would be temporary)
  - 5 brands (usually a line of a product type)
  - 6 product (usually something that is used or happens around the point of sale)
- 3 1 seconds 2 pop-ups 3 merchandise 4 line  
5 loss leaders 6 point of sale 7 supplier(s)  
8 outlets

### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a radio interview about retail strategies. I can understand and use advertising collocations. I can use the impersonal passive. I can discuss retail strategies and evaluate company proposals.*

## 3D Culture and vocabulary

### Rise and fall

#### Summary

**Topic:** The economy

**Listening:** The Great Depression in numbers

**Reading:** The Wall Street Crash

**Vocabulary:** Describing trends

**Speaking:** Discussing the reasons for the Wall Street Crash; talking about the pros and cons of sale days

**Communication worksheet 3B:** Describing trends

### Lead-in

- Ask: *If you had to buy something expensive that you can't afford to pay for all at once, what would you do?*
- In pairs, students brainstorm ideas.
- Check students understand what it means to buy something on credit (to borrow money to purchase something).
- Ask students to consider the advantages and then the disadvantages and dangers of buying on credit.

- Students discuss the pros and cons in pairs.
- Elicit ideas and discuss them as a class.

### Culture note: Wall Street

Wall Street is a road in New York's financial district and also the home of the New York Stock Exchange, where stockbrokers buy and sell shares in companies on behalf of other people. If the company is doing well, the value of the shares increases, but if it is doing badly, the value of the shares falls. Stockbrokers try to buy shares when the share price is low and sell them when they believe they have reached their highest value, thus making money for the owners of the shares.

### Exercise 1 page 36

- Focus attention on the photo. In pairs, students discuss the event in the photo and its aftermath.
- Elicit ideas and write them on the board, but do not comment at this point.

The photos show panic on the stock market during the Wall Street Crash in New York in 1929. Traders were desperately selling shares as the stock market rapidly fell. In the first photo, people are queuing in front of the New York Stock Exchange building. In the second photo, people are reading the latest news about the stock market.

### Exercise 2 1•14 page 36

- Tell students they are going to listen to the opening of a documentary about the event in the photo.
- Play the recording for students to listen for gist and compare their ideas.
- Go through the factfile together. Elicit the meaning of *depression* (a period when there is little economic activity and many people are poor or without jobs) and point out that this was the name given to the period following the Wall Street Crash. The depression lasted until 1941.
- Play the recording again for students to complete the factfile.
- Check answers. Point out that \$30 billion would be about \$380 billion in today's money.

1 30 2 20,000 3 20 4 5 5 13

### Audio script

Tuesday 29th October 1929 ... the New York Stock Exchange opened to the shouts of 'Sell! Sell! Sell!' Traders couldn't get rid of their shares fast enough, and their desperate cries drowned out the opening bell. Panic was driving prices down, and within thirty minutes, 3 million shares had been sold. As the day continued, the panic got worse. Transactions were so fast that people had no idea how much money they were losing. On the stock market floor, some traders were collapsing from exhaustion, while others started fighting. Crowds gathered in the street outside, hoping for a miracle. Many had borrowed money to buy stocks and shares – money they would have to pay back if the market crashed. But no one came to the rescue – not the bankers, nor the government – and no one could stop the impending disaster. By the end of the day, 16.4 million shares had changed hands and 154 million dollars had been lost.

The Wall Street Crash was a complete catastrophe for the American economy. Altogether, an estimated 30 billion dollars was lost in a few days of trading – more than twice the national debt, and more than the total amount that the USA spent on World War I. It was the beginning of a period of austerity and hardship never seen before in American history, a period that saw 20,000 companies close, one in twenty farmers lose their farms, one in five banks fail, and 13 million looking for work. Suddenly, people were struggling to survive, and they were also struggling to understand why it had happened.

### Exercise 3 page 36

- Ask students if they know or can guess why the Wall Street Crash happened.
- Elicit ideas and write them on the board. Students scan the article and check their ideas.

The US stock market grew very rapidly thanks to a surge in manufacturing and farming. Consumers borrowed a lot of money and the growth became unsustainable. People lost faith in the stock market and started panic-selling, triggering the crash.

### Exercise 4 page 36

- Students read the article and answer the questions.

1 a 2 d 3 b 4 c 5 b

#### Extra activity: Fast finishers

Write the following questions on the board:

- *When did the agricultural depression begin?* (in the mid-1920s)
- *What did farmers buy to produce more goods?* (more land)
- *What did Wall Street financiers do to keep prices stable?* (They bought lots of shares.)
- *Where did people live when they lost their homes?* (slums called Hoovervilles on the outskirts of cities)
- *How long did the new President's promise take to work?* (nine years)

Ask **fast finishers** to answer the questions.

#### Additional vocabulary

The following words and phrases are from the article *The Wall Street Crash*:

- *at the heart of* /at ðə ha:rt əv/ the most central or important part of (something)
- *catchphrase* (n) /'kætʃfreɪz/ a phrase that becomes famous for a while because it is used by a famous person
- *destitute* (adj) /'destɪtju:t/ without any money, food or a home
- *rosy* (adj) /'rəʊzi/ likely to be good or successful
- *rugged* (adj) /'rʌɡɪd/ determined to succeed in a difficult situation, even if this means using force or upsetting other people
- *usher* (v) /'ʌʃə(r)/ to take or show somebody where they should go

### Exercise 5 page 37

- Students read the sentence beginnings. Then write the following questions on the board and ask students to think about them:

*What did Hoover do that was wrong?*  
*Who or what was responsible for the Great Depression?*

- Students complete the sentences and then discuss in pairs or groups. Ask a few students to share their ideas with the class.

(Possible answers)

- 1 Hoover was extremely unpopular because he didn't help families struggling in the Great Depression. A better approach might have been for the government to have supported people so that they didn't die of starvation.
- 2 The reasons people lost everything were unemployment, too much debt and money lost on the stock market. The main responsibility rests on the shoulders of Wall Street financiers.

### Exercise 6 page 37

- Ask students to study the highlighted words in context and try to work out their meaning. They then put them in the correct category.

A soar, surge, rocket, escalate

B tumble, slump, dip, plummet

### Exercise 7 page 37

- Students match the underlined adjectives to the graphs. Students then match them to the expressions.
- Practise the pronunciation of the highlighted verbs and underlined adjectives in the text, particularly *plummet* /'plʌmɪt/, *tumble* /'tʌmb(ə)l/, *slump* /slʌmp/, *surge* /sɜ:dʒ/, *fluctuating* /'flʌktʃueɪtɪŋ/ and *volatile* /'vɒlətaɪl/.

gradual – graph 2, moderate drop  
 fluctuating – graph 4, volatile price  
 sharp – graph 1, significant drop  
 stable – graph 3, steady price

### Exercise 8 page 37

- Make sure students understand that they must find one word in each set of options that cannot be used to complete the text.

1 rocketed 2 slumps 3 dipping 4 moderate  
 5 fluctuating 6 plummeted 7 volatile

### Exercise 9 page 37

- Elicit a few suggestions for sales days or sales periods and write them on the board. Ask students how shops benefit from such sales and how they influence people's behaviour.
- Students discuss the questions in groups.
- Ask a few students to share their ideas with the class.

DVD extra The Wall Street Crash

#### Extra activity: Further discussion

Point out that the recent global economic crisis was sparked in the USA when homeowners who had taken out mortgages beyond their means were unable to make their repayments.

In groups, students discuss the following questions:

- *Why do some people borrow beyond their means?*
- *What can we do to ensure that we don't have another global economic crisis in the future?*

## Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about the Wall Street Crash. I can use verbs and adjectives to describe trends. I can discuss the pros and cons of sales.*

## 3E Writing

### An article

#### Summary

**Topic:** Benefits systems

**Reading:** Two articles about the benefits system in the UK

**Vocabulary:** Verbs expressing cause and effect

**Writing:** An article about homelessness

#### Lead-in

- Write *tax* on the board and ask students: *When we pay our taxes, what is the money used for?* (e.g. upkeep of roads, street lighting, the police force, education, health care), *How are people taxed in your country?* (e.g. income tax, VAT), *Should people with higher incomes pay higher income tax? Are there any taxes which you think are unfair?*
- Students discuss the questions in pairs or groups.
- Ask a few students to share their ideas with the class.

#### Exercise 1 page 38

- Focus attention on the photo and briefly explain what the bedroom tax is and that it has been the focus of protests and campaigns to stop it.
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

#### (Possible answers)

Pensioners, unemployed people, parents, people on low incomes and those with disabilities all receive benefits in the UK.

**Pros:** Benefits provide economic support to people on low incomes, vulnerable people and those unable to work. Without sufficient benefits, these groups would be unable to afford essentials like food and housing.

**Cons:** People can become dependent on benefits. There is a risk that some people will abuse the system, claiming benefits when they could be working.

#### Exercise 2 page 38

- Students read the writing task on page 39. Ask them if they can remember the reasons people become homeless in Silicon Valley.
- Students then read the two articles and decide which one they agree with more. They discuss their views in pairs.
- Ask a few students to share their ideas with the class.

#### Exercise 3 page 38

- Go through the strategy together. Explain that a thesis statement tells the reader your opinion of the subject of your essay and what to expect from the rest of the essay.
- Students answer the questions.

**1 Article A begins with a quotation, engaging the reader with a personal narrative about a family on benefits.**

Article B begins with a surprising fact, engaging the reader with a statistic about the number of people on benefits.

- 2** In article A, the thesis statement is 'Politicians attribute the need for cuts to the economic crisis, but can they really be justified?' The argument is developed by explaining the negative impact of cuts to benefits. In article B, the thesis statement is '... we definitely need to fight for change' in the benefits system. The argument is developed by explaining how the current benefits system damages society.
- 3** Article A asks 'can [the cuts to benefits] really be justified?', 'what are the consequences [of cutting benefits]?' and 'Isn't it our duty to help [people] rather than exclude them?' The writer responds that the consequences of cutting benefits include increased debt, stress, job loss and homelessness. Article B asks 'what incentive do [people on benefits] have to find a job?' The writer wants the reader to think that benefits are harmful, removing the incentive to find work and encouraging laziness.
- 4** The writers of the articles use facts to support their arguments, e.g. 'increased personal debt [...] triggers more stress and can end in job loss' (article A); 'more than three million families in the UK live entirely on benefits' (article B); 'An ageing population has resulted [in] fewer people paying tax' (article B).

#### **5 Possible titles for article A:**

- a Why we shouldn't cut benefits
- d Every penny counts

#### **Possible titles for article B:**

- b The lost generation
- c Benefits are bad for society

#### Exercise 4 page 38

- Go through the highlighted verbs together and check their meanings.
- Remind students that intransitive verbs do not have an object, e.g. *It's raining. Your sister never smiles.*
- Students answer the questions.
- Check answers and point out that active verbs usually introduce an effect while passive verbs usually introduce a cause. If necessary, give examples: *His reckless spending brought about the company's collapse.* (cause + active verb + effect); *The company's collapse was brought about by his reckless spending.* (effect + passive verb + cause)

**1 has been brought about; a cause**

**2 resulting from, give rise to, account for**

**3 attribute (to)**

**4 'result in' introduces an effect; 'result from' introduces a cause**

**5 examples of phrases expressing cause: because of, due to, owing to, the reason is**  
**examples of phrases expressing effect: gives rise to, leads to, the outcome is, one consequence is**

#### Exercise 5 page 38

- Students choose the correct options to complete article B.

**1 c 2 b 3 c 4 a 5 a 6 c**

#### Writing guide page 39

- Read the **task** together, making sure that students understand that they have to write an article about

homelessness, using a thesis statement to put across their opinion and tell the reader what to expect from the article.

- Give students five to ten minutes to complete the **ideas** stage and **plan** their article. Encourage them to think of questions to engage the reader and facts to back up their opinions and gain the reader's trust.
- Circulate and monitor while students **write** their articles, making sure they organize their paragraphs according to their plan. Check that they are using a good range of verbs to express cause and effect. Also encourage them to use verbs and adjectives to describe trends.
- When students have finished, they **check** their work. Refer them to the checklist to make sure they have completed the task as well as they can.

### Extra activity: Fast finishers

Ask **fast finishers** to compare their articles with a partner. What different ways do they put across the argument?

### Additional writing activity

Write an essay on crime rates in your country. Discuss the reasons behind the crime, who is responsible, and what can be done to improve the situation.

### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can describe the benefits system in my country. I can understand an article about the benefits system in the UK. I can identify and use verbs expressing cause and effect. I can write an article about homelessness.*

## Vocabulary insight 3 page 40

### Verb types

- 1 **has increased** – no object (intransitive)  
**has risen** – no object (intransitive)  
**have remained** – no object (linking verb)  
**are struggling** – no object (intransitive)  
**leave** – object (a parent) (transitive)  
**feed** – object (their family) (transitive)  
**give** – indirect object (people who find themselves in crisis) + direct object (vouchers) (transitive verb with two objects)  
**be exchanged** – passive form of a transitive verb; the object (These) becomes the subject of the passive sentence  
**offer** – indirect object (visitors) + direct object (advice) (transitive verb with two objects)
- 2 1 a [I] **recover** – to return to a normal state after a period of difficulty  
b [T] **recover** – to get something back  
2 a [T] **relax** – to make something (e.g. rules, laws) less strict  
b [I] **relax** – to rest  
3 a [T] **deny** – to say that something is not true  
b [T] (two objects) **deny** – to refuse to allow somebody to have something  
4 a [I] **gather** – to come together in one place  
b [T] **gather** – to collect something (e.g. information)

- 3 1 **lack** [no passive]  
2 **doom** [usually passive]  
3 **commercialize** [often passive]
- 4 1 **lack** – a active, b not used in the passive, c not possible  
2 **is commercialized** – a passive, b often passive, c They / Society have / has commercialized Christmas too much now ...  
3 **is doomed** – a passive, b usually passive, c not possible  
4 **can't afford** – a active, b not used in the passive, c not possible  
5 **were overshadowed** – a passive, b often passive, c The scandal somewhat overshadowed his earlier achievements.  
6 **ended** – a active, b this is an intransitive use, but this sense of 'end' can also be used transitively and so transformed into a passive, c Her dance career was ended prematurely by a fall during a performance.  
7 **have developed** – a active, b often passive, c New technology has been developed to identify which species are susceptible to diseases.  
8 **has yet emerged** – a active, b intransitive verb, no passive, c not possible

## Review 3 page 41

- 1 1 **trappings** 2 **pipe dream** 3 **ethos** 4 **key indicator**  
5 **self-sufficient** 6 **foraging**
- 2 1 **beyond** 2 **for** 3 **on** 4 **out** 5 **to** 6 **away**
- 3 1 **data** 2 **a display** 3 **advertising** 4 **a company**  
5 **public opinion** 6 **our minds**
- 4 1 **stable** 2 **dipped** 3 **steady** 4 **significant**  
5 **moderate** 6 **escalate**
- 5 1 **is reported**  
2 **will be overtaken / will have been overtaken**  
3 **should be put**  
4 **was taken**  
5 **have been taken / were taken / are being taken**  
6 **am being told**  
7 **has been halved / will be halved**
- 6 1 **They got / had their money transferred to a Swiss bank account.**  
2 **The party got arranged quite efficiently.**  
3 **I am getting interviewed for the job tomorrow.**  
4 **The chances of getting / having your purse stolen on the London Underground are high if you're not careful.**  
5 **Many bankers will have / get their annual bonuses adjusted.**  
6 **The problem got solved by the technical support team.**  
7 **You can only get paid by bank transfer.**
- 7 1 **It is often claimed**  
2 **it is assumed**  
3 **is misunderstood**  
4 **It is known**  
5 **are feared to be**  
6 **It is anticipated**  
7 **are proven / proved to be**

# 4

# Brainbox

## Map of resources

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## 4A Reading and vocabulary

### Mind over matter

#### Summary

**Topic:** Brain training

**Reading:** The plastic brain

**Vocabulary:** Expressions with *brain*; lexical twins

**Speaking:** Discussing brain training, brain plasticity, mental ageing and advice needed to optimize brains

**Communication worksheet 4A:** Lexical twins

#### Lead-in

- Write the following questions on the board:  
*At what time of the day do you feel most alert mentally?*  
*At what time are you at your lowest point mentally?*  
*Do you have any special techniques for helping you to remember information?*
- Students discuss the questions in pairs before comparing their ideas with the class.

#### Exercise 1 page 42

- In pairs, students discuss the questions. Elicit ideas and write notes on the board. Students skim the article and compare their ideas.

The article concerns the brain training programme of Dr Merzenich, who states he can improve brain function with exercises designed for specific parts of the brain that need to be developed.

#### Students' own answers

#### Exercise 2 page 42

- Check the meaning and pronunciation of *peripheral* /pə'ri:fərəl/ (not as important as the main part of something) and explain that auditory cortex neurons are nerve cells that carry information to the part of the brain linked to the ear.
- Students read the article again and match the sentences to the paragraphs.

1 C 2 E 3 – 4 D 5 F 6 – 7 A 8 B

#### Extra activity: Fast finishers

Write the following questions on the board:

- What does 'Todd acted as a guinea pig' mean? (He allowed somebody to do experiments on him.)*
- What did scientists once believe the central nervous system couldn't do? (It couldn't heal itself or regenerate.)*
- Why do many people think that mental ageing is inevitable? (Papers have been written telling us that our neurons die.)*
- Why do we stop stimulating our brains? (When we leave school, we do more repetitive tasks which don't stimulate the brain.)*

Ask **fast finishers** to answer the questions.

### Exercise 3 page 42

- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

(Possible answers)

1 The article mentions that dyslexic children and older people (who are at risk of developing Alzheimer's disease) are likely to benefit most from brain plasticity. Healthy adults, such as the Australian TV presenter Todd Sampson, can also increase brain function with exercises to improve thinking speed and attention span.

2 Students' own answers

### Exercise 4 page 42

- Ask students to try to work out the meaning of the highlighted phrases from the context.
- Elicit answers as a class.
- Students then rewrite the sentences.

**the brains behind:** the person who is responsible for thinking of and organizing something

**pick somebody's brains:** to ask somebody a lot of questions about something because they know more about the subject than you do

**brainwave:** a sudden good idea

**brainchild:** an idea or invention of one person or a small group of people

**brainwash:** to force somebody to accept your ideas or beliefs, e.g. by repeating the same thing many times or by preventing the person from thinking clearly

**scatterbrained:** always losing or forgetting things and unable to think in an organized way

**brain-teaser:** a problem that is difficult but fun to solve

**rack your brain:** to think very hard or for a long time about something

1 the brains behind 2 brainwash 3 brainchild  
4 scatterbrained 5 rack their brains 6 brainwave  
7 picking their brains 8 brain-teaser

#### Additional vocabulary

The following words are from the article *The plastic brain*:

- *atrophy* (v) /'ætɹəfi/ the condition of losing flesh, muscle, strength, etc. in a part of the body because it does not have enough blood
- *breakthrough* (n) /'breɪkθruː/ an important discovery or development
- *coin* (v) /kɔɪn/ to invent a new word or phrase that other people then begin to use
- *coincide* (v) /,kəʊɪn'saɪd/ to happen at the same time as something else
- *decode* (v) /,di:'kəʊd/ to find the meaning of something, especially something that has been written in code
- *hard-wired* (adj) /,hɑ:d 'waɪəd/ present when you are born and not changing during your life

### Exercise 5 page 44

- Point out that verbs of French or Latin origin are often more appropriate in a formal context, while the corresponding phrasal verbs are more commonly used in informal texts, as well as in spoken language.
- Students complete the table.

1 pull off 2 get over 3 put up 4 reel off 5 find out  
6 carry out 7 pass on 8 team up 9 hold up  
10 make out 11 pin on 12 give up 13 make up  
14 clear up 15 turn around

### Exercise 6 page 44

- Students complete the text.

1 attribute 2 conquer 3 impede 4 Collaborating  
5 conducted 6 ascertain 7 cease

### Exercise 7 page 44

- Students brainstorm different activities that could help people improve their mental abilities.
- In pairs, students compare their ideas and discuss which ones would prove most effective.
- They then choose five ideas and plan how to present them to the class.

#### Extra activity: Further discussion

In small groups, students discuss the following questions:

- *Do you do any memory-enhancing tasks which could be considered brain training? What are they?*
- *In what aspects of your life could brain training be useful?*
- *Some people believe that brain training will revolutionize our lives in the future. How might it do this?*

#### Vocabulary bank: Memory page 137

1 b 2 c 3 a 4 e 5 d 6 f 7 i 8 g 9 h

2 1 remembering 2 reminded 3 memorize  
4 recall 5 reminisce 6 recollect

## 4B Grammar and listening

### A beautiful mind

#### Summary

**Topic:** Savants

**Listening:** Born on a Blue Day: The Gift of an Extraordinary Mind

**Grammar:** Verb patterns; the infinitive and *-ing*: continuous, perfect and passive

**Speaking:** Discussing the definition of *savant* and how people who are different are treated in society

**Communication worksheet 4B:** Spend, spend, spend!

#### Lead-in

- Ask students if they know anything about autism. Do they know anyone with autism? What do they think are the characteristic behaviours that often define autism? Elicit ideas and write them on the board. Then read out the description of autism taken from the National Autistic Society: '*... a lifelong developmental disability that affects how a person communicates with, and relates to, other people. It also affects how they make sense of the world around them.*'
- Write some of the key phrases on the board, e.g. *developmental disability, affects how they make sense of the world.*
- Write *Asperger's syndrome* on the board and ask students if they have heard of it. Explain that it is a form of autism

and give the following description: *People with Asperger's syndrome are often of average or above average intelligence. They have fewer problems with speech than people with autism but may still have difficulties with understanding and processing language.*

- Ask students how a person with Asperger's syndrome might deal with everyday situations like school, socializing with friends, etc.
- Students discuss the question in pairs. Elicit ideas.

### Exercise 1 page 44

- Students look up the word *savant* (a person who has a mental disability or learning difficulties but who has particular unusual abilities that other people do not have).
- In pairs, students discuss the question.
- Elicit their ideas and write them on the board.

#### (Possible answers)

**A savant might excel at acquiring foreign languages, memorizing facts and figures, performing mathematical calculations, sticking to routines. These are cognitive skills involving memory, detail and systems.**

**A savant might struggle with social skills like empathizing with others, interacting with peers, and negotiating. Leading an independent life might also be challenging for some savants.**

### Exercise 2 1•15 page 44

- Tell students they are going to hear about a well-known savant called Daniel Tammet.
- Play the recording for students to compare their ideas and find out why Daniel is different from other savants.

**Daniel is different from other savants in that he is able to live independently. He doesn't have terrible memories of school because he wasn't bullied as most people with Asperger's syndrome are.**

#### Audio script

**Presenter** Sometimes the most amazing abilities of the human brain are revealed exactly when things go wrong. There are well-documented cases of people who gained extraordinary abilities after a brain injury. Many savants often possess unusual abilities, too. Daniel Tammet, for example, is a mathematical genius despite having been diagnosed with Asperger's syndrome – a form of autism. Daniel has written three books about his condition. Paediatrician Alice Rivers is here to tell us about Daniel's early life. Alice?

**Alice** As a baby, Daniel's crying seems to have been excessive. He explains how his worried parents tried to soothe him by swinging him in a hammock. At the age of three, he had an epileptic fit, which he survived only because the cries of his younger brother brought his parents running – he was lucky that his brother happened to have been playing in the room at the time. After his fourth birthday, he calmed down a little on receiving a counting book as a present. He says he will never forget being given that book, as the numbers transported him to a completely different world.

**Presenter** Social interaction is something that Daniel finds hard, so school wasn't easy for him. Teacher Eddie Wharton is with us to analyse what Daniel was like at school.

**Eddie** Yes, well, Daniel's behaviour is fairly typical of a child with this kind of disorder. He says that he always preferred to be sitting on his own rather than playing with the rest of

the children and, at story time, he would have his fingers pressed into his ears and his eyes tight shut while the others sat engrossed in the story. Apparently, he would sit picturing numbers in his mind to help him relax. Then, at break time, as soon as he heard the bell ring, he would rush out into the playground – not to play, but to count the leaves on the trees. People with Asperger's often have terrible memories of school, because they tend to have been bullied mercilessly, but in Daniel's case, the other children usually left him alone. He hardly ever got into trouble with the teachers, either.

**Presenter** After leaving school with three A levels, Daniel got his parents' permission to go to Lithuania as a volunteer to teach English. He appreciates having been offered the opportunity to do something so adventurous. During his stay, he appears to have picked up the language with very little effort, and the same is true of the six other languages he is able to speak. Today, Daniel works from home, writing online courses for private clients. It means he can keep to his routine, and also that he has enough free time to work on his hobby – a new language called Mänti, which he is compiling himself. Daniel Tammet has come a long way since counting leaves as a shy, introverted little boy at school. Psychologist Janice Flowers is here to sum up his case for us.

**Janice** Yes, Daniel is one of the few savants who are able to live independently – he has even surprised himself, as he never expected to have achieved so much in his life. His lack of empathy still causes problems though, and he acknowledges having behaved atrociously at times, such as the day he upset a friend by quizzing her over the death of her mother. His partner had to remind him to say sorry.

But the most remarkable thing about Daniel is that he can explain what he sees in his head – he's even written about it, as you mentioned before. More importantly, he has consented to be examined by researchers, so that we may one day learn how the mind of a savant really works.

### Exercise 3 1•15 page 44

- Ask students to read the sentences and try to answer the questions before listening again.
- Play the recording again for students to check their answers or answer the questions.

- 1 He started to act strangely when he was a baby; he cried much more than other babies.
- 2 His parents tried to calm him by swinging him in a hammock.
- 3 When Daniel's parents heard his brother crying, they came running to find him.
- 4 The children sat engrossed during story time.
- 5 He sat counting because it helped him relax.
- 6 When he heard the bell ring, he would rush out into the playground.
- 7 At break time he always wanted to count the leaves on the trees.
- 8 His teachers hardly ever criticized him for behaving inappropriately.
- 9 His parents let him go to Lithuania as a volunteer to teach English.
- 10 Because he can't keep to his routine.
- 11 His current job enables him to work on his hobby, compiling a new language, in his free time.
- 12 He had to apologize because he upset a friend by asking her too many questions about the death of her mother.

### Language note: Verb patterns

- There are some verbs which can be followed by either *-ing* or infinitive with *to*. In some cases, there is no difference in meaning (e.g. *hate, intend, start, begin, commence, propose, cease, continue*). However, the infinitive and *-ing* have different meanings after some verbs, e.g. *remember, forget, stop, try, need, want* and *deserve*.
- We use *remember* and *forget* + infinitive with *to* to talk about necessary actions and whether we do them or not. We use *remember* and *forget* + *-ing* to talk about memories.  
*I remembered to pick up my bag.* (It was necessary to pick up the bag and I did it.)  
*I remember reading this story when I was a child.* (memory)  
*I forgot to sign the document.* (I had to sign, but I didn't do it.)  
*I'll never forget going up on a ski slope for the first time.* (memory)
- After *stop*, we can use an infinitive of purpose. *Stop* + *-ing* means to end an action.  
*I stopped to speak to my teacher.* (I stopped in order to speak to my teacher.)  
*The children stopped talking.* (end of an action)
- *Try* + *-ing* suggests experimenting with something to see what will happen. *Try* + infinitive with *to* describes a usually unsuccessful attempt to do something.  
*I tried turning the key in the lock.* (I attempted to turn the key in the lock to see if the door would open.)  
*I tried to turn the key in the lock.* (I couldn't turn the key in the lock.)
- We normally use *need, want* and *deserve* with infinitive with *to*. The *-ing* after these verbs has a passive meaning.  
*I need to check these figures.*  
*These figures need checking.*

### Exercise 4 page 44

- Students complete the table.
- They then underline the correct options in the rules.

verb + (object) + infinitive with or without *to*: **start, try, hear, want, let, enable**

verb + (object and / or preposition) + *-ing*: **hear, sit, criticize (for), dislike, apologize (for)**

verb + past participle: **sit**

**1 an active 2 a passive 3 -ing form**

**4 infinitive without *to* 5 without 6 with**

### Grammar reference and practice 4.1 Workbook page 115

**1 1 learning 2 socializing; studying 3 to use  
4 doing 5 to take part**

### Exercise 5 page 45

- Students read the text and add more examples to the table in exercise 4.

verb + (object) + infinitive with or without *to*: **volunteer, help, encourage, watch, continue**

verb + (object / preposition) + *-ing*: **practise, stand, stop, see, succeed in, congratulate on**

verb + past participle: **stand**

Rule a: **stood reciting, stood transfixed**

Rule b: **watch him perform, hearing a mobile phone ring, saw the numbers flowing**

Rule c: **stopped speaking, continued to recite**

### Culture note: Pi

The number pi /paɪ/, which is represented by the Greek letter  $\pi$ , is calculated to be roughly 3.14159. However, as a constant number, it is infinite and has been calculated to more than one trillion digits beyond the decimal point. The earliest written evidence of pi calculations have been discovered in Egypt on the Rhind papyrus (dated around 1650 BC), and in Babylon on a clay tablet (dated 1900–1600 BC).

### Exercise 6 page 45

- Ask students to read the sentences.
- Students match the sentences to the forms.

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

### Grammar reference and practice 4.2 Workbook page 115

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

### Exercise 7 page 45

- Students read the text and choose the correct options.

**1 having been shunned 2 being ridiculed**

**3 having been defended 4 to be interviewed**

**5 to have acquired 6 to have been documenting**

**7 having eaten 8 to be living**

### Exercise 8 page 45

- Ask students to discuss the following questions as a class:  
*Are there good job opportunities for people with physical or learning disabilities?*  
*Are there adequate facilities in your town for people with disabilities, e.g. wheelchair access?*  
*Are there TV subtitles for the hard of hearing or TV programmes for children with learning disabilities?*  
*Overall, do you feel that people with disabilities are included in society or marginalized?*
- Ask students why there might be a fear of people who are different.

### Extra activity: People with differences

Ask students to imagine what it must be like to be incapable of interpreting facial expressions, like some people with autism or Asperger's are. How would that make them feel? How would they cope in everyday interactions with people? How would it affect how they behave towards other people?

**DVD extra** Multisensory perception

### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a radio program about a savant with Asperger's syndrome. I can use different verb patterns. I can use forms of the infinitive and '-ing' correctly. I can discuss how people who are different are treated in society.*

# 4C Listening, speaking and vocabulary

## What is intelligence?

### Summary

**Topic:** Multiple intelligences

**Listening:** Howard Gardner's *Theory of Multiple Intelligences*

**Vocabulary:** Adjectives describing intelligence and ability

**Functional language:** Making suggestions, reaching a conclusion

**Grammar:** Ellipsis

**Speaking:** Discussing different types of intelligence; planning a class using multiple intelligences

### Lead-in

- Write *Intelligence* on the board and ask students what they think intelligence is. Elicit ideas. Then ask students if they think there are different types of intelligence. Ask students to brainstorm these with a partner. Write their ideas on the board.
- Then ask students to answer the following questions: *Who is the most intelligent person you know? Do you think all world leaders are intelligent? Does being intelligent make you happy?*
- Elicit ideas and discuss them as a class.

### Exercise 1 page 46

- Read out the quote and elicit students' interpretations of the quote.
- Then ask: *Do you agree with this?* Elicit answers.

#### (Possible answers)

The perception of intelligence differs according to who is measuring it, and how. People can be intelligent in many different ways, but if their intelligence isn't valued by society, they will not perceive themselves as intelligent.

### Exercise 2 1-16 page 46

- Read through the strategy together. Point out that we use *so much for (something)* to show that we have finished talking about a subject, e.g. *So much for the situation in France. Now we turn to ...*
- Play the first paragraph of the talk for students to choose the topics that will be included and put them in order.

The main theme of the talk is multiple intelligences.

1 the situation before the theory was developed

2 the current list of intelligences

3 a practical application of the theory

### Audio script

In today's talk, I'm going to address the notion of multiple intelligences – a theory developed by the American psychologist Howard Gardner. First, I'm going to focus briefly on the context into which the theory was introduced – we won't be able to touch on Dr Gardner's other work, I'm afraid. Then I'll be looking at the intelligences themselves ... that's the eight that are recognized right now – it's impossible to deal with the ones that are currently under consideration as we simply haven't got time. Finally, I'll give you a brief outline of one of the ways in which the multiple

intelligences can be put to use. Unfortunately, a detailed analysis of their potential applications is beyond the scope of this talk. As I said, I'm going to start by giving you a bit of background to the theory. In the early 1980s, most people believed that intelligence was a single thing, which could be measured by a single test – the IQ test. Dr Gardner was not convinced by this, so he set about analysing all of the existing data on intelligence to find an alternative theory. He proposed that all human beings have a number of relatively independent intelligences. This means that one person can be strong in some areas, average in others and not so good in others. According to Dr Gardner, these strengths and weaknesses affect the way we learn, understand and show what we know.

So now you know how the theory was born. My next point regards the eight intelligences themselves. First, I'm going to concentrate on the conventional ones – linguistic intelligence and logical-mathematical intelligence. The first entails the capacity to use language in an articulate way to achieve certain goals. Gardner cites poets and lawyers as examples of professionals with high linguistic intelligence. Logical-mathematical intelligence, on the other hand, involves scientific and objective thinking and is typical of people who use a methodical approach to analyse problems rationally.

Moving from conventional intelligences to artistic intelligences: I'd like to make mention of musical intelligence first. This involves skill in the composition and appreciation of harmonic patterns, talents possessed by composers, for example, who are receptive to melody and rhythm. The second is bodily-kinaesthetic intelligences, which is the capacity to use the body in a dexterous fashion to solve a problem. Dr Gardner suggests that both dancers and surgeons have strong bodily kinaesthetic intelligences. And finally, I'd like to point out a third intelligence related to the arts, and that's spatial intelligence. This is the potential to recognize and use the patterns of space, be it the wide expanses of pilots, or the more confined areas of chess players. Strong spatial intelligence requires a discerning mind that is able to anticipate potential problems that may occur in a person's surroundings.

Let's leave the artistic intelligences now and turn to the personal intelligences. The first is interpersonal intelligence, which is concerned with people skills, enabling salespeople and political leaders to be intuitive enough to understand the intentions and motivations of other people. The second of these is intrapersonal intelligence, which entails the capacity to be introspective in order to know oneself. This kind of intelligence is not particular to a specific career, but it is necessary for every individual to be able to make wise decisions.

That brings me to the final intelligence on the list, which is one that has been added recently: naturalistic intelligence. This skill is apparent in observant people who are attracted to developments in the environment and are able to categorize certain features of it. One example would be a botanist, for instance.

Now we've pinpointed the various intelligences, I wish to outline a practical application for the theory. According to Dr Gardner, our present schools are unfair because they work on the premise that all pupils have the same linguistic and logical mind and that they all learn in the same way. This puts pupils who are weak in these two particular intelligences at a disadvantage. Dr Gardner believes that it is possible to teach all subjects in more than one way so as to reach every child in a class, develop all eight of the intelligences and make the system fairer all round.

And that brings me to the end of my talk. Are there any questions?

### Exercise 3 1•16 page 46

- Ask students to read the notes and think about what they are listening out for.
- Play the whole recording for students to listen to the rest of the talk and complete the notes.

1 the (early) 1980s 2 conventional / traditional  
3 poets, lawyers 4 musical 5 dancers, surgeons  
6 space 7 personal 8 know(ing) 9 naturalistic  
10 fairer

### Exercise 4 page 47

- Ask students to read the sentences and try to work out the meaning of the adjectives in context.
- Students match the words to the intelligences in exercise 3.
- Check the pronunciation of *dexterous* /'dekstrəs/, *discerning* /dɪ'sɜːnɪŋ/, *intuitive* /ɪn'tjuːɪtɪv/ and *articulate* /ɑː'tɪkjələt/.
- In pairs, students make sentences with the adjectives to describe themselves and people they know, e.g. *My sister is intuitive. She can always tell what I am thinking.*

(Possible answers)

- a **receptive:** sensitive to (musical)
- b **introspective:** tending to think a lot about your own thoughts, feelings, etc. (intrapersonal)
- c **dexterous:** skilful with your hands (bodily kinaesthetic)
- d **observant:** good at noticing things around you (naturalistic, spatial)
- e **discerning:** able to show good judgement about the quality of somebody / something (interpersonal, spatial)
- f **intuitive:** able to understand something by using feelings rather than by considering the facts (interpersonal)
- g **methodical:** doing things in a careful and logical way (logical-mathematical)
- h **articulate:** good at expressing ideas or feelings clearly in words (linguistic)

### Exercise 5 page 47

- Check the meanings of the words and practise the pronunciation of *agile* /'ædʒaɪl/, *eloquent* /'eləkwənt/, *impressionable* /ɪm'preʃənəbl/ and *visionary* /vɪʒənəri/.
- Ask students which adjectives they think would link to the different intelligences.
- In groups, students discuss their intelligences.
- Elicit students' answers.

#### Vocabulary bank: Abilities and traits page 137

- 1 1 dexterity 2 curiosity 3 agility 4 ingenuity  
5 diligence 6 modesty
- 2 1 agility 2 curiosity 3 diligence 4 ingenuity  
5 integrity 6 dexterity 7 modesty 8 aptitude
- 3 A agility, dexterity  
B curiosity, ingenuity, aptitude, integrity, diligence, modesty
- 4 1 dexterity 2 aptitude 3 curiosity 4 integrity  
5 ingenuity 6 agility 7 modesty 8 diligence

### Exercise 6 1•17 page 47

- Ask students to imagine they have to teach (maths) equations to a classroom of children who have different strengths and weaknesses in the eight intelligences. Which three intelligences would they choose to teach equations?
- Elicit ideas.
- Play the recording for students to compare their ideas.

#### Audio script

**Interviewer** So how can we put the theory of multiple intelligences into practice, Dr Philips?

**Dr Philips** The idea is to use all of the intelligences, or as many as possible of them, to teach the point in question. So to make use of linguistic intelligence, for example, you need to get the students to read and write about the topic. For logical-mathematical intelligence, they should be looking at numbers or classifying information.

**Interviewer** I guess those are strategies most people are familiar with.

**Dr Philips** Well, although it's true that the strategies themselves aren't new, the idea of using them across the board to teach all of the subjects is actually quite different.

**Interviewer** I see. Shall we move on to the artistic intelligences? How can they be used?

**Dr Philips** Let's start with musical intelligence. Here, students need to be listening to some kind of music that is relevant to the teaching point or singing a song themselves. Bodily-kinaesthetic intelligence requires movement, so they could be building something or acting out a scene. And to make use of spatial intelligence, they should be visualizing something – maybe drawing it or making a chart.

**Interviewer** That seems to make sense. How can teachers make use of the personal intelligences, then?

**Dr Philips** To make the most of interpersonal intelligence, students need to be working in groups – they could teach something to their peers, for example, or work together on a collaborative project. For intrapersonal intelligence, students need to relate the point to themselves and their own experiences. Then they should be asked to make a choice based on their own interpretation of the topic.

**Interviewer** And last but not least – what about naturalistic intelligence?

**Dr Philips** Here, the teacher has to relate the point to nature in some way. This could be by focusing on animals or by getting students to research a landscape. There are all sorts of ways in which nature can be exploited to get a point across. For example, there's something ...

### Exercise 7 1•18 page 47

- Play the recording for students to answer the question.

#### memorizing and researching a quote in groups

#### Audio script

**Layla** Right, let's move on to the next intelligence. What shall we do?

**Ania** Maybe they could memorize a famous speech or something?

**Paul** Hmm. That would be difficult in French, wouldn't it?

**Rob** Yeah, and I'm not sure I can think of a speech from that period.

**Ania** Good point. But there are lots of famous quotes, aren't there? We can get them to memorize a quote, if you want to.

**Layla** I think that's a great idea.

**Paul** They won't learn much from memorizing a quote, but they might if they have to research it.

**Rob** That's a nice idea. But won't they all choose the same quote?

**Paul** Ah. I hadn't thought about that.

**Layla** Why don't we allocate a quote to each student?

**Ania** Or maybe get them to work in groups?

**Paul** Yeah, I think Ania's idea is the best. One group can have one quote and another group a different quote.

**Layla** Great! So who knows any quotes?

**Paul** Umm, I think someone said, 'Let them eat cake.' But I can't remember who.

**Rob** It was Marie Antoinette. You know, the wife of the French king – Louis XVI. They were both executed in the end.

**Layla** Well, that's one to start with. Now, we need some more. I've got a couple of books about famous quotations.

**Rob** There must be some in the library, too.

**Layla** Right. Why don't you and Alex look in those books and Ania and I look in these? Let's see what we can find.

### Exercise 8 page 47

- Write the following sentences on the board:
  - 1 *We can go swimming tomorrow if you want.*
  - 2 *I can't swim but my brother can.*
- Explain that some words have been left out from the two sentences to avoid repetition. Ask students what these words are. (1 to go swimming; 2 swim) Then explain that this device is called ellipsis.
- Ask students to read sentences 1–8 and match them to the rules.

**a** 1, 4, 5, 7   **b** 3   **c** 2   **d** 8   **e** 6

Words left out:

- 1 ... some [books about famous quotations] in the library ...
- 2 ... if you want to [get them to memorize a quote].
- 3 ... they might [learn a lot] if they have to research it.
- 4 ... look in these [books]?
- 5 ... is the best [idea].
- 6 ... another group [can have] a different quote.
- 7 ... that's one [quote] to start with.
- 8 ... I can't remember who [said 'Let them eat cake'].

### Grammar reference and practice 4.3 Workbook page 116

- 1 **1** You can check those answers and I'll check these answers.
- 2 The groups need to give a presentation, but they can decide when to give it.
- 3 Some students study by writing notes and others study by reading aloud.
- 4 We don't have to look at the research notes, but we could look at them.
- 5 My brother stays up late, but I prefer not to stay up late.
- 6 We'll judge the projects and decide on the best project.

### Exercise 9 page 47

- Students read the dialogue and identify the unnecessary words.
- A** What shall we do about spatial intelligence then? How shall we go about that intelligence?
- B** Let's get them to watch a film in French. Do you know any French films?

**A** I know one or two films. But wouldn't a documentary be better?

**B** I saw a great documentary once, but I can't remember where I saw it.

**A** There are bound to be loads of them on the internet. I can have a look if you'd like me to have a look.

**B** We could look on a history website. Those documentaries will be the most suitable documentaries.

**A** Maybe. OK, I'll do some research on YouTube and you do some research on the history websites.

### Extra activity: Fast finishers

In pairs, **fast finishers** write their own dialogue. It should include several examples of different types of ellipsis.

### Exercise 10 page 47

- In groups, students choose a topic and research it on the internet.
- They should prepare a plan for a thirty-minute lesson. Encourage them to consider the age of their students and think of age-appropriate activities that will motivate their class while using various intelligences.
- Students present their lesson plans to the class. They should try to use some of the signposts from the strategy in exercise 2 in their presentation.
- The class vote for the most interesting lesson.

### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can navigate a talk about multiple intelligences. I can discuss my strengths and weaknesses in the different intelligences. I can identify and use ellipsis correctly. I can plan a lesson and use multiple intelligences to teach it.*

## 4D Culture, vocabulary and grammar

### Mind your Ps and Qs

#### Summary

**Topic:** Accents and regional differences

**Reading:** *Pygmalion* by G.B. Shaw

**Vocabulary:** Word analysis

**Grammar:** Articles

**Speaking:** Discuss regional accents and the sorts of problems they can cause

### Lead-in

- Ask students if they can detect any British regional accents. If so, which ones do they find easy to understand?
- Ask students how important it is for them to sound like a native speaker when they speak English.
- Elicit ideas. Take this opportunity to explain that it is more important to have clear pronunciation than sound like a native speaker.
- Ask students which sounds they struggle with in English. Make a note of these for future pronunciation practice.

### Culture note: *Pygmalion*

George Bernard Shaw (1856–1950) was an Irish journalist and playwright. He was concerned with social problems, and these feature prominently in his writing.

*Pygmalion* is Shaw's most famous play and was first performed in 1912. It tells the story of a young flower girl who is used by a linguist in a social experiment to show how somebody from a working class background can be taught to speak like a duchess.

The title of the play comes from the name of a character in a narrative poem called *Metamorphoses* by the Roman poet Ovid. In the poem, Pygmalion was a sculptor from Cyprus who fell in love with the statue of a beautiful woman he had carved out of ivory.

A musical version of the play, *My Fair Lady*, was first performed in 1956, and a motion picture version of the musical was released in 1964. It starred Audrey Hepburn as the flower girl, Eliza Doolittle, and Rex Harrison as the linguist, Henry Higgins.

### Exercise 1 page 48

- Focus attention on the photos and ask students if they have ever heard of *Pygmalion*.
- Then ask students to answer the questions as a class. What do they think the play is about?
- Students read the introduction and extract and check their answers.

- 1 The character on the left is the gentleman, Colonel Pickering; the middle character is the note taker, Professor Higgins; the character on the right is the flower girl. They are strangers who have met on the street. However, the two men find out that they know each other by reputation.
- 2 The woman has changed from being roughly dressed to appearing very elegant. Professor Higgins says 'in three months I could pass that girl off as a duchess at an ambassador's garden party'; which may explain the cause of this transformation.

### Exercise 2 page 48

- Go through the sentences together and check the pronunciation and meaning of *prestigious* /pre'stɪdʒəs/ (respected and admired as very important or of very high quality) and *implausible* /ɪm'pləʊzəbl/ (not seeming reasonable or likely to be true).
- Students read the extract and decide if the statements are true or false. Point out that *gam* in line 52 is the flower girl's pronunciation of *go on* (used to express the fact that you do not believe something).

- 1 F He boasts strongly of his talents.
- 2 T
- 3 T
- 4 F He is very rude to her: he calls her a 'squashed cabbage leaf' and 'incarnate insult to the English language'.
- 5 T
- 6 T
- 7 F The gentleman believes him.
- 8 F They arrange to meet at the Carlton (Hotel).

### V insight Word analysis

The phrase *have a jaw* /həv ə 'dʒɔː/ is old-fashioned and is no longer used. It means 'to have a conversation; to chat'.

The adjective *incarnate* /ɪn'kɑːnət/ means 'in human form' and is a postpositive adjective, mostly used after a noun, e.g. *He is kindness incarnate*. It is rarely used in informal English.

### Exercise 3 page 48

- Students work in pairs or groups to answer the questions.
- Check answers as a class. Ask students why words such as *kerbstone* and *gutter* are used to describe the girl's English and standard of living. (They suggest something low level and dirty.) Explain that Park Lane, a district of central London, became fashionable in the eighteenth century, and many privately-owned mansions were built there.

- 1 brogue; Yorkshire; Ireland
- 2 upstarts; Park Lane
- 3 place of worship; he might be referring to a church or cathedral
- 4 pigeon; bilious; crooning
- 5 kerbstone English; a kerbstone separates the pavement from the road
- 6 the gutter; a gutter gathers rain and waste and takes it to the drains
- 7 incarnate; it usually goes after the noun
- 8 have a jaw; they probably have a lot to talk about as they share the same interests

### Additional vocabulary

The following words and phrases are from the extract from the play *Pygmalion*:

- *defiance* (n) /dɪ'faɪəns/ open refusal to obey somebody / something
- *end of (somebody's) days* /end əv 'deɪz/ end of somebody's life
- *feeble* (adj) /'fiːbl/ not effective; not showing determination or energy
- *mingle* (v) /'mɪŋɡl/ to combine or make one thing combine with another
- *pass somebody off as somebody* /pɑːs 'sʌmbədi ɒf əz 'sʌmbədi/ to pretend that somebody is somebody they are not
- *tickle* (v) /'tɪkl/ to amuse and interest somebody

### Exercise 4 page 48

- Go through the questions together. With regard to the second question, ask which character Shaw empathizes with the most.
- Students discuss in pairs.
- Ask a few students to share their ideas with the class. Point out that the characters fit traditional English stereotypes in that the upper-class men are well spoken and the flower girl is a typical 'cockney' (a person from the East End of London, usually a working-class person with a strong dialect).
- Professor Higgins is not a typical 'gentleman' in that he behaves rudely and ungraciously towards the flower girl.

(Possible answers)

- 1 *Pygmalion* explores the British class system, especially how people from different social classes speak and behave. It considers social mobility (the potential of people to move to a higher social class), as well as reflecting on the different roles that women have in society.
- 2 The writer thinks that the division between higher and lower classes in British society is very pronounced. He also implies that these divisions are artificial, as somebody can 'act' as if they belonged to a different social class.

### Language note: Articles

The indefinite article *a / an* is used:

- with singular countable nouns, especially professions: *I'd love to be a teacher.*
- to introduce new information or when something is mentioned for the first time: *A car stopped in front of our house.*
- with expressions of quantity, frequency, price and speed: *These apples cost five euros a kilo!*
- with the meaning 'one': *a hundred, a kilo*

The definite article *the* is used:

- for old or restated information, when something has already been mentioned: *A car stopped in front of our house. The car was a red Porsche.*
- when something is unique (e.g. *the sun*), or when the context makes it obvious what we are talking about: *The teacher closed the door.* (there is only one teacher in the classroom, and only one door)
- with superlatives and ordinal numbers and with *last, next, etc.*: *the best poem, the first page, the last chapter*
- when a phrase or clause comes after the noun and shows which one is meant: *He's an expert on the poetry of W.H. Auden.*
- with adjectives, to refer to some groups in society (*the young, the homeless, the unemployed*), nationalities (*the British*) or abstract ideas (*You are asking for the impossible. Xenophobia is often defined as fear of the unknown.*)

We usually don't use an article:

- with proper nouns, such as names of people and place names. Note that there are a lot of exceptions to this rule, e.g. *the USA, the UK, the Alps, the Pacific Ocean*
- in fixed phrases, especially after a preposition: *by bus, on Tuesday, at college, on holiday*
- for generalizations: *Dogs are clever animals.*
- before a possessive: *Did you see Peter's car?*

### Exercise 5 page 49

- Go through the points together. In a **weaker class**, remind students that we can use the definite article *the* with all types of nouns, but the indefinite article *a / an* can be used with singular countable nouns only.
- Working individually, students match the use of articles to the examples. Point out that each example in one item, e.g. item 1, can be matched to a different rule.

- Check answers as a class. Then ask students to describe the differences in the use of articles between English and their own language.

- 1 the rain – obvious; the driest spot – superlative adjective; the dark – abstract noun / idea
- 2 a poor flower girl – new information; the poor – group of people; the English – nationality adjective
- 3 at work – fixed expression; behind a pillar – new information
- 4 a gentleman – new information; the Gentleman – restated information
- 5 phonetics – uncountable noun; the science of speech – uncountable noun + *of*
- 6 the man – specific focus; an Irishman – singular countable noun; a Yorkshireman – singular countable noun; men – general, plural noun
- 7 £80 a year – quantity, relating one unit to another; a hundred thousand (pounds) – quantity, a = one
- 8 The Bible – unique; defiance – abstract noun
- 9 sounds – plural noun; a sound – singular noun
- 10 a student – singular countable noun; Colonel Pickering – proper noun

### Grammar reference and practice 4.4 Workbook page 116

- 1 1 –; –; the
- 2 a; – / the; The; the
- 3 –; the
- 4 an; the; The; the
- 5 an; a; the
- 6 –; a; the / a

### Exercise 6 page 49

- With a **weaker class**, focus attention on the word after each gap and ask students to match it to one of the categories in exercise 5, e.g. a group of people, a nationality, an uncountable noun, a superlative adjective.
  - Students complete the text.
- 1 a (new information) 2 the (specific focus)
  - 3 the (unique) 4 (general, uncountable noun)
  - 5 (general, plural noun) 6 a (new information, a profession)
  - 7 (fixed expression) 8 the (superlative adjective)
  - 9 a (quantity, relating one unit to another)
  - 10 a (quantity, a = one)
  - 11 the (with adjective, referring to a group of people)
  - 12 the (abstract idea, figurative use)
  - 13 (abstract noun, uncountable) 14 the (noun + of)
  - 15 (abstract noun)

### Extra activity: Fast finishers

Write the following gapped sentences on the board for **fast finishers** to complete with the correct articles or no article:

- 1 Life for \_\_\_\_\_ elderly can become very difficult.
  - 2 When Dad's at \_\_\_\_\_ work, he gets stressed.
  - 3 Death Valley is \_\_\_\_\_ hottest place in \_\_\_\_\_ world.
  - 4 My brother earns £50,000 \_\_\_\_\_ year.
  - 5 In \_\_\_\_\_ towns and cities you mustn't drive faster than 30 miles \_\_\_\_\_ hour.
- 1 the 2 – 3 the; the 4 a 5 –; an

### Exercise 7 page 49

- Explain that in the UK, a person's accent can reveal where they come from and also their social class. Ask students if the same is true in their country.
- Go through possible regional differences together and elicit an example for each, e.g. different languages / dialects spoken in different parts of the country, different regions traditionally supporting different political parties, etc.

### Learning outcome

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an extract from 'Pygmalion'. I can use articles correctly. I can discuss regional differences in my country and their associated problems.*

## 4E Writing

### A for and against essay

#### Summary

**Topic:** Teaching methods

**Reading:** An essay about teaching methods

**Vocabulary:** Comparison and contrast

**Writing:** A for and against essay

### Lead-in

- Ask: *How do you think education has changed in the last hundred years?*
- In pairs, students brainstorm the changes.
- Elicit ideas and write them on the board.

### Exercise 1 page 50

- Ask students to match the teaching methods to their definitions. If students are unsure about the difference between streaming and setting, they can scan the text to find out.
- In pairs, students discuss which methods they have experienced and found to be most effective and why.
- Ask students if they think their school should adopt a different method or stick to what it is using.

1 c 2 a 3 b

### Exercise 2 page 50

- Students read the essay and answer the question.

**The writer prefers a mixture of different methods: setting for core subjects like maths and language, and mixed-ability groups for other subjects. The writer believes that setting would enable strong students to progress and allow teachers to target the specific needs of lower-achieving students. He / She also believes that mixed-ability groups would encourage peer support and motivate weaker students.**

### Extra activity: Teaching methods

Students read the essay again and memorize as many points for and against streaming, setting and mixed ability classes as they can.

Books closed, students tell a partner everything they can remember about the different teaching methods.

### Exercise 3 page 50

- Go through the strategy together.
- Students find five examples of marked language and match each one to its formal equivalent.

1 dumping 2 either / or 3 bright sparks 4 holds up  
5 catch up

### Exercise 4 page 50

- With a **weaker class**, go through the words and ask students to identify the word type (e.g. verb, adjective).
- Students identify the marked language in the sentences and again identify the word type. This will help them to match the marked language to its formal equivalents.
- Students rewrite the sentences.

- 1 Psychiatrists are expected to make assessments that are unequivocally accurate.
- 2 It is not hard to be deceived by the performance of compulsive liars on lie detector tests.
- 3 For a series of tests to be successful, volunteers need to have a respite between each one.
- 4 Some therapists require patients to relive their past without omitting any details.
- 5 The idea that opposites attract is regarded as somewhat implausible in general.
- 6 Temporary paralysis is occasionally attributed to some kind of disease.

### Extra activity: Fast finishers

Write the following phrasal verbs and sentences on the board:

*get over hold up pass on sort out turn around*

- 1 It is vital that we resolve any issues before talks continue.
- 2 It is hoped that this device will revolutionize health care for the elderly.
- 3 There is concern that staff shortages will delay production.
- 4 Conquering one's fears is no mean feat.
- 5 The nerves transmit information to the brain.

**Fast finishers** rewrite the sentences using the correct forms of the phrasal verbs.

- 1 It is vital that we sort out any issues before talks continue.
- 2 It is hoped that this device will turn around health care for the elderly.
- 3 There is concern that staff shortages will hold up production.
- 4 Getting over one's fears is no mean feat.
- 5 The nerves pass on information to the brain.

## Exercise 5 page 50

- Students answer the questions and complete the table.
- They then check their answers in the essay in exercise 2.
- Point out that it is possible to form more than one adjective from the same noun, using different suffixes. Ask students if they can think of another adjective formed from *variance* (variable). Elicit the differences in meaning: *varied* (of many different types; not staying the same but changing often), *various* (several different), *variable* (often changing, able to be changed).

similarities: analogy, correspondence, homogeneity, interchange

differences: contradiction, disparity, divergence, variance

1 contradictory 2 corresponding 3 disparate  
4 divergent 5 homogeneous 6 varied, various

## Exercise 6 page 50

- Point out that students will need the structure *the + comparative, the + comparative* to show how two things change or vary together, e.g. *The longer I wait outside, the colder I feel.*
- Students rewrite the sentences.

2 the higher the demands 3 further and further  
4 (at school) as intensely as  
5 the least motivated / the less motivated  
6 are / perform better than

## Writing guide page 51

- Read the **task** together, making sure students are clear that they have to write a for and against essay on one of the two statements, providing arguments for and against the statement and giving their own opinion.
- Give students five to ten minutes to complete the **ideas** stage and **plan** their essay.
- Circulate and monitor while students **write** their essays, making sure that they organize their paragraphs according to their plan. Encourage them to include a little marked language in their otherwise formal essay. Check that they are using language to compare and contrast. Also encourage them to use a range of formal verbs from 4A as well as verb patterns from 4B.
- When students have finished, they **check** their work. Refer them to the checklist to make sure they have completed the task as well as they can.

### Extra activity: Fast finishers

Ask **fast finishers** to swap their essays with a partner and make a note of five things they thought were good about their partner's essay.

### Additional writing activity

Students write an essay on the other topic in the writing task using vocabulary and grammar from Unit 4.

## Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a for and against essay on streaming students in schools. I can identify marked language. I can use nouns and adjectives of comparison and contrast and comparative and superlative forms in a for and against essay.*

## Vocabulary insight 4 page 52

### Academic vocabulary

#### 1 (Possible answers)

The 'formal' label shows the general register of the word. 'AWL' shows it is on the Academic Word List. *Aid* and *assist* are also academic words (both are on the AWL).

*Help* is neutral and would be acceptable in academic writing, but perhaps not as appropriate in style as *aid*, *assist* and *facilitate*.

*Speed up* and *help out* are phrasal verbs and less appropriate in academic writing.

*Lend a hand* is an informal idiom (see OALD 'hand' sense 3); it is not appropriate in academic writing.

- 2 1 way out – inaccurate 2 kinds – species  
3 massive – significant 4 get in the way of – hinder  
5 stuff – substances 6 get rid – dispose

#### 3 (Possible answers)

irregular plural form: phenomena

typical pattern / following preposition: *the ~ of sth*

common academic collocations

cross reference to a grammar note (not shown here)

- 4 1 stimuli 2 hypotheses / data  
3 phenomenon / medium 4 analyses / data  
5 criterion 6 indices; index; index

## Review 4 page 53

- 1 1 scatterbrained 2 brain-teasers 3 the brains behind  
4 pick the brains 5 brainchild 6 brainwashed
- 2 1 hold up 2 reel off 3 pin on 4 make out  
5 team up 6 pass on
- 3 1 agile 2 receptive 3 intuitive 4 impressionable  
5 introspective 6 observant
- 4 1 bilious 2 brogue 3 croon 4 upstarts  
5 worshipped 6 gutter
- 5 1 stopped to think 2 succeed in reading  
3 let us connect 4 helped us (to) understand  
5 enable them to work out 6 (of) sitting engaged  
7 trying to read
- 6 1 I never expected to speak / to be speaking /  
to be able to speak Chinese fluently when I grew up.  
2 By the age of twelve, I had already managed to  
acquire a working knowledge of three languages.  
3 At that time, I recall being bullied / having been  
bullied at school for being intelligent.  
4 I admit to being / having been too focused on  
my studies at times, but I am now proficient in six  
languages.  
5 I happened to be / to have been headhunted by the  
Foreign Office.  
6 Having been offered this dream job, there was no way  
I was going to turn it down. / Once I was offered / had  
been offered this dream job, there was no way I was  
going to turn it down.
- 7 1 The; the 2 a; the 3 The; an 4 The 5 an

# Cumulative review Units 1–4 pages 54–55

1  1.19

1 F 2 F 3 F 4 T 5 T 6 T

## Audio script

Is technology enhancing our minds, or dumbing down our cognitive processes? In today's talk, we're going to address this question and explore the different effects that technology has on the brain. We're also going to look at specific experiments that had some very interesting results, as well as a book by Nicolas Carr, called *The Shallows: How the Internet is Changing the Way We Think, Read and Remember*.

In *The Shallows*, Carr argues that technology has changed the way we think, act and live, and he puts together an informative history of brain science to back up his argument. It's an extremely thought-provoking read, so it's not surprising the book was shortlisted for the Pulitzer Prize. Carr firmly believes that we are being distracted by technology continually. Interestingly, even when we don't have access to a laptop or smartphone for a brief period, we are still distracted – this time by a lack of stimulation! Most scientists seem to agree that technology has indeed altered the way our minds work. But what exactly are the effects? Have you wondered how much of an online article you actually understand if you are interrupted by adverts popping up and hyperlinks to other sites when you're trying to read? If the same article had been printed on a piece of paper, would you have understood it better? And what if you are being bombarded by emails when you are trying to concentrate on something else? Geri Gay, a Cornell University professor, conducted an experiment to examine these issues in greater detail. She allowed half of her students to use their laptops, which were connected to Wi-Fi, during a lecture. They were allowed to browse the internet and engage in social networking. The other half had to keep their laptops closed. Later, the group was tested to see how much of the lecture they could recall, and the group who used their laptops scored considerably lower. The experiment proved that our overall concentration, our ability to master difficult ideas and to think critically is being jeopardized. We aren't as good at multitasking as we like to believe.

Having said this, the use of certain technologies, namely computer games, is improving our visual-spatial intelligence, according to Patricia Greenfield, a developmental psychologist who is head of the University of California's Children's Digital Media Center. An experiment she carried out on ten- to eleven-year-olds serves as a case in point. Half of the children played *Marble Madness*, a computer game in which a player guides a marble around a grid using a joystick. The second half were engaged in playing a computer word game instead. All the children then took part in a series of tests specifically designed to test spatial awareness. Those who played *Marble Madness* showed a significant increase in their spatial skills, but the ones who played the word game didn't. Greenfield sums up that 'every medium develops some cognitive skills at the expense of others'. Technology might have improved our visual-spatial ability, but it is often at the expense of deeper cognitive processes like problem solving, creativity and reflection. In short, we have become much ... hmm ... shallower.

So, it's not really a case of technology dumbing down our brains. We have always skimmed and scanned newspapers and books, and we do the same with online data. Rather, it's more a case of technology not allowing us the downtime we need to reflect on this information and develop deeper thought.

2 Students' own answers

3 Students' own answers

4 1 F 2 C 3 G 4 E 5 B 6 H

5 1 Anthropologist Dr Sherwood said that most humans' brains would be 15% lighter by the time they were eighty.

2 Researchers admit to being baffled by / as to why the human brain shrinks with age.

3 Many people remember having been taught about the similarity between apes and humans at school.

4 Chimpanzees are proven to be less vulnerable to age-related diseases than humans.

5 A group of eighty healthy volunteers allowed scientists to examine them.

6 Older people tend to forget what somebody has told them because the 'thinking' area of the brain usually deteriorates before the 'motor' area.

7 Dr Sherwood thinks that people are living longer due to the need to help raise their grandchildren. / Dr Sherwood thinks that increased / increasing longevity in humans is due to the need to help raise their grandchildren.

8 When Dr Sherwood was interviewed, his mother happened to be babysitting his daughter.

6 Students' own answers

### Additional materials

Literature insight 2 Workbook page 86 Answer key Teacher's book page 153

Exam insight 2 Workbook page 97 Answer key See website

# 5

# Journeys

## Map of resources

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Teacher's resource disk, DVD extra + worksheet,  
The Beijing subway

### Section B: Student's Book pages 58–59

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## 5A Reading and vocabulary

### Alternative journeys

#### Summary

**Topic:** Forms of travel

**Reading:** Travel: the final destination

**Vocabulary:** Phrases with *road, path, track* and *way*; verbs of movement

**Speaking:** Discussing different forms of travel; a debate: the advantages and disadvantages of virtual travel and conventional travel

#### Lead-in

- Tell students to imagine that they have won 2,000 euros in travel vouchers that they can spend on any travel or holiday that they like during school holidays.
- Ask: *What would you spend the money on? Plan an itinerary for your holiday.*
- Students plan their holiday and then compare plans with a partner.
- Ask a few students to share their ideas with the class.

#### Culture note: The Trans-Siberian railway

**The Trans-Siberian railway** comprises a network of railways which together form the longest railway line in the world. It connects Moscow with the Russian Far East and the Sea of Japan via a route that takes six days to complete and that passes through numerous time zones. The railway line was built to link European Russia with its Asian areas. It now extends into Mongolia and China.

#### Exercise 1 page 56

- Elicit forms of transport and write them on the board.
- In pairs, students discuss how comfortable or interesting these forms of transport are and decide what types of people would prefer each type.
- Ask students to skim the article to find the type of travel described.
- Ask: *Does virtual travel appeal to you? Why / why not?*

(Possible answers)

**car:** might appeal to families because it's convenient

**coach:** might appeal to young people because it's cheaper

**plane:** might appeal to business people because it's fast  
**train:** might appeal to environmentalists because it's low-carbon

**boat:** might appeal to people who want a holiday because you can take a cruise

The article is about virtual travel.

### Extra activity: Number and match

Write the following headings on the board:

*Staying at home*

*Gaming*

*A description of the Trans-Siberian railway*

*The disadvantages of real travel*

*An online tour*

*The sights, sounds and smells of travel*

Ask students to number the paragraphs in the article.

They then match the headings above to the paragraphs (in order: 4, 3, 1, 6, 2, 5).

### Exercise 2 page 56

- Ask students to read the text and do the exercise.

1 F 2 NG 3 F 4 NG 5 T 6 T 7 F 8 T

### Exercise 3 page 56

- Students discuss the questions in groups.
- Ask a few students to share their ideas with the class.

1 According to the writer, virtual travel is cheaper, more convenient and better for the environment. At the moment, virtual travel isn't as authentic as real travel, but it might be in the future.

2 Students' own answers

3 Students' own answers

### Exercise 4 page 56

- Go through the strategy together.
- Students then answer the questions.

1 **road:** a hard surface built for vehicles to travel on  
**path:** a way or track that is built or is made by the action of people walking  
**track:** a rough path or road, usually one that has not been built but that has been made by people walking there; rails that a train moves along; a piece of ground with a special surface for people, cars, etc. to have races on  
**way:** a route or road that you take in order to reach a place

2 No, the meanings are idiomatic or figurative.

3 1 on the right track: doing something successfully

2 come a long way: made a lot of progress

3 our paths cross: we meet

4 stopping dead in my tracks: stopping suddenly

5 lose track of: fail to keep fully aware or informed of something

6 smoothing the path: making something easier to develop

7 the end of the road: the point at which it is not possible to continue

8 on the road: travelling

9 made their way: got somewhere, arrived

10 further down the road: at a later time

11 a long way off: in the distant future

12 hit the road: start a journey

### Exercise 5 page 58

- Students complete the text.

1 've / have lost track of

2 on the road

3 stopped dead in my tracks

4 the end of the road

5 on the right track

6 further down the road

### Exercise 6 page 58

- Students study the highlighted verbs in the article and answer the questions.
- Check answers as a class. Ask students which prepositions imply movement (*out, across, through, around, along*) and which preposition implies stopping (*at*).
- Point out that some of the verbs can be used figuratively, e.g. *a car crept along the street, the sprinter accelerated from the starting blocks*, etc.

These verbs are often followed by prepositions because they describe movement.

**people:** prowling, stride, stroll

**vehicles:** chugged, accelerating, pulling up

**both:** hurtling, advanced, gliding, creeping

### Exercise 7 page 58

- Students use the context to work out the meaning of the verbs. They can check in a dictionary afterwards.
- Students match the verbs to the agents.

**chug:** slow, mechanical – a barge on a canal

**accelerate:** gain speed – a racing car on a track

**glide:** smooth, quiet – skaters on an ice rink

**hurtle:** fast, noisy – skaters on an ice rink, a racing car on a track

**pull up:** slow down and stop – a taxi on a main road

**advance:** move forwards, make progress – a taxi on a main road

**prowl:** careful, quiet, intending to attack – a hunter in a forest

**creep:** slow, quiet, avoiding attention – a hunter in a forest

**stride:** long, fast steps – pedestrians on a pavement

**stroll:** slow, relaxed – pedestrians on a pavement

### Additional vocabulary

The following words and phrases are from the article  
*Travel: the final destination:*

- *as yet* /əz jət/ until now or until a particular time in the past
- *drag* (n) /dræg/ a person or thing that makes progress difficult
- *foray* (n) /'fɔreɪ/ an attempt to become involved in a different activity or profession
- *over the top* /'əʊvə ðə tɒp/ done to an exaggerated degree and with too much effort
- *spoilt for choice* /spɔɪlt fə tʃɔɪs/ to have so many things to choose from that it is very difficult to make a decision
- *whatsoever* (adv) /wɒtsəʊ'evə(r)/ not at all; not of any kind

### Exercise 8 page 58

- Go through the instructions with the class and make sure students understand what they have to do.
- Put students into two teams. Tell the team in favour of real travel to sit on one side of the classroom and the team in favour of virtual travel to sit on the other.
- One student opens the debate by making a statement about virtual or real travel. Invite students to speak, responding to each other's arguments, so that each student has an opportunity to comment.
- At the end of the debate, ask the class to vote in favour of conventional travel or virtual travel.

### Extra activity: Further discussion

In groups, students think of an exciting journey that they would like to make virtually. Ask them to explain why they would prefer to do this virtually rather than conventionally. Is it because it is too far, too dangerous, too scary, too expensive or for a different reason?

### Vocabulary bank: Road traffic accidents page 138

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

2 **a skid, veer, swerve b collide with, hit something head-on, crash into, smash into**

3 **Students' own answers**

**DVD extra** The Beijing subway

### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about virtual travel. I can use phrases with 'road', 'path', 'track' and 'way', and verbs of movement. I can take part in a debate on virtual travel versus conventional travel.*

## 5B Grammar and listening

### Get up and go

#### Summary

**Topic:** Why people travel

**Listening:** The Twitchhiker

**Grammar:** Emphatic structures: cleft sentences, fronting and emphatic *do*

**Speaking:** Discussing why people go on journeys

#### Lead-in

- Revise idioms with *road*, *path*, *track* and *way* by writing them as gapped phrases on the board. Ask individual students to come to the board and complete the idioms.
- In pairs, students practise making sentences with the idioms, e.g. *I'm planning to study English at university and I also hope to spend time in England further down the road.*

#### Exercise 1 page 58

- Focus attention on the photo and the questions.
- In pairs, students discuss the questions.
- Ask a few students to share their ideas with the class.

(Possible answers)

- 1 **The man is hitchhiking (standing at the side of the road signalling for a lift in somebody's car).**
- 2 **Hitchhiking is free and a way to meet people. However, it can be unsafe and there is no guarantee of finding a lift.**
- 3 **Students' own answers**

#### Exercise 2 1•20 page 58

- Play the recording for students to answer the questions.

(Possible answers)

**Paul Smith made the journey as an experiment to see if it was possible to travel the world using Twitter. It was similar to hitchhiking in that strangers helped him to travel**

**for free. It was different in that he found the journeys on Twitter, not at the side of the road. Paul used many different types of transport, not just a car, and people / companies donated tickets to him.**

### Audio script

**Newsreader** ... and now for something different. Interesting as world travel may be, you need a lot of money to do it. Or do you? A man from Newcastle has succeeded in reaching the other side of the world without spending a single penny on airfares or bus tickets. Thirty-three-year-old Paul Smith, alias Twitchhiker, is an avid user of social media, and it was the networking site Twitter that helped him on his way. Here's our travel correspondent Adrian Phillips to tell us more about the story.

**Correspondent** Paul Smith's idea to use Twitter to travel the world came to him while he was out shopping. Back home, he ran it by his wife, Jane, and then, with her approval, he drew up a plan. The place where he hoped to end up was Campbell Island, a tiny rock off the southern tip of New Zealand, which was the point on the globe furthest away from home. He gave himself a month to reach his destination, and he could only travel using journeys offered to him by other Twitter users. All he could spend money on was food and drink, as he was not permitted to pay for any accommodation.

On Twitter, Paul changed his username to Twitchhiker and posted his intentions on the site. In no time, Twitchhiker went global, thanks to the intervention of British actor Stephen Fry, a great Twitter fan, who read Paul's post and encouraged his tens of thousands of followers to support Twitchhiker by donating their unwanted journeys.

**Newsreader** What kind of trips did Twitter users give him?

**Correspondent** What the first person offered Twitchhiker was an overnight ferry trip to Amsterdam. From there, he was given a rail ticket to Paris and then another to Saarbrücken. He was offered a lift to Frankfurt, and then a manager at Siemens donated his Air Miles points to buy Twitchhiker a one-way flight to New York. A number of people offered him lifts, bus tickets and another flight to cross the USA, and eventually he made it to Los Angeles on the west coast. There, Twitchhiker received a tweet from Air New Zealand, who made it possible for him to cross the Pacific Ocean.

**Newsreader** Tell us what happened in New Zealand.

**Correspondent** He travelled from north to south by plane, ferry, car and camper van, before braving a catamaran service to Stewart Island. From here, all he needed was a boat to take him the final 600 kilometres to his destination. But this is where his luck ran out. The problem was that there were no ship's captains on Twitter in the area. So he was stranded on Stewart Island until his thirty days were up and he could take a flight home, offered by Air New Zealand.

**Newsreader** Thank you, Adrian. In case you missed it, that story was about Twitchhiker Paul Smith. Paul did manage to reach New Zealand using Twitter, but he didn't get to Campbell Island. And now the weather forecast with Michael Ward ...

#### Exercise 3 page 58

- Read out the instructions and check the meaning of *emphatic* (said or expressed in a strong way).
- In pairs, students discuss which sentence sounds more emphatic and why. Ask them to underline the thing that is emphasized in each sentence.

- 1 **b 'Interesting' is emphasized.**
- 2 **b 'Twitter' is emphasized.**
- 3 **b 'Back home' is emphasized.**

- 4 b 'Campbell Island' is emphasized.
- 5 b 'food and drink' is emphasized.
- 6 b 'an overnight ferry trip to Amsterdam' is emphasized.
- 7 b The lack of ship's captains on Twitter is emphasized.
- 8 b 'did manage' is emphasized.

### Language note: Emphasis

- In spoken language, we can use stress and intonation to emphasize a word or phrase. This is usually done to focus on the word or phrase and make it more prominent, or to contrast it with something else.
- We can also add emphasis by using a 'cleft' sentence. It is a complex sentence, which consists of a main clause and a subordinate clause (often a kind of relative clause) connected by *that* or the verb *be*. Because there are two parts to the sentence, it is called a 'cleft' sentence: from the verb *cleave*, which means divided into two.
- Cleft sentences are more common in writing, because we cannot use intonation for emphasis in written language.
- The most common cleft structures are sentences beginning with preparatory *it*, *what*, *all* or phrases like *The person who / that ...*, *The thing which / that ...*, *The place where ...*, *The day when ...*, *The reason why ...*, etc.  
Non-emphatic: *I wanted a coffee.*  
Emphatic: *It was a coffee that I wanted. / What I wanted was a coffee. / All I wanted was a coffee. / The (only) thing (that) I wanted was a coffee.*
- To emphasize the verb in a cleft sentence, we use *do* and the infinitive with or without *to*:  
Non-emphatic: *I dream about going home.*  
Emphatic: *All I do is (to) dream about going home.*
- To emphasize a whole sentence, we use a cleft structure with *what* and the verb *happen*.  
Non-emphatic: *Paul's car broke down.*  
Emphatic: *What happened was (that) Paul's car broke down.*
- Affirmative sentences most often begin with the grammatical subject, but we can begin the sentence with something else in order to emphasize it. This is called 'fronting'. Note that inversion is sometimes necessary after fronting.  
Non-emphatic: *We never found out how he managed to achieve this.*  
Emphatic: *How he managed to achieve this we never found out.*  
Non-emphatic: *It may be late, but I need a coffee.*  
Emphatic: *Late as it is, I need a coffee. / Late though it may be, I need a coffee.*  
Non-emphatic: *Mr Higgins came round the corner.*  
Emphatic (with inversion): *Round the corner came Mr Higgins.*
- *Do* and *did* can be used to emphasize a verb.  
Non-emphatic: *I enjoyed that coffee.*  
Emphatic: *I did enjoy that coffee!*

### Exercise 4 page 59

- Students study the sentences in exercise 3 and match them to the categories a–c.
- Check answers as a class. Point out that emphatic structures can be used with all tenses: *What Paul did was (to) experiment with social media. / What Paul is doing is recovering from his journey. / What Paul will do is keep in touch with the people who helped him.*

- a **cleft sentences:** 2 (*It was the networking site Twitter ...*), 4 (*The place where ...*), 5 (*All he could spend money on was ...*), 6 (*What the first person offered Twitchhiker was ...*)
- b **fronting:** 1 (*Interesting as ...*), 3 (*Back home, ...*), 7 (*The problem was that ...*)
- c **emphatic do / did:** 8 (*Paul did manage ...*)

### Grammar reference and practice 5.1 Workbook page 117

- 1
  - 1 Exciting as it sounds, I'm nervous about travelling around the world.
  - 2 The trouble is that I'm frightened of spiders, so I can't go to Australia.
  - 3 In the UK, fortunately there aren't any poisonous spiders.
  - 4 The fact is that there's nowhere as safe as home.
  - 5 That is the reason why I've never gone on holiday outside of England.
  - 6 Strange though it may be, I prefer to watch TV programmes about travelling.
- 2
  - 1 she started her journey was to raise money for charity
  - 2 she set off on her bike ride was wet and windy
  - 3 first was (that) she got a puncture in her tyre
  - 4 was the weather that was the worst problem (that) she encountered
  - 5 was the support of her friends that helped her to complete the journey
  - 6 (that) she could think about was getting home to see her family
  - 7 (that) she wanted when she got home was a hot bath / (that) she wanted was a hot bath when she got home
  - 8 she will do next is ride a bike across the USA
- 3
  - 1 I really did visit thirty countries on my round-the-world trip! / I did really visit thirty countries on my round-the-world trip!
  - 2 What he did first was (to) plan the route for his sponsored walk.
  - 3 It was the bad weather that prevented them from seeing the view.
  - 4 She did climb five mountains, but failed to climb the sixth. / She climbed five mountains, but did fail to climb the sixth.
  - 5 What he likes most when he's travelling is meeting interesting people. / What he likes most is meeting interesting people when he's travelling.
  - 6 The fact is that international travel is making the world a smaller place.

### Exercise 5 page 59

- Students rewrite the sentences using the three prompts.
  - With a **weaker class**, ask students to check the tense of the sentences.
- 1a was a boat to take him to the island
  - 1b boat that he needed to take him to the island
  - 1c was that he needed a boat to take him to the island
  - 2a was (to) travel halfway round the world (although / though it's hard to believe)
  - 2b it is to believe, he travelled halfway round the world

- 2c travel halfway round the world (although it's hard to believe)
- 3a Paul's wife who / that was waiting at the airport to take him home
- 3b Paul's wife was waiting to take him home
- 3c (who / that was) waiting at the airport to take Paul home was his wife

### Exercise 6 page 59

- Students read the text and answer the questions.

Ty is making the journey in order to photograph all of his Facebook friends. He is financing the journey through the crowdfunding platform Kickstarter.

### Exercise 7 page 59

- Go through the underlined sentences together and ask students to identify the parts of the sentences that need emphasis.
- Students rewrite the sentences.

- (who / that is) having her picture taken is his Facebook friend Kelly
- Ty wants to do is (to) travel around the world to meet and photograph each of his Facebook friends
- Ty does like meeting people
- was how Ty would raise the money for his journey
- is the crowdfunding platform Kickstarter that has given Ty the answer to his financial dilemma
- the site, he posted his pitch and the donations started pouring in straight away
- though it is to believe, he has raised over \$14,000
- he needs (to do) now is to buy enough camera film to photograph all of his 788 friends

#### Extra activity: Fast finishers

Write the following sentence on the board:

*Pete only eats beans on toast.*

Ask **fast finishers** to rewrite the sentence in as many different ways as possible, using cleft sentences, fronting and emphatic *do / did*, e.g. *What Pete eats is beans on toast. / All Pete eats is beans on toast. / Strange though it may seem, Pete only eats beans on toast. / The only thing that Pete eats is beans on toast.*

### Exercise 8 page 59

- Students discuss the questions in pairs.

(Possible answers)

- Both Paul and Ty have an interest in global travel. They have both thought of innovative ways to cover their costs. Ty has an artistic interest (photography), whereas Paul's journey is like a game with a set of rules to follow.
- There are many reasons, e.g. work, going shopping, visiting friends and family, going on holiday.
- Students' own answers

#### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a news report about a man who travelled to the other side of the world. I can identify and use cleft sentences, fronting and emphatic 'do / did' for emphasis. I can discuss people's reasons for going on journeys and whether or not I would spend a lot of time travelling myself.*

## 5C Listening, speaking and vocabulary

### A one-way ticket

#### Summary

**Topic:** Space travel

**Listening:** The Mars One mission

**Vocabulary:** Commonly confused adjectives

**Functional language:** Phrases for expressing emphasis

**Speaking:** Discussing space travel; evaluating candidates for a mission to Mars

#### Lead-in

- Ask students: *Do you think space travel will be a normal part of people's lives in the future? Do you think that people will live on other moons and planets in the future?* Students discuss these questions in pairs before reporting back to the group in a class discussion.

#### Exercise 1 page 60

- Ask students to read the advert.
- Check the pronunciation and meaning of *resilient* /rɪ'zɪliənt/ (strong enough to deal with illness, a shock, change, etc.) and *resourceful* /rɪ'sɔ:sfʊl/ (good at finding ways of doing things).
- Students discuss the advert in pairs and make a list of the advantages and disadvantages of taking part.
- Elicit ideas and write them on the board. Then take a poll of the students who would and wouldn't apply.

(Possible answers)

**Advantages:** the adventure of going into space; the excitement of making scientific discoveries; becoming famous and making history

**Disadvantages:** the risk of death; loneliness and isolation away from family and friends; no option of returning to Earth

#### Exercise 2 1•21 page 60

- Play the recording for students to compare the expert's comments with their ideas.
- Ask if the expert's comments have changed their thoughts about the mission.

#### Audio script

**Presenter** As far as holidays go, making a 225-kilometre trip to a waterless rock in outer space may not be most people's idea of fun. Yet Dutch organization Mars One has received several hundred thousand applications for its one-way colonization mission to the Red Planet. David Whitehouse from *Adventures in Science* magazine is with us in the studio today. David, why has the project created so much interest?

**David** Many of the applicants see this project as the definitive way of realizing their dream of being an astronaut. There are very few compulsory requirements for the expedition. The mission will enable both men and women to take part in a historic occasion if it succeeds, but I'm afraid that's a very big 'if' for me.

**Presenter** Why are you so sceptical about the mission?

**David** Well, my first concern is the risk to the colonists' health. Mars is a much more hostile environment than people realize –

in fact, it's deadly. Its atmosphere is thin and provides very little protection against the sun's powerful ultraviolet radiation. No one really knows how the radiation will affect the colonists and it's possible that the mission could turn into a death trip.

**Presenter** Are the applicants aware of the dangers?

**David** They seem to be, yes. And what's notable is that they still think the trip is worth the risk. Most of them say they would still apply even if the mission only kept them alive for twelve months. Personally, I think even that length of time is optimistic.

**Presenter** Why does this project have to be a one-way trip? Isn't there an alternative solution?

**David** No, I'm afraid not. The journey to Mars will take around seven months and, during that time, the astronauts will lose bone and muscle mass. These physical changes will continue once they land because the gravitational field on Mars is much weaker than it is on Earth. After spending time on Mars, the changes would be so noticeable that it would be almost impossible for the body to adjust once more to the much stronger gravity on Earth.

**Presenter** Do you envisage the astronauts having any other health problems?

**David** Research suggests that it's almost definite the colonists will face serious mental health issues in the new settlement. For the rest of their lives, they will only be able to interact with each other and perhaps a few extra colonists – if they arrive. On top of this, they will be spending most of their time indoors, except for the odd expedition outside to check on supplies. Prolonged social isolation and long-term confinement can lead to boredom, anxiety and depression. What is even more worrying is that the colonists won't have real-time access to counselling or psychotherapy if they need it.

**Presenter** Potentially, this is a disaster waiting to happen. What about the technological aspects of the mission?

**David** The main technical problem will be maintaining all the gadgets in working order. And then there's the question of actually landing the colonists on Mars in the first place. The historical background to previous Mars missions gives the success rate of landing robot spaceships on the planet as little more than 50%, which doesn't sound particularly hopeful to me.

**Presenter** David, we all know that space exploration isn't exactly the most economical form of travel. How is Mars One planning to fund the project?

**David** The estimated cost of the first Mars mission is an astronomical six billion dollars. As a private company, Mars One will receive no economic help from any government, so the organizers will have to fund the whole mission themselves. They have decided to raise the money by making a kind of reality show, so that folks back home can follow the progress of the colonists. Mars One hopes to raise enough money through media sponsorship and broadcasting rights, both for this trip and to send further expeditions in alternate years, for the next ten years. But it remains to be seen whether the show will be compulsive viewing.

**Presenter** David Whitehouse is not the only person who has doubts that the Mars One mission will ever get off the ground. A lot of work is needed to explain why ...

### Exercise 3 1-21 page 60

- Ask students to read the questions and predict the answers.
- Elicit students' predictions and their reasons for them.
- Play the recording for students to check their answers.
- Ask students if any of the answers surprise them.

1 c 2 a 3 b 4 a 5 d

### Exercise 4 page 60

- Students match the words to their meanings.
- Check answers as a class. Check the pronunciation of the words, focusing on *definite* /'defɪnət/, *definitive* /dɪ'fɪnətɪv/, *technical* /'teknɪkl/, *technological* /,teknə'lɒdʒɪkl/, *alternate* /ɔ:l'tɜ:nət/ and *alternative* /ɔ:l'tɜ:nətɪv/.

- 1 a definitive; b definite
- 2 a compulsory; b compulsive
- 3 a historic; b historical
- 4 a noticeable; b notable
- 5 a alternate; b alternative
- 6 a technical; b technological
- 7 a economical; b economic

#### Extra activity: Mars One mission

Write the following questions on the board:

*What do you think about the idea of turning the Mars One mission into a reality show?*

*Is it fair to film people who may be very unhappy on Mars, or even suffering physically?*

*Would you find the programme interesting?*

Ask students to discuss the questions in groups.

Ask a few students to share their ideas with the class.

#### Culture note: Dennis Tito

**Dennis Tito**, an American businessman born in 1940, was a crew member on the Russian spacecraft Soyuz TM-32. The spacecraft took Tito and two cosmonauts to the International Space Station, a laboratory orbiting the Earth, where astronauts conduct experiments. Tito spent several days on the space station before travelling back to Earth.

### Exercise 5 page 61

- Ask: *Who can travel into space today?* Elicit answers.
- Tell students to read and complete a text about the world's first space tourist, Dennis Tito.

- 1 historic
- 2 notable
- 3 economic
- 4 technical
- 5 compulsory
- 6 alternative

### Exercise 6 page 61

- In pairs, students discuss the questions.
- Ask a few students to share their ideas with the class.

### Exercise 7 1-22 page 61

- Ask students why you might want to put astronauts through a simulated space mission and elicit ideas. Explain the meaning of 'simulated' if necessary.
- In pairs, students discuss which criteria they think are the most important.
- Tell students they are going to listen to an extract from a news broadcast and play the recording for students to compare their ideas.

The simulated space mission had the following criteria: age, language, qualifications, fitness, personality, interests.

## Audio script

And it's good news for the six astronauts who have been taking part in the latest simulated space mission on an industrial estate in Moscow. They have been locked up in a mock spaceship for nearly a year and a half to help predict the effects of long-distance space travel on the human body. During this time, they have been through the experience of a return journey to a distant planet and a walk on the surface. The hatch of the spacecraft closed behind them last June, and it won't be opened again until later this morning. Without doubt, this is the longest a group of astronauts have ever spent in isolation. Not just any astronaut was eligible for this mission. The multinational group of Chinese, Russian and European astronauts were carefully chosen for the project. No matter what their first language was, the astronauts were all required to have an excellent command of English so that there would be no barriers to communication. Age was important only insofar as the astronauts had the necessary experience to complete the mission. As it turned out, the youngest of the astronauts selected was twenty-nine years old, and the oldest, forty. As far as qualifications were concerned, one of the stipulations was a university degree in a science-related subject. In the end, three medical specialists and three engineers were chosen. By far the most important requirement was a clean bill of health, as the astronauts would lose muscle mass due to their inactivity. For this reason, only the strongest and fittest candidates were chosen. A strong personality was also necessary for the mission, and the successful astronauts were chosen for their positive attitude, outgoing nature and ability to work in a team. Finally, the candidates' interests were taken into consideration, as they were sure to get well and truly bored during the mission. Those who were capable of making their own entertainment had a major advantage over outdoor enthusiasts. No wonder the six men emerged pale after their 520-day ordeal. However, they all came out smiling because they were 'ever so proud' of their achievement, as one of the astronauts commented. At the moment, our correspondent in Moscow is waiting ...

### Exercise 8 1-22 page 61

- Ask: *What was the language requirement?* (excellent English)
- Ask students to listen to the recording again and make additional notes about each of the criteria.
- Play the recording again.

language – an excellent command of English  
age – so as to have acquired the necessary experience to complete the mission  
qualifications – a university degree in a science-related subject  
fitness – a clean bill of health  
personality – positive attitude, outgoing nature and ability to work in a team  
interests – capable of making their own entertainment, not outdoor enthusiasts

### Exercise 9 page 61

- Ask students to read the comments and match them to the criteria in exercise 7.
- Tell students to read the comments again and underline the phrases that express emphasis.
- Check answers as a class. Go through the phrases for expressing emphasis and check their meanings.

- 1 **personality:** 'Not just any astronaut would tolerate being locked away for months on end.'
- 2 **language:** 'No wonder they chose people who all spoke fluent English – they would have been well and truly stuck if they hadn't been able to communicate.'
- 3 **interests:** 'Without doubt, time would go ever so slowly if there wasn't anything you enjoyed doing.'
- 4 **fitness:** 'No matter which sport each individual excelled at, by far the most important means of exercise on board was the gym.'

### Exercise 10 page 61

- Students complete the sentences.

1 well and truly 2 ever so 3 by far 4 No wonder  
5 for months on end 6 Without doubt

### Exercise 11 page 61

- Go through the instructions together and make sure students understand what they have to do. Then go through the profiles and check any unfamiliar vocabulary.
- Refer students back to the criteria used to choose the astronauts in the news broadcast. In groups of four, students choose two candidates for the mission.
- Ask one person from each group to share their group's ideas with the class.
- The class vote on the best candidates.

## Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a radio interview about a mission to Mars. I can tell the difference between adjectives that are commonly confused. I can use phrases for emphasis. I can take part in a discussion to select candidates for a space mission.*

## 5D Culture, vocabulary and grammar

### Historical journeys

#### Summary

**Topic:** Journeys in the past

**Reading:** The Pilgrim Fathers

**Grammar:** Emphatic structures: inversion

**Vocabulary:** Nouns formed from phrasal verbs

**Speaking:** Discussing the Pilgrim Fathers and famous sea voyages

**Communication worksheet 5A:** Dominoes

**Communication worksheet 5B:** Emphatic bingo!

### Lead-in

- Write the *Mayflower*, *Pilgrim Fathers* and *the New World (America)* on the board. Ask students what they know about these and if necessary explain that the Pilgrim Fathers is the name for 102 settlers who sailed on a ship to the New World (America) in 1620 to set up life there.
- Ask students to imagine they are a pilgrim setting off for the New World. Think of six reasons to be excited and six reasons to be apprehensive about the trip. Share ideas with the class.

## Exercise 1 page 62

- Go through the reasons for journeys together and make sure students understand what they mean, e.g. *religious oppression* (not being allowed to practise your religion freely) and *trade route* (a route between countries and regions along which cargo is transported).
- Ask students if they can think of any examples from history of people who have made these types of journeys. Then ask if they have ever heard of the Pilgrim Fathers.
- Students skim the article to find out the reason(s) for the journey.

(Possible answers)

Christopher Columbus crossed the Atlantic Ocean in 1492 looking for a sea route to the East and found the Caribbean instead.

The Huguenots, French Protestants, left France in 1685 to escape religious oppression in Catholic France.

The Portuguese sailed to India in 1497 and afterwards established a trading route.

Charles Darwin left England in 1831 and sailed the world for five years. As a result, he developed his theory of natural selection.

The Pilgrim Fathers left England because of religious persecution; they wanted to live in a place where they could worship freely.

## Exercise 2 page 62

- Go through sentences A–H and check any unfamiliar vocabulary.
- Students read the text again and complete it.

1 D 2 H 3 A 4 G 5 E 6 B

## Exercise 3 page 62

- Students discuss the questions in pairs.

(Possible answers)

1 They faced storms, damage to their ship and disease.

2 The voyage resulted in more religious freedom and the birth of American democracy.

### Language note: Emphatic structures: inversion

- When a negative or restrictive phrase comes in front position, there is inversion of subject and auxiliary.  
Non-emphatic: *I have rarely met such a rude person.*  
Emphatic: *Rarely have I met such a rude person.*  
Non-emphatic: *You shouldn't travel alone under any circumstances.*  
Emphatic: *Under no circumstances should you travel alone.*
- Adverbials of place can come in front position for contrast or emphasis. In such cases, there is inversion only if the main verb is *be*, or a verb of movement or place, such as *come, go, sit, stand*, etc. However, there is no inversion if the main verb is transitive, or if the subject is a pronoun.  
Non-emphatic: *A red car was outside the house.*  
Emphatic (inversion with *be*): *Outside the house was a red car.*  
Non-emphatic: *His mother rushed into the room.*  
Emphatic (inversion with a verb of movement): *Into the room rushed his mother.*

Non-emphatic: *Amanda wrote her name at the bottom of the page.*

Emphatic (no inversion, *write* is a transitive verb): *At the bottom of the page Amanda wrote her name.*

Non-emphatic: *She rushed into the room.*

Emphatic (no inversion, the subject is a pronoun): *Into the room she rushed.*

- *So* + adjective and *such* + noun are often used to add emphasis. When they come at the beginning of the sentence and are followed by a *that* clause, there is often inversion.

Non-emphatic: *The problem seemed so silly that we all laughed about it.*

Emphatic: *So silly did the problem seem that we all laughed about it.*

Non-emphatic: *The severity of his injuries was such that he had only a slim chance of survival.*

Emphatic: *Such was the severity of his injuries that he had only a slim chance of survival.*

## Exercise 4 page 62

- Ask students to read sentences A–H in exercise 2 and study their word order. What do they notice about the subject and verb? (The verb or auxiliary verb goes before the subject.)
- Explain that this is inversion and we use it with some emphatic structures.
- Go through points 1–3 together and ask students to match the rules to the sentences in exercise 2.
- Check answers and draw students' attention to the structures *no sooner ... than* and *hardly ... when*.
- Explain that we often use these to emphasize the idea of one thing coming immediately after another.

1 C, E, G, H 2 A, D 3 B, F

### Grammar reference and practice 5.2 Workbook page 118

- 1 was the impact  
2 had the world map  
3 had such an important influence  
4 lies the compass  
5 had the island's inhabitants  
6 I feel truly alone  
7 stands a pile of stones  
8 have I seen
- 2 1 had humans reached the moon before we were planning to go to Mars  
2 should we send humans to Mars until it's safe to do so  
3 did we consider the environmental impact of international travel  
4 were the rights of indigenous people taken into account  
5 do / have I become familiar with one exotic location than I start looking for another  
6 was my mother's enthusiasm for travel that we went on three holidays a year

## Exercise 5 page 62

- Students scan text for more examples of inversion. Point out all examples illustrate one of the rules in exercise 4.

Rarely has history seen a journey of more importance than the 1620 voyage of the *Mayflower* ... (rule 1)  
 ... on no account could she be used for the ocean crossing. (rule 1)  
 ... not until two days later did the *Mayflower* cast anchor ... (rule 1)  
 Scarcely had they arrived when an argument broke out between the Pilgrims and their fellow passengers. (rule 1)  
 Little did they know that only half of them would be alive the following spring. (rule 1)  
 By no means were the Pilgrim Fathers the first English settlers in America, ... (rule 1)

### Extra activity: Inversion

Ask students to rewrite the sentences in exercise 2 without inversion.

The fierceness of the storm was such that ... / One particular storm was so fierce that ...  
 Around 21,000 Puritans came to New England between 1629 and 1640. / Between 1620 and 1629, around 21,000 Puritans came to New England.  
 The feast had hardly begun when ...  
 The crackdown was so great that ...  
 He didn't only teach the Pilgrims how to plant corn ... / He taught the Pilgrims how to plant corn and he also showed them where ...  
 The Governor stood on the rock ...  
 A group of common men had never before laid down the laws of government ...  
 They had no sooner left the port than ...

### Exercise 6 page 63

- Students rewrite the sentences.
- Never will a journey be as important to science as the voyage of the *Beagle*.
  - Not only was the ship to survey the coast of South America, but it was also to collect specimens.
  - So keen was Darwin to join the expedition that his father had to agree.
  - No sooner had the *Beagle* left Plymouth than Darwin became seasick.
  - Only when he reached the Galapagos Islands did he find a connection between the species.
  - There on the islands stood Darwin, admiring all the strange new creatures before him.
  - Scarcely had he landed when he began to write up his notes.
  - Such was his fascination that he spent years researching his theory of evolution.

### **V insight** Nouns formed from phrasal verbs

Many nouns are formed from phrasal verbs.  
 The particle can come before or after the verb to form a noun. Sometimes it is possible to form more than one noun with the same verb and particle, with different meanings:  
*lookout* (a place for watching from, especially for danger or an enemy coming towards you)  
*outlook* (the attitude to life and the world of a particular person, group or culture)  
*breakout* (a forcible escape, especially from prison)  
*outbreak* (the sudden start of something unpleasant, especially violence or a disease)

### Exercise 7 page 63

- Students study the highlighted nouns.
- With a **weaker class**, ask students to decide which phrasal verb each noun is formed from before they complete the table.

**verb first:** run-up, crackdown, hold-ups, setback

**particle first:** outlook, outcome, downpour, outbreak

### Exercise 8 page 63

- Students use their dictionaries to form nouns from the phrasal verbs.
- With a **stronger class**, give students additional phrasal verbs and ask them to form nouns, e.g. *bail out* (bailout), *put in* (input), *break down* (breakdown), *look on* (onlooker), *take off* (take-off), *get away* (getaway), *do up* (up-do), etc.

**verb first:** let-down, washout

**particle first:** upbringing, backdrop, downfall, uprising

### Culture note: Captain James Cook

**Captain James Cook** (1728–1779) was one of the greatest explorers and navigators of all time. On his voyages he succeeded in mapping the Pacific, New Zealand and Australia, and helped to redraw the world map.

### Exercise 9 page 63

- Students read and complete the text.
- Check answers. Point out that *meet your downfall* is a common collocation, meaning a loss of ability, advantage or power, often resulting from a particular event.

1 upbringing 2 outcome 3 setback 4 downfall  
 5 crackdown 6 outbreak

### Extra activity: Research a famous sea voyage

In order to prepare for the speaking activity in exercise 10, ask students to research a famous sea voyage of their choice and the reasons for the voyage.

### Exercise 10 page 63

- Elicit famous sea voyages and journeys which are important to the history of the students' country. Make notes on the board.
- Students discuss the questions in pairs.

(Possible answers)

- Christopher Columbus crossed the Atlantic Ocean from Spain to the Caribbean in 1492.  
 Sir Francis Drake circumnavigated the world between 1577 and 1580.  
 James Cook travelled the Pacific Ocean from 1768 to 1771.
- Students' own answers

### Vocabulary bank: Geography page 138

- 1 prime meridian 2 longitude 3 parallel  
 4 hemisphere 5 tropic 6 equator 7 tropic  
 8 hemisphere 9 latitude
- 1 the Antipodes 2 the Subcontinent  
 3 the Pacific Rim
- 1 latitude 2 parallels 3 equator 4 hemispheres  
 5 (lines of) longitude 6 the Antipodes  
 7 prime meridian

## Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about the Pilgrim Fathers. I can use emphatic structures with inversion. I can identify nouns formed from phrasal verbs. I can discuss historic voyages.*

## 5E Writing

### A formal letter

#### Summary

**Topic:** Complaints

**Reading:** A formal letter of complaint

**Vocabulary:** Emphasizing adjectives

**Writing:** A formal letter of complaint

#### Lead-in

- Say to the class: *They say that the British are bad at complaining. British people pretend that everything is fine because they are reluctant to make a fuss. Are people in your country good or bad at complaining?*
- Students discuss this as a class.

#### Exercise 1 page 64

- Students read the situations. Then ask: *In these situations, how would you complain?*
- Elicit ideas, e.g. write a letter / an email, complain to somebody in the shop, call the company, etc.
- In pairs, students tell each other which situations they have experienced, how or if they complained, giving their reasons.

#### Exercise 2 page 64

- Students skim the letter and match it to one of the situations in exercise 1.

**A product or service did not live up to the way it was portrayed in an advert.**

#### Exercise 3 page 64

- Students read the letter again and answer the questions.
  - 1 Paragraph 2: **In the publicity, 'Racetrack Playa' is described as "a dry lakebed nestled in a remote valley; a place of stunning beauty and mystery". In reality, it was 'a desert landscape with an endless gravel track winding through sparse vegetation.'**
  - 2 Paragraph 1: **'I am writing to express my concern ...' 'Concern' could be substituted by dissatisfaction, displeasure, dismay, etc.**
  - 3 Paragraph 4: **'My principal recommendation is that ...' Without nominalization: 'I recommend that ...'**
  - 4 Paragraph 3: **She relates driving through the desert, not having enough water in the heat, running out of petrol and receiving vital assistance from another couple on the journey.**

#### Exercise 4 page 64

- Write the following sentence on the board: *On our arrival, we discovered that our hotel was overbooked.* Underline *arrival* and elicit the corresponding verb (*arrive*).

- Ask a student to paraphrase the sentence with the verb *arrive*. (When we arrived, we discovered that our hotel was overbooked.)
- Ask which sentence sounds more formal (the former).
- Go through the strategy together. Students then study the nominalizations in the letter and complete the sentences so that they have the same meaning as their counterparts in the letter.
- Students match nominalizations to the reasons in the strategy.

- 1 **I am concerned – a**
- 2 **omit / have omitted – b**
- 3 **it cannot be described / describing it – c**
- 4 **motivated us to continue – a**
- 5 **you have received my complaint – a**

#### Exercise 5 page 64

- With a **weaker class**, first ask students to identify which verb or adjective can be replaced by a noun.
- Check and if necessary correct their ideas before they start writing.
- Students paraphrase the sentences.

- 1 **I showed my satisfaction with the meal by leaving a large tip.**
- 2 **He avoids taking taxis because of the expense.**
- 3 **We were shocked at / by the / their incompetence.**
- 4 **They protested about the construction of some new hotels.**
- 5 **I am unhappy with the / your decision.**
- 6 **I was impressed by / with the organization of the conference.**

#### **V insight** Emphasizing adjectives

Intensifying adjectives reinforce the meaning of the noun and are often used to emphasize a person's feelings about something.

*The party was a total disaster.*

*The company's estimate of one million is clearly a gross exaggeration.*

Many intensifying adjectives collocate with certain nouns, e.g. *total disaster* or *utter disaster*, but not *sheer disaster*.

Restrictive adjectives make a description more precise and always go before another adjective or a noun.

*It was the only green dress in the shop.*

*Yesterday was Danny's last day at school.*

#### Exercise 6 page 64

- Students study the highlighted adjectives in the text and complete the table.

**Restrictive adjectives:** only, main, principal  
**Intensifying adjectives:** real, gross, complete  
Restrictive adjectives come before intensifying adjectives.

#### Exercise 7 page 64

- Ask students to read the sentences. Then ask them which sentences express the writer's opinion or feelings. (1, 4)
- Students choose the correct words.

- 1 **absolute**
- 2 **entire**
- 3 **foremost**
- 4 **Sheer**
- 5 **sole**
- 6 **specific**

### Extra activity: Adjectives

Ask students to find more adjectives in the letter that highlight the writer's dissatisfaction (e.g. *life-threatening, erroneous, endless, sparse, disappointed, unremitting, appalling, serious*).

Students check the meaning of the adjectives in their dictionaries.

### Extra activity: Fast finishers

Ask **fast finishers** to compare their letter with a partner. Whose letter expresses their complaint better?

### Writing guide page 65

- Read the **task** together, making sure students are clear that they have to write a formal letter of complaint about one of the situations in exercise 1, following the points laid out in the plan.
- Give students five to ten minutes to complete the **ideas** stage and **plan** their letter.
- Circulate and monitor while students **write** their letters, making sure that they organize their paragraphs according to their plan. Encourage them to use nominalizations where possible, as well as emphasizing adjectives. Also encourage them to include emphatic structures such as cleft sentences, fronting and emphatic *do / did*.
- When students have finished, they **check** their work. Refer them to the checklist to make sure they have completed the task as well as they can.

### Additional writing activity

Write a letter to complain about the following situation: Your mobile phone provider failed to give you clear information about using your phone on a recent trip abroad. You were unable to make calls and couldn't access the internet without incurring enormous costs.

### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can identify nominalization and emphasizing adjectives and use them correctly in a letter of complaint.*

## Vocabulary insight 5 page 66

### Figurative language

- 1 Expressions referring to something high or moving upwards (apex, riding high, on top form, highs, up to, on top of the world) are all about positive emotions and success.  
Expressions referring to something low or moving downwards (laid low, downward spiral, hit rock bottom, falling into an abyss, lows) are all about negative events and emotions.
- 2 **A** travel and journeys (= progress and change): 4 at a crossroads; 5 take somebody on an (emotional) journey; 8 a bumpy ride  
**B** physical distance (= lack of agreement, poor relationships): 1 distant; 3 a long way apart; 9 no closer to

**C** light (= positive, progress) and darkness (= negative, sadness): 2 casts a shadow over, 6 shed light on, 7 kept in the dark

- 3 1 wilderness, sense 1 2 inaccessible  
3 in the wilderness
- 4 (Possible answers)
  - a The landscape comprises the geographical features that surround you. The political landscape comprises the features of political life in a particular context.
  - b A desert is a large empty space. A cultural desert is a place that lacks (is 'empty of') cultural activities or interests.
  - c In a physical sense, familiar territory would be a place that you know well. If you are 'on familiar territory', you are in a context or situation which you know well, so you are comfortable and confident about it.
- 5 (Possible answers)
  - 1 At that time, the tastes of the white middle classes still dominated the British cultural landscape.
  - 2 His books are very highbrow and inaccessible for the average reader.
  - 3 Previously, the city was a culinary / gastronomic desert, with just a handful of uninspiring fast-food joints.
  - 4 After decades in the political wilderness, the party has seen a resurgence in support.
  - 5 In this exhibition, the artist explores new territory, using video for the first time.
  - 6 For these children, the club provides an island of stability within their chaotic lives.

## Review 5 page 67

- 1 1 lose track of 2 our paths would cross 3 a long way off 4 make your way 5 smoothed the path 6 hit the road 7 Further down the road
- 2 1 chugged 2 strolled 3 pulling up 4 crept 5 hurtling
- 3 1 alternative 2 compulsory 3 definite 4 economical 5 historical 6 notable
- 4 1 crackdown 2 washout 3 downpour 4 outbreak 5 setback 6 uprising
- 5 1 it was my friend who 2 the reason why 3 the place where 4 all I needed 5 the thing which 6 what puzzled me 7 the day when
- 6 1 is / was that in 1936 female flight attendants had to weigh under 118 pounds.  
2 two pilots do to reduce the risk of their getting food poisoning is (to) eat a different meal.  
3 is (that) flight attendants must be over a certain height.  
4 cockpit there is an extra seat for off-duty pilots.  
5 it is to believe, an air passenger can lose over a litre of water on a three-hour flight.  
6 it may seem / seems to us now, many flight attendants used to be nurses.  
7 do is (to) fly anything from ten days to two weeks every month.
- 7 1 only when 2 No sooner had 3 Such was 4 a place where 5 Never before had 6 So modest were 7 Scarcely did

# 6

## Love thy neighbour

### Map of resources

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Vocabulary bank, *head* and *heart* metaphors page 139

#### Section B: Student's Book pages 70–71

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#### Section C: Student's Book pages 72–73

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#### Section D: Student's Book pages 74–75

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#### Vocabulary insight 6 page 78

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#### Review 6 page 79

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Exam insight 3, Workbook page 100

### 6A Reading and vocabulary

#### Love is ...

##### Summary

**Topic:** Love and relationships

**Reading:** What is love?

**Vocabulary:** Compound modifiers; defining love

**Speaking:** Discussing the different types of love

#### Lead-in

- Say: *It's a fact that conscious thought and emotions are generated in the brain. But some people believe that the heart is like a second brain. Why is this?*
- Students discuss the question in pairs. Elicit answers.

#### Culture note: The sonnet

A sonnet is a fourteen-line poem, traditionally written in iambic pentameter (each line has ten syllables, with accents falling on every second syllable). Published in 1609, *Shakespeare's Sonnets* is a collection of 154 sonnets which cover themes such as the passage of time, love, beauty and mortality. The sonnets were dedicated to a person named 'W.H.' whose identity remains a mystery and has provoked a great deal of speculation. Sonnet 116 is one of the most famous sonnets.

#### Exercise 1 page 68

- Go through the quotes together.
- In pairs, students discuss the questions. Ask a few students to share their ideas with the class.

#### (Possible answers)

'Love is a battlefield.' – This suggests that you might have to fight to win somebody's love, possibly competing against other rivals. Alternatively, it could suggest that two people in love can fight and argue a lot.

'Love is a banana peel.' – Cartoon characters slip on banana skins, so this image evokes the idea of 'falling in love', emphasizing that it can happen unexpectedly or by accident. It might also suggest that falling in love is comical or ridiculous.

'Love is a game that two can play and both win.' – This evokes an idea that love is not a competition but rather cooperation.

'Love is an ever-fixed mark / That looks on tempests and is never shaken': – This implies that true love does not change and can survive even great troubles.

#### Exercise 2 page 68

- On the board, write *Love is ...*. Ask students to finish the sentence and write their own metaphor for love.
- Ask students to share their metaphor with the class.
- The class vote for the best metaphor.

### Exercise 3 page 68

- Focus attention on the title of the article.
- Ask students to skim the article and name the kinds of love it talks about (eros – romantic love; pragma – mature love; philia – friendship; philautia – loving yourself; agape – love of humanity).
- Check that students understand the questions.
- Students read the text and answer the questions.

- 1 It revealed that the wish to understand love was stronger than wanting to be up-to-date with popular culture or current affairs.
  - 2 Culture, language and personal philosophy shape our idea of love, e.g. the romantic love presented in popular movies.
  - 3 The Greeks were cautious about eros, being aware of the damage it can cause.
  - 4 Science has shown that eros affects the brain in a similar way to mania, obsessive-compulsive disorder and depression.
  - 5 He meant that love needs to be sustained and nurtured in order to last.
  - 6 Herbert and Zelmyra were married a long time, and they achieved this by making efforts to compromise their individual needs for the sake of the marriage.
  - 7 The idea is that you should protect your friends as you would yourself.
  - 8 The Greeks thought that loving yourself, provided it isn't done to excess, enables you to love others better.
  - 9 The Greeks valued agape the most because it is a selfless love.
  - 10 Agape is on the decline.
- Students' own answers

### Exercise 4 page 68

- Ask students, in pairs, to discuss what being a good friend entails and make a list of things they might do for a friend or expect from a friend.
- Students discuss the questions in pairs before sharing their ideas with the class.

#### **Insight** Compound modifiers

Compound modifying adjectives are made up of two or more words.

*high-speed train* (adjective + noun)

*sugar-free gum* (noun + adjective)

*good-looking person* (adjective + participle)

*user-generated content* (noun + participle)

*well-known fact* (adverb + participle)

There is usually a hyphen between the words if the modifying adjective is followed by a noun. However, there is no hyphen if the first word is an adverb ending in *-ly*: *a happily married couple*, *a frequently made error*, etc.

Most compound modifiers are collocations in their own right so, for example, we would not say *long-period relationship*, *rose-shaded glasses* or *feel-nice factor*.

### Exercise 5 page 68

- Students match the compound modifiers to the nouns.
- They then check their answers in the article.

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

### Exercise 6 page 70

- Students complete the text.
- Check answers as a class. Then ask students: *Have you read 'Anna Karenina'? If you have, what did you think of it? If you haven't, would you be interested in reading it? Why / why not?*

1 passion 2 person 3 itch 4 relationship 5 glasses  
6 prognosis 7 factor 8 claim

### Exercise 7 page 70

- Students read the text again and find the nouns.

1 euphoria 2 infatuation 3 mania 4 devotion  
5 compromise 6 amity 7 loyalty 8 narcissism

#### Additional vocabulary

The following words and phrases are from the article *What is love?*:

- *case in point* /keɪs ɪn pɔɪnt/ a clear example of the problem, situation, etc. that is being discussed
- *circumspect* (adj) /'sɜ:kəm'spekt/ thinking very carefully about something before doing it, because there may be risks involved
- *epitomize* (v) /ɪ'pɪtəmaɪz/ to be typical of something
- *heady* (adj) /'hedɪ/ having a strong effect on your senses; making you feel excited and hopeful
- *quantifiable* (adj) /kwɒntɪ'faɪəbl/ expressed as an amount or a number
- *wary* (adj) /'weəri/ careful because you are uncertain or afraid of somebody / something

### Exercise 8 page 70

- Students answer the questions and then compare their ideas with a partner. Encourage students to think about examples of different types of love depicted in novels, films and songs and discuss whether they are moved by these depictions of love.
- Ask a few students to share their ideas with the class.

(Possible answers)

*eros* – euphoria, infatuation, mania

*pragma* – compromise

*philia* – devotion, loyalty

*philautia* – caring about and knowing oneself

*agape* – selflessness, charity

#### Extension activity: Writing an acrostic

Ask students to give examples of famous love songs they like. Ask them if they can recognize which song the following lyrics are from:

*L is for the way you look at me*

*O is for the only one I see*

*V is very, very extraordinary*

*E is even more than anyone that you adore ...*

Tell students that the lyrics are from a song called *L-O-V-E*, originally performed by the American singer Nat King Cole and later covered by many artists, including Michael Bublé and Joss Stone.

Explain that this is an acrostic (a text in which the first letters of each line spell a word or phrase). Ask students to create their own acrostic about love or, if they prefer, to write a short story based on a love song they like.

## Vocabulary bank: *head* and *heart* metaphors page 139

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

2 (Possible answers)

The *head* metaphors are to do with logic and the mind.  
The *heart* metaphors are to do with emotions and love.

3 (Possible answers)

- 1 She's only nineteen, but the way that she dealt with the media after her first big win really showed (that) she has an old head on young shoulders.
- 2 Be a bit careful about how you give feedback to Gareth, he takes criticism to heart.
- 3 Of course, sport is about skill and physical fitness, but you have to use your head to outwit your opponent, too.
- 4 My aunt always buys me cherries for my birthday, but I don't have the heart to tell her that I don't like them.
- 5 Greg was offered a job in Peru, but he had a change of heart at the last minute and stayed in the UK.
- 6 Connie can be a bit flighty and impulsive, but her sister Isabelle is much more level-headed.

### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about the different types of love. I can use compound modifiers and nouns defining love. I can give my opinion on the nature of love and relationships.*

## 6B Grammar and listening

### Happily ever after

#### Summary

**Topic:** Happy endings in books and films

**Listening:** All's well that ends well

**Grammar:** Conditionals; inversion with conditionals

**Speaking:** Summarizing the end of a famous story

**Communication worksheet 6B:** No 'ifs'

#### Lead-in

- Ask students to write a brief description of a famous book or film including a metaphor or compound adjective covered in the previous lesson. Ask individual students to read out their sentences to the class and see who can guess the film or book the quickest.

#### Exercise 1 page 70

- Give students two minutes to brainstorm good films and books. They then choose their three favourites.
- Elicit students' choices and ask whether the endings of the films and books were happy or sad.
- In pairs, students discuss whether they prefer happy or sad endings and why.

#### Exercise 2 page 70

- Ask students to read the questions in the instructions and give their own answers.
- Play the recording. Students compare the answers in the recording with their own answers.

The radio programme says that people like happy endings because they make us feel better and help us believe that problems in life can be solved. It suggests that tragic endings are valued because they are more realistic and help us to reflect on our lives and actions.

### Audio script

**Presenter** It's a truth universally acknowledged – by the Hollywood film industry, at least – that if the ending isn't happy, the story hasn't ended yet. And looking at the most popular stories from the past few decades, it seems like this saying is true. In a recent poll on World Book Day, 41% of people preferred stories with a happy ending, compared with just 2.2% who favoured a sad outcome. How can we explain this obsession with 'happily ever after'? With us today we have Hollywood scriptwriter Peter Steinbeck and literary critic Kendall Turner. Peter, Kendall, does it really matter whether or not an ending is happy?

**Peter** Well, books and films are entertainment. When people read a book or watch a film, they want to forget about the pressures of the real world. We want to view things through rose-tinted glasses and believe that no matter how bad things get, everything will be all right in the end. If the ending is happy, we leave the cinema happy.

**Kendall** Although what's interesting about this obsession with happy endings is that it's relatively new. Tragedy used to be a lot more popular – just look at the ancient Greeks. They valued tragic endings because these endings made people reflect on their own lives and the consequences of their actions. Plays such as *Prometheus Bound*, *Antigone* and *Electra* were tremendously successful.

**Presenter** So why is there this constant pressure for happy endings?

**Kendall** Because they're easier to sell than sad ones. The director of *The Break-Up*, for example, wouldn't have changed the ending, but for the need to make money. In the original, Jennifer Aniston and Vince Vaughn split up, which was incredibly unpopular with test audiences.

**Peter** Exactly! If people didn't need the feel-good factor, writers wouldn't give it to them. If we watch a tragic film, we feel sad, too.

**Kendall** Hmm, I'd disagree with that. I saw *Gravity* recently, but had I known it had such a silly ending, I wouldn't have wasted my money. It's a shame really. I'll gladly sit through most films, unless they have an unrealistic conclusion. I wouldn't be so critical if the scriptwriter had been more realistic.

**Peter** Well, I enjoyed it. I would have been disappointed if it had a tragic ending.

**Presenter** Any final thoughts?

**Peter** People deserve happy endings; I don't see any harm in them, provided that you remember that it's not real life. Were it not for upbeat stories, we'd all feel pretty miserable!

**Kendall** Although films and books should ideally provoke reflection about society and life in general. That's why the greatest stories don't have simple, happy endings. Take Emily Brontë's *Wuthering Heights*. If Catherine had married Heathcliff, their story might be less compelling for modern readers.

**Peter** But supposing Jane Eyre hadn't married Mr Rochester, would that story be more of a masterpiece? Might we have remembered it more if Jane had become an old spinster?

**Kendall** Art should imitate life ... and in life there is rarely a 'happily ever after'. Just open a newspaper and take a look. I mean, if you can't cope with a fictional tragic ending, how well will you deal with real life?

**Presenter** That's an interesting point, and, on that note, this is just a reminder that Hitchcock's *Psycho* is showing in cinemas this week. It's a classic thriller, but should you require a cheerful ending, this isn't the movie for you! Now, on next week's programme we'll be looking at ...

**Exercise 3** 2-01 page 70

- Check any unfamiliar vocabulary in the statements. Encourage students to underline key words in the statements that will help them find the correct answer.
- Play the recording for students to answer the questions.

1 F 2 F 3 F 4 T 5 NG 6 T

**Exercise 4** page 70

- Go through the instructions with the class.
- With a **weaker class**, revise the uses of the zero, first, second and third conditionals.
- Students read the sentences and answer the questions.
- Remind students that in order to choose the right conditional, they have to consider two things: 1) whether we are talking about a real or unreal / improbable situation, and 2) the time reference. With a **weaker class**, draw the table below on the board and ask students to complete it for all conditionals. Then point out that we sometimes mix the second and the third conditional, which both refer to unreal situations / events, if one of the events happened in the past and the other one is in the present.

	zero	first	second	third
real / unreal	real	real	unreal	unreal
time reference	all time	present, future	present, future	past

- 1 zero conditional:** *if + present simple, present simple; describes a real situation with a factual result; refers to the present / all time*
- 2 second conditional:** *if + past, would / might / could + infinitive; expresses certainty in an unreal situation; refers to the present*
- 3 zero conditional:** *if + present simple, present simple; describes a real situation with a factual result; refers to the present / all time*
- 4 mixed conditional:** *second conditional (wouldn't be so critical) + third conditional (had been more realistic); expresses certainty in an unreal situation; the situation is in the past, the result is in the present*
- 5 mixed conditional:** *third conditional (would have been disappointed) + second conditional (had a tragic ending); expresses certainty in an unreal situation; the situation is in the present / all time (the ending of the film is tragic), the result is in the past (the person watched the film at some point in the past and felt disappointed)*
- 6 mixed conditional:** *third conditional (Catherine had married Heathcliff) + second conditional (their story might be less compelling); expresses uncertainty in an unreal situation; the situation is in the past, the result is in the present / all time*
- 7 third conditional:** *if + past perfect, would / might / could + perfect infinitive; expresses uncertainty in an unreal situation; refers to the past*

**8 first conditional:** *if + present simple, will / might / can + infinitive; expresses certainty in a real situation; refers to the present and future*  
**Second and third conditionals can be mixed.**

**Grammar reference and practice 6.1** Workbook page 119

- 1 films that appeal to both children and adults, they do better at the box office
- 2 have a dark imagination, he / she wouldn't be considering an unhappy ending
- 3 have joined in the discussion if I had seen the film
- 4 usually be warned by the cinema if a film contains violent images
- 5 done an art degree, he wouldn't be making animated films. / If my friend hadn't done an art degree, he wouldn't have been making animated films since
- 6 be encouraged to become film directors if they see / saw films with female heroines

**Language note: could and might**

We can use *could* and *might* in the result clause of first, second and third conditional sentences.  
*Could* expresses ability in the past or possibility in the present or future. *Might* expresses possibility.  
*If we play our music louder, dad might complain.* (first conditional)  
*If we played our music louder, dad could / might complain.*  
*If we had played our music louder last night, dad could / might have complained.*

**Exercise 5** page 71

- Students read the text and decide whether each gapped sentence describes something that is generally true, a real possibility, an unreal or improbable situation, or something that did not happen.
  - Students complete the text using *could* or *might* instead of *would* where possible.
- 1 expect
  - 2 had followed
  - 3 would / might go
  - 4 would she still deserve / would she still have deserved
  - 5 would / might we feel
  - 6 would / could / might there still have been, would / could there still be
  - 7 had lived / lived
  - 8 had been written
  - 9 would be

**Language note: unless**

- *Unless* can be used instead of *if not*.  
*I'll stay in the garden unless it gets cold.* (If it gets cold, I won't stay in the garden.)
- *Unless* cannot be used in this way about a negative occurrence that would cause a particular situation.  
*Mr Adams will be angry if you don't do your homework.*  
 NOT *Mr Adams will be angry unless you don't do your homework.*
- *Provided (that)* means *only if*.  
*I'll buy you a comic provided (that) you tidy your room.*  
 (I'll buy you a comic only if you tidy your room.)

## Exercise 6 page 71

- Go through the sentences together and elicit the sentences with inversion (2, 4, 7 and 9).
- Explain that in formal English, we can omit *if* and put the auxiliary verb before the subject if the auxiliary verb is *were*, *had* or *should*.  
*If I had seen her, ... = Had I seen her, ...*  
*If I was King of England, ... = Were I King of England, ...*  
In the case of *no matter how ...* the adjective goes before the subject instead of after the verb.  
*No matter how hard I try, ...*
- Ask students to work in pairs and answer the questions.

Sentences which replace *if* with an inversion: 2, 4, 7, 9

Sentences which use phrases that mean *without*: 3, 7

Sentences which use phrases that mean *if this is the case*: 6

Sentences which use phrases that mean *if not*: 5

### Extra activity: Fast finishers

**Fast finishers** rewrite the sentences in exercise 6 with *if*, e.g. *Does it really matter if an ending is happy or not?*

### Grammar reference and practice 6.2 Workbook page 119

1 Had I realized 2 As long as 3 Should you start  
4 unless 5 But for 6 no matter how

## Exercise 7 page 71

- Ask students to read the sentences and identify the type of conditionals.
- With a **weaker class**, refer students back to exercise 6 and ask them to underline the words they need to replace, e.g. *Don't worry if the story is ridiculous; the special effects will be fun to watch.*
- Students rewrite the sentences.

- Supposing the protagonist had died, it would have been a better story. (third conditional)
- He'll get here on time provided (that) he catches the right train. (first conditional)
- No matter how ridiculous the story is, the special effects will be fun to watch. (first conditional)
- They wouldn't have volunteered as extras but for Robert Pattinson. (third conditional)
- Could you return the library books later unless it's too much trouble? (first conditional)
- It wouldn't have made any difference whether or not the film had an unpredictable ending. (mixed conditional)
- Had I known about the Stanley Kubrick retrospective, I would have gone along. (third conditional)
- I would help out at the film festival were it on another day. (second conditional)
- Should you want to go to the cinema tonight, let me know. (first conditional)

## Exercise 8 page 71

- Refer students back to the books and films they chose in exercise 1.
- Ask students to prepare a new ending for the story, using conditionals and words and phrases from exercise 6. This can be written individually or discussed with a partner.
- Students can then present their endings to the class.
- The class vote for the best ending.

## Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a radio programme about happy endings in books and films. I can identify and use conditionals correctly. I can use inversion with conditionals and phrases to replace 'if'. I can rewrite the ending of a famous story.*

# 6C Listening, speaking and vocabulary

## The boomerangs

### Summary

**Topic:** Multigenerational living

**Listening:** In each other's pockets

**Vocabulary:** Relationships

**Functional language:** Talking about hypothetical situations

**Speaking:** Discussing the pros and cons of multigenerational households; choosing accommodation at university

**Communication worksheet 6A:** Pictionary

## Lead-in

- Ask: *What would you like to do when you graduate from school? Would you like to leave home or not? Would you be upset if you left and your parents changed your bedroom into, e.g. a study or fitness room? Why / why not?*
- Students discuss the questions in pairs. Ask a few students to share their ideas with the class.

## Exercise 1 page 72

- Write *boomerang* /'bu:mə'ræŋ/ on the board and elicit its meaning (a curved piece of wood that returns to you when you throw it in a particular way).
- Explain that we call the growing numbers of people who leave home and then move back in with their parents 'the boomerang generation'.
- Elicit the meaning of *multigenerational* /'mʌlti,dʒenə'reɪʃən/ and *interdependence* /,ɪntə'dɪ'pendəns/.
- In pairs, students discuss the question taking into account the different ideas. Elicit answers as a whole class.

## Exercise 2 2:02 page 72

- Play the recording for students to answer the question.
- Check answers as a class.

### Pros:

reduces the cost of living  
allows families to save to buy a house  
grandparents can provide childcare  
older people are less isolated and can get help with care

### Cons:

reduces independence and privacy  
causes irritation and resentment  
communal spaces are more crowded  
less free time available to spend with partner / children

## Audio script

**Presenter** Multigenerational living is common during times of economic hardship, but usually declines once the economy starts to improve, so perhaps it's unsurprising that the current recession has resulted in more 'boomerangs', or young adults moving back in with their parents. The question we're looking at today is: what are the benefits of interdependence, and what, if any, are the drawbacks? With us for the phone-in is social sciences expert Lou O'Connor. So Lou, what's your take on the situation?

**Lou** Well, the first point to make is that, in some cultures, multigenerational households have been around for a while. Asian households and Latino homes, for example, are often multigenerational. All my friends who are Asian lived with their parents for a while after they finished full-time education. One of the differences today, though, is that there are more of these types of households across all cultures. Another thing to consider is that, previously, older people would move in with their children. Now the younger generation, often with children of their own, tend to move in with their parents.

**Presenter** Lou, can I just stop you there? We have our first caller on line one ... Jackie from London. Jackie, her husband and two children live with her mother, Flo. Jackie, what's your story?

**Jackie** Well, we initially moved in with mum for purely financial reasons. We'd had our second child, the flat we were renting at the time just wasn't big enough, and a home in a good neighbourhood was far too pricey. So mum offered to put us up for a while – she's got a four-bedroom house, you see. We keep her company, contribute to the bills, and at the same time we're able to save money towards a deposit for our own place.

**Presenter** Are there any other benefits for your mum?

**Jackie** Yes, there are. She has a soft spot for the grandchildren, so she loves helping out; she'll do anything for them – the youngest can wrap her round his little finger! She also looks after them when we're working – we're very lucky to have someone we can lean on.

**Presenter** Any downsides?

**Jackie** Hmm, I suppose we're less self-reliant now and there is less privacy – we more or less live in each other's pockets. And we don't agree on everything – there are occasions when we get on each other's nerves, but in the end, the positives outweigh the negatives.

**Presenter** Thank you, Jackie. Lou, what do you think?

**Lou** I think Jackie's experience is very typical. There are great financial benefits, especially for the younger generation, who can avoid paying rent and get free childcare. Those who move in with their parents quickly save more money. But as Jackie points out, there are downsides, such as privacy issues and sometimes receiving unwanted advice about raising children. That can drive a wedge between people.

**Presenter** Now, I think we have someone on line four ... yes, Nick from Manchester.

**Nick** Hi! I've been living with my father-in-law for three months now ... and although there are benefits, especially for him, it's becoming increasingly awkward sharing communal spaces. For example, as it's my father-in-law's house, I feel we can't invite friends back for a meal – he's not a particularly gregarious man – or even watch TV programmes he doesn't like. It's extremely stressful and relations are strained ... and it wasn't as if we got on like a house on fire before.

**Lou** That's an interesting point about space. It's definitely best to have an extra room that can be converted into another living room if need be. Families can then choose when they want to spend time together.

**Nick** The other problem is time. We spend a lot of time looking after him, taking him to doctor's appointments and so on – my partner is basically at his beck and call, which leaves us little free time for ourselves. Frankly, if I'd have known it would turn out like this, I'd never have agreed to it.

**Lou** Hmm, that's another thing to consider. Time you spend with your partner or children may gradually disappear as an ageing parent becomes more needy.

**Presenter** Is there any solution to this?

**Lou** Only if you can afford to pay for live-in help, or have access to respite care. But the way some families look at it, it's a kind of role reversal. Parents, having raised their children, expect something in return – a payback for all the years looking after them. In many ways, it can be a win-win situation: avoiding isolation in old age, cashing in on free childcare and pooling resources.

## Exercise 3 2•02 page 72

- With a **stronger class**, ask students to try to match the speakers to the statements before listening to the recording again.
- Play the recording again for students to answer the questions or check their answers.

1 – 2 L 3 J 4 – 5 J 6 L 7 N 8 N

## Exercise 4 2•03 page 72

- Go through the strategy together.
- Play the recording for students to choose the sentences they hear.
- In pairs, students discuss how the sentences are different.
- Check answers. Ask students what type of relative clauses are used in sentences 4a (defining) and 4b (non-defining). With a **weaker class**, remind students that we always use commas with non-defining clauses.
- With a **stronger class**, ask students to compare the way pausing and stress are used in English with the way pausing and stress are used in their own language. Elicit the main differences.

1a The pause indicates that the flat was always too small for them.

1b The pause indicates that the flat was too small for them at the moment being referred to.

2a The stress emphasizes that the speaker is only asking about benefits that have not been mentioned / discussed already.

2b The stress implies that there are benefits for others beside the mum.

3a The stress emphasizes how helpful she is.

3b The stress implies that she'll help them, but not others.

4a The pause indicates either hesitation, or that an important point is going to be made. The speaker had some Asian friends, all of whom lived with their parents.

4b The pauses indicate that all the speaker's friends were Asian and living with their parents.

## Audio script

- 1 The flat we were renting at the time just wasn't big enough.
- 2 Are there any other benefits for your mum?
- 3 She has a soft spot for the grandchildren, so she loves helping out; she'll do anything for them.
- 4 All my friends who are Asian lived with their parents for a while.

### Extra activity: Further discussion

In pairs, students say the sentences in exercise 4, stressing different words or pausing before different words to change the meaning. Their partner must guess the meaning, e.g. *The flat WE were renting at the time just wasn't big enough.* (us, not other people)

*Are there any other benefits for YOUR mum?* (maybe somebody else's mother is benefiting, too)

*She loves helping out; she'll do anything [pause] for them.* (she might be less helpful towards other people)

### Exercise 5 page 72

- Students try to visualize each idiom and guess its meaning.
- Elicit students' guesses and write them on the board.
- Students check the meanings.

1 to like somebody

2 to be able to persuade somebody to do anything you want

3 to spend too much time with each other

4 to annoy each other

5 to have somebody to rely on

6 to make people start to dislike each other

7 always ready to obey somebody's orders

8 to get on brilliantly with somebody

### Extra activity: Fast finishers

Write the following sentences on the board and ask **fast finishers** which idioms apply:

*My friend and her family do everything together.* (live in each other's pockets)

*Jean adores her grandson. She has a special place for him in her heart.* (have a soft spot for somebody)

*We've never exchanged a cross word. We've always liked and understood each other.* (get on like a house on fire)

*We irritate each other, my brother and I.* (get on each other's nerves)

*I love my nan. She's always there when I need somebody to talk to.* (have somebody to lean on)

*If I want something, I get it. My dad always says 'yes' after a while.* (wrap somebody around your little finger)

### Exercise 6 page 73

- In pairs, students discuss their relationships with the different people using the idioms from exercise 5.
- Ask a few students to share their ideas with the class, but be sensitive to the fact that some students may not want to discuss this topic.

### Extension activity: Idioms

In pairs, students work out the meaning of the following idioms:

*be joined at the hip* (be always together)

*a shoulder to cry on* (a person who listens to your problems and gives you sympathy)

*rub somebody up the wrong way* (to make somebody annoyed or angry, often without intending to, by doing or saying something that offends them)

*a chip off the old block* (a person who is very similar to their mother and father in the way they look or behave)

*be at loggerheads* (be in strong disagreement)

### Vocabulary bank: The property market page 139

1 1 contract 2 lease 3 rent 4 tenant 5 landlord  
6 deposit 7 mortgage 8 notice 9 deposit  
10 estate agent 11 letting agent

2 (Possible answers)

1 deposit 2 mortgage 3 estate agents'

4 landlords / letting agents 5 rent(s) 6 contracts

7 tenants(') 8 letting agent / landlord 9 deposit

### Exercise 7 page 73

- Ask students: *If you were at university, what type of accommodation would you choose?* Elicit ideas.
- Go through the instructions together and check the pronunciation and meanings of the adjectives.  
*gregarious* /grɪ'geəriəs/ very sociable, enjoys being with other people  
*studious* /'stju:diəs/ somebody who spends a lot of time studying  
*risk-averse* /'rɪsk ə'vɜ:s/ unwilling to do something in case something bad happens as a result  
*animal-loving* /'æni:məl 'lʌvɪŋ/ somebody who loves animals  
*unsociable* /ʌn'səʊfəbl/ not wanting to be with or communicate with others  
*outdoorsy type* /,aʊt'dɔ:zi taɪp/ somebody who enjoys outdoor activities, e.g. camping, hiking, etc.  
*laid-back* /'leɪd ,bæk/ relaxed, without worries  
*self-reliant* /'self rɪ'laɪənt/ able to look after oneself, solve problems, etc. without anyone else's help  
*introverted* /'ɪntrəvɜ:tɪd/ looking inward, into one's thoughts, uncomfortable with others
- Students read the adverts and the extract and answer the questions.

**A shared house:** gregarious, laid-back, self-reliant

**B halls of residence:** studious, outdoorsy type, gregarious

**C studio flat:** unsociable, introverted, self-reliant

**D multigenerational household:** risk-averse, animal-loving, unsociable, introverted

### Exercise 8 2:04 page 73

- Tell students they are going to hear a conversation between two students about the different types of accommodation available.
- Play the recording for students to answer the question.

**Possibly living at home, as he doesn't think he can afford to live independently.**

### Audio script

**Rachael** Hi, Sam. Have you decided where you are going to live next year?

**Sam** No, not really. I've seen some ads in the newspaper today ... Here, have a look ... It's high time I made a decision, I suppose.

**Rachael** Hmm ... let's see ... Wedgewood Hall is good for sporty, outdoorsy types, plus you get your meals cooked for you.

**Sam** The trouble is, it's expensive and there's probably an 11 o'clock curfew. I imagine it wouldn't be the sort of place you could invite friends back to, either.

**Rachael** What about the house share on Firth Street? It's more reasonable.

**Sam** Yes, but I have a bad feeling about that one. There seem to be a lot of house rules. It's as if the tenants had been living there

for a few years already, so I'd feel like a bit of an outsider. Frankly, I'd sooner have my own place.

**Rachael** What about the bedsit, then? You have privacy, your own kitchen and it's in a great location.

**Sam** True, but it's a bit unsociable living on your own, although it's good that bills are included. I just wish it was closer to campus. The other thing is that my mum and dad want me to stay at home.

**Rachael** Hmm ... is that a good idea? Isn't it better to be a bit more independent?

**Sam** I suppose so, but if I took that option rather than going for the bedsit, I'd save a lot of money. Mind you, I'd have to get the train into college every day. A train pass would be expensive, although I'd still save a fair bit of money on rent, food and bills.

**Rachael** But wouldn't you get on each other's nerves? You argue with your parents as it is. And what about your social life? You wouldn't be able to go out as often, or invite people back. Wouldn't it be better to have your own place?

**Sam** Well, after paying for food, bills and rent ... I'd have no money left for anything else.

**Rachael** Hmm, if only we didn't have to worry about cash! Still, if I were you, I'd think carefully before I committed.

### Exercise 9 2.04 page 73

- Explain to students that the sentences are from the conversation they heard in exercise 8.
- Students read the sentences. Ask: *Why is Sam speaking hypothetically?* (He hasn't decided on his accommodation yet and doesn't know much about what is available.)
- With a **stronger class**, ask students to try to complete the sentences before you play the recording again.
- With a **weaker class**, write the missing words on the board. Students complete the sentences with the words.
- Play the recording for students to check their answers.

1 high 2 imagine 3 as if 4 sooner 5 wish  
6 rather 7 you 8 to have 9 only 10 were

### Exercise 10 page 73

- Students rewrite the sentences using the words in brackets.
- Check answers as a class.

- 1 Most students would sooner live on campus.
- 2 She wishes she could move out, but simply can't afford to.
- 3 If only he'd gone to college.
- 4 It's high time they made a choice (before it's too late).
- 5 Some students would rather live with their parents for financial reasons.
- 6 If I were you, I'd move out as soon as possible ... Your housemates are awful!

### Exercise 11 page 73

- Students list the pros and cons of each type of accommodation in exercise 7. They then think how they can express their opinions using the phrases for describing hypothetical situations.
- Students discuss the pros and cons with a partner and choose the type that they think is best.
- Ask a few students to share their ideas with the class. Find out which one is the most and which is the least popular.

**DVD extra** Under the same roof

## Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a phone-in about multigenerational living. I can talk about relationships using idioms. I can understand a conversation about university accommodation. I can use expressions for hypothetical situations in a discussion.*

## 6D Culture, vocabulary and grammar

### The ties that bind

#### Summary

**Topic:** Patriotism

**Reading:** *Braveheart*

**Vocabulary:** The language of war

**Grammar:** Uses of *if*

**Speaking:** Discussing the positive / negative aspects of patriotism

### Lead-in

- Ask: *Who are your country's historical heroes? What did they do for your country?*
- Students discuss the questions in pairs. Ask a few students to share their ideas with the class.

### Culture note: Famous leaders and freedom fighters

Ernesto Guevara de la Serna, better known as **The Guevara** (1928–1967) was an Argentine-born Cuban leader with communist beliefs. He helped Fidel Castro overthrow the Cuban dictator Fulgencio Batista in 1959 and to form a new communist state in Cuba.

**Mohandas Karamchand Gandhi** (1869–1948) was the leader of the Indian Nationalist Congress, which campaigned for independence from the British through non-violent protests. Gandhi was imprisoned many times, but India became an independent country in 1947.

**Emiliano Zapata** (1879–1919) was a village leader who became one of the leading figures of the Mexican Revolution. He helped to end the dictatorship of Porfirio Díaz in 1911 and campaigned for fairer land rights.

**Nelson Mandela** (1918–2013) was an anti-apartheid revolutionary and South African politician, who became President of South Africa following the country's first fully democratic election in 1994. Mandela served 27 years in prison for his revolutionary activities, but was released in 1990 after an international campaign to free him.

### Exercise 1 page 74

- Elicit information about the people in the photos. Elicit the names of more leaders and freedom fighters from around the world and write them on the board.
- Check the meaning of the qualities and practise the pronunciation of *ruthlessness* /'ru:θləsnəs/, *single-mindedness* /'sɪŋgl 'maɪndɪdnəs/, *vengefulness* /'vendʒfɪnəs/, *patriotism* /'peɪtriətɪzəm/ and *charisma* /kə'ɪrɪzmə/.
- In pairs, students describe the people. Ask a few students to share their ideas with the class.

(Possible answers)

**Che Guevara:** bravery, passion, heroism, charisma  
**Gandhi:** humanity, single-mindedness, patience, self-belief  
**Emiliano Zapata:** patriotism, self-belief, ambition, charisma  
**Nelson Mandela:** patience, charisma, passion, humanity

### Exercise 2 page 74

- Focus attention on the photo from *Braveheart* and ask students if they have seen the film.
- Ask students to skim the article and answer the question.

**William Wallace might be described as having patriotism, bravery, passion, heroism, single-mindedness, ambition, vengefulness and charisma.**

### Exercise 3 page 74

- Students read the text again and reorder the events.
- 3 King Edward I made himself King of Scotland.
  - 5 Wallace decisively defeated the English army at Stirling.
  - 8 Wallace returned from Europe and continued resistance against the English.
  - 7 Wallace tried to gain military support from European countries.
  - 9 Wallace was captured by Edward and taken to London.
  - 1 Wallace studied to become a priest.
  - 4 Wallace destroyed the town of Lanark and murdered the English Sheriff.
  - 2 Wallace's father and brother were killed by English soldiers.
  - 6 The Scottish nobles acknowledged Edward as their king.

#### Culture note: Scotland

**Scotland** joined with England to become part of the Kingdom of Great Britain in 1707. The two countries had shared a monarch since 1603 following the death of the childless queen of England, Elizabeth I. Despite the union, Scotland kept its own legal and education systems, and its own church.

Since the creation of the United Kingdom of Great Britain and Northern Ireland in 1922, Scotland, England, Wales and Northern Ireland have pooled their resources under a centralized government, although devolution in Scotland, Wales and Northern Ireland has granted those countries more independent powers.

In 2010, the Scottish government began plans for an independence referendum, which was then agreed in the UK parliament. It took place on 18th September 2014, and allowed sixteen-year-olds to vote for the first time. The unionists won the referendum with 55.3% of the vote. In its efforts to keep Scotland within the United Kingdom, the British government offered Scotland further devolution.

### Exercise 4 page 74

- Ask students what they know about the Scottish referendum for independence that took place in September 2014. What was the result? What were the main arguments of the two sides?
- Elicit ideas. Then ask students about the advantages and disadvantages of Scottish independence. Can they compare Scotland with other countries that are now

independent, e.g. the Czech Republic and Slovakia, Croatia and Serbia? What have those countries gained and lost?

- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

(Possible answers)

**For:** People in Scotland, Wales and Northern Ireland would have full control over decisions affecting their country. The separate national identities, languages and cultures would be strengthened. There might be economic gains, such as Scotland keeping oil and gas revenues, which are currently shared around the UK.

**Against:** Scotland, Wales and Northern Ireland have more influence in the world as part of the UK. Countries leaving the UK may struggle to join the Euro or the pound, causing a currency crisis. There might be economic losses, such as businesses leaving the country.

### Exercise 5 page 74

- Students scan the text to find the collocations and complete the exercise.
- They then try to work out the meanings of the collocations from context. If necessary they can use their dictionaries.
- Check the pronunciation of *allegiance* /ə'li:dʒəns/ and *rout* /raʊt/.

1 revolts 2 allegiance (to) 3 support 4 the cause  
5 your troops 6 the homes and halls 7 a war  
8 the enemy

### Exercise 6 page 75

- Students complete the sentences.
- Ask students how the language of war affects the meanings of the sentences.

1 drummed up support 2 pledge allegiance  
3 triggered revolts 4 wage (a) war 5 rally our troops  
6 routed the enemy 7 betrayed the cause  
8 sacked the home(s)

The language of war is often used to make a sentence more vivid or spirited. Using war metaphorically can lend grandeur or nobility to a subject, or it can make a topic sound more aggressive or confrontational.

#### Additional vocabulary

The following words and phrases are from the article *Braveheart*:

- *bleed (somebody) dry* /bli:d draɪ/ to take away all somebody's money
- *hold sway* /həʊld sweɪ/ to have power or influence over somebody
- *put (somebody) on the map* /pʊt ɒn ðə mæp/ to make somebody famous or important
- *skirmish* (n) /'skɜ:mɪʃ/ a short fight between groups of soldiers
- *spearhead* (v) /'spiəhed/ to begin an activity or lead an attack against somebody or something
- *spur (somebody) on* (v) /spɜ:(r) ɒn/ encourage somebody to do something or to encourage them to try harder to achieve something

### Exercise 7 page 75

- Ask students to find the highlighted phrases with *if* in the article and to work out their meanings in context. They then match them to meanings 1–7.

1 what if 2 even if 3 if and when 4 as if 5 only if  
6 if only 7 if not

### Exercise 8 page 75

- Students read the sentences and choose the correct answer.

1 even if 2 only if 3 If not 4 if and when 5 as if  
6 If only 7 What if

### Exercise 9 page 75

- Elicit the meaning of *patriotism* /'peɪtriətɪz(ə)m/ (love of your country and willingness to defend it).
- Ask: *Are you patriotic? Why / why not?*
- Students brainstorm the positive and negative aspects of patriotism. Write their ideas on the board. Encourage all students to voice their opinions.

#### Extra activity: Internet research

Students research a famous leader or freedom fighter. They write a brief account of what the person did for their country using the language of war and words from 6D.

### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about William Wallace. I can understand and use the language of war in different contexts. I can use 'if' in different ways. I can discuss the positive and negative aspects of patriotism.*

## 6E Writing

### An opinion essay

#### Summary

**Topic:** The advantages and disadvantages of loving somebody

**Reading:** Two opinion essays

**Grammar:** Types of subordinate clauses

**Writing:** An opinion essay

#### Lead-in

- Revise the Greek definitions of love from lesson 6A: *eros* (romantic love), *philautia* (loving yourself), etc.
- Ask: *Which kind of love do you feel is the most powerful? Are there any kinds of love which you don't think are essential to happiness?* Elicit students' ideas.

### Exercise 1 page 76

- Elicit the meaning of the two quotes. (*Love is blind* means that loving somebody makes you unable to see their faults. *'Tis better to have loved and lost / Than never to have loved at all.* means that it is better to have experienced the joy of loving somebody than never to have loved anyone, despite the pain that follows when you lose them.)
- In pairs, students discuss whether they agree with the quotes and give their reasons.

### Exercise 2 page 76

- Students read the essays and discuss in pairs which one they agree with more.
- Give students two minutes to study the supporting arguments and think of any others they would use.

### Exercise 3 page 76

- Go through the strategy together. Stress that a main clause makes sense on its own and has a subject and verb. Make sure that students understand the difference between compound and complex sentences.
- Students read the sentences from essay A and identify the subordinate clause in each sentence.

1 b 2 a 3 a 4 b 5 a 6 b

### Exercise 4 page 76

- Go through the different types of subordinate clauses.
- Students identify the subordinate clause in each sentence in exercise 3. Ask which conjunctions are used in each sentence. (1 *if*; 2 *although*; 3 *when*; 4 *who*; 5 *claimed that*)
- Refer students to the sentence in the strategy, *They met in the cafe in order to talk.* Ask: *What type of subordinate clause is in the sentence? (purpose) What conjunction is used? (in order to)*
- Write the different types of subordinate clause on the board and ask which conjunctions can be used with each type. Elicit as many as possible, e.g.  
*time: when, before, after, since, while, as, until, etc.*  
*conditional: if (not), unless, provided that, supposing, etc.*  
*purpose: in order to, so that, etc.*  
*reason: because, since, as, etc.*  
*result: so that*  
*concessive: although, though, while, etc.*

1 condition 2 concession 3 time 4 relative  
5 reported speech 6 purpose

### Exercise 5 page 76

- Students study the sentences. Make sure they understand that they have to identify the subordinate clause in each sentence and decide what type of clause it is.
- With a **stronger class**, ask students to find more examples of the different types of subordinate clauses in the texts on pages 68–69 and 74–75 in the Student's Book. Point out that there could be more than one subordinate clause in a sentence.

- When Tennyson lost his close friend Arthur Hallam, he was consumed with grief. (time)
- We all look for connections with others in order to satisfy this aim. (purpose)
- A study in 2011 showed that the biggest regret for many people was a romantic one. (reported speech)
- However, people go on to make better relationship choices when they learn from their mistakes. (time)
- Because of a lack of closeness and complicity, people could experience loneliness and despair. (reason)
- If a relationship ends, of course it will hurt. (condition)

#### Grammar reference and practice 6.3 Workbook page 120

1 1 a 2 a 3 b 4 b 5 b 6 a

2 1 as 2 even though 3 that 4 while 5 so that  
6 before

## Exercise 6 page 76

- Students rewrite the sentences. Point out that they will have to change the tenses in some of the sentences.
- 1 They announced that they were getting married. (reported speech)
  - 2 The psychologists carried out an experiment in order to find out if love is blind. (purpose)
  - 3 I've just finished a great book which was all about unrequited love. (relative)
  - 4 They decided to end their relationship because it wasn't working out. (reason)
  - 5 Although they met when they were just sixteen, twenty years later they are still together. (concession)
  - 6 Unless he trusts people less, he'll end up getting hurt. (condition) / He'll end up getting hurt unless he trusts people less.
  - 7 She answered the lonely hearts ad so that she could meet her soulmate. (purpose)
  - 8 Since they met at university in 2014 they've been deeply in love. (time)

### Extra activity: Fast finishers

Ask **fast finishers** to write five main clauses followed by the conjunctions *in order to*, *because*, *so that*, *when* and *who*. Students then swap sentences with a partner and complete their partner's sentences.

## Writing guide page 77

- Read the **task** together, making sure that students are clear that they have to write an opinion essay on the statement *Love is blind*, following the points laid out in the plan.
- Give students five to ten minutes to complete the **ideas** stage and **plan** their letter.
- Circulate and monitor while students **write** their essays, making sure that they organize their paragraphs according to their plan.
- Encourage them to use subordinate clauses. Also encourage them to use compound modifiers from 6A and inversion with conditionals from 6B.
- When students have finished, they **check** their work. Refer them to the checklist to make sure they have completed the task as well as they can.

### Extra activity: Fast finishers

Ask **fast finishers** to compare their essay with a partner. Ask them to tell their partners which of their arguments they find most convincing and what part of their essay they enjoyed the most.

### Additional writing activity

Students write an opinion essay on one of the definitions of love in 6A, exercise 1.

## Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can identify different types of subordinate clauses in complex sentences and use them correctly in an opinion essay.*

## Vocabulary insight 6 page 78

### Evaluative language

#### 1 (Possible answers)

- 1 The writer thinks this is a good place to live (their stance is positive), because they think living somewhere with a lot happening is a good thing. The word *lively* has positive connotations, and so does *on your doorstep* as used in this context.
- 2 The writer's stance is rather unclear / mixed here. They use a mix of positive (bustling), neutral (modern) and potentially negative (noisy, hectic) language. This could reflect a view that there are pros and cons to living in this area or it could simply be descriptive.
- 3 The writer's stance is clearly negative here – from their perspective, living in this area would not be good. Unlike in 1, they don't want to live in an area full of the types of activities typical of students / young people. They use a lot of language with negative connotations.

#### 2 (Possible answers)

- 1 rose-tinted = unrealistically optimistic; writer's stance = slightly critical, sceptical
- 2 successful entrepreneur, adopt a positive attitude, challenge = positive, proactive, optimistic; writer's stance = stressing the positive aspects of self-employment, even challenge is a positive way of talking about problems
- 3 inevitably, ups and downs = realistic / pragmatic, remain upbeat = positive, encouraging; writer's stance = realistic and pragmatic, but generally positive
- 4 hero, fight for freedom = positive; writer's stance = showing the perspective of the leader (Wallace in the text) and the people (the Scots)
- 5 ruthless guerrilla tactics = generally negative, unpleasant; writer's stance = seen from the point of view of the Scots, ruthless tactics were strong but necessary / justified action, but from an English viewpoint they were violent, unfair, etc.
- 6 traitor, branded a terrorist = very negative connotations; writer's stance = showing how Wallace was seen by the English as an enemy

#### 3 (Possible answers)

##### A

*Slightly* and *relatively* minimize the strength of the adjective. *Incredibly* maximizes / strengthens the adjective.

*Slightly* and *relatively* are fairly neutral / objective. *Incredibly* expresses a more subjective evaluation. *Painfully* (= in a way that makes you feel uncomfortable) and *notoriously* (= having a bad reputation for being slow) express a strong negative evaluation.

##### B

Most of these express a strong emotional state: *clearly* is less strong / more neutral; you could say that two people are clearly in love if they are just in a happy, contented relationship.

Apart from *clearly* (which is more neutral), most of these express a strongly subjective evaluation, but carry subtly different connotations.

*Madly / head-over-heels in love* suggest somebody who is so in love that they cannot think clearly or focus on other things in their life. They often describe a temporary state at the start of a relationship.

*Deeply in love* suggests strength of emotion rather than a new / temporary relationship.

*Hopelessly in love* suggests a negative judgment, perhaps because the person is too caught up in their emotions.

#### 4 Students' own answers

## Review 6

page 79

- 1 1 long-lasting 2 rose-tinted 3 seven-year  
4 feel-good 5 long-term 6 all-consuming
- 2 1 infatuation 2 amity 3 narcissism 4 compromise  
5 devotion
- 3 drive a wedge between people; get on each other's nerves; be at someone's beck and call; have someone to lean on; live in each other's pockets; wrap someone round your little finger
- 4 1 trigger a revolt 2 drummed up support  
3 rally the troops 4 pledging allegiance  
5 betrayed the cause 6 waging a war
- 5 1 haven't understood / don't understand / didn't understand  
2 will you cope / are you going to cope / would you cope  
3 think  
4 wouldn't be  
5 would be  
6 couldn't release / wouldn't release  
7 hadn't created
- 6 1 No matter how 2 Supposing 3 Were it not for  
4 but for 5 Had I known 6 whether or not  
7 Should you want
- 7 1 so (cold) that 2 Since 3 in order 4 Although  
5 After 6 said that 7 such (a nice evening) that  
8 of which

## Cumulative review Units 1–6

pages 80–81

- 1 © 2.05  
Speaker 1: b  
Speaker 2: e  
Speaker 3: d  
Speaker 4: a

### Audio script

1

What is love? Well, it can't really be explained, it has to be experienced. And the 'experience' isn't always a positive one. A break-up can leave scars ... I haven't let this put me off though. How could anyone say 'no' to love if it came along? When you first fall in love, it's as if nothing else in the world matters. Further down the road, it might not work out, but, whatever the outcome, it's worth all the ups and downs. My friends think I'm a hopeless romantic and they're probably right, but I like to think of myself as someone who looks ahead without dwelling too much on the past.

2

Love? Well, no one forgets their first date, do they? I remember not being able to sleep or eat when I first met Tim. He was the guy at school all the girls wanted to go out with and all the boys wanted to be like. Then he asked me out ... Looking back, I guess it was more like infatuation. A kind of naive obsession. These days, I think twice before I don the rose-tinted glasses and plunge into the unknown. I'd sooner commit to someone who's reliable and loyal. Don't get me wrong, everyone needs a bit of romance, but after a while the romance wears off. What's important is that you have a strong friendship if you want it to last long term.

3

I've never experienced it myself, although I've been out with a few people. My parents divorced when I was five. They've both remarried since ... and I think they're happy. But who knows, maybe they would be happier if they'd stayed together? Love is a complicated emotion and, I guess, if you get too close to someone, you risk being hurt. This is certainly true in my parents' case. It seems that with love comes an exhilaration, a feeling of fulfilment, and hope, which is fantastic. But there is also a dark side to it. Destructive feelings, like jealousy, greed and selfishness, might sometimes creep into the relationship, which can drive a wedge between a couple.

4

As a biologist, I believe science has an explanation for everything ... But love goes against all logic. Clearly, it's got to do with the human need for interaction, companionship and propagation of the species. There are three phases to falling in love and different hormones are involved at each stage. Yet no one knows exactly how this works. It can be a bit scary – the events occurring in the brain when we are in love have similarities with, well, mental illness! However, what scares me even more is the idea of being alone. My children have both left home and I don't have many relatives. The only person I can lean on is ... my wife.

#### 2 Students' own answers

3 1 b 2 b 3 c 4 a

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

#### 5 Students' own answers

### Additional materials

Literature insight 3 [Workbook page 88](#) **Answer key** [Teacher's book page 153](#)

Exam insight 3 [Workbook page 100](#) **Answer key** [See website](#)

# 7

## Is it art?

### Map of resources

#### Section A: Student's Book pages 82–84

Workbook page 52

Vocabulary bank, Describing art page 140

#### Section B: Student's Book pages 84–85

Workbook page 53

Grammar reference and practice 7.1, Workbook page 121

#### Section C: Student's Book pages 86–87

Workbook page 54

Teacher's resource disk, Communication worksheet 7B

Teacher's resource disk, Functional language bank

#### Section D: Student's Book pages 88–89

Workbook page 55

Grammar reference and practice 7.2, Workbook page 121

Vocabulary bank, Building metaphors page 140

Teacher's resource disk, Communication worksheet 7A

Teacher's resource disk, DVD extra + worksheet, The Empire State Building

#### Section E: Student's Book pages 90–91

Workbook page 58

Teacher's resource disk, Writing bank

Teacher's resource disk, Functional language bank

#### Vocabulary insight 7 page 92

Using synonyms

#### Review 7 page 93

Progress check Unit 7, Workbook page 59

Language and skills tests 7A and 7B, Test Bank

### 7A Reading and vocabulary

#### The treachery of images

##### Summary

**Topic:** Art

**Reading:** Defining art

**Vocabulary:** Synonyms and antonyms: describing art; phrases for doing the right or the wrong thing

**Speaking:** Discussing the purpose of art and what art actually is

##### Lead-in

- Write the following questions on the board:  
*What is art?*  
*Does art change the way you think or feel?*  
*Do you think anyone can be an artist or do you need a special talent?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

##### Culture note: Art and artists

**René Magritte** (1898–1967) was a Belgian painter and a member of the Surrealist movement, which aimed to stimulate the creativity of the unconscious mind by placing objects together in unusual combinations.

The **Impressionists** were a group of nineteenth-century artists, who used colour and rapid brushstrokes to evoke the changing qualities of light. The artists included Claude Monet and Camille Pissarro, famous for their landscapes, and Hilaire-Germain-Edgar Degas, who focused on depictions of contemporary life.

**Manneken Pis** is a bronze statue in Brussels. It depicts a naked little boy urinating into the basin of a fountain. It was installed in 1618–1619.

**Tracey Emin**, born in 1963, is a British artist famous for her works in numerous media, including printing, painting, photography, textiles and installations. Her personal experiences are often the focus of her work.

The English artist **Damien Hirst**, born in 1965, is renowned for his conceptual art, installations and paintings. Death plays a central role in his work and several of his most famous pieces show dead animals suspended in formaldehyde.

The **five genres of painting** were established in the seventeenth century through the great European academies of art, including the Accademia di San Luca in Rome and the Royal Academy of Art in London. The categories were listed in order of importance: history painting, portraits, genre painting (scenes from everyday life), landscapes and still life.

**Conceptual art** is an art genre in which the concept behind the art is more important than the finished product.

**Performance art** is an art form that combines visual art with dramatic performance.

**Installation art** is a genre in which a piece of art is constructed within a specific space and is designed to alter the viewer's perception of that space.

### Exercise 1 page 82

- Focus attention on the photos. In pairs, students describe the photos and decide whether they depict works. Encourage students to justify their answers.
- Ask a few students to share their ideas with the class.

### Exercise 2 page 82

- Ask students to read the article and to think of questions to elicit the information in the missing paragraphs, e.g. for gap 1, the question could be: *What other things are considered art?* Students can also underline key words in the paragraphs that will help them to match the missing paragraphs.
- Students then compare the ideas in the article with their own ideas in exercise 1.

1 D 2 A 3 C 4 F 5 B

### Exercise 3 page 82

- Go through the strategy together. Elicit the difference between a metaphor and a simile. (A metaphor is a word or phrase that is used to show that one thing has the same qualities as another. A simile is a phrase that compares something to something else using *like* or *as*.)
- Students read the text again and answer the questions.
- Ask students if the analogies are similes or metaphors.

**René Magritte's picture:** 'Just as the letters in "pipe" merely stand for the real sounds, the picture itself is a symbolic representation of reality.' The analogy is a simile, comparing two different but related items.

**The process of appreciating a work of art:** 'The process is a game that is set in motion when the spectator's imagination engages with the image and then follows a set of rules to reach its conclusion.' The analogy is metaphorical.

**Trying to define art:** 'Trying to find an answer to this question is like entering a maze, where different options present themselves at every turn.' The analogy is a simile, comparing two things.

### Exercise 4 page 82

- Students think of analogies in pairs.
- Elicit ideas and ask students whether they used a simile or a metaphor.

(Possible answers)

the relationship between an artist and his / her brush:

(simile) like a writer and his / her pen

the experience of having an important photo taken:

(simile) like giving a performance

how you might feel in a crowded exhibition: (simile) like a sardine in a tin

the impression caused by a beautiful aria: (simile) like

taking a warm bath; (metaphor) a beam of sunlight

through curtains

the atmosphere in a theatre when the curtain opens:

(simile) like starting a new novel; (metaphor) a cascade of shooting stars

### V insight **Synonyms and antonyms: describing art**

Synonyms help to avoid repeating the same words.

*Your sister is incredibly **clever** but children as **bright** as her are often easily bored.*

*'The film was **boring**, wasn't it?' 'Yes, it was so **dull**.'*

Antonyms help to make a contrasting point.

*Is it easier to be clever and **knowledgeable**, or stupid and **ignorant**?*

### Exercise 5 page 82

- Students find the synonyms and antonyms in the article and complete the table.
- Check the meanings and pronunciation of the words. Stress that the words are synonyms and antonyms in this context; they are not necessarily synonyms and antonyms in other contexts.

1 **highbrow** 2 **primitive** 3 **intriguing** 4 **enchanting**  
5 **impenetrable** 6 **provocative** 7 **whimsical**  
8 **evocative**

### Exercise 6 page 84

- In pairs, students take turns to describe the images using the adjectives in exercise 5. If a student agrees with their partner, they could use synonyms to do so. If they disagree, they could use an antonym, e.g.  
A: *I think this image is uninspiring.*  
B: *Me too. I find it really dull.*  
A: *The art in that image looks primitive to me.*  
B: *I don't think so. I think it's quite intricate.*

### Extra activity: Fast finishers

Ask **fast finishers** to think of famous works of art, e.g. the painting *Guernica* by Pablo Picasso, the statue of David by Michelangelo, or the work of an artist in general, e.g. that of Banksy or Degas, and write sentences about the art in question using the adjectives in exercise 5, e.g.

*Matisse's cut-outs may look primitive, but they are the result of a very highbrow process.*

*I think the Mona Lisa is very evocative, even though her expression seems impenetrable.*

### Extra activity: Vocabulary extension

Ask students to give examples of negative prefixes which can be used to form antonyms. Elicit examples, e.g. *un-*, *in-*, *im-*, *il-*, *ir-*, *dis-*, etc.

Write the following pairs of words on the board: *different / indifferent*, *famous / infamous*, *interested / disinterested*, *savoury / unsavoury*, *valuable / invaluable*. Point out that they look like antonyms, but they aren't. Ask students to discuss the differences in meaning for each pair. Elicit answers.

### Exercise 7 page 84

- Students study the underlined phrases in the article and decide whether they describe doing the right or wrong thing. They then match the phrases to the meanings.

1 **hit the nail on the head**; **be spot on**; **strike the right note**  
2 **swallow their words**; **get off on the wrong foot**; **fall wide of the mark**; **backing the wrong horse**; **barking up the wrong tree**

## Exercise 8 page 84

- Students read the text and choose the correct answer.

1 swallow 2 foot 3 struck 4 was 5 whimsical  
6 lowbrow 7 provocative 8 repellent 9 nail  
10 enchanting 11 mark 12 wrong 13 horse  
14 intricate

### Additional vocabulary

The following words and phrases are from the article *Defining art*:

- *aesthetics* (n) /i:s'θetɪks/ the study of beauty, especially in art
- *fall by the wayside* /fɔ:l baɪ ðə 'weɪsaɪd/ to fail or be unable to make progress in something
- *rendering* (n) /'rendərɪŋ/ an artistic depiction of something
- *shed light on (something)* /ʃed laɪt ɒn/ to make something clear and easy to understand
- *twist* (n) /twɪst/ an unexpected change or development in a story or situation
- *wormhole* (n) /'wɜ:mhəʊl/ a possible connection between regions of space-time that are far apart

## Exercise 9 page 84

- Ask students to think about the purpose of art in the past, before photography, film, etc. and when more people were illiterate and needed images in order to understand things. How has the purpose of art changed since the beginning of the twentieth century?
- Tell students to imagine they are standing in front of a piece of abstract art. Which is more important: the artist's intention or the viewer's interpretation?
- Ask students to consider art on a spectrum with the five genres of painting at one end and art forms which have emerged since the 1960s at the other. Would they consider Tracey Emin's work to fall within the spectrum? Are there any other works of art mentioned in the article that they would or would not put within the spectrum?
- Students discuss the questions in groups, taking the above points into consideration.

### Extra activity: Further discussion

In small groups, students discuss the following questions:

- *Imagine you are applying for a place at an art college. What do you think should be considered more important: an ability to draw things from life accurately, or having interesting, innovative ideas?*
- *Do you or does somebody you know want to be an artist? What do other people think about this? Is it necessary or important to go to art college in order to achieve this?*
- *What do you think life is like for artists these days? Is it a good way to make a living, or a constant struggle to be recognized and earn money? Why do you think this?*

### Vocabulary bank: Describing art page 140

- 1 1 perspective 2 palette 3 silhouette 4 tone  
5 theme 6 genre 7 brush stroke 8 canvas  
9 motif 10 medium
- 2 1 motifs; palette 2 perspective; canvas  
3 media; tones 4 genre; themes
- 3 Students' own answers

## Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about art. I can understand and make analogies using similes and metaphors. I can use synonyms, antonyms and phrases for doing the right thing. I can discuss the purpose of art and what art actually is.*

## 7B Grammar and listening

### Undercover art

#### Summary

**Topic:** The true value of art

**Listening:** The art stall

**Grammar:** Speculation about the past, present and future

**Speaking:** Discussing the results of an experiment conducted by an artist; speculating on a painting using modal verbs

### Lead-in

- Ask students to imagine that they work for the department of culture and have a 100,000 euro budget for promoting and supporting art. Ask students to come up with five ways of spending the money to achieve that aim. Students discuss this in small groups before sharing their ideas with the class.

### Exercise 1 page 84

- Focus attention on the pictures. In pairs, students discuss the questions.
- Ask a few students to share their ideas with the class.

- 1 A Posters are usually found in people's homes or places like cafés and restaurants.  
B Paintings are usually found in museums, galleries or in people's homes.  
C Graffiti art is usually found outside on the walls of buildings.

### Exercise 2 page 84

- Students read the story and answer the questions.
- Ask students if they think the man sold the canvases for the right price.

C

### Exercise 3 2:06 page 84

- Ask students to read the comments.
- Play the recording for students to tick the ideas that were confirmed. With a **weaker class**, play the recording a second time.

1, 3, 4 and 6

### Audio script

**Interviewer** It's time for us to learn the truth about the old man and his stall. Art expert Harry Simpson has agreed to tell us what was really going on here. Harry, there's more to this story than meets the eye, isn't there?

**Harry** That's right. This wasn't just any old art stall, and the canvases weren't just any old pictures. They were all created by the British artist Banksy.

**Interviewer** The famous graffiti artist?

**Harry** Yes. Because of the nature of his work, he keeps his identity hidden, but he's pretty big in the art world. You won't find his art in a museum or gallery, but some collectors have paid six-figure sums to possess a piece themselves.

**Interviewer** What was Banksy doing in New York?

**Harry** He was there on an 'artist's residency', as he called it. He spent a month spraying his art around the city for New Yorkers to hunt down and observe. The art stall was an added bonus.

**Interviewer** Can you tell us how much the pieces on the stall were actually worth?

**Harry** Sure. I would estimate that each canvas has a value of around 30,000 dollars. Which means that those people who did stop to buy one got a real bargain – especially the customer who haggled the price down by 50%!

**Interviewer** His entire takings for the day added up to \$420. Of course, the real value of those canvases was \$240,000, so he made quite a loss, didn't he?

**Harry** Well, the aim of the stall was not to make money. Banksy had something quite different in mind. He never does anything in public without a reason, and this was no exception.

**Interviewer** So what was the point of the art stall?

**Harry** Banksy's stall was a kind of experiment. He wanted to find out how many people would admire the art for what it was. There was nothing to indicate that the canvases were his: they weren't signed, they didn't have a massive price tag and the stall was being minded by a completely inconspicuous elderly gentleman – passers-by didn't have a clue that the works on offer were genuine Banksys.

**Interviewer** And hardly anybody was interested.

**Harry** Exactly. Because there was nothing to indicate that the pictures on the stall were highly desirable artworks, most people just ignored them.

### Extra activity: Listening extension

Write the following questions on the board:

- *Where are you likely to see Banksy's work?* (on the streets)
- *How much have collectors paid for his work?* (six-figure sums)
- *What did he do during his residency in New York?* (He sprayed his work around the city for New Yorkers to hunt down and observe.)
- *How much was each canvas worth?* (about \$30,000)
- *Why didn't passersby recognize the artworks as Banksy's?* (They weren't signed and didn't have a massive price tag.)

Play the recording again for students to answer the questions.

### Exercise 4 page 84

- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

(Possible answers)

- 1 The experiment seems to prove that an artist's name or 'brand' is more important than the inherent quality of the art she or he makes.
- 2 People would prefer to buy a work of art because of who it is created by rather than whether they like it or not. When buying art, most people can't assess whether it is valuable or not and are led by the name or surroundings of the place where it is being sold.

### Language note: Speculating about the past, present and future

The modal verbs *can*, *can't*, *could*, *may*, *might*, *must*, *should* and *will* all express different degrees of certainty:

- complete certainty: *will*
- very high degree of certainty: *can't*, *must*
- probability / possibility: *should*, *may*
- weak probability: *might*, *could*
- theoretical or habitual possibility: *can*

### Exercise 5 page 85

- Students read the explanations and match them to the modal verbs in exercise 3.
- Check the answers with the class.

**a 7 b 5 c 6 d 2, 3, 8 e 1 f 4**

The infinitive without *to* is used after a modal verb.

### Exercise 6 page 85

- Refer students to the photo and ask them if they recognize the woman in the photo. Tell them she is Katherine Jenkins, a famous Welsh classical singer.
- Students read the text and discuss the questions in pairs.

The premise of the two experiments is similar: to present a famous artist's work anonymously. However, Banksy was not present at the experiment, whereas Katherine Jenkins was present and was immediately recognized. The experiment suggests that our appreciation of art is connected with the celebrity of the artist.

### Exercise 7 page 85

- Students study the underlined sentences in the text. Ask: *Which word always goes after a modal when we speculate about the past?* (have)
- Students match the sentences to the patterns. With a **weaker class**, remind students what the structure of the different forms of the infinitive is (perfect simple infinitive: *have* + past participle of the main verb; perfect continuous infinitive: *have* + *been* + *-ing* form of the main verb; passive infinitive: *have* + *been* + past participle of the main verb).

**a 1 b 3 c 2**

### Grammar reference and practice 7.1 Workbook page 121

- 1 **1 could be**
- 2 **2 should have insured**
- 3 **3 will be waiting / will wait**
- 4 **4 can't be**
- 5 **5 might have been destroyed**
- 6 **6 should know**
- 7 **7 can't have been working / can't have been**
- 8 **8 may be**

### Exercise 8 page 85

- Ask students to read the sentences and decide if they refer to the past, present or future, and if they are active or passive.

- Students rewrite the sentences. Tell them that for some sentences more than one answer is possible, depending on whether the speaker perceives the situation as certain or probable.

- 1 Buskers can play for hours without earning a single penny.
- 2 The commuters must have been delighted to witness the performance.
- 3 The newspaper won't / may not / might not be repeating the experiment.
- 4 It shouldn't / can't be difficult to recognize a famous singer's voice.
- 5 This performance may / might / could have been considered a publicity stunt by some people.
- 6 She can't have been singing for long before a crowd gathered.

### Exercise 9 page 85

- Focus attention on picture B and the headline.
- In pairs, students speculate about the picture.
- Elicit ideas and write them on the board.

(Possible answers)

The artist could be famous.

The current owner will be disappointed.

The museum must have been pleased to get the painting back.

The painting's disappearance might have been connected with the activities of a criminal gang.

The painting's disappearance must have caused shock and upset in the art world.

The current owner can't have known that it was a famous painting as the price was so low.

### Exercise 10 2•07 page 85

- Tell students they are going to hear about the painting.
- Play the recording for students to compare their answers.

### Audio script

A valuable painting by the French Impressionist artist Renoir has been at the centre of a legal battle between the Baltimore Museum of Art in Maryland, USA, and a former PE teacher. The woman paid just seven dollars at a flea market for *Paysage Bords de Seine*, which is valued at around 100,000 dollars. She maintains that she was not aware that the picture was genuine and she only purchased it because of its attractive frame. The painting had originally been given to the museum by a leading benefactor, but it was taken from the gallery in 1951. The court dismissed the woman's claim that she owned the painting, on the grounds that a property title cannot be transferred if it resulted from a theft.

### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a news broadcast about Banksy's art. I can use modal verbs to speculate about the past, present and future.*

## 7C Listening, speaking and vocabulary

### Don't stop the music!

#### Summary

**Topic:** Music and the emotions

**Listening:** Why music moves us

**Vocabulary:** Describing music

**Functional language:** Phrases for speculating

**Speaking:** Discussing music and what makes it a universal language; speculating about the events in a film based on its soundtrack

**Communication worksheet 7B:** Speculation

### Lead-in

- Tell students the name of the first song you ever bought or downloaded and why it was important to you.
- Then ask students if they remember what their first songs were and why they were important.
- Elicit answers as a class. Are any songs particularly popular?

### Exercise 1 2•08 page 86

- Go through the comments together and elicit their meanings.
- In pairs, students discuss the comments and give examples of their own experiences.
- Elicit ideas and write them on the board.
- Play the recording for students to compare their answers.

- 1 Music has the power to affect us emotionally.
- 2 Music can be understood by people from all over the world.
- 3 Music has existed for a very long time.

### Audio script

**Presenter** Of all the arts, it's probably music that affects us the most. A surging rush of sound may drive us into action, whereas a soothing lullaby is more likely to send us to sleep. Scientists are carrying out experiments in the hope of one day being able to explain the relationship between music and our emotions. Tina Hampton, from *Music and Science*, is with us today to tell us how they are getting on. Tina, how much progress has been made in music research so far?

**Tina** Well, researchers have made some progress. For example, they now know that the tempo or speed of the music is important. Scientists at Cornell University in Ithaca, New York, have shown that brisk music tends to produce happiness, while a slower tempo often evokes sadness. This obviously changes if the pace is exaggerated: a frenetic beat may make the listener feel stressed, whereas a sluggish pace might lead to laziness. Other experiments have been conducted to find out whether music really is a universal language.

**Presenter** Tell us about that research, Tina.

**Tina** A team of German scientists from the Max Planck Institute focused their research on a group of isolated farmers in Cameroon, called the Mafa. They played forty-two pieces of instrumental Western music to the farmers, who said they had never been exposed to it before. They were then asked whether they thought the music expressed happiness, sadness or fear, and to point to faces showing the relevant expressions. The Mafa's

ability to identify the emotion was far greater than chance, which suggests that music really is able to bridge the cultural divide.

**Presenter** How interesting! How much do scientists know about why music affects us?

**Tina** The thing that stands out most is that human emotions are centred in the most primitive part of our brain – the limbic system. It is a particularly ancient system in evolutionary terms: mammals, birds and even reptiles have a limbic system. And this is why a group of researchers from the National Academy of Sciences in Washington D.C. have been studying whether animals make music – specifically whales and birds. And they've come up with the theory that music may actually predate humans.

**Presenter** Really? What evidence do they have to support that?

**Tina** They've found that whales choose to sing to their companions instead of emitting raucous grunts. Whale song is like human song, in that it uses repetition and the same basic range of notes – the effect is rather more ethereal than human song, but the general structure is similar. Whale music has even been said to incorporate some of the complexity and sophistication of Beethoven's Fifth Symphony. The evolutionary paths of whales and humans separated over 60 million years ago, but the fact that whale and human music have so much in common suggests that music may have existed before humans did.

**Presenter** What an extraordinary idea! Tina, you mentioned birds as well. What are the similarities there?

**Tina** Birdsong also has fascinating parallels with human music – for example, the lilting song of one particular bird, the canyon wren, sounds like the opening of a famous piece by the composer Chopin. In general, birds use similar scales to humans: the distance between the notes is the same, which makes it easy on the ear. Some birds also practise call and response song patterns – a technique often used in gospel music.

**Presenter** What about musical instruments? Surely it was humans who invented those?

**Tina** While archaeologists have found bone flutes that date back more than 40,000 years, it isn't only humans that use instruments. For instance, the palm cockatoo of Northern Australia and New Guinea makes drumsticks out of twigs and uses a hollow log as a drum. And that isn't the only example.

**Presenter** So what are the implications of these findings, Tina?

**Tina** Well, the research just goes to show how long music has been around. If it is as ancient as some people believe, it could explain why we find so much meaning and emotion in music, even though we cannot explain why it makes us feel the way it does.

## Exercise 2 2:08 page 86

- Ask students to read the statements and underline the key words that will help to lead them to the correct information.
- Play the recording for students to answer the questions.

1 F 2 T 3 F 4 T 5 F 6 F 7 F 8 T

### Extra activity: Listening extension

Play the recording again and ask students to correct the false sentences.

- 1 Fast music may also make the listener feel stressed.
- 3 We share the limbic system with other animals.
- 5 Whales choose to sing to their companions instead of emitting raucous grunts.
- 6 Birds use similar scales to humans. Some birds also practise call and response song patterns – a technique often used in gospel music.
- 7 There are several examples of animals playing instruments.

## Exercise 3 page 86

- Ask students to read the phrases and try to work out the meaning of the adjectives from the context.
- Check answers as a class. Students then match the adjectives to the categories.

A soothing, ethereal, lilting

B brisk, frenetic, sluggish

C surging, raucous

## Exercise 4 page 86

- Check the pronunciation of the adjectives, especially *jarring* /'dʒɑːrɪŋ/, *jaunty* /'dʒɔːnti/, *menacing* /'menəʃɪŋ/, and *thundering* /'θʌndərɪŋ/.
- Students practise saying the adjectives in pairs and guess their meanings from the sound of the words. They then match the adjectives to the categories in exercise 3 and check their meanings in a dictionary.

a catchy, jarring, jaunty, mellow, menacing, sappy

b ambling, jaunty

c thundering

## Exercise 5 page 86

- Students read the article and replace the words in italics with adjectives from exercises 3 and 4.

1 jarring 2 raucous / thundering 3 catchy

4 frenetic / brisk / jaunty 5 mellow / soothing 6 lilting

7 brisk / jaunty 8 brisk / jaunty

## Exercise 6 page 87

- Students discuss the questions in groups.
- Ask a few students to share their ideas with the class.

### Extra activity: Further discussion

In small groups, students discuss the following questions:  
*Do you always listen to the same kind of music or do you listen to different kinds depending on your mood, the time of day, etc?*

## Exercise 7 2:09 page 87

- Ask individual students to describe different film genres without naming them. The rest of the class must guess the genre. Each time a student guesses a genre correctly, write it on the board.
- When you have a number of genres on the board, including comedy, horror film, historical film, drama, science fiction film, western and musical, ask students to discuss in pairs the type of music they expect to accompany each genre using the adjectives in exercises 3 and 4, e.g. *I expect music for a comedy to be catchy and jaunty.*
- Elicit the sentences and write the adjectives next to the genres.
- Play the recording for students to compare their answers.

(Possible answers)

Film genres include: action (frenetic, brisk music), comedy (catchy, jaunty music), horror (menacing, jarring music), romance (lilting, sappy music), drama (soothing, ambling music), sci-fi (ethereal, surging music), thriller (menacing, jarring music) and Western (surging, raucous music). The lecture mentions thrillers, where music heightens the audience's fear, and drama films, where music gives us a false sense of security.

## Audio script

Picture, if you will, a Plasticine gorilla perched on the top of the Empire State Building in New York. Not a common sight, I admit. Well, the creature is King Kong and the scene is from the film of the same name. The 1933 version of *King Kong* was the first Hollywood film to be accompanied by a full soundtrack, and it was one that succeeded in moving more than just a few members of the audience to tears.

Since then, a film's musical score has become a fundamental part of the cinema experience. When we fold down the velvet seats, our anticipation ensures that we are already poised to be taken on a rollercoaster ride. And film-makers take advantage of this to manipulate our emotions – with both action and music. Nowhere is this more apparent than in the genre of the thriller. Take, for example, the legendary shower scene in Alfred Hitchcock's film *Psycho*. At no point does the viewer actually witness the murder, but the frenetic jarring of the strings and the raucous brass notes give every indication of what is occurring off-screen. Everybody watching experiences, to some degree, the panic felt by the victim.

Drama is another genre where music accentuates our emotions. At times, the soothing tone of the score lulls us into a false sense of security, so that we are affected all the more when misfortune looms around the bend. The menacing build-up to the climax fills us with dread as we expect the worst. Some composers refrain completely from using music in these scenes and resort to other auditory resources instead. Francis Ford Coppola's blockbuster *The Godfather* is a case in point. Instead of using music in the famous restaurant scene where Michael Corleone shoots his father's rival, panic is heightened by the noise of a train screaming to a halt outside.

So much for thrillers and dramas, what about the other genres? Next, we're going to take a look at the ...

### Exercise 8 2•10 page 87

- Tell students they are going to listen to a music excerpt from a film and then a discussion between students about the film.
- Play the music excerpt and pause the recording. Ask: *What film genre do you think it is?* Elicit answers.
- Play the rest of the recording for students to find out the genre the students choose.

The students decide it's a historical drama.

## Audio script

**Student A** So, what do you think?

**Student B** It's fairly mellow at the beginning, isn't it? But then the tension mounts up towards the end. I'm hazarding a guess that it comes from a drama.

**Student C** Yes, but it has a dreamy quality, too – it's quite romantic. There's a distinct possibility that it's a love story.

**Student D** No, I think we're going in the wrong direction. There's no way it's a love story, because it isn't soppy enough.

**Student A** I agree, it can't be a love story. Erm, it's very lively, isn't it? Jaunty even. It's more than likely an adventure film.

**Student D** Do you think so? I would have thought the tempo would need to pick up a bit more for it to be an adventure film. It would have to be brisker and more exhilarating. I'm with Ben. In all probability, it's some kind of drama.

**Student C** What about something historical? One of those dramas that explore the life of a monarch from the past. I still think it sounds rather sentimental, and a king or a queen can fall in love, can't they? I'm plumping for a historical drama.

**Student B** I'm sure you're right. It's bound to be a historical drama. It sounds so traditional and ... nostalgic. Do we all agree?

### Exercise 9 2•10 page 87

- Students listen to the recording again and complete the phrases. They then order the phrases in order of certainty.
- With a **weaker class**, tell students number 8 (*I'm hazarding a guess that ...*) and tell them to work upwards from that as well as downwards from number 1.

3 I'm plumping for ...

4 I would have thought ...

2 There's no way ...

1 It's bound to ...

6 In all probability ...

8 I'm hazarding a guess that ...

5 It's more than likely ...

7 There's a distinct possibility ...

### Exercise 10 page 87

- Ask students to read the dialogue and order the phrases in italics in order of certainty.
- Students rewrite the dialogue.

1 I'm hazarding a guess that it's

2 There's a distinct possibility it's

3 It's more than likely

4 I would have thought

5 In all probability it's

6 There's no way it's

7 I'm plumping for

8 It's bound to be

### Exercise 11 2•11 page 87

- Tell students they are going to listen to different extracts of music from the same science fiction film. When they hear the music they must write down the adjectives that describe it.
- Play the recording again for students to make notes.

(Possible answers)

**Scene 1:** brisk electronic music with an other-worldly, futuristic sound

**Scene 2:** slow, jarring, ethereal music

**Scene 3:** surging, rhythmic music that builds up tension

**Scene 4:** soft, lilting music

**Scene 5:** raucous rock music with a sense of action

**Scene 6:** atmospheric, suspenseful music

**Scene 7:** soothing, wandering music with an icy edge

**Scene 8:** brisk, pacing music that has a sense of urgency

**Scene 9:** dramatic, discordant choral music, possibly evoking images of fighting

**Scene 10:** victorious, energetic music that lifts the spirit

### Exercise 12 page 87

- In groups, students compare their notes and describe the music extracts using adjectives from exercises 3 and 4. They then speculate about each scene using phrases from exercise 9.
- In groups, students agree on the ideas for the events which link together most logically and create a storyline.
- Ask one student from each group to describe their group's storyline.
- The class vote for the best storyline.

(Possible answers)

Scientists working on Earth lose contact with their colleagues in a lab on a planet in outer space. A team sets out in a spaceship to find out what is going on.

The spaceship lands on the planet and the team sets off towards the lab. Suddenly, they become aware that they are being watched.

Some extraterrestrials jump out from behind some rocks and bushes and capture the team. The team is taken back to the lab as prisoners.

In the lab, the extraterrestrials are studying the team and doing experiments on them.

Suddenly, one member of the team breaks free. She releases the others and there is a fight in which the extraterrestrials in the lab are killed.

The team is trying to escape from the lab. They are creeping through the corridors, hoping not to encounter any more extraterrestrials.

Suddenly, they come across a room where their colleagues from the lab have been imprisoned. No one seems to be guarding them, so they rescue them from the room.

The team is running back to the spaceship with their colleagues. As they approach, they realize that their ship is being guarded by the extraterrestrials.

The team has no choice but to open fire. Fighting is fierce, and the leader of the team is killed.

Under a new leader, the team and their colleagues take control of their spaceship. They blast off in record time and head home.

### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a radio documentary about music. I can use adjectives to describe music. I can use phrases for speculation to speculate about the events of a film based on its soundtrack.*

## 7D Culture, vocabulary and grammar

### Art and fame

#### Summary

**Topic:** Architecture

**Reading:** Frank Gehry: creative genius

**Vocabulary:** Prefix pairs

**Grammar:** Modal verbs: other uses

**Speaking:** Discussing famous buildings and artists

**Communication worksheet 7A:** Prefix pairs game

### Lead-in

- Write the following quote on the board and give students five minutes to say whether they agree or disagree with it and three reasons why.

*Every great architect is – necessarily – a great poet. He must be a great original interpreter of his time, his day, his age.*  
(Frank Lloyd Wright)

### Exercise 1 page 88

- Students discuss the questions in pairs.
- Ask students if they have ever heard of Frank Gehry. Then focus on the photo and ask them if they know the name of the building and where it is.
- Students scan the article and compare their answers.

### Exercise 2 page 88

- Students read the article and answer the questions.

1 E 2 A 3 F 4 C 5 D 6 B

#### Extra activity: Vocabulary extension

Ask students to find the words used to describe Gehry's architecture in the article, e.g. *swishy, gleaming, unconventional, haphazard, flamboyance, asymmetry, curvaceousness, disorder, playfulness, swooping, teetering*.

Elicit the words and write them on the board. Put students in three groups and ask each group to check the meaning of some of the words in their dictionaries:

Group 1: *swishy, gleaming, unconventional*

Group 2: *haphazard, flamboyance, asymmetry, curvaceousness*

Group 3: *disorder, playfulness, swooping, teetering*

Find a video about Frank Gehry's architectural work online.

Students watch the video of Frank Gehry's architecture and make notes about the buildings they see using the words from the article.

#### Insight Prefix pairs

Numerous prefixes in the English language have their opposites, e.g. *extra-* meaning 'outside' or 'beyond' and *intra-* meaning 'inside' or 'within'. These prefix pairs are sometimes separated from the root word by a hyphen, but not always.

### Exercise 3 page 88

- Ask students to study the highlighted words and discuss in pairs what each prefix means.
- With a **stronger class**, ask students to guess the opposite of each prefix without looking at the chart or wordpool.
- Students complete the chart.

1 over- 2 under- 3 pre- 4 post- 5 fore- 6 back-  
7 mono- 8 multi- 9 pro- 10 anti- 11 sub-  
12 super-

### Exercise 4 page 88

- Students complete the sentences.

1 multifaceted 2 underachiever 3 post-war  
4 Pro-democratic 5 subway 6 backdrop 7 predates  
8 monorail

### Additional vocabulary

The following words are from the article *Frank Gehry: creative genius*:

- *blueprint* (n) /'blu:prɪnt/ a photographic print of a plan for a building or a machine, with white lines on a blue background
- *fondness* (n) /'fɒndnəs/ affection
- *pervade* (v) /pə'veɪd/ to spread through and be noticeable in every part of something
- *plethora* (n) /'pleθərə/ an amount that is greater than is needed or can be used
- *spawn* (v) /spɔ:n/ to cause something to develop or be produced
- *tenacious* (adj) /tə'neɪʃəs/ that does not stop holding something or give up something easily; determined

### Exercise 5 page 89

- Students find the modal verbs in the article and match them to the meanings.
- Check answers as a class.
- In pairs, students think of one more modal verb for each meaning.

- 1 a; can't, could, couldn't
- 2 f; must, mustn't
- 3 c; don't need to, don't have to
- 4 d; may, may not
- 5 e; will, would, wouldn't
- 6 b; ought not to, should, shouldn't, need to be able to  
a; be allowed to d; be supposed to b; had better b

### Language note: Modal verbs: other uses

- *Supposed to be / do* has two meanings:
  - 1 to be expected or required to be / do something according to a rule, a custom, an arrangement, etc.
  - 2 to be generally believed or expected to be / do something
- *Had better* is more common in speech than in writing. It is stronger than *should / ought to*. We use it to say what is the best thing to do in a particular situation, and it often implies there will be negative consequences if we don't take action. It refers to the present or future, and it is always followed by the infinitive without *to*. The negative form is *had better not*.  
*You look ill. You'd better see a doctor.*  
*The train leaves in twenty minutes. We'd better go now or we'll miss it.*  
*You'd better not leave your bag here - someone might steal it!*

### Grammar reference and practice 7.2 Workbook page 121

- 1 couldn't 2 can 3 should have 4 have to  
5 don't need to 6 didn't have to 7 weren't allowed to 8 must

### Exercise 6 page 89

- Students choose one or both answer options in each item, bearing in mind the two meanings of *supposed to be / do*.
- 1 Only *doesn't have to* is possible; it means that it is not necessary.
  - 2 Both answers are possible; both mean that it is necessary. *Have to* is used when the obligation comes from an external source, whereas *need to* is often used when the speaker thinks the action is beneficial. *Have to* is stronger than *need to*.
  - 3 Only *is supposed to be* is possible; it means that Gehry is believed to be sensitive.
  - 4 Both answers are possible; *should* is used to give advice and *had better* is used to give a warning.
  - 5 Both answers are possible; both mean that it was not necessary to attend. *Needn't have* means that he did attend the inauguration; *didn't need to* can mean either that it did or did not happen.
  - 6 Both answers are possible; both make a request. *May* is more formal than *can*.
  - 7 Only *were able to convert* is possible; *were able to* refers to ability on a specific occasion, whereas *could* talks about general ability in the past.
  - 8 Both answers are possible; *should have* expresses regret; *could have* criticizes somebody for not doing something.

### Exercise 7 page 89

- Students complete the text. Point out that sometimes more than one answer is possible.

- 1 is supposed to
- 2 must / had to
- 3 must / had to
- 4 did not need to / did not have to
- 5 must not
- 6 would
- 7 can

### Exercise 8 page 89

- In groups, students discuss the questions.
- Ask one student from each group to share their group's ideas with the class.

### Extra activity: Further discussion

In small groups, students discuss the following questions:

- *Do you like the exterior of the Guggenheim Museum? Why / why not?*
- *Think about Gehry's custom of observing people's facial expressions and body language before he designs a building for them. Do you think it's important that a building matches the people it is built for?*
- *Do you think that a building can influence your emotions and behaviour?*
- *What about the building you are in now? Does it enhance students' learning? Why / why not?*

DVD extra The Empire State Building

## Vocabulary bank: Building metaphors page 140

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

### 2 (Possible answers)

- 1 *By the back door* is often negative and can suggest dishonesty.
- 2 *Glass ceiling* is usually only used in the context of women or minority groups unable to make progress in their career.
- 3 *Lay the foundations* emphasizes a strong basic structure, whilst *building blocks* is more about the composite parts.
- 4 A repeated or continuing action usually *drives you up the wall*, while you can *hit the roof* about a one-off event.

### 3 (Possible answers)

- a window on / into something (= a way of seeing and learning about something)  
a window (= a time when there is an opportunity to do something)  
fly / go out (of) the window (= to stop existing; to disappear completely)  
go through the floor (= a sudden or dramatic fall, often financial)  
get / have / hold the floor (= to speak during a discussion or debate, especially for a long time so that nobody else is able to say anything)  
take (to) the floor (= to start dancing on a dance floor)  
wipe / mop the floor with somebody (= to defeat somebody completely in an argument or a competition)  
be / get in on the ground floor (= to become involved in a plan, project, etc. at the beginning)  
bring the house down (= to make everyone laugh or cheer, especially at a performance in the theatre)  
get on like a house on fire (= to become friends quickly and have a very friendly relationship)  
go (all) round the houses (= to do something or ask a question in a very complicated way instead of in a simple, direct way)  
on the house (= drinks or meals that are on the house are provided free by the pub/bar or restaurant and you do not have to pay)  
put / set your (own) house in order (= to organize your own business or improve your own behaviour before you try to criticize somebody else)  
keep / set up house (= to make a place your home)

## Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about the architect Frank Gehry and his work. I can use prefix pairs correctly. I can use modal verbs. I can talk about famous buildings and artists in my country.*

# 7E Writing

## A review

### Summary

**Topic:** Public artwork

**Reading:** A review

**Vocabulary:** Adverb collocations

**Writing:** A review

### Lead-in

- Tell students to think about a prominent building or monument in their town that they believe should be destroyed for architectural, historical or political reasons.
- In pairs, students discuss their reasons why they think the building should go, before sharing their ideas with the class. If students are struggling for ideas, you could mention the Palace of the Republic in Berlin, Germany, which was once the seat of parliament in the German Democratic Republic until German reunification in 1990. It was considered an ugly building due to its angular, brutalist style. While some people believed it should be demolished because it was a symbol of a repressive regime, other people thought it should be preserved, because it was an important part of German history. In the end it was demolished in 2008.

### Exercise 1 page 90

- In pairs, students brainstorm as many public artworks as they can think of.
- Elicit ideas and write them on the board.
- Ask: *Do you think these artworks benefit your town and community? Why / why not?*
- Students discuss the question in pairs.
- Ask a few students to share their ideas with the class.

### Exercise 2 page 90

- Focus attention on the photo and elicit students' opinions of the artwork.
- Students skim the review to find out the writer's opinion.
- Ask students if they are surprised by the writer's opinion.

**The writer likes the artwork, considering it joyful, skilfully made and appropriate for the location.**

### Exercise 3 page 90

- Students read the review again and answer the questions.
- Check answers as a class.

- 1 Paragraph B. The writer uses adjectives that describe the character of the statue: *'whimsical', 'giant', 'confident', 'proud as a peacock'*. She uses them to create a visual image of the statue in the reader's mind.
- 2 Paragraph A. The writer refers to the opinion as an 'accusation'. There are many other words she could use, e.g. *view, assessment, belief, complaint*.
- 3 Paragraph D. The writer presents three arguments: 'it possesses a feel-good factor'; 'the poodle has succeeded in generating a city-wide debate'; 'communication can never be a bad thing'.
- 4 Paragraph C. 'As far as I'm concerned, ...'; 'Personally, ...'; 'It reminds me ...'

#### Exercise 4 page 90

- Go through the strategy together.
  - Students identify three similes in the article and match them to the categories.
- a 'the dog almost looks like a protective parent' (line 16)  
b 'it is as proud as a peacock' (line 9)  
c 'as if it were guarding the neighbourhood' (line 8)

#### Language note: Similes

- *Like* has many meanings and uses. It is often used as a preposition with the meaning 'similar to', especially with verbs of the senses such as *look, sound, feel, taste, seem*. It can be followed by a noun, a noun phrase or sometimes a pronoun.  
*He ran like the wind.*  
*This sculpture looks like a giant mushroom!*  
*This Marmite sandwich smells like shoe polish, and it tastes like it smells!*
- The conjunction *as if* is always followed by a clause. It is used to talk about an imaginary situation or a situation that may not be true but that is possible. It is often used with verbs of the senses, especially *look* and *feel*.  
*She looked as if she had just won the lottery.*  
*At the end, I felt as if I had run a marathon.*
- Many similes have the following structure: *as + adjective / adverb + as + noun / noun phrase*. This structure is mainly used when the things we are comparing are equal in some way.  
*He's as strong as an ox.*
- Many idioms are based on similes, e.g. *as blind as a bat, as bright as a button, as busy as a bee, as fit as a fiddle, as good as gold, as mad as a hatter, old as the hills, as pretty as a picture, as regular as clockwork, as safe as houses, as steady as a rock, etc.*

#### Extra activity: Fast finishers

In pairs, students think of similes to replace those in the text.

#### Exercise 5 page 90

- Students match the sentence halves and join them.
- 1 b The subject matter is as dismal as a wet weekend.  
2 d The legs of the sculpture are like elongated twigs.  
3 f The figure is bending down as if she is going to retrieve something.  
4 a The angel's wings are outstretched like the sails of a windmill.  
5 c The artist stood up as if he was about to leave.  
6 e I find his work as impenetrable as a brick wall.

#### Exercise 6 page 90

- With a **weaker class**, remind students that adverbs of manner tell us how something happens (*They walked slowly. She speaks English fluently. He listened politely.*) while intensifying adverbs increase the strength of another word in the sentence, usually an adjective (*I am absolutely certain. They were extremely unhappy about our decision.*).
- Students study the highlighted adverb collocations and write them in the correct categories.
- Check answers as a class.

- 1 enthusiastically received (Vancouver's latest public art installation); bitterly disappointed (people from the city posting on Twitter); eagerly anticipated (the sculpture); brilliantly conceived (the statue)
- 2 immediately obvious (people's disappointment); highly controversial (the artwork); simply enchanting (the poodle); profoundly moving (the statue)

#### Exercise 7 page 90

- Students read and complete the sentences.
  - Check answers as a class and, if necessary, explain any points that students struggled with.
- 1 immediately obvious
  - 2 enthusiastically received
  - 3 hugely influential
  - 4 bitterly disappointed
  - 5 intensely private
  - 6 lavishly decorated / simply enchanting
  - 7 highly controversial
  - 8 brilliantly conceived / simply enchanting

#### Extra activity: Fast finishers

For **fast finishers**, write the adverbs below on the board and ask students to think of as many adjectives as possible that they can collocate with:

*bitterly deeply highly ridiculously strongly  
disappointed moved amused expensive opposed*

Ask students to write a sentence for each collocation they came up with, e.g.

*The football fans were bitterly disappointed after their favourite team lost the World Cup Final.*

*I was deeply moved by the author's interpretation.*

*I was highly amused by the cartoon on the front page.*

*Those tickets are ridiculously expensive.*

*Many local residents are strongly opposed to the new development.*

#### Writing guide page 91

- Read the **task** together, making sure that students are clear that they have to write a review of a public artwork that they have recently seen.
- Give students five to ten minutes to complete the **ideas** stage and **plan** their review.
- Circulate and monitor while students **write** their reviews, making sure that they organize their paragraphs according to their plan.
- Encourage them to use similes and adverb collocations. They should also use synonyms, antonyms and phrases for doing the right or wrong thing from lesson 7A as well as phrases for speculating from lesson 7C where possible.
- When students have finished, they **check** their work. Refer them to the checklist to make sure they have completed the task as well as they can.

#### Extra activity: Fast finishers

Ask **fast finishers** to compare their review with a partner. Whose review expresses the opinions better? Do they agree with their partner's opinions?

### Additional writing activity

Research a new public building on the internet and write a review of it. It can be anywhere in the world, e.g. the Shard building in London, the One World Trade Center in New York, the Forbidden palace in Beijing, Hundertwasserhaus in Vienna, the kremlin in Moscow, etc.

### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use similes with 'like', 'as' and 'as if' and adverb collocations in a review of a public artwork.*

## Vocabulary insight 7 page 92

### Using synonyms

- 1 **a** *Highbrow* is only a synonym of sense 2 of *intellectual*.  
**b** *Highbrow* is most typically used to talk about newspapers and television (programmes).  
**c** *Intellectual* is more neutral whereas *highbrow* can be disapproving.
- 2 (Possible answers)
  - 1 and 3 are clearly disapproving (note use of *pretentious* and *intimidating*).
  - 2 is rather neutral.
  - 4 is more positive (at least from the perspective of 'art enthusiasts').
- 3 (Possible answers)
  - 1 *Dinky* fits better here as it suggests somewhere dark and dirty, whereas *dim* only refers to it being dark.
  - 2 Only *forefront* fits grammatically here, as *fore* can be an adjective or adverb or preposition, none of which work grammatically in this sentence. *Fore* can be a prefix to create a noun.
  - 3 *Perished* is more likely to be used in the context of an accident, whereas *passed away* is euphemistic and wouldn't fit here.
  - 4 Both synonyms fit here.
  - 5 Only *soppy* fits here because whilst you know it's silly and sentimental, you can still enjoy something soppy, whereas *mawkish* is always disapproving. *Soppy* also better fits the informal, conversational tone of the sentence.
  - 6 *Raucous* fits better as it generally refers to a sound made by a group of people, and it collocates especially strongly with *laughter*, whereas *harsh* would be more likely to refer to an individual voice (or another sound).
- 4 (Possible answers)

fear – the cline (= arrow) expresses the strength of the feeling  
poor – the cline expresses the (perceived) level or degree of poverty
- 5 (Possible answers)

In many cases, two of the synonyms may be interchangeable.

  - 1 unpleasant, objectionable, nasty, obnoxious
  - 2 interesting, compelling, fascinating, riveting
  - 3 humorous, witty, funny, hilarious
  - 4 emotion, sentiment, passion, fervour
  - 5 distasteful, disgusting, sickening, repugnant

## Review 7 page 93

- 1 1 highbrow 2 conventional 3 primitive  
4 enchanting 5 evocative 6 intriguing
- 2 1 is / was spot on  
2 struck the right note  
3 got off on the wrong foot  
4 swallow their words  
5 backed the wrong horse  
6 hit the nail on the head
- 3 A fast: jaunty, frenetic, brisk  
B slow: soothing, ambling, sluggish
- 4 1 multi 2 fore 3 pre 4 sub 5 pro 6 over
- 5 1 Music therapy might be helping to fight depression, say researchers in Finland.  
2 The evidence suggests that music could engage people in a way that words can't.  
3 People who work as music therapists must find their job very rewarding.  
4 Children who find it hard to communicate can't enjoy / can't be enjoying life to the full.  
5 Music therapy may help people to relax even if they don't have emotional problems.  
6 Researchers say that music therapy alongside traditional care will lower anxiety levels.  
7 If you want to be a music therapist, you should have over 1,000 hours of training.
- 6 1 can't have been  
2 would have struggled  
3 would have been promoted  
4 should have taken  
5 could have competed  
6 must have been  
7 might not have expected
- 7 1 can  
2 don't need to  
3 have  
4 should  
5 aren't supposed to  
6 ought  
7 could

# 8

# Problems and solutions

## Map of resources

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### Section C: Student's Book pages 98–99

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## 8A Reading and vocabulary

### Rise of the megacities

#### Summary

**Topic:** Megacities

**Reading:** How the rise of the megacity is changing the way we live

**Vocabulary:** Cities; emphatic adjectives

**Speaking:** Discussing the challenges faced by cities today; discussing how cities can improve the conditions for disadvantaged people

#### Lead-in

- Tell students that the mayor of their town or city has entered it into a competition for the country's best place to live. What changes do you think need to be made in order to win? Think of six things you would change or introduce to your town or city.
- Students share their ideas with the class.

#### Culture note: Megacities

**Jakarta** is the capital of Indonesia and the largest city in the country, with a population of about 10.2 million.

**Istanbul** is the largest city in Turkey, with a population of about 14.2 million.

**São Paulo** is not only Brazil's largest city, it is also the largest city in South America. It has a population of 11.4 million.

**Cairo** is the capital city of Egypt and the largest city in Africa and the Middle East. Its population is about 12 million.

#### Exercise 1 2•12 page 94

- Ask students to look at the factfile and check that they understand what they have to do.
- Students discuss the facts in pairs, and agree on which numbers should complete each fact.
- Play the recording for students to check their answers.

1 3 2 60 3 6 4 30 5 about 500 6 37 7 70

#### Audio script

It's no secret that we're living in an urban world: according to the UN Population Fund, 65 million people migrate to cities every year – that's the same amount as the total population of six New York cities. In 2014, the number of people in the world reached 7 billion, with 51% living in cities. In fact, since 2008 more than half the people on the planet have been living in urban centres. Compare this to the beginning of the 19th century: in the 1800s, the world's population was 978 million and just 3% of people were city dwellers. Developing countries, such as India, are leading the change from rural to urban living. Figures released by the World Bank

estimate that thirty rural migrants will arrive in an Indian city every minute over the next twenty years. To tackle this challenge, India will need about 500 new cities. Many of these will have populations exceeding 10 million – the current definition of a megacity.

In 2014, there were twenty-nine megacities, with Tokyo-Yokohama Metropolitan Area heading the list with 37.6 million. That number is set to double over the next ten to twenty years, and by 2030 it's estimated that around 60% of the world's projected 8.3 billion people will live in them. The question is this: as these cities currently account for 70% of the world's greenhouse gases, how is the planet going to cope?

### Exercise 2 page 94

- Say: *Imagine what it must be like to live in a city with a population of 37.6 million.* Then ask students to brainstorm in pairs the pros and cons of living in a megacity.
- Elicit ideas and write them on the board.
- Students scan the article to compare their ideas.

The article mentions the following pros and cons:

**Pros:** access to jobs that raise living standards; the potential to create powerful, stable urban centres; easier to deliver basic services as people are less spread out geographically

**Cons:** mass migration combined with underinvestment can cause a shortage of basic resources like water and electricity, as well as overcrowding and inadequate transport and sewage systems; disease and violence can increase, especially in slums; loss of cultural identity

### Exercise 3 page 94

- Students read the article and answer the questions. Remind them to consider each option as a *true / false* statement. Stress that for question 6, students should read the paragraph before each gap and think about what kind of statement they expect to follow it. They can then match their idea with the sentence in italics.

1 a 2 b 3 d 4 a 5 b 6 d

#### Extra activity: Fast finishers

Ask **fast finishers** to write three *true / false* statements about the article and swap them with a partner to answer.

### Exercise 4 page 94

- Go through the challenges together and elicit examples of each, e.g. public services: schools, a public transport system; health: health centres, hospitals.
- In groups, students choose two challenges and brainstorm solutions for them. Alternatively, allocate two challenges to each group so that all of the challenges are covered.

### Exercise 5 page 96

- Students study the highlighted compound nouns in the article and work out their meanings from the context.
- With a **weaker class**, check the meanings of the highlighted nouns before students do the exercise.
- Students complete the sentences with the compound nouns.

1 sewage system 2 city dweller 3 slum tenement  
4 building sites 5 standalone building  
6 urban infrastructure 7 congested thoroughfare(s)

### Exercise 6 page 96

- Students read the paragraphs and find the adjectives.  
1 unprecedented 2 scarce 3 chaotic 4 impoverished  
5 squalid 6 acute 7 abundant 8 stark

### Exercise 7 page 96

- Ask students to read the text. Check the meaning of *favela* (a Brazilian slum). Ask a few questions to check understanding.

1 squalid 2 acute 3 stark 4 chaotic  
5 unprecedented 6 abundant

#### Additional vocabulary

The following words are from the article *How the rise of the megacity is changing the way we live*:

- *behemoth* (n) /bɪˈhi:mθ/ a huge or monstrous creature
- *benchmark* (n) /ˈbentʃmɑ:k/ something which can be measured and used as a standard that other things can be compared with
- *dystopic* (adj) /dɪsˈtɒpɪk/ an imagined place or state in which everything is unpleasant or bad
- *flyover* (n) /ˈflaɪəʊvə(r)/ a bridge that carries one road over another one
- *gridlock* (n) /ˈgrɪdlɒk/ when there are so many cars in a town's streets that traffic cannot move at all
- *stake* (n) /steɪk/ an important part or share in something

### Exercise 8 page 96

- As a class, brainstorm one or two ways to improve the lives of slum dwellers, e.g. re-housing, improved transport links, improved sanitation.
- In pairs, students brainstorm more ideas and focus on two or three ideas that they believe would have the most positive and long-lasting effect. Ask a few students to share their ideas with the class.

#### Vocabulary bank: Problems and solutions page 141

1 1 f 2 a 3 h 4 d 5 b 6 i 7 c 8 g 9 e

2 (Possible answers)

1 crisis 2 alleviate / tackle 3 tackle / alleviate  
4 panacea / remedy 5 quick fixes 6 pitfall  
7 remedies 8 resolve 9 plight

#### Extra activity: Further discussion

In small groups, students discuss the following questions:

- *Is the population of the place where you live growing or declining? Why is this?*
- *Do you think the place where you live would benefit from a larger or smaller population? Why?*
- *What could your local council do to improve the place where you live? How can facilities be improved? Think of things like housing, schools, public transport, etc.*

#### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text about megacities. I can use compound nouns and emphatic adjectives to talk about cities. I can discuss the challenges faced by today's cities and possible solutions. I can discuss the situations faced by slum dwellers and the ways cities can help these people.*

## 8B Grammar and listening

### From global to local

#### Summary

**Topic:** Problems and solutions

**Listening:** Local solutions to global problems

**Grammar:** Reported speech

**Speaking:** Discussing local solutions to global environmental problems

**Communication worksheet 8B:** Accurate reporting

#### Lead-in

- On the board, write the following questions:  
*How much do you worry about the environment?*  
*Do you feel personally responsible for reducing climate change or do you think that it is the responsibility of governments?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

#### Exercise 1 page 96

- In pairs, students describe the photos and attempt to establish the connection between them.
- Ask a few students to share their ideas with the class.

The connection is that both photos show people helping the environment.

#### Exercise 2 2.13 page 96

- Ask students to read the questions.
- Then ask: *Do the questions shed any light on the content of the radio programme?* Emphasize to students that by reading the questions before a listening task, they can get a good idea about what they will hear.
- Play the recording for students to answer the questions.

- 1 The three problems mentioned are increasing greenhouse gas emissions causing sea-level rises, rubbish being dumped in the sea and biodiversity being lost because of shrinking rainforests and coral reefs. The programme addresses the first two of these problems.
- 2 Eduardo is from the mountains of Peru, where glaciers are melting too soon and forcing people to leave the area for lack of water.
- 3 His solution was to cover the mountains in a white material so that they reflected heat from the sun rather than absorbing it. It appears to be working, as the mountain temperature is reducing and the ice is melting later.
- 4 Gerald McDougall lives off the coast of Belize and has used waste materials to build his own island. This has helped the environment by recycling waste materials and reclaiming land taken by the sea.

#### Audio script

In a single lifetime, human beings have had a massive impact on the environment. The increase in greenhouse gases has caused glaciers to melt and sea levels to rise. The waste we have produced is overwhelming, polluting land, air and sea: there is a plastic rubbish dump in the Pacific twice the size of America! In addition, we've impacted biodiversity: our rainforests are shrinking and, in the Caribbean, almost 80% of the coral reefs have disappeared because of climate change and pollution. But before we all descend into feelings of hopelessness and inertia, let's hear about how some enterprising individuals have found successful solutions to these challenging global problems.

In the mountains of Peru, Eduardo Gold noticed that every year the glaciers were melting too early. The lack of ice later in the year meant there was not enough water for shepherds and their alpacas, and there was no grass for the animals to eat. However, Eduardo had a theory. If dark mountains absorb heat from the sun, he reasoned, then white mountains would have the opposite effect. He and a team of other local people set to work and, using water, sand and lime they painted the mountains white. Since then, they have managed to cover 15,000 square meters, and reduced the temperature by 11°C, so the ice is melting later! It's still experimental but, as Eduardo says, 'Doing something is better than doing nothing at all!'

On the other side of the world, Gerald McDougall has been experimenting in a different way. Gerald lives in Tobacco Caye off the coast of Belize and has always dreamed of having a piece of land to build his own home. The problem was that he couldn't afford it. Then, in 2006, he noticed hotel workers dumping rubbish in the mangroves near to where he worked. Over time, the rubbish was covered by sand, and coconut trees began to grow there. Gerald had a brainwave: why not use the rubbish to build his own island? Once he had permission for his project from the local council, Gerald asked resorts to deliver their trash to his 'island'. After extracting recyclable metals, he layered the rubbish with sand and mud to create a two-acre island called Westpoint. Gerald has built two large houses on the island, which is home to his family and six pigs. His innovative idea helps waste and reclaims land taken by the sea. On this morning's programme we're inviting listeners to phone in with their opinions on these local solutions to global problems. Caller 1 is from Manchester ...

#### Exercise 3 page 96

- Students read the callers' comments. In pairs, they discuss whether they agree with them, giving reasons.
- Ask a few students to share their ideas with the class.

#### Exercise 4 page 97

- Students rewrite the statements and questions.

(Possible answers)

- 1 We can't do anything about global warming. I think it's a natural rather than a man-made problem.
- 2 Do / Don't you agree that Eduardo and Gerald's solutions are short-term and won't have a big impact?
- 3 If we don't start reducing the waste we generate, the consequences could be catastrophic. We / People have to change our / their lifestyles.
- 4 Another project in the Himalayas has done something similar. Everyone should think of local solutions to global problems.

- 5 The government is to blame. They must / have to do more to halt climate change. / The government is to blame for not doing more to halt climate change.
- 6 I've read an article about using electricity to regenerate coral reefs. I think that it's a good idea.
- 7 Gerald McDougall might eventually build a hostel on Westpoint Island, using rubbish to create more land. He thinks that it will be a popular destination with travellers.
- Go through question 1 together. Ask students to find an example in exercise 3 of each of the changes which occur when direct speech is converted into reported speech, e.g. modal verbs: *can* becomes *could* (sentence 1) pronouns: *you* becomes *he* (sentence 2).
  - Students work in pairs to answer the rest of the questions.
- 1 Some modal verbs change: *can* → *could*, *will* → *would*, *must* → *had to*.  
Some pronouns change: first person pronouns change according to the subject of the reporting verb (*I* → *he / she*, *we* → *they*); second person pronouns change according to the object of the reporting verb (*you* → *he / she*).  
Questions are often reported using a reporting verb (*ask*, *enquire*, etc.).  
Tenses move back where possible: present simple → past simple, present continuous → past continuous, present perfect → past perfect, past simple → past perfect, past continuous → past perfect continuous  
Time and place references change if they differ from the time / place where they are reported: *today* → *that day*, *yesterday* → *the day before / the previous day*, *last week* → *the week before*, *tomorrow* → *the next / following day*, *next week* → *the next / following week*, *here* → *there*.  
When a reporting verb is used to report questions, the word order changes from interrogative to affirmative.
- 2 We add *if / whether* after the reporting verb.
- 3 an infinitive: *refused*; *urged* + object  
an infinitive without *to*: *recommended* + (*that*) + object + *should*  
an *-ing* form: *blamed* + object + *for*; *mentioned*  
a question word: *described*  
a *that* clause: *added*; *predicted*; *informed* + object; *thought*
- 4 *recommend*

## Grammar reference and practice 8.1 Workbook page 123

- 1 1 He said that growing vegetables there was an experiment. / He said that growing vegetables was an experiment there.  
2 The newspapers reported that the Prime Minister might make an announcement the following day.  
3 She asked why world governments were being so slow in dealing with the crisis.  
4 She says that they are waiting for the government to pass a new law on recycling.  
5 The interviewer asked if he had ever recycled his household waste.  
6 Experts have said that the environment is in danger and we should work hard to save it.
- 2 1 European governments have agreed to do more to combat climate change.  
2 The conservation group criticized MPs for not consulting / not having consulted local people.  
3 We request (that) everyone work together to create a greener city. / We request (that) everyone should work together to create a greener city.  
4 The company confessed to breaking the rules on waste disposal.  
5 She will remind everyone to clear up their rubbish after the meeting.  
6 The charity admits not acting fast enough after the earthquake.
- 3 1 The company denies allowing industrial waste to leak into the river.  
2 She wanted to know whether / if her friend had decided what to do yet.  
3 She has advised me to put my rubbish into the correct bin or I might get fined.  
4 He suggested (that) I (should) organize a group of people to clean up the city centre. / He suggested organizing a group of people to clean up the city centre.  
5 She blamed him for delaying the meeting for everybody (by being late).  
6 I enquired (of the professor) what I should do if I didn't know the answer.

## Exercise 5 page 97

- Students look up the reporting verbs in their dictionaries to find the verb patterns that follow them.
  - Students choose the correct options in the sentences.
- 1 that he hadn't given / not giving  
2 painting / that they should paint  
3 him that sea levels were increasing / that sea levels were increasing  
4 that he would help / to help  
5 on him watching / that he watched  
6 me to support / me that I should support  
7 why he believed / if he believed  
8 that everyone recycle / that everyone should recycle

### Extra activity: Fast finishers

Ask **fast finishers** to rewrite the sentences in exercise 5 in direct speech, e.g. 1 *'I haven't given much thought to environmental issues,' he admitted.*

## Exercise 6 page 97

- Ask: *What is an urban gardener?* (a gardener who uses urban spaces to grow plants and vegetables)  
*Have you seen any examples of urban gardening?*
- Elicit answers.
- Students read the interview and answer the questions.
- Check answers. Make sure students understand that if the reporting verb is in the present (present simple, continuous or perfect), we do not change the tense in the reported statement. With a **stronger class**, ask students if they can think of other cases when the tense doesn't change (the tense doesn't change if what we are reporting is still true).

1 insists, boasts, ask, explains, admits, confesses. They are in the present simple tense.

2 My garden is my life.

It is paradise on Earth.

It happened a few years earlier.

I was reading the newspaper when I came across an article about modern cities and the huge amount of food they consume.

I hadn't come across the idea before, but it intrigued me, so I decided to give it a go.

It was the right idea at the right time.

If I hadn't seen the article and hadn't been out of work, I probably wouldn't have got started.

I might still be buying all my food from the supermarket. Instead, five years later, I have a garden which supplies me with all the vegetables I need and enough left over to give some to family and friends.

The only changes made were to proper nouns and pronouns (*Ryan* → *he*, *I* → *he*).

3 If the reporting verbs were changed to the past tense, the verb tenses in the statements would need to move back as well (with the exception of the past perfect, which stays the same). The two modal verbs (*wouldn't have*, *might*) don't change in reported speech.

## Exercise 7 page 97

- Ask students which of the environmental problems mentioned in this lesson worries them the most. Elicit answers.
- In groups, students discuss the solutions, giving reasons for their opinions.
- Ask one student from each group to share their group's opinions with the class using reported speech.

## Exercise 8 page 97

- Ask students if they know of any local initiatives to tackle environmental problems, e.g. schemes encouraging children to walk to school, buying locally grown food, recycling schemes organized by local councils.
- In groups, students choose one of the problems and brainstorm local solutions for them.
- Each group presents its ideas to the class.
- The class vote for the most innovative idea.

DVD extra Fog catchers

## Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a radio programme about local solutions to global problems. I can use reported speech, including reporting verbs followed by different verb patterns. I can discuss my opinions on local solutions and suggest new ones.*

## 8C Listening, speaking and vocabulary

### The dark side of light

#### Summary

**Listening:** A radio discussion about light pollution

**Vocabulary:** Idioms: problems and solutions

**Functional language:** Asking for and expressing opinions, giving presentations

**Speaking:** Discussing solutions to problems

**Communication worksheet 8A:** Problems and solutions

#### Lead-in

- Tell students that almost 20% of the world's population have no access to electricity. Ask students to imagine how they would cope without electricity and come up with a list of ways that their lives would be different.
- Students discuss this in small groups and share their ideas with the class.

#### Exercise 1 page 98

- Write *light / day* and *dark / night* on the board.
- Elicit things that happen during the day and the night and the emotions associated with them, e.g.  
*light / day:* activity, work, optimism  
*dark / night:* sleeping, relaxing, fear
- In pairs, students brainstorm more ideas for the two categories.
- Ask: *If you could have more daylight hours or more night time hours, which would you choose? Why?*
- Students discuss the second question in pairs.

1 Associations with light / day include activity, noise, a new start and hope. Dark / night can be associated with rest and quietness, but also fear, evil and secrecy.

2 Artificial light allows us to travel and be productive for more hours of the day. Street lighting increases safety and enables us to be active at night.  
A major disadvantage is light pollution, which obscures the night sky and disrupts natural cycles such as bird flight. Artificial light is expensive and wastes energy. Artificial light can also keep us awake and disrupt our sleep.

#### Exercise 2 2.14 page 98

- Tell students that they are going to listen to a radio discussion. They need to listen for gist.
- Play the recording for students to note down their answers.

The speakers are discussing the problem of light pollution. The solutions discussed are stopping light from shining towards the sky and introducing laws to control urban light.

## Audio script

**Presenter** Is light pollution in our cities really that big a deal compared to air pollution, noise pollution or waste disposal? Is the current heated debate about it merely a storm in a teacup? Today in the studio, we have John Hathaway from the International Dark-Sky Organization and Katrina Philips from the pressure group Take Back Our Nights to throw some 'light' on this topical issue. John, what is all the fuss about?

**John** Well, there was a time in the not so distant past when we could look up at the night sky and see thousands of stars, but that's impossible today. Take a look at satellite views of the Earth at night – only the remotest areas of the planet are actually black. Artificial light is being overused and misused, often directed wastefully up into the sky. This has serious consequences for many forms of life, including ourselves. Streetlights in public places need a rethink – they need to be more shielded, so the light is less aggressive.

**Katrina** Sorry to throw cold water over that idea, but less lighting is not an option in many areas. We can't really discuss the question of urban lighting without considering safety. In my town, people have been up in arms against poorly lit, unsafe public areas such as parks and alleyways, which have basically become no-go zones. Statistically, people are more likely to be attacked or mugged in these places because it's easier for a criminal to hide, so they have the upper hand.

**John** Safety is an important consideration, but a lot of people fall into the trap of thinking more light is the solution. Yes, roads should be sufficiently lit, but 'sufficiently' does not mean installing bright lights on every street corner. Instead, shielded alternatives could direct light downwards, rather than up into the night sky or at someone's bedroom window.

**Katrina** But it's a bit of a no-brainer that you need bright, defined light in order to see someone clearly.

**John** Not necessarily; bright lights throw darker shadows and can actually make it easier for criminals to hide. But it's not only a question of safety; there are other things to consider. Think about the effect on animals: excess light can disrupt the migration patterns of birds, as well as the breeding patterns of nocturnal animals and insects. A study in Tobago in 2012 found artificial lighting was a significant threat to sea turtles. Hatchlings were following hotel lights and streetlights instead of the light from the moon. Many of them died of dehydration, or were run over by cars.

**Presenter** That's very worrying ... but we can't get away from the fact that most of us like the glow of city lights; we love interesting urban lightscapes.

**Katrina** Exactly. And studies have shown that lack of light, especially in the darker, winter months, can result in depression or seasonal affective disorder, known as SAD. There's a strong argument that artificial light is actually good for our health.

**John** On the contrary, excessive night-time light is incredibly bad for our health. It disrupts our sleep and confuses our circadian rhythms, which can result in an increased risk of obesity, diabetes and heart disease. Although it's not just outdoor lighting that is creating this problem – the blue wavelength light from electronic gadgets can also be damaging.

**Katrina** But the fact of the matter is that when local authorities reduce street lighting, outside someone's house for example, people will generally respond by putting up their own security light, which is a lot more powerful than a streetlight.

**Presenter** Hmm, and that costs money.

**John** Yes, lighting costs money: according to one study, inefficient lighting wastes over £1 billion a year in the UK ... and then there's the environmental cost, too. In France, they've tried

to do something about it, and have introduced laws controlling urban light. The government reckons they should cut annual carbon dioxide emissions by 250,000 tonnes. Although applying the new regulations hasn't been easy and local councils are fighting an uphill battle. But it's worth it – the country's energy bill could be reduced by €200 million a year.

**Katrina** Another way to save money would be to stop daylight saving time, so in winter we don't lose an hour's daylight. Let's face it, once darkness falls, people will use their security lights no matter what the cost.

**John** The point is that we need lights – but only where they're necessary – and these lights could be shielded so they would not dump excess light into the sky. A clear night sky is one of the natural wonders of the world ... we need to take the bull by the horns and do more to preserve it.

### Exercise 3 2•14 page 98

- Ask students to read the sentences and try to remember who said what.
- Play the recording again for students to write *P*, *J* or *K* next to six of the statements.

1 J 2 K 3 J 4 P 5 K 6 J 7 J 8 K

### Exercise 4 page 98

- Go through the strategy together.
- Students read the points and tick those which are mentioned in the radio discussion. They then identify the main points.

The radio show mentions the following ideas:  
in most areas it's impossible to see stars in the night sky  
bright nocturnal lighting is bad for our health – main idea  
people associate bad lighting with crime – main idea  
there should be laws against excessive lighting – main idea  
street lighting affects sea turtles  
France has reduced its energy bill  
shielded light could be an effective solution – main idea

### Exercise 5 page 98

- Ask students to read the questions. With a **weaker class**, elicit key words to answer the questions and write them on the board, e.g. 1: health of humans and safety of animals, energy bills, carbon dioxide emissions; 2: crime reduction, road safety; 3: shielded lighting, get rid of daylight saving time
- Elicit the examples the speakers gave in the discussion to support their views. Write the key words on the board.
- Students plan their summaries, using the examples given to support the speakers' arguments and reporting verbs to quote the speakers.

- 1 Light pollution is damaging to nature and people's health. A lack of artificial lighting increases crime levels. Artificial lighting is costly.
- 2 People might want artificial lighting in cities because it makes them feel safer and because we enjoy it.
- 3 The solutions discussed are stopping light from shining towards the sky and introducing laws to control urban light.

(Possible answer: summary of the discussion)

John Hathaway pointed out that excessive urban light was an important but neglected environmental problem. It could have a detrimental effect on both animals and people, disrupting natural cycles. In addition, it had a high

financial cost, as well as a large carbon footprint. Katrina Philips countered that despite this, most people felt more comfortable with bright urban light as they thought it made public places safer. This concern about safety resulted in people installing security lights around their homes, which further added to light pollution.

John went on to explain that there were several effective ways of reducing light pollution. Governments could pass laws to curb unnecessary usage and lights could be shielded so they polluted the sky less. Katrina added that daylight saving time in winter could also be abolished. All these solutions would help reduce the impact of urban light on our health, our wealth and the environment.

### Exercise 6 page 99

- Students match the sentence halves.
  - They then work out their meanings.
- 1 d – ‘to have the upper hand’ means *to get an advantage over somebody so that you are in control of a particular situation*
  - 2 g – ‘to take the bull by the horns’ means *to face a difficult or dangerous situation directly and with courage*
  - 3 c – ‘a no-brainer’ means *a decision or a problem that you do not need to think about much because it is obvious what you should do*
  - 4 a – ‘to throw cold water over something’ means *to give reasons for not being in favour of something; to criticize something*
  - 5 b – ‘to fight an uphill struggle / battle’ means *to struggle to do something that is difficult and takes a lot of effort over a long period of time*
  - 6 h – ‘a storm in a teacup’ means *a lot of anger or worry about something that is not important*
  - 7 e – ‘to be up in arms about something’ means *to be very angry about something and ready to protest strongly about it*
  - 8 f – ‘to fall into the trap of something’ means *to do something that is a mistake but which seems at first to be a good idea*

### Extra activity: Fast finishers

Ask **fast finishers** to choose four of the idioms and write a sentence for each one. They should write one incorrect word in each idiom, e.g. *It’s time to catch the bull by the horns and apply for that job.*

Students swap sentences with a partner. Their partner must identify the incorrect word and replace it with the correct one, e.g. *It’s time to ~~catch~~ take the bull by the horns and apply for that job.*

### Exercise 7 page 99

- Elicit the benefits of each of the different aspects, e.g. *Space will allow for better play areas and green areas which are better for the environment. Light will allow people to move more safely during night time hours. Noise reduction during the day and the night will create a less stressful environment.*
- In groups of three or four, students discuss which of the aspects they would prioritize and give reasons for their choices.
- Ask one student from each group to share their group’s ideas with the class.

### Culture note: ASBOs

An **ASBO** (anti-social behaviour order) is a punishment that can be given to anyone over the age of ten in the UK if they behave anti-socially. Examples of anti-social behaviour are drunken behaviour or any behaviour that is threatening towards others, vandalism and graffiti, or playing loud music late at night. When an individual is given an ASBO, they may be forbidden from going to a particular place, spending time with known trouble-makers or drinking alcohol in the street. The punishment lasts for a minimum of two years.

### Exercise 8 2•15 page 99

- Ask: *Have you ever had a problem with your neighbours? What happened?* Elicit a few answers.
- Play the recording for students to answer the questions.
- Check answers as a class. Students then discuss the possible solutions and decide which one would be most appropriate for each problem.

Speaker 1 talks about teenagers who act in an anti-social way and drive recklessly. Appropriate solutions might include talking to them or giving them an ASBO.

Speaker 2 talks about a house that has been abandoned and neglected by the owner. An appropriate solution might be to make the owner pay a fine.

Speaker 3 talks about a neighbour’s dog that is noisy and aggressive. Appropriate solutions might include talking to them, sending them a letter or confiscating the dog.

### Audio script

1

A group of teens hang around the street corner every night, playing their music, drinking. They’re quite aggressive and I have to say it’s intimidating. They’re usually in cars, and their driving is reckless – a neighbour’s cat has been killed. We were all up in arms about that, not that the police did anything ... no proof, you see. But what I really worry about is the children who play outside from time to time. What if there’s an accident?

2

It’s been deserted for a while – pretty dilapidated really. The garden is overgrown – a complete fire hazard. The house is overrun with rats. We’ve phoned the council about it because we think it’s a public health issue ... but trying to get them involved is an uphill battle – they say it’s not their responsibility. The owner is out of the country and doesn’t really care. I don’t know why she just doesn’t do it up and sell it. She’d make some money. As it is, it’s just bringing the neighbourhood down.

3

We live in a terraced house with a smallish garden. We don’t know our next door neighbours that well, but we see and hear their dog a lot. It’s a pit bull terrier and it lives in the backyard. There isn’t much space for a dog there, and it doesn’t seem to get out of the yard very much. It barks a lot ... at everything that goes past. In fact, it’s quite aggressive and I’m worried about it getting over the fence. I suppose I should take the bull by the horns and talk to the neighbours about it, but they never seem to be in ... they also look quite scary and I don’t want to get into a fight.

### Exercise 9 page 99

- Students read the sentences and try to remember the speakers' actual words. If necessary, play the recording again.
- Students underline the reporting nouns and verbs.
- Point out that by using a reporting noun instead of a verb, we are able to give our opinion on what has been said more succinctly.
- With a **stronger class**, ask students to say the sentences using the verb form of the reporting nouns, e.g. *He remarked that local children were in danger.*

- 1 The speaker said: 'what I really worry about is the local children' and 'A group of teens hang around the street corner every night, playing their music, drinking.' The reporting noun is *remark* and the reporting verb is *suggested*.
- 2 The speaker said: 'The garden is overgrown – a complete fire hazard.' The reporting noun is *observation* and the reporting verb is *pointed out*.
- 3 The speaker said: 'There isn't much space for a dog there, and it doesn't seem to get out very much' and 'they (the neighbours) also look quite scary'. The reporting noun is *concern* and the reporting verb is *commented*.

### Grammar reference and practice 8.2 Workbook page 124

- 1 His remark was that if we didn't like our neighbours, we should move.
- 2 Their declaration that they would succeed was astonishing.
- 3 The leaflet's advice is that we / you (should) switch off the lights in our / your house every night.
- 4 His insistence that he (should / had to / must) speak to his MP was ignored.
- 5 Her comment that my garden is less tidy than hers is quite rude.
- 6 His response that he was innocent was forceful.

### Exercise 10 page 99

- Students complete the sentences with the reporting nouns.
- 1 accusation / suggestion
  - 2 remark / suggestion
  - 3 accusation / suggestion
  - 4 excuse / response / answer
  - 5 suggestion
  - 6 response / answer
  - 7 response / answer
  - 8 excuse / response / answer

### Exercise 11 page 99

- In groups, students discuss which of the possible solutions would be most appropriate. They should quote other speakers in their group using reporting nouns and verbs. Encourage them to use idioms for problems and solutions where possible.
- Ask one student from each group to report their group's opinions using reporting nouns and verbs.

### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a radio discussion about light pollution. I can summarize a discussion, focusing on*

*the main themes and interpreting points of view correctly. I can understand and use idioms for problems and solutions. I can use reporting nouns to quote other speakers.*

## 8D Culture and vocabulary

### 12 Years a Slave

#### Summary

**Topic:** Societal problems

**Reading:** *12 Years a Slave*

**Vocabulary:** Word analysis

**Speaking:** Discussing a film or book about a societal problem

#### Lead-in

- Write *slavery* on the board and ask the students what this is. Agree on a definition, e.g. *a condition where a person is the legal property of another and forced to obey them.*
- Ask students to list examples of slavery, both from the past and present. Write their suggestions on the board.
- Ask students how they think slave owners and people who colluded in and profited from slavery justified slavery to themselves and others. Share ideas as a class.

#### Culture note: The African slave trade

The first African slaves were brought to Virginia by ship in 1619, marking the beginning of the **African slave trade** in North America. The slaves were forced to work on farms and plantations growing crops such as tobacco, sugar and cotton. While slavery was initially practised throughout the American colonies, in the late eighteenth century it became very widespread in the southern states of the US, where the use of slave labour on cotton plantations helped to boost the region's economy. Meanwhile, in the northern states, an abolition movement emerged and slavery was made illegal there. Black people who were not slaves and lived in areas where slavery was not practised held free papers. These papers were meant to ensure their freedom if they travelled to states where slavery was enforced. In the nineteenth century, the opposing attitudes to slavery between the north and south of the country caused a deepening divide. This was amplified by the country's westward expansion, which raised the question of whether slavery should be permitted in the new territories. The growing tension resulted in the American Civil War, which lasted from 1861 to 1865. Slavery officially ended in 1865, but the rights of black people continued to be restricted until the American Civil Rights movement brought an end to segregation in the 1960s.

### Exercise 1 page 100

- Students study the quotes and discuss their meanings in pairs.
- Elicit ideas. Explain that William Cowper (1731–1800) was an English poet; Jean-Jacques Rousseau (1712–1778) was a Swiss philosopher, writer and political theorist; Pearl S. Buck (1892–1973) was an American writer and novelist. She was awarded the Nobel Prize for Literature in 1938; Frederick Douglass (1818–1895) was an African-American social reformer and politician. After escaping from slavery he went on to become one of the leading figures in the anti-slavery movement.

(Possible answers)

The first quotation is a protest from somebody that has been sold into slavery and taken from their homeland. It states that although a person may be bought and sold, their mind / spirit is free.

The second quotation argues that being a slave conditions you to the extent that you no longer desire freedom.

The third quotation states that any kind of freedom, even impoverished freedom, is preferable to slavery.

The fourth quotation argues that those who enslave others eventually become slaves themselves. The meaning could be metaphorical, signifying for instance that those who enslave others become dependent on the economic system of slavery and its immoral practices.

### Exercise 2 page 100

- Focus attention on the title of the extract and the photo. Ask students if they have seen the film and if they enjoyed it.
- Students skim the introduction and extract and match them to one of the quotes in exercise 1. They then discuss, in pairs, how they might have reacted in Northup's situation.

The first quotation best describes Northup's situation and attitude, in that he has been forced from his home and sold into slavery, but in his mind he is still free.

Most people in Northup's situation would be very angry that their freedom had been taken away, feeling a strong sense of injustice that they had been tricked into slavery. At the same time they would feel a sense of powerlessness at being physically imprisoned. Perhaps they might feel they had no choice and that for the sake of self-preservation they had to do what their captors wanted.

### Exercise 3 page 100

- Students read the extract and complete it. With a **weaker class**, encourage them to underline key words in the missing sentences and look for corresponding information in the extract.

1 E 2 C 3 F 4 G 5 D 6 A

### Exercise 4 page 100

- Students discuss the questions in pairs.
- 1 Burch condescendingly addresses Northup as 'my boy'. This suggests that Burch doesn't regard him as an equal, and that Northup is 'his', that is he belongs to him as a slave. Burch calls him 'a black liar', a phrase which implies the racist view that all black people are liars.
  - 2 Northup characterizes Burch as irascible and sadistic, describing him as flying into a 'towering passion' and giving 'brutal blows', throwing the paddle 'madly on the floor'. Burch is depicted 'hissing' and saying 'emphatic' and 'blasphemous oaths', giving the impression that he is crude and brutish.
  - 3 Burch's arm is 'unrelenting', which conveys the idea that he is violent, inhumane and determined to assert his will, however long it takes.
  - 4 Radburn stands silently during the beating, 'oversee(ing)' the 'business' in a detached way. Eventually, he says that Burch has done enough, so it's possible that he views the beating as excessive.

### V insight Word analysis

In books written using an old-fashioned, more formal style of English, students will encounter a large number of unfamiliar words. They should attempt to work out the meanings from context, but should also check in their dictionaries, where they will find more examples of the words in context. It's important to note that the highlighted words in the extract are still common in formal English today.

### Exercise 5 page 101

- Ask students to read the text and make a note of verbs they already know that could be used to complete the text, e.g. *stop* for *desist*, *tie* for *fasten*, *try* for *endeavour*.
- Students study the highlighted verbs in the extract, using the context to work out their meanings.
- They then complete the text.

**assert:** to state clearly and firmly that something is true

**endeavour:** to try very hard to do something

**commence:** to begin

**inflict:** to make somebody / something suffer something unpleasant

**yield:** to agree to something you do not want to do, to stop resisting

**seize:** to take somebody / something in your hand suddenly and using force

**desist:** to stop doing something

**fasten:** to secure something firmly, to attach or tie one thing to another thing

1 inflict 2 desist 3 fastened 4 endeavoured

5 yield 6 commenced 7 asserted 8 seized

### Additional vocabulary

The following words are from the extract from *12 Years a Slave*:

- *blasphemous* (adj) /'blæsfəməs/ using behaviour or language that insults or shows a lack of respect for God or religion
- *brute* (n) /bru:t/ a man who treats people in an unkind, cruel way
- *formidable* (adj) /'fɔ:mɪdəbl/ evoking fear and respect through seeming impressive, powerful or very difficult
- *hush* (v) /hʌʃ/ to make somebody or something become quieter; to make somebody stop talking, crying, etc.
- *imprecation* (n) /,ɪmpri'keɪʃn/ (formal) an offensive word that is used to express extreme anger
- *oath* (n) /əʊθ/ (old-fashioned) an offensive word or phrase used to express anger, surprise, etc.

### Exercise 6 page 101

- Ask students to brainstorm more films or books about societal problems, e.g. *Schindler's List* (a film about the Holocaust), *Rabbit-Proof Fence* (a book / film about Aboriginal children who were taken from their families by the Australian government in the first part of the twentieth century), *Bowling for Columbine* (a documentary about gun violence in the US).
- Elicit a list of films and books and write them on the board.

- Students each choose one film or book they want to discuss and make notes about it. They then think of questions to ask about the film or book their partner has chosen.
- In pairs, students take turns to ask and answer questions about the films and books.
- Ask a few students to summarize their partner's ideas.

### Vocabulary bank: Big issues page 141

- 1 (a set of) strong beliefs that you try to live according to
  - 2 main or most significant
  - 3 causing harm or annoyance to other people around you
  - 4 causing disruption to your social life, especially by having to work outside normal hours
  - 5 not wanting to spend time with other people
  - 6 a person who moves from one area to another to live and work
  - 7 a person living and working in a country they were not born in, seen from the perspective of the host country
  - 8 a person who has left their home country to live and work, seen from the perspective of their home country
  - 9 forbidden by law; illegal
  - 10 to manage to get a response from somebody
  - 11 relating to people rather than animals, machines, etc.
  - 12 treating people or animals in a way that causes the minimum distress or suffering
- 2 (Possible answers)
- 1 Sentences 1 and 2 *principle* (noun), *principal* (adj); sentences 9 and 10 *illicit* (adj), *elicit* (verb)
  - 2 A migrant usually (but not always) moves within a country, whereas immigrants and emigrants move between countries. The same person can be described as an immigrant or an emigrant depending on the perspective they're viewed from.
  - 3 *Unsociable* is most commonly used to describe somebody's mood.
  - 4 *Inhuman* can only be used to describe the treatment of people. *Inhumane* can describe the cruel treatment of people or animals.
- 3 1 principle 2 antisocial 3 immigrants 4 illicit 5 humane

### Extra activity: Further discussion

In small groups, students discuss the following questions:

- *Is slavery a thing of the past, or does it still exist?*
- *Does slavery exist in your country? If it does, what is being done about it?*

### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an extract from the autobiography '12 Years a Slave'. I can identify the meaning of unfamiliar words from their context. I can describe a film about societal problems.*

## 8E Writing

### A problems and solutions essay

#### Summary

**Topic:** Access to higher education

**Reading:** Two problems and solutions essays

**Writing:** A problems and solutions essay

#### Lead-in

- Ask: *What societal problems are prevalent in our society today?*
- Elicit a range of problems and write them on the board, e.g. a lack of affordable housing, unemployment, an increase in gun and / or knife crime, care for the elderly, etc.
- Elicit possible solutions to the problems.

#### Exercise 1 page 102

- Elicit the meaning of *higher education* (education and training at college and university, especially to degree level).
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

#### Exercise 2 page 102

- Students read the essays to find the problems and solutions mentioned and compare their ideas.
- Ask: *In what order are the problems and solutions discussed?* (All the problems are mentioned first and then the solutions are discussed.)

Text A identifies the problem of high tuition fees that exclude some students from university. It points out that humanities students pay the same fees but on average have lower earning prospects. It considers the solution of making higher education free or less expensive, but dismisses the proposal as too costly for the taxpayer. It then offers the solution of a graduate tax, whereby graduates pay a small percentage of their salary in tax. Text B identifies the problem of there being too many graduates and not enough graduate jobs. It considers the solution of raising academic requirements for entering university. It then offers an alternative solution of making university degrees more vocational, for example by including practical work experience. Finally it suggests that fewer people should consider going to university in the first place.

#### Exercise 3 page 102

- Go through the strategy together.
  - Students read the essays and answer the questions.
- 1 Text A: a university student at a recent protest; the gov.uk website (the official UK government website); 'studies into financing higher education' (the specific studies are not mentioned); lecturer Mark Reiff; studies by the Organisation for Economic Co-operation and Development (OECD)  
Text B: a recent survey in the UK (not specified); the vice-president of the National Union of Students (as quoted in the *The Independent* newspaper); the Institute of Fiscal Studies; the Office for National Statistics.
  - 2 Text A: declared a university student; The gov.uk website currently quotes; studies ... imply that; Reiff suggests that; studies have shown that

Text B: A recent survey ... showed that; According to ... ; figures ... that suggest that

- 3 Text A: up to £9,000 a year (for tuition fees)  
Text B: there are too many graduates and not enough 'graduate' jobs; more than a million young people unemployed in the UK; only 14% of British workers earn more than £40,000 a year. Of these, almost half do not have a degree; In countries such as Germany, working for a company is an integrated part of a university course; nearly half (47%) of all graduates do not get hired in 'graduate' roles
- 4 Text A: (the protest) highlighted a significant problem; It seems inevitable that; One solution would be; Another, more plausible, solution has been put forward; In many ways; Finding a solution ... is critically important; perhaps the most viable way to ensure this;  
Text B: The current economic climate means that; Sadly, it has the opposite effect; One obvious solution is; In addition; Another solution would be; Nowadays; One solution is ... another is ...

#### Exercise 4 page 102

- Students read the highlighted sentences in the two essays and match the punctuation features to their uses.

1 b 2 a 3 d 4 e 5 c

#### Language note: The comma

- Commas are usually used to indicate a pause and to separate clauses in complex sentences.  
*Having completed her French degree, Ellie has just got a job in Paris.*
- Commas are used to separate a part of a sentence that is an optional 'aside' and not part of the main statement.  
*I have to say that, for most of the audience at least, the film was absolutely brilliant.*

#### Exercise 5 page 102

- Students punctuate the sentences.
- 1 'Everyone has the right to further education, no matter what the cost,' insisted the President of the Student Union during the televised debate.
- 2 'Crime rates have risen amongst younger people because of lack of jobs,' said the councillor. 'In the words of one youth worker, "They see no way out." I have to say that for many kids this seems to be the case.'
- 3 'Nelson Mandela once said: "Education is the most powerful weapon which you can use to change the world." Mr Mandela had a point: if we don't invest in education, what hope is there for the future?' asked the Education Secretary.
- 4 When I met Nina, she had some news: 'I saw Tom earlier,' she said, 'and he told me he'd chosen a course. When I asked him which one, he replied: "The one guaranteed to get me a well-paid job."'
- 5 My father always said: 'You don't need to go to college to get a good education.' He had a point. I've learned most of my life lessons on the streets.

#### Writing guide page 103

- Read the **task** together, making sure that students are clear that they have to write a problems and solutions essay.
- Before doing the activity, students should spend some time researching their chosen topic on the Internet and putting together a list of reliable sources and quotes. They should also find statistics, facts and figures to support their arguments.
- Give students ten to fifteen minutes to complete the **ideas** stage and **plan** their essay.
- Circulate and monitor while students **write** their essays, making sure that they organize their paragraphs according to their plan.
- Encourage them to introduce their sources using a variety of phrases, and to use a range of expressions to introduce and evaluate ideas. Make sure that they punctuate the direct speech in their essays correctly. In addition, students should try to include emphatic adjectives to highlight problems, a range of reporting verbs and reporting nouns.
- When students have finished they **check** their work. Refer them to the checklist to make sure they have completed the task as well as they can.

#### Additional writing activity

Students write a problems and solutions essay on modern day slavery, using the language practised in the lesson.

#### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand two problems and solutions essays on higher education. I can research facts for my essays, introduce quotes and introduce and evaluate ideas using a range of expressions. I can punctuate direct speech. I can write a problems and solutions essay.*

## Vocabulary insight 8 page 104

### Literary language

- 1 thereupon – then; desist – stop; admonitory – warning; utter – say; castigation – punishment
- 2 oath – sense 2, a swear word
- 3 1 awaken = wake up, formal  
arise = get up, old use or literary; more common everyday sense = happen  
2 (draw) nigh = near / soon, old use or literary  
3 bid sb farewell = say goodbye, formal; more frequent senses of bid = make an offer at an auction; try to do / win sth  
4 alight = settle on, formal or literary; alight (adj) = burning  
5 bear sb / sth aloft – bear = carry, old-fashioned or formal; several more neutral senses of bear; aloft = high in the air, formal  
6 dwell = live, formal or literary; dwell on (phrasal verb) = more neutral, everyday usage
- 4 1 enfold – surround 2 slumber – sleep  
3 tempest – storm 4 perilous – dangerous  
5 valiant – brave 6 befall – happen (to)

## Review 8 page 105

- 1 1 urban infrastructure 2 city dwellers  
3 building site 4 sewage system 5 slum tenements  
6 congested thoroughfares
- 2 1 chaotic 2 stark 3 acute 4 scarce 5 squalid  
6 impoverished
- 3 be a storm in a teacup  
fall into the trap  
take the bull by the horns  
fight an uphill battle  
have the upper hand  
throw cold water over something
- 4 1 commenced 2 desist 3 asserted 4 yield  
5 endeavours / endeavoured 6 fastened
- 5 1 He said that he had read about an eco-hotel in Mali that day.  
2 He said that his family had been visiting the coral reef.  
3 He said that we had to sort out the garden next week.  
4 He asked me / us if I / we had tried planting anything in my / our garden.  
5 He said that he had been studying tourism in the area.  
6 He said he was cutting down that tree.  
7 He said that we had to consider these options.  
8 He asked when the world's first power station had been built.
- 6 1 Clare insisted that renewable energy was a good thing. It was clean and didn't damage the environment.  
2 Lisa advised that people shouldn't use a source of energy that relies solely on wind.  
3 Sally warned people that wind turbines weren't efficient.  
4 David wondered why people thought wind turbines were ugly. Surely factories were far uglier.  
5 John admitted that he had thought that he would have hated them, but he found wind turbines quite pleasing.  
6 Karen suggested that everyone should have a wind turbine in their back garden.
- 7 1 denial 2 suggestion 3 response 4 accusation  
5 excuse 6 declaration 7 answer

## Cumulative review Units 1–8 pages 106–107

- 1  2.16  
1 b 2 a 3 b 4 a 5 b 6 b

### Audio script

1  
**Newsreader** ... and in Houston they want residents to start putting all their trash into one bin! Now, with all the talk about recycling and separating our waste, doesn't that sound like a step back? Caitlin is in Houston and will tell us more about it.  
**Caitlin** Thanks, Don. No, it's not a step back. In fact, this is actually a major step forward. Houston's mayor has submitted a proposal for a plant that will automatically sort all the waste into organic, valuable and genuine garbage. She believes that technology can do a far better job separating waste than people can. Optical scanners, density separators, sensors and shredders will decide what to do with the rubbish. The mining

and refining industries are already using the technology. Research has indicated that this automated process will increase current recycling rates from 14% to 75% and ...

2  
**Newsreader** An ambitious attempt is underway in the state of Rhode Island to teach parents how to speak to their children more often. The aim is to close the 'word gap' between underprivileged children and those from wealthy families.

Research dating back to 1995 shows that by the age of four, children from less privileged backgrounds may have heard as many as 30 million fewer words than children from upper-income families. This 'word gap' frequently leads to poor performance in school and a life of academic underachievement.

The project, called 'Providence Talks', won a \$5m grant from former New York City Mayor Michael Bloomberg's foundation. More than a third of children in this city live in poverty – a rate that vies with Detroit and New Orleans. Providence Mayor Angel Taveras hopes the project will disrupt the cycle of underachievement.

3  
**Presenter** With us today is Patrick O'Brien from the BMW Guggenheim Lab. Pat, thank you for joining us. 'Guggenheim Lab' – now that sounds impressive, but what is it?

**Patrick** Let me start by giving you some background. The UN currently predicts that in 2030 there will be eight billion of us, and three out of five people will be living in cities. This means that city life needs to improve in order to accommodate all these people. And here's where we come in. The Guggenheim Lab is like a 'think tank' and a community centre combined into one, set up to address typical urban issues. We want people to come here and share their city-life frustrations in a safe and comforting environment. Someone might have an issue with bedbugs, someone else with cyclists. Whilst we can't get rid of bedbugs, or cyclists, we can help people to look at things from a different perspective. Most recently, we held a workshop where participants took on the roles of urban planners. They were asked if a big employer should provide transportation for their workers. Whilst the obvious answer was 'yes', we tried to show them how that could reduce liveability and sustainability. So, our role is also to educate. We hold workshops and lectures, show films and do role-plays through specially designed games. We can't solve everyone's problems, but we can give people insight into laws and regulations, and help them see things from different angles.

2 **Students' own answers**

3 **Students' own answers**

4 1 T 2 F 3 T 4 T 5 T 6 F

5 1 noticeable 2 mould 3 loyalty 4 contradiction

6 **Students' own answers**

### Additional materials

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**Exam insight 4** Workbook page 103 **Answer key** See website

# 9

# Obsessions

## Map of resources

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### Section B: Student's Book pages 110–111

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### Section C: Student's Book pages 112–113

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Language and skills tests 9A and 9B, Test Bank

## 9A Reading and vocabulary

### In the name of sport

#### Summary

**Topic:** Endurance sports

**Reading:** To infinity and beyond

**Vocabulary:** Synonyms: endurance sports; quantity phrases with *of*

**Speaking:** Designing the appeal of endurance sports; planning an endurance sports event

#### Lead-in

- Write *endurance* on the board and elicit its meaning (the ability to continue doing something painful or difficult for a long period of time without complaining).
- Elicit sports activities or events that require endurance, e.g. triathalons, marathons, Tour de France, Marathon des Sables, etc.
- Put students in small groups and ask them to come up with a new endurance competition, designed to test the human body to its limits. It can be anywhere in the world. They need to have a detailed plan of what it involves.
- Each group shares their ideas with the class.

#### Exercise 1 page 108

- In pairs, students discuss the quotes and what they mean. They then choose their preferred quote, giving reasons why.
- Ask a few students to share their ideas with the class.

#### Exercise 2 page 108

- Go through the strategy together.
- Students read the text, study each paragraph and underline the key words linked to the main points.
- Students think of questions about the main points in each paragraph that will elicit as much information as possible.
- Students swap questions with a partner to answer.
- Students check their partner's answers and see how much information they have elicited.
- Ask each pair to read out their best question.

#### (Possible questions)

- A** In what way did Gabriele Andersen-Schiess cause the rules of the International Amateur Athletic Federation to be changed?
- B** Why are the Marathon des Sables and the Spartathlon more challenging than a normal marathon?
- C** How do the Arctic Circle Race and the Race Across America differ from the two races mentioned in the previous paragraph?
- D** Why is 'the Wall' an important physiological hurdle?
- E** What happens to athletes who overcome 'the Pit'?
- F** What do athletes experience during and after 'the Abyss'?

### Exercise 3 page 108

- From memory, students try to eliminate two of the questions about the article.
- Students read the article again and match the paragraphs to the questions.

1 E 2 B 3 – 4 D 5 F 6 – 7 A 8 C

#### Extra activity: Fast finishers

Ask **fast finishers** to summarize one or more of the paragraphs of the article.

### Exercise 4 page 108

- Students discuss the questions in groups.
- Ask students: *If you had to do one of the endurance events in the article, which would you choose? Why?*
- Students discuss the question in their groups.
- Ask a few students to share their ideas with the class.

1 The reasons given are the euphoria of completing a competition, the 'character-building' fortitude gained in overcoming a difficult challenge, increased confidence and tenacity, and the opportunity to consider the bigger picture.

2 Students' own answers

### Exercise 5 page 110

- Students study the highlighted words in the article *To infinity and beyond* and work out their meanings from the context. They then read the text in exercise 5 and use the context to work out the meanings of the words in italics.
- Students complete the text using two synonyms from the article instead of each of the words in italics.
- Check the pronunciation of the following words: *enthusiast* /ɪn'θju:ziæst/, *aficionado* /ə,fi:ʃə'nɑ:dəʊ/, *devotee* /,devə'ti:z/, *anguish* /'æŋgwi:ʃ/, *fortitude* /'fɔ:tɪtju:d/, *tenacity* /tə'næsəti/, *depletion* /di'pli:ʃn/, *deficiency* /di'fi:ʃnsi/, *hindrance* /'hɪndrəns/, *exhaustion* /ɪg'zɔ:stʃən/, *fatigue* /fə'ti:g/, *tranquility* /træŋ'kwɪləti/, *preoccupation* /pri,ɒkju'peɪʃn/.

1 aficionados / devotees 2 torment / anguish  
3 fortitude / tenacity 4 depletion / deficiency  
5 handicaps / hurdles 6 fatigue / exhaustion  
7 tranquillity / serenity 8 compulsion / preoccupation

#### V insight Quantity phrases with of

The phrases below commonly occur in collocations with certain verbs:

take (something) with a pinch of salt  
come in for a torrent of criticism  
be met with a wall of silence

### Exercise 6 page 110

- Students study the underlined phrases and match them to their meanings.

1 a pinch of salt 2 lapse of time 3 ray of hope  
4 crumb of comfort 5 wall of silence 6 grain of truth  
7 torrent of criticism 8 strip of land

### Exercise 7 page 110

- Students complete the sentences.

1 ray of hope 2 torrent of criticism 3 wall of silence  
4 strip of land 5 crumb of comfort 6 lapse of time

#### Additional vocabulary

The following words are from the article *To infinity and beyond*:

- *couch potato* (n) /kautʃ pə'teɪtəʊ/ a person who spends a lot of time sitting and watching television
- *feat* (n) /fi:t/ an action or piece of work that needs skill, strength or courage
- *fluke* (n) /flu:k/ a lucky or unusual thing that happens by accident, not because of planning or skill
- *lurch* (v) /lɜ:tʃ/ to make sudden unsteady movement forward or sideways
- *rebuke* (n) /rɪ'bju:k/ an expression of strong criticism when somebody has done something wrong
- *withstand* (v) /wɪð'stænd/ to be strong enough not to be hurt or damaged by extreme conditions, the use of force, etc.

### Exercise 8 page 110

- In groups, students brainstorm ideas for each of the categories and plan their endurance event. They should also consider the time of year when their event could take place, and what ages can take part.
- Students prepare and give a short presentation.
- The class vote for the best event.

#### Extra activity: Further discussion

In small groups, students discuss the following questions:

- *Do you think that doing endurance sports is addictive? Why/ why not?*
- *Do you think it is necessary to push yourself to the physical limit in order to achieve happiness?*
- *Think of a time you pushed yourself to the limit in an academic or sporting activity. Were the results worth the pain? Would you do it again?*

#### Vocabulary bank: Obsessions page 142

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

2 (Possible answers)

A a slave to, live and breathe, adrenaline junkie, get your fix, have a weakness for, take a fancy to

B go cold turkey, kick the habit

Note: *Adrenaline junkie* and *get your fix* can be used to refer to a serious addiction, or light-heartedly to refer to a general liking.

3 1 have a weakness for 2 live and breathe  
3 slaves to 4 get their fix 5 kick the habit

#### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about endurance sports. I can identify synonyms for endurance sports. I can use quantity phrases with 'of'. I can plan an endurance event.*

## 9B Grammar and listening

### Practice makes perfect

#### Summary

**Topic:** What it takes to become successful

**Listening:** The 1,000-hour rule

**Grammar:** Defining and non-defining relative clauses; pronouns and prepositions in relative clauses

**Speaking:** Discussing how to achieve proficiency and master a new activity

**Communication worksheet 9B:** Sports quiz

#### Lead-in

- Ask students to think of a person they admire, e.g. a sports star. How did the person achieve success?
- Ask a few students to share their ideas with the class.

#### Exercise 1 page 110

- Focus attention on the photos and elicit the activities.
- Elicit answers and write them on the board.

#### Exercise 2 2•17 page 110

- Tell students they are going to listen to a radio programme about the theoretical number of hours required to become an expert in an activity.
- Play the recording for students to compare their guesses.

According to the Canadian author Malcolm Gladwell, a person needs 10,000 hours to become an expert in a cognitively demanding task such as playing chess or the violin. This may not apply to sports, as physical attributes can affect a person's performance.

#### Audio script

**Presenter** It takes a lot of practice to be good at something – 10,000 hours worth, according to Canadian writer Malcolm Gladwell. The concept dates back to a 1973 study of chess players, and is supported by a study of violin students in 1993, during which researchers made an important discovery. In both cases, the findings showed that it takes a minimum of ten years' intense practice to become an expert. Referring to the research in his bestseller *Outliers: The Story of Success*, Gladwell modified the figure and so the 10,000-hour rule became popular. But is it true? Dan McLaughlin, an ex-commercial photographer from Portland, Oregon, has recently decided to put the theory to the test. Our sports editor, Hillary Trent, has been following his progress. Hillary, which skill is Dan hoping to master?

**Hillary** Dan's ambition is to turn himself into a professional golfer. His inspiration came during a visit to his brother, with whom he played a round of golf. The pair had booked a session on a par three, nine-hole course – a par being the number of strokes a good player should need to hit the ball into each hole. But instead of finishing the course in twenty-seven shots, Dan took a staggering fifty-seven – thirty more than he should have. The two brothers began discussing what it would take to become a professional golfer – a conversation which marked the start of a project they called 'The Dan Plan'.

**Presenter** Tell us more about the man himself, Hillary. What's Dan like?

**Hillary** All of his friends say that he's an average kind of guy. Prior to The Dan Plan, he had no experience as a competitive

athlete and he wasn't particularly fit, either. Having only been to a golf course a handful of times, he wasn't even sure if he was a left- or a right-handed player.

**Presenter** So he was more or less a novice, then.

**Hillary**, 10,000 hours is an awful lot of time. How does he find the time to practise?

**Hillary** The first thing he did was to quit his job. He knew there was absolutely no way he was going to be able to log in the necessary thirty-plus hours of training per week if he had to hold down a day job at the same time.

**Presenter** But how was he planning to finance the venture?

**Hillary** By using crowdsourcing. Anybody can make a donation to the cause on his website.

**Presenter** Right. So what was the first stage of The Dan Plan?

**Hillary** Well, Dan started with a shot that he was very bad at: putting. This is when a golfer is on the green and has to hit the ball gently into the hole. Dan had to master putting before he could try any of the other shots – so that's what he did for the first five months of his training.

**Presenter** How much progress has he made since those first shots?

**Hillary** Actually, he seems to be doing rather well. About twenty months into the challenge, Dan played his first round with a full set of clubs, and since then, he has been competing in amateur events against people who have just started out, like himself. He's hoping to qualify for a professional tournament by the time his 10,000 hours are up.

**Presenter** So, Hillary, the million-dollar question: is the 10,000-hour rule true?

**Hillary** Critics have said the rule is oversimplified, forcing Gladwell to amend it on several occasions. His current argument is that it applies more to cognitively demanding tasks, such as playing chess or the violin; it may not be relevant to sports in which athletes are required to possess some particular physical attribute to take part. In the case of Dan McLaughlin, the only way we'll find out if the 10,000-hour rule is true, is if we see him in the American Open at some point in the near future.

**Presenter** I for one will be watching the competition eagerly from now on. Hillary Trent, thank you for joining us.

#### Exercise 3 2•17 page 110

- Students listen again and answer the questions.

1 F 2 T 3 T 4 F 5 F 6 T 7 F 8 T

#### Language note: Pronouns and prepositions in relative clauses

- The relative pronouns *who(m)*, *which*, *that* and *whose*, and the relative adverbs *where* and *when* introduce a relative clause. *Who(m)* refers to people, *which* to things or a clause, *where* to places, and *when* to time. *Whose* denotes possession and is normally only used for people. *That* refers to people or things in a defining relative clause.  
*The keys that were lying on the table belonged to Tom.*
- In formal English, we can use a preposition + *which* / *whom* instead of *when* and *where*.  
*The day when my brother left home was sad. =*  
*The day on which my brother left home was sad.*  
*This is the safe where the money is stored. =*  
*This is the safe in which the money is stored.*
- We can omit the relative pronoun when it is the object of a defining relative clause.  
*Here is the book (which / that) you wanted to borrow.*

### Exercise 4 page 110

- Students answer the questions in pairs.
- Check answers as a class.

(Relative clauses)

- 1 The 10,000-hour rule is a theory which was conceived in the 1990s.
- 2 Malcolm Gladwell is the author who popularized the rule in a book.
- 3 Dan McLaughlin, who is currently testing the rule, used to earn his living with a camera.
- 4 Dan performed exceptionally well on the golf course which the brothers chose.
- 5 Dan, whose experience of golf is limited, has regularly competed in sports events.
- 6 He is currently unemployed, which gives him time to pursue his goal.
- 7 The area where his training began was the furthest from the hole.
- 8 The day when Dan was able to play a whole game came after more than a year's training.

(Answers)

- 1 Sentences 1, 2, 4, 7 and 8. Defining relative clauses give information that identifies the noun they refer to.
- 2 Sentences 3, 5 and 6. Non-defining relative clauses give extra information about a noun or clause.
- 3 Sentences 1, 2, 4 and 8. The relative pronouns *which*, *who* and *when* (but not *where*) can be replaced with *that* in defining relative clauses.
- 4 whose
- 5 It refers to the whole of the previous clause (*He is currently unemployed*).
- 6 The area in which his training began was the furthest from the hole.  
The day on which Dan was able to play a whole game came after more than a year's training.

#### Grammar reference and practice 9.1 Workbook page 125

- 1 Strength, which is an important attribute for an athlete, can determine success or failure. / Strength, which can determine success or failure, is an important attribute for an athlete.
- 2 Every year I watch a cycle race which / that goes through my home town. / Every year I watch a cycle race, which goes through my home town.
- 3 He loved the fast, lightweight bike (which / that) he had bought for the race.
- 4 Her father, who sadly didn't live to see her success, had trained her. / Her father, who had trained her, sadly didn't live to see her success.
- 5 The training plan, which is strict and exhausting, was devised by her coach. / The training plan, which was devised by her coach, is strict and exhausting.
- 6 He trains in the area where he has been living for the past few months. / He has been living in the area where he trains for the last few months. / He has been living for the last few months in the area where he trains.
- 7 The winner was an athlete whose mother had also competed in the Olympics.

### Exercise 5 page 111

- Students choose the correct option in each sentence. They then mark the sentences in which the relative pronoun or adverb can be omitted.

- 1 where 2 who(m) 3 whose 4 which 5 when  
6 which 7 why

The relative pronoun / adverb could be omitted in sentences 2, 5 and 7. Relative pronouns / adverbs can be omitted when they refer to the object of the relative clause (but not when they are the subject).

### Exercise 6 page 111

- Students underline the relative clause in each sentence. Ask if the relative clauses are defining or non-defining.
  - Students complete the rules.
- a ... it may not be relevant to sports in which athletes are required to possess some particular physical attribute to take part.
  - b His inspiration came during a visit to his brother, with whom he played a round of golf.
  - c The concept dates back to a 1973 study of chess players, and is supported by a study of violin students in 1993, during which researchers made an important discovery.
  - d ... he has been competing in amateur events against people who have just started out, like himself
  - e Dan started with a shot that he was very bad at: putting.
- 1 beginning / start 2 whom 3 during 4 end  
5 phrasal 6 that

#### Grammar reference and practice 9.2 Workbook page 125

- 1 1 The team (that / which) most people had bet on to win lost badly. / The team on which most people had bet to win lost badly.
- 2 The captain, who the President has just handed the trophy to, looks very pleased. / The captain, to whom the President has just handed the trophy, looks very pleased.
- 3 The match, before which there had been a thunderstorm, was played in sunshine.
- 4 The tennis racket (that / which) he will play the match with has a lighter design. / The tennis racket with which he will play the match has a lighter design.
- 5 The mountain (that / which) she began to climb up this morning is covered in snow.
- 6 The first runner over the line was the one (that / who) we had given our water to. / The first runner over the line was the one to whom we had given our water.

### Exercise 7 page 111

- Students read the text and decide which clause could complete each of the gaps. Then they write relative clauses using suitable relative pronouns or adverbs. Remind students they might have to use prepositions for some of the clauses.
- 1 who has been taken on initially by Murray just for the grass season
  - 2 whose professional career as a player ranged from 1994 to 2009

- 3 which gave Mauresmo the top women's ranking for the first time in 2004
- 4 besides which she helped Marion Bartoli to victory in the 2013 singles final
- 5 for whom victory at Wimbledon has often proved elusive
- 6 where / in which he was beaten by the Spaniard Rafael Nadal

### Exercise 8 page 111

- Give students one or two minutes to think of an activity.
- In pairs, students discuss their choice of activity and the level they would expect to achieve, giving reasons. Encourage them to use defining and non-defining relative clauses in their discussion.

**DVD extra** The history of football

### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a radio programme about the theory that it takes ten thousand hours to become an expert at something. I can use defining and non-defining relative clauses and pronouns and prepositions in relative clauses correctly. I can talk about an activity I would like to become an expert in and give reasons for this.*

## 9C Listening, speaking and vocabulary

### Addicted to junk

#### Summary

**Topic:** Food addictions

**Listening:** The science of junk food

**Vocabulary:** Nouns + prepositions: addictions

**Functional language:** Comments and suggestions, asking for explanations and clarification

**Grammar:** Question tags and echo tags

**Speaking:** Discussing the causes and effects of food addictions; planning a week's menu for an athlete

#### Lead-in

- Ask the class to give suggestions of (legal) addictive foods or substances. Write their ideas on the board, e.g alcohol, cigarettes, coffee, chocolate, junk food, etc.
- Ask the class if they think that the manufacturers of these products should be held responsible for people's addictions. For example, should the manufacturers be taxed highly? Or banned from advertising any addictive products? Elicit students' ideas.

### Exercise 1 2•18 page 112

- Ask students to brainstorm things you can become addicted to.
- Elicit ideas and write them on the board.
- Students discuss questions 2 and 3 in pairs.
- Tell students they are going to listen to a radio news programme about addictions.
- Play the recording for students to compare their ideas.

According to the radio news programme:

- 1 A person can become addicted to sugar, salt and fat as well as drugs.
- 2 Addiction is caused when a craving for a substance leads to a loss of control, and we need more and more of a substance to have the same effect.
- 3 Food addiction causes obesity. Addiction to certain food supplements has caused males to experience baldness and infertility and females to acquire facial hair and a deepened voice. One young body builder's addiction to anabolic steroids caused stroke, heart attack and death.

### Audio script

**Newsreader** ... and now onto health. A recent study shows that junk food can be as addictive as drugs. Researchers at Guy's Hospital in London and The Scripps Research Unit in Florida have revealed that obesity may have more in common with drug addiction than was previously thought. Delia Oliver reports.

**Delia** The research was based on a study of three groups of rats. The first was fed normal amounts of healthy food; the second was given access to restricted amounts of junk food; and the third was offered unlimited amounts of junk food, including fatty meat products, cheesecake and chocolate snacks. No adverse effects were noted in the first two groups, but the third, who were allowed to gorge on carbohydrates, fat and sodium, rapidly ballooned in size because of a susceptibility to overeating. When researchers electronically stimulated the part of the brain that feels pleasure, they found that these rats needed more stimulation to register the same amount of enjoyment as the animals on nutritious diets. This led them to conclude that a junk-food diet programmes the brain into craving even more goodies – a habit that eventually leads to loss of control. This behaviour is common to other addictions, including the abuse of hard drugs.

**Newsreader** Thank you, Delia. Now the results of this study appear to justify concern among the medical profession about the association of junk food with obesity. According to nutritionists, food manufacturers should take more responsibility for the contents of their products because of their tendency to manipulate them to appeal more to consumers. The problem is that the manipulation appears to create dependence on the particular food item. Food technician James Woods explains.

**James** Companies spend billions on market research to figure out how to engineer their foods in order to keep customers eating. The comparatively low price and convenience of junk food attracts young and old alike, but it is the use of three key ingredients – sugar, salt and fat – that causes addiction to it. Consumers crave soft drinks because they are packed with sugar – up to 40 g in some cases, which amounts to ten teaspoons of the stuff. But liquids are not the only culprits. French fries contain the perfect mix of salt and fat, which gives us a hankering for them. As for other snacks, manufacturers have devised a clever ruse known as 'vanishing caloric density' which makes the product melt on the tongue, disguising its high calorific content. The trouble with these marketing ploys is that they are going to create a new generation where around 75% of all males in the UK will be overweight or obese by the year 2030.

**Newsreader** The news of the similarity between addiction to hard drugs and junk food has come at a time when doctors are becoming increasingly alarmed by the rate at which

addictions are growing. In addition to junk food, fitness supplements have also made the headlines recently because of their disproportionate use in the world of athletics. Our sports correspondent, Mandy Dwerryhouse, reports.

**Mandy** Both amateur and professional sportsmen and women use supplements to boost their performance. The drugs are said to stimulate muscle growth and improve endurance, but they can have unexpected side effects. Male athletes may experience baldness and infertility, while some female users have acquired facial hair and a deepened voice. Of course, there are strict restrictions on doping in sport, and athletes who test positive are immediately disqualified, but the effects of these drugs can be much more serious. An inquest has recently heard how one young bodybuilder, who had an obsession with supplements, suffered two heart attacks and three strokes because of his huge intake of anabolic steroids. He eventually died at the young age of twenty.

**Newsreader** The irony of this situation is that despite recent medical advances, future generations are likely to have a much shorter life expectancy than our own, because of their insistence on a lifestyle replete with addictions. And now on to something different ...

### Exercise 2 2.18 page 112

- Ask students to read the questions and answer options.
- With a **stronger class**, ask students to try to answer the questions before listening to the recording again.
- Play the recording again. With a **weaker class**, pause the recording occasionally to give students time to answer the questions.

1 c 2 a 3 d 4 c 5 b

#### Extra activity: Further discussion

Ask further questions about the radio programme:

*What does junk food make you crave?* (more junk food)

*What are the three key ingredients in junk food that cause an addiction?* (sugar, salt and fat)

*How many men in the UK will be overweight or obese by 2030 if food companies continue to market junk food?* (75%)

*How are fitness supplements supposed to change your body?* (They stimulate muscle growth and improve endurance.)

Play the recording again if necessary.

### Exercise 3 2.18 page 112

- Check the meanings of the words and their pronunciation, particularly *susceptibility* /səˈseptəˈbɪləti/.
- Tell students to listen for each word in the list and its preposition and write them in the table.

reliance, dependence, insistence, restriction	on
aversion, menace, addiction, susceptibility	to
conformity, fixation, association, obsession	with

### Exercise 4 page 112

- Ask students to read the text and complete it with the nouns and prepositions from exercise 3. Point out that more than one answer may be possible in some cases.

1 menace to  
2 restrictions on  
3 insistence on

4 association with / dependence on

5 fixation with / obsession with

6 reliance on / dependence on

### Exercise 5 page 112

- Ask students:  
*How many times have you heard of an athlete failing a drugs test before a sporting event?*  
*Do you think performance-enhancing drugs are a normal part of life among top athletes?*
- Elicit ideas.
- In pairs, students discuss the question in exercise 5.
- Ask a few students to share their ideas with the class.

(Possible answers)

**Athletes often take fitness supplements to increase their intake of protein. Protein is necessary for muscle growth and a normal part of our diet, but too much can cause bone weakness and make existing kidney problems worse.**

**Some athletes may also take illegal substances, which include steroids, stimulants and hormones. These substances may improve physical performance but carry a risk of heart and kidney problems as well as seizures.**

#### Vocabulary bank: Medical metaphors page 142

- 1 1 prognosis 2 diagnosis 3 ailing 4 chronic  
5 endemic 6 terminal 7 recovery 8 agonizing
- 2 1 endemic 2 agonizing 3 ailing 4 chronic  
5 terminal
- 3 1 chronic 2 prognosis 3 agonizing 4 terminal  
5 endemic 6 recovery 7 diagnosis 8 ailing

### Exercise 6 2.19 page 113

- Students match the food items to the food groups.
  - Play the recording for students to check their answers.
- A carbohydrates:** pasta, rice, cereal, wholemeal bread, potatoes, bananas
- B fibre:** wholemeal bread, bananas, broccoli, carrots, peas, lentils
- C healthy fats:** chicken, turkey, fish, olive oil
- D protein:** chicken, turkey, fish, eggs, lentils, semi-skimmed milk
- E vitamins:** bananas, broccoli, carrots, peas

#### Audio script

**Presenter** What kinds of food should an athlete be eating? Nutritionist Annie Davison is here today to give us a few tips. Annie, which of the food groups is the most important?

**Annie** Well, athletes need to consume plenty of carbohydrates, protein and healthy fats for energy and increased muscle capacity, as well as making sure that they get enough vitamins and fibre.

**Presenter** Let's start with carbohydrates then. What are the best sources?

**Annie** Carbohydrates can be found in foods such as pasta, rice, cereal and bread. Get a wholemeal variety if possible, for extra fibre. Another good source is potatoes, but obviously chips are no good because of the added fat.

**Presenter** On the subject of fats, which are the healthy ones you were talking about?

**Annie** The fat that is found naturally in lean meat, such as chicken or turkey, and also in fish. Olive oil in small quantities is also a relatively healthy fat.

**Presenter** What about protein?

**Annie** The best source of protein is the meat and fish we've just mentioned. Eggs and lentils are also a good source, and, as far as milk is concerned, semi-skimmed is the best, to avoid too much unnecessary fat.

**Presenter** You mentioned that fibre can be found in wholemeal bread, for example. That leaves us with vitamins.

**Annie** Right. These are found principally in fruit and vegetables, which also contain fibre. Incidentally, lentils are also a great source of fibre. All kinds of vegetables are good, especially broccoli, carrots and peas. The best fruit is the banana because, apart from vitamins, bananas contain a lot of carbohydrates.

**Presenter** Annie Davison, thanks for sharing these tips with us.

### Exercise 7 2-20 page 113

- Read the task together. Then ask: *Which foods do you think the students will suggest?*
- Elicit ideas and write them on the board.
- Play the recording for students to check their answers.

**The students suggest a breakfast of cereal with semi-skimmed milk and two bananas.**

#### Audio script

**Student A** Right. Let's start, shall we? What do you think would make a good breakfast?

**Student B** Athletes need a lot of carbohydrates, don't they? How about having a bowl of cereal?

**Student C** Yes, that would make a good start. What should they have with the cereal, though?

**Student D** Apparently, they aren't supposed to drink full milk.

**Student C** Oh, aren't they? Why's that?

**Student D** It contains too much fat.

**Student C** Right. Well, I guess they'd be better off with semi-skimmed milk, then.

**Student A** Um ... do you think a bowl of cereal would be enough? Breakfast is meant to be the most important meal of the day.

**Student C** It isn't, is it? I've never heard that before. What about lunch and dinner?

**Student B** No, Tess is right. Lunch and dinner are important, but it's breakfast that sets you up for the day. Nobody can exercise on an empty stomach, can they?

**Student A** Exactly. So ... how about some fruit?

**Student B** Yes, why not? Bananas are a good source of energy.

**Student A** Yes, aren't they?

**Student D** That's settled then. Breakfast on the first day is cereal with semi-skimmed milk and two bananas. Do we all agree?

**Student B** Perfect.

**Student C** Yes.

**Student A** That's fine.

#### Language note: Structures with tags

- Echo tags are formed in the same way as question tags, but unlike question tags, they are separate sentences rather than just separated by a comma from the main clause.

**Question tag:** *They have won the race, haven't they?*

**Echo tag:** *'They have won the race.' 'Oh, have they?' / 'They haven't, have they?' / 'Yes, haven't they?'*

- There are three main structures with tags:
  - 1 Positive statement + negative tag: *They played brilliantly, didn't they?*
  - 2 Negative statement + positive tag: *They didn't play very well, did they?*
  - 3 Positive statement + positive tag: *They always play well, do they?*
- The combination negative statement + negative tag isn't possible with question tags, but it is common in echo tags.  
*'John and Laura can't swim.' 'Oh, can't they?'*
- In tags with the imperative, we use a modal verb.
  - We use *will*, *would*, *can* and *could* to make the statement more polite: *Take this to your teacher, will / would / can / could you?*
  - We can express annoyance or impatience with *can't*: *Be quiet, can't you?*
  - We can use *will* or *won't* for reminders and warnings: *Drive carefully, won't you?*
- For suggestions with *let's*, we always use the tag *shall we*.  
*Let's go for a run, shall we?*

#### Exercise 8 page 113

- Write the following on the board:  
*It's a lovely day today, isn't it?*  
*You don't have much homework tonight, do you?*
- Circle the question tag in each sentence and ask: *Do we use question tags more often in spoken or written English?* (spoken)
- Students match the highlighted questions tags and echo tags to the rules and complete the rules.

**1 c; positive 2 b; do 3 a; modal 4 f; negative  
5 d; positive 6 e; negative**

#### Exercise 9 page 113

- Students complete the dialogue.

**1 have they 2 shall we 3 isn't it 4 aren't you  
5 does it 6 will you**

#### Exercise 10 page 113

- Refer students back to the food groups in exercise 6. Students brainstorm more food for each category.
- Make sure students understand what they have to do.
- In groups, students design a meal plan for an athlete. They should use question tags and echo tags in their discussion.
- One student from each group reads out their group's plan.
- The class vote for the most varied and nutritious plan.

### Extra activity: Further discussion

In small groups, students discuss the following questions:

- How do you think companies manipulate products to make them appeal more to consumers? Does this apply to food products only? Can you think of other industries where companies promote items which might pose a risk to consumers' health?
- Do you think there is a link between the way companies promote their products and eating disorders? Why / why not?

### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a radio news programme about food addictions. I can use nouns and prepositions to talk about addictions. I can use question tags and echo tags. I can discuss the causes and effects of food addictions and plan a week's menu for an athlete.*

## 9D Culture, vocabulary and grammar

### On the run

#### Summary

**Topic:** Professional sports versus sport as a hobby

**Reading:** *The Loneliness of the Long Distance Runner*

**Vocabulary:** Idioms: sport

**Grammar:** Non-finite clauses

**Speaking:** Discussing the differences between professional sports and sport as a hobby; discussing how a scene of a race was filmed

**Communication worksheet 9A:** Super Brain

### Lead-in

- Tell students about your favourite sport, e.g. *My favourite sport is swimming. It keeps me fit and it gives me time to think. I feel a lot less stressed about life after swimming.*
- Ask students to tell a partner what their favourite sport is, and the positive things they gain from doing the sport.
- Ask a few students to share their ideas with the class.

### Exercise 1 page 114

- Focus attention on the photos.
- In pairs, students discuss the runners, considering the points.
- Ask a few students to share their ideas with the class.

**Both elite and amateur athletes share the same objective: to do their best and win the race if possible. Both groups will have prepared for the race physically and psychologically. However, the physical requirements for elite athletes are much higher, and they will have undergone longer and more intensive preparation. Elite athletes tend to be very focused on their performance in the race, whereas amateur athletes might have more varied motivations for participating, e.g. improving their health or raising money for charity.**

### Exercise 2 page 114

- Students skim the back cover and extract and compare their answers.
- Ask them if they are surprised by the text and if so, why.

### Culture note: Alan Sillitoe

**Alan Sillitoe** (1928–2010) was an English writer. He was one of the 'angry young men', a group of working- and middle-class writers prominent in the 1950s, who were disillusioned with traditional British society.

*The Loneliness of the Long Distance Runner* was first published in 1959 as part of a short story collection of the same name. In 1962, it was adapted into a film directed by Tony Richardson and starring Tom Courtenay.

### Exercise 3 page 114

- Ask students to read the extract and article and answer the questions. Point out that there is a useful glossary.
- 1 Smith is found guilty of petty theft, which means he took another person's belongings without consent. His punishment was a prison sentence at borstal.
  - 2 If he wins the race, the governor will reduce his workload for the last six months of his prison sentence.
  - 3 Smith is in second place after he passes the Gunthorpe runner.
  - 4 He suddenly feels lonely because he can see no other runners in the race.
  - 5 Smith says, 'there was even less noise and movement than there had been at five o'clock of a frosty winter morning', which suggests that that was when he used to go training.
  - 6 At the end of the extract he is in first place.
  - 7 Smith strongly implies that he has no wish to live an honest life, as he compares it to dropping dead at the finish.

### Exercise 4 page 114

- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

- 1 Students' own answers
- 2 Smith compares cross-country running to a dog race: 'I felt as though I came from a long line of whippets trained to run on two legs, only I couldn't see a toy rabbit in front and there wasn't a collier's cosh behind to make me keep up the pace.'

### Insight Idioms: Sport

The idioms in the exercise can be used metaphorically in a wide range of subjects.

*Dad's cooking is OK, but mum's wins hands down!*

*The new recycling scheme will be rolled out across the board next year.*

### Exercise 5 page 114

- Allow students to use their dictionaries to find the idioms and check their meanings.

- 1 across
- 2 race
- 3 course
- 4 win
- 5 field
- 6 neck
- 7 running
- 8 pace

### Additional vocabulary

The following words are from the extract from the short story *The Loneliness of the Long Distance Runner*:

- *copse* (n) /kɒps/ a small area of trees or bushes growing together
- *greyhound* (n) /'greɪhaʊnd/ a large thin dog that can run very fast and is used in the sport of greyhound racing
- *iodine* (n) /'aɪədiːn/ a substance used on wounds to prevent infection
- *lark* (n) /lɑːk/ (slang) an activity that you think is a waste of time or that you do not take seriously
- *swear blind* /sweə(r) blaɪnd/ to say that something is definitely true
- *well* (n) /wel/ a deep hole in the ground from which people obtain water

### Exercise 6 page 115

- Write the following sentences with a non-finite clause on the board:  
*Running too quickly, I fell and twisted my ankle.*  
*It's a large house built in the 1950s.*
- Underline *Running* and *built* in the sentences.
- Ask: *Who was running?* (I) and *What was built?* (the house)
- Read the definition of non-finite clauses together and make sure students understand. Explain that we use non-finite clauses to shorten sentences and avoid repetition.
- Students match sentences a–h to the rules.

- a 2 (reduced adverbial clause)
- b 3 (infinitive clause)
- c 2 (reduced relative clause)
- d 2 (reduced relative clause)
- e 3 (infinitive clause)
- f 1 (reduced relative clause)
- g 1 (reduced relative clause)
- h 1 (reduced adverbial clause)

### Grammar reference and practice 9.3 Workbook page 126

- 1 Many schools putting on sporting events are concerned about health and safety.
- 2 Concerned about potential accidents, the organizers took extra precautions. / Being concerned about potential accidents, the organizers took extra precautions.
- 3 Safety notices, designed by students, were put up around the sports field.
- 4 The Olympic champion goes round schools to encourage children to take up sports.
- 5 Coming around the corner, he saw the finishing line in front of him.
- 6 Having managed the first hill easily, she found the second one more challenging.
- 7 Having been told not to give up, he was determined to keep on running.
- 8 They arranged training sessions to prepare the children for the competition.

### Exercise 7 page 115

- With a **weaker class**, refer students back to page 76 in the Student's Book and revise subordinate clauses.
- Students rewrite the reduced clauses from the text as full subordinate clauses.
  - a Because he was found guilty of petty theft
  - c which / that was bordered by the sunken lane
  - d which / that were trained to run on two legs / which / that had been trained to run on two legs
  - f who / that was running across country
  - g who / that are holding mugs of water
  - h because / while I was having the time of my life

### Exercise 8 page 115

- Ask students to read the text to find out what it is about (the merits of non-competitive sport).
- Ask them to read the non-finite clauses and think how they would work in the text in their full form. This will help them to decide how to write them in their reduced form.
- Students complete the text.
  - 1 c Judging by the findings of a recent survey
  - 2 a Relieved of a fear of failure
  - 3 e to grow and learn without any weight of expectation
  - 4 d Believing that this indifference will make them cowards
  - 5 f Left to his own devices
  - 6 b pressurized by his father throughout his childhood

### Extra activity: Further discussion

In small groups, students discuss the following questions:

- How do you interpret Smith's words, 'this feeling was the only honesty and realness there was in the world' in line 16? Do you think he regarded the loneliness of the long-distance runner as a positive thing?
- Do you think sport can help to rehabilitate criminals?
- In what other ways can sport help a person's state of mind?

### Culture note: *The Loneliness of the Long Distance Runner*

At the end of the race, although he is in the lead, Smith stops short of the finishing line and allows other runners to overtake him. This is an act of defiance towards the borstal and the regime it has imposed on him. Although the consequence of his actions is a return to hard labour, Smith has no regrets because he has proved himself able to demonstrate independence from the hardships of his life. The author uses a narrative device known as interior monologue, or stream of consciousness. This narrative mode attempts to give the written equivalent of the character's thought processes. Thus, the reader is privy to Smith's innermost thoughts as he reaches his anti-establishment decision, ensuring compassion and sympathy with his motives.

### Exercise 9 page 115

- Tell students to imagine they are watching the scene in which Smith takes the lead in the race. Ask:  
*Where is the cameraman?*  
*What difficulties does the cameraman face?*
- Elicit ideas.
- Tell students to read the extract again and make a list of all the things that need to be seen in the film.

- In groups students discuss how the director made it possible to shoot the scene.

The director might have had problems capturing the stream of consciousness narration, as films don't usually detail what characters are thinking in the same way a novel does. He might have got round this by having a voiceover, where Smith tells us what he is thinking while we watch the action.

### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an extract from a short story. I can use idioms for sport. I can identify and use non-finite clauses. I can discuss the merits of non-competitive sport and the difficulties faced by a film director filming a race.*

## 9E Writing

### A report

#### Summary

**Topic:** Leisure centres

**Reading:** A report

**Vocabulary:** Vague language

**Writing:** A report

#### Lead-in

- On the board, write the following questions:  
*Are people nowadays more or less fit than they used to be in the past? Why is this? Think about sport in schools, reliance on cars and public transport, diets, etc.*  
Students discuss the questions in pairs.

#### Exercise 1 page 116

- In pairs, students discuss the importance of the different factors and rank them accordingly.
- Elicit answers and find out which factors are considered most important by the class.

#### Exercise 2 page 116

- Students scan the report and choose the factors in exercise 1 which are not mentioned.

#### 1 The report does not mention location and reputation.

#### Exercise 3 page 116

- Students read the report and match the questions to the paragraphs.
- They then write a suitable heading for each paragraph.

1 D 2 B 3 A 4 E 5 C

Possible headings for each paragraph:

A Introduction / Purpose of the report

B The current situation

C Strengths

D Weaknesses

E Conclusion and recommendations

#### Exercise 4 page 116

- Go through the strategy together. Explain that a pie chart is often used to show percentages, a bar chart is used to compare different sets of information, while a line graph is most useful for showing trends.

- Students study the diagrams and match them to the paragraphs.

1 B 2 B 3 D

#### Language note: Fractions

A fraction is a division of a number, for example three-quarters. After most fractions, we can name the people or things to which they refer. In this case, we put *of* after the fraction, with the exception of *half*.

*One quarter of the population disagree.*

*Half the population agree.*

We can also use the fraction on its own without *of*.

*One third are in favour.*

#### Exercise 5 page 116

- Students find the expressions in the report which describe the statistics in the pie chart.
- Check answers and elicit their meanings.

59.85%: about six out of ten in round numbers

25.15%: a figure in the region of a quarter

9.92%: around ten per cent, give or take a per cent

5.08%: a tiny minority

Other expressions (from paragraph C): the vast majority; three quarters or so; one in eight

#### V insight Vague language

Vague language can give a fairly accurate representation of figures while sounding less precise than the figures themselves. Vague language is often used in reports and essays with a numerical element as it makes them easier to read. It is also useful when the exact figures are not known.

#### Exercise 6 page 116

- Students study the highlighted phrases and answer the questions.

1 somewhere around; something like; in the region of

2 or thereabouts; or so; in round numbers; give or take a per cent

3 more or less

#### Extra activity: Vocabulary extension

On the board, draw a pie chart and lines to show around twenty per cent of the chart.

Ask a student to describe what they see, using a fraction and one of the expressions of vague language from exercise 6, e.g. *somewhere around one fifth*.

Ask another student to use a percentage and a different expression of vague language, e.g. *in the region of twenty per cent*.

Ask students to draw pie charts in their notebooks.

In pairs, students take turns to describe their partner's pie chart, using percentages and the vague expressions.

#### Exercise 7 page 117

- Students correct the sentences.

1 Annual membership costs somewhere in the region of €980.

2 There must be somewhere around twenty people on the circuit at any one time.

- 3 The owner must be getting on for seventy, or thereabouts.
- 4 I've been working out at the same centre for three years or so.
- 5 Each session lasts about half an hour, more or less.
- 6 I'd say they employ about twenty different instructors, in round numbers.
- 7 The monthly rate has increased by something like 30%.
- 8 I aim to be in the gym by six every evening, give or take a few minutes.

### Writing guide page 117

- Read the **task** together, making sure that students are clear that they have to research the use of a fitness centre in their area and then write a report on it.
- Students should complete the **ideas** and **plan** stages for homework.
- Circulate and monitor while students **write** their reports, using the paragraph topics in exercise 3 as a guide. Encourage them to use vague language, defining relative clauses and non-finite clauses where possible.
- When students have finished they **check** their work. Refer them to the checklist to make sure they have completed the task as well as they can.

#### Extra activity: Fast finishers

**Fast finishers** look through their partner's report for five minutes and then turn it over. They have to try and remember as much of the content as they can without referring back to the report.

#### Additional writing activity

Choose a restaurant or café in your area and research its use by people in your school or neighbourhood. Write a report on your findings.

### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a report on the use of three different leisure centres in a town. I can use vague language to express statistics. I can write a report on a fitness centre in my area.*

## Vocabulary insight 9 page 118

### Noun phrases

- 1 In each case, the subject is a long noun phrase:
  - a One of the greatest hindrances to completing the ride
  - b the loneliness of the long-distance runner running across country
  - c the feature that proves most popular
- 2 a One of the greatest (pre-modifier: quantifier / adj) **hindrances** to completing the ride (post-modifier: prepositional phrase)
  - b the **loneliness** of the long-distance runner (post-modifier: prepositional phrase) running across country (post-modifier: non-finite clause)
  - c the **feature** that proves most popular (post-modifier: defining relative clause)

- 3 1 This non-stop 3,000-mile cycle **race** across the US from Oceanside, California in the west to Annapolis, Maryland in the east *has* ...
  - 2 The **euphoria** that competitors feel once they have crossed the finishing line *motivates* them ...
  - 3 Increased media **coverage** of extreme endurance events such as these *has* led to ...
  - 4 The most recent **figures** indicating a significant drop in the membership of sports facilities *are* concerning ...
  - 5 ... the **findings** detailed in this report *point* to ...
- 4 **grounds for sth** (where sth is what you do, e.g. grounds for favouring sth, grounds for suspecting sb), but also *on the grounds of sth* (where sth is the reason why you do sth, e.g. on the grounds of age)
  - 5 1 for
  - 2 of
  - 3 of; to / towards
  - 4 of; in
  - 5 over / about / surrounding; of

## Review 9 page 119

- 1 1 aficionado 2 exhaustion 3 tenacity 4 torment 5 serenity 6 preoccupation
- 2 1 pinch of salt 2 ray of hope 3 torrent of criticism 4 lapse of time 5 grain of truth 6 crumb of comfort
- 3 1 to 2 on 3 with 4 to 5 on 6 on
- 4 1 race against time 2 neck and neck 3 par for the course 4 in the running 5 win hands down 6 across the board
- 5 (Possible answers)
  - 1 The teams who are at the Formula One Grand Prix can have no more than two cars. / The teams, which / who can have no more than two cars, are at the Formula One Grand Prix.
  - 2 Saturday is an important day when everyone must attend.
  - 3 Bad driving, which could cause a crash, leads to a penalty.
  - 4 The judges can disqualify (those) competitors whose combined weight of the car and driver is less than 690 kg.
  - 5 Races cover a distance of at least 300 km, apart from Monaco, where the race distance is less.
  - 6 Each driver must use the same gearbox, which is constructed of carbon titanium, for five consecutive races.
  - 7 Organizers introduced strict safety measures after the 24 Heures du Mans race in 1955, during which more than 80 people died.
- 6 1 whom; for 2 for which 3 which; in 4 during which 5 after which 6 which; on 7 for whom
- 7 1 Looking 2 can't 3 thought 4 put in place 5 To fight 6 helping 7 Faced

## Map of resources

### Section A: Student's Book pages 120–122

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Vocabulary bank, The universe page 143

### Section B: Student's Book pages 122–123

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### Section C: Student's Book pages 124–125

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### Section D: Student's Book pages 126–127

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### Section E: Student's Book pages 128–129

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## 10A Reading and vocabulary

### Citizen science

#### Summary

**Topic:** Citizen science

**Reading:** Science at play

**Vocabulary:** Colour idioms; lines, shapes and solids

**Speaking:** Discussing the role of the public in scientific research

#### Lead-in

- Ask students to work in pairs and brainstorm words related to space, e.g. *meteor, comet, galaxy, solar system*.
- Elicit any recent stories in the news about space, e.g. astronauts working on a space station, a probe tracking the movements of a comet or travelling to a planet, etc.
- Write the following questions on the board:  
*How important is space research for our futures?*  
*Do you think it is worth the billions that are spent on it?*
- Ask students to discuss in pairs or groups.
- Ask a few students to share their ideas with the class.

#### Exercise 1 page 120

- Ask: *Do you think online games can be educational?* Elicit answers and ask students what they have learned through playing online games.
- Students discuss the questions in pairs.
- Ask students to skim the text and compare their answers.

- 1 The article gives examples of what online gamers can learn, including the shape of distant galaxies, moon mapping, weather patterns, the spread of infectious diseases, extraterrestrial life and oil paintings.
- 2 Online games are useful to science because they allow ordinary gamers to classify large amounts of data.

#### Exercise 2 page 120

- Ask students to read the sentences and highlight the key words that will help them to find the information.
- Students read the text and answer the questions.

1 F 2 NG 3 F 4 T 5 T 6 F 7 NG 8 T

#### Language note: *none* and *none of*

- We can use the pronoun *none* meaning 'not one' or 'not any' to replace countable and uncountable nouns.
- We don't use *none* directly before nouns or pronouns. We use *no* + noun or *none of* + noun, demonstrative (*this, that*), possessive (*my, your*) or pronoun.  
*No scientists could answer the question.*  
*None of the scientists / them could answer the question.*
- When we use *none of* with an uncountable noun, the verb is in the singular. *None of the work was done.*

- When we use *none of* with a plural noun or pronoun, or a singular noun referring to a group of people or things, we can use either a singular or a plural verb. The singular form is preferred in a formal style in British English. *None of these shapes is / are regular.* (line 28 in the text) *None of her family has / have been to college.*

### V insight Colour idioms

Colour idioms occur frequently in both spoken and written English, although their meanings may not be immediately clear. These and the many other colour idioms in the English language should be used sparingly, but nonetheless will help students' language to sound more natural.

### Exercise 3 page 120

- Ask students to read the sentences with the colour idioms and to work out their meanings from context. They then study the sentences in the exercise and replace the words in italics with the idioms.

- a grey area
- a golden opportunity
- get the green light
- out of the blue
- red tape
- in the red
- Blue-and-white-collar-workers
- a purple patch
- raise the white flag
- with flying colours

### Exercise 4 page 122

- Read the instructions and go through the categories with the class. Make sure students understand the difference between lines, two-dimensional shapes (flat, having width and length but no depth) and three-dimensional shapes (having length, width and depth).
- Students complete categories with the words in the article.
- Check the meaning and practise the pronunciation of the following words: *tangent* /'tæŋdʒənt/, *sphere* /sfɪə(r)/, *ellipse* /ɪ'lips/, *spiral* /'spairəl/, *crescent* /'kresnt/, *cylinder* /'sɪlɪndə(r)/, *polygon* /'pɒlɪgən/, *lozenge* /'lɒzɪndʒ/.

- spiral
- rings, ellipse, polygons, lozenges
- spheres

### Exercise 5 page 122

- Students match the words to the definitions and pictures.
- pyramid
  - crescent
  - radius
  - cylinder
  - ray
  - tangent
  - arc
  - cone

### Additional vocabulary

The following words are from the article *Science at play*:

- bottom line* (n) /'bɒtəm laɪn/ the most important thing that you have to consider or accept; the essential point in a discussion, etc.
- entity* (n) /'entəti/ something that exists separately from other things and has its own identity
- public domain* (n) /'pʌblɪk də'meɪn/ something that is in the public domain is available for everyone to use or to discuss and is not secret
- random* (adj) /'rændəm/ done, chosen, etc. without somebody thinking or deciding in advance what is going to happen
- sift through* (v) /sɪft 'θruː/ to examine something very carefully in order to decide what is important or useful or to find something important
- trajectory* (n) /trə'dʒektəri/ the curved path of something that has been fired, hit or thrown into the air

### Exercise 6 page 122

- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

### Vocabulary bank: The universe page 143

- 1 solar 2 cosmic 3 celestial 4 planetary  
5 stellar 6 atmospheric 7 gravitational  
8 terrestrial 9 galactic 10 lunar
- a planetary b lunar c gravitational d galactic  
e atmospheric f stellar g terrestrial h celestial  
i cosmic j solar
- 1 solar 2 galactic / cosmic 3 atmospheric  
4 terrestrial 5 planetary 6 lunar 7 celestial  
8 stellar 9 gravitational 10 cosmic

### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about the public's role in scientific research. I can use vocabulary for lines, shapes and solids. I can use colour idioms. I can discuss the role of the public in scientific research and whether science should be in the public domain.*

## 10B Grammar and listening

### Back to the future

#### Summary

**Topic:** Predictions about the future

**Listening:** Isaac Asimov's predictions for 2014

**Grammar:** Distancing the facts; *it* as an introductory subject

**Speaking:** Discussing what future technology might be like; preparing a presentation on tasks that could be done by a robot

### Lead-in

- Ask students to imagine that a time traveller from 200 years ago, a time traveller from 100 years ago and a time traveller from 50 years ago each come to visit the present day. What might each be most surprised about?
- Students discuss this in pairs before sharing their ideas with the class.

### Exercise 1 page 122

- Ask students to study the picture. Ask: *Do you think the world will look like this in fifty years' time?* Elicit ideas.
- In pairs, students discuss what each of the points will be like in fifty years' time.
- Ask a few students to share their ideas with the class.

### Culture note: Isaac Asimov

**Isaac Asimov** (1920–1992) was born in a small village in Russia, but his parents emigrated to the USA when he was three years old. He studied zoology and chemistry and eventually became a professor of biochemistry at Boston University, but he is best known for his science fiction stories. A very prolific writer, he published more than 515 titles, the most famous of which are the short story *I, Robot* and the novel *Nightfall*.

## Exercise 2 2·21 page 122

- Ask students if they have heard of Isaac Asimov. If they have not, explain who he was and tell them they are going to listen to a radio programme about his predictions.
- Play the recording for students to make a note about his predictions and compare them to their own ideas.
- Students discuss which of Asimov's ideas have come true.

**communication:** Asimov predicted that phone calls would be 'a sight-sound experience'. This has come true with the advent of Skype, FaceTime, etc.

**accommodation:** Asimov predicted that 'Men will continue to withdraw from nature in order to create an environment that will suit them better.' While it is not true that humans have created an underground artificial world to live in, many of us arguably are more withdrawn from nature and increasingly experiencing life through digital, virtual environments.

**robots:** Asimov predicted that robots would exist but wouldn't be either 'common or very good'. This is true of android robots that operate in houses, but not true of robots working in manufacturing, which are both common and effective.

**transport:** Asimov predicted that 'much effort will be put into the designing of vehicles with "Robot-brains"'. It is true that a lot of effort has been put into developing driverless cars.

**unemployment:** Asimov predicted 'a society of enforced leisure' without work. While it is true that machinery has replaced workers' jobs in some sectors, greater unemployment has arguably increased unhappiness, not decreased it.

**colonization:** Asimov predicted that 'Population pressure will force increasing penetration of desert and polar areas.' This has not come true, although population increase has nonetheless created pressure.

### Audio script

**Presenter** There's no doubt that Isaac Asimov was one of the greatest science-fiction writers of the last century. Imagining the future was his speciality, so he spent much of his time making predictions about what he thought would happen after his death. Our science expert, Dorothy Miller, is here today to help us analyse the accuracy of the predictions he made on the occasion of the 1964 New York World's Fair. Dorothy, how many of Asimov's predictions have actually come true?

**Dorothy** Oh, some of his ideas were spot on. For example, Asimov envisaged future phone calls as a sight-sound experience and today, of course, we Skype and FaceTime. It's amazing how he was able to see this sort of thing happening so long ago.

**Presenter** Yes, he truly was a visionary, when you consider that telecommunications at the time were in such a primitive phase. What about his other predictions? Were they as good as that one?

**Dorothy** It depends what you read into them, really. Let's take this one, for example. Asimov said: 'Men will continue to withdraw from nature in order to create an environment that will suit them better.' It appears that he was imagining an artificial world created underground, where we would be able to control the environment inside our windowless dwellings. Obviously, this has not become a reality. Yet, if you interpret this prediction in the context of all the screens that cut us off from nature in our daily lives, then Asimov doesn't seem to fall wide of the mark.

**Presenter** I see what you mean – it's a question of interpretation.

**Dorothy** Exactly. Asimov was a big fan of robots and made several predictions about them, including this one: 'Robots

will neither be common nor very good in 2014 ... but they will be in existence.' He was probably referring to a kind of multipurpose android that would help around the house. Right now, nobody actually owns one of these, because they are far too expensive and, quite frankly, they are still very clumsy, so Asimov was right. On the other hand, a number of specialized bots are currently used in the manufacturing industry and these machines are absolutely indispensable in the modern world.

**Presenter** What else did he say about robots?

**Dorothy** Another of his predictions was this: 'Much effort will be put into the designing of vehicles with "Robot-brains"'. Driverless cars are certainly on their way, although they haven't reached widespread use yet. But with all the obstacles slowing their progress, the car itself will possibly be shelved at some point, and instead we may be stepping into driverless pods to take us to work.

**Presenter** Talking of work, Dorothy, did Asimov have anything to say about that?

**Dorothy** Yes, actually, he did. His prediction was this: '... in a society of enforced leisure, the most glorious single word in the vocabulary will have become *work!*' Asimov certainly hit the nail on the head in the sense that machinery would take over much of the manual labour previously carried out by humans. But forecasting that the likely outcome of this would be boredom was completely erroneous, as millions of unemployed the world over will tell you.

**Presenter** Yes, leisure time is only enjoyable if you can afford it. We've got time for one more, Dorothy. What is it to be?

**Dorothy** This last one starts off well, but then it goes off in completely the wrong direction. Listen to this: 'Population pressure will force increasing penetration of desert and polar areas.' The prediction shows how Asimov realized that overcrowding of the planet might soon come to pass, but he failed to pinpoint an adequate solution to the problem. At the time, the best areas for expansion were thought to be the deserts and the poles, but, as we have seen, these places remain intact.

**Presenter** So there we have six predictions by the great writer Isaac ...

## Exercise 3 page 122

- Go through the instructions together.
  - Ask students to read the sentences and elicit or pre-teach *shelve* (to decide not to continue with a plan, either for a short time or permanently) and *come to pass* (to happen).
  - With a **stronger class**, ask students to ignore the questions a–e and study the sentences, underlining the words which they think help to distance the facts, e.g. 1 *seem* (verb of perception), 2 *likely* (probability adjective) *would be* (second conditional to suggest an unreal situation), etc.
  - Students match the sentences to the questions.
  - Check answers as a class.
- a** 5 ('were thought') Other reporting verbs include *believe, claim, consider, report, say, think, understand, assume, anticipate* and *rumour*.
- b** 4 ('might') Other modal verbs for distancing are *could, may* and *should*.
- c** 2 ('likely') Other probability adjectives include *conceivable, possible, probable* and *unlikely*.
- d** 3 ('possibly') Other probability adverbs include *conceivably, perhaps, and probably*.
- e** 1 ('seem') *Seem* is more informal.

## Grammar reference and practice 10.1 Workbook page 127

- 1 Online purchases might conceivably be delivered by drones in the future. / Online purchases conceivably might be delivered by drones in the future.
- 2 Architects appear to be employing smart technology in their latest designs.
- 3 A conceivable problem with driverless cars will be deciding how to insure them.
- 4 Immigration is alleged to be one of the most pressing concerns of our time. / It is alleged that immigration is one of the most pressing concerns of our time.
- 5 Designers could enlarge television screens to an ever greater size.
- 6 Nuclear power is unlikely to solve the energy crisis we are facing. / Nuclear power may be unlikely to solve the energy crisis we are facing.

## Exercise 4 page 122

- Students rewrite the sentences from exercise 3 with *It*.
- 1 It doesn't seem that Asimov falls wide of the mark.
  - 2 It is likely that the outcome of having no work would be boredom.
  - 3 It is possible that the car itself will be shelved at some point.
  - 4 It is conceivable that overcrowding of the planet might soon come to pass.
  - 5 It was thought that the best areas for expansion were the deserts and the poles. / It was thought that the deserts and the poles were the best areas for expansion.

### Language note: *it* as introductory subject

- We often begin a sentence with *it* when the real subject is an infinitive phrase, a phrase with *-ing*, or a long clause.  
*To predict the future is impossible. (It's impossible to predict the future.)*  
*Making new discoveries has always been difficult. (It has always been difficult to make new discoveries.)*  
*That so few students choose to study astrophysics is a pity. (It's a pity that so few students choose to study astrophysics.)*
- The most common structures with introductory *it* are:
  - *it* + adjective or noun + infinitive with *to* (*It's easy to forget how important science is. It's a good idea to invest more money in scientific research.*)
  - *it* + adjective + *for* / *of* + object + infinitive with *to* (*It's normal for lorry drivers to get tired. It's vital for us to win the match. It was very kind of you to invite us.*)
  - *it* + adjective + *that* clause (*It's vital that we win the competition. It's essential that we meet the deadline.*)
  - *it* + adjective + question word (*It's surprising how expensive scientific equipment is. It's exciting when a new discovery is made.*)
  - *it* + *seem* / *appear* + infinitive or *that* clause (*It seems that Asimov was right about robots.*)
  - with the word *time* (*It's time to go. It's high time we bought a new computer. It's the first time I've been to a real research lab.*)
- – *it* + passive reporting verb + *that* clause (*It is believed that Asimov made many accurate predictions about the future.*)
- Although after the subject *it* we normally use infinitive or *that* clause rather than *-ing*, there are some exceptions: (*it's*) *no good* / (*it's*) *not worth* / *no use* / *not much use* + *-ing*

## Exercise 5 page 123

- Students read the text and answer the question in pairs.  
The new robot has been used for checking conditions in abandoned nuclear plants and can be used underwater. In future it might also be used in medical procedures.

## Exercise 6 page 123

- Students match the sentences to the structures.
  - Check answers as a class. Point out that the verb following *high time* is always in the past simple.
- a 3,7   b 5,6   c 1   d 2   e 4   f 8

## Grammar reference and practice 10.2 Workbook page 127

- 1 1 f   2 d   3 a   4 b   5 e   6 c
- 2 1 It is going to be challenging to create new antibiotics to combat drug-resistant bacteria.
- 2 It was not surprising that many experimental projects failed in the early stages.
- 3 It is incomprehensible why we haven't been able to solve the problem of water shortages.
- 4 It's worth putting more resources into scientific research to create new drugs.
- 5 It was wonderful for us to see the students interested in their lessons.
- 6 It's time we encouraged parents to do more about their children's health.

## Exercise 7 page 123

- Refer students to the underlined sentences in exercise 5 again so that they can see how the sentences are formed.
  - Students rewrite the sentences with *It ...* and the words in brackets.
- 1 It would be tactful of doctors not to compare the technology with a snake.
  - 2 It will be fascinating to watch the first operation of this kind.
  - 3 It won't be normal for patients to have open heart surgery in the future.
  - 4 It won't be necessary to keep patients in hospital for so long with the new technique.
  - 5 It is amazing what a difference the robosnake will make to surgery.
  - 6 It won't be worth / much use arguing with doctors – this will be the only viable means of surgery.
  - 7 It will be a relief to spend such a short time in the operating theatre.
  - 8 It's time hospitals implemented this technology.

### Extra activity: Fast finishers

Ask **fast finishers** to write another sentence for each of the structures in exercise 6.

## Exercise 8 page 123

- Ask students where they would most like to see a robot.
- In pairs, students choose one area and brainstorm ways in which a robot could make humans' lives easier.
- Students choose one task that a robot could do and write notes about how it could achieve the task in question.
- Students plan their presentation. They then present their robot and its capabilities to the class.
- The class vote for the most helpful robot.

## Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a radio programme about Isaac Asimov's predictions. I can use language to distance facts. I can use 'it' as an introductory subject. I can give a presentation about a robot.*

# 10C Listening, speaking and vocabulary

## Between jobs

### Summary

**Topic:** Employment in the future

**Listening:** Jobs of the future

**Vocabulary:** Euphemisms

**Functional language:** Confident and tentative language

**Speaking:** Evaluating job prospects; acting as a career advisor to help a student choose a career

### Lead-in

- Tell students that, working in pairs, they will have five minutes to brainstorm as many jobs as they can that used to be done and are now no longer needed because of technological advances.
- After five minutes, elicit ideas from the class. See which pair came up with the most jobs.

### Exercise 1 2•22 page 124

- Go through the employment sectors together. Then ask: *Which sector do you see yourself working in? Why?*
- Students discuss the questions in pairs and rank the sectors.
- Play the recording for students to compare their ideas.

**Speaker 1: manufacturing**

**Speaker 2: agriculture**

**Speaker 3: science and pharmaceuticals**

**Speaker 4: health and social care**

**Speaker 5: IT and information services**

### Audio script

1

The situation isn't looking terribly good right now, and many of the large multinationals have had to let staff go, but in ten years' time, things are going to be completely different. Look at composite materials, for example. This is a niche industry that develops cutting-edge materials for emerging needs – for instance, casing for the latest spacecraft. We'll probably see the end of mass production in favour of more specialized companies, which need highly skilled workers with the right knowledge to take the company forward. Jobs-wise, I think we'll be looking at positions like 'metal skin consultant' – someone who develops a brand new self-healing material for use in the aircraft construction industry.

2

The future in my sector is looking rather bright. The demand for organic, locally sourced food is growing all the time, and it's more than likely that this trend will continue. That means small-scale producers are going to expand, opening more than a few vacancies, which, according to the philosophy of sustainable farming, will be filled by humans, not machines. This will be great news for people between jobs, as the work does not

require any specific qualifications. Once the produce reaches the shops, eco-savvy consumers will want to know all about it: where it comes from, how far it has travelled and what its nutritional value is. Supermarkets will start employing personal food shoppers who will help consumers make an informed choice about the products they buy.

3

While companies in other sectors are downsizing, my sector is getting bigger all the time, so I'm not particularly worried about the future. Having said that, there are big changes in store, especially in NBIC – that's the area that comprises nanotechnology, biotechnology, information technology and cognitive science. As the collective term suggests, the boundaries between these individual sciences are starting to blur, leading to collaborative projects that are likely to change our lives for the better. I'm talking about advances that will allow us to reprogram our bodies, extending our lifespan and reducing mortality. New opportunities will be created for posts such as 'geomicrobiologist' – a scientist who uses their knowledge of geology, environmental science and microbiology to figure out how microorganisms might help make a new medicine.

4

Life expectancy is rising and most countries are not entirely ready to cope with the growing number of elderly people. Some need more than a little help – looking after the aged and infirm is a full-time job, which can be a bit of a challenge. This is where my sector comes in. In the future, most of the vacancies will be where there is contact with the patients rather than in administration roles. They'll be looking for in-home companions, or caregivers: workers who will accompany the elderly and infirm, enabling them to stay in their own homes and live out their lives with dignity. There will also be a need for experimental therapists who can advise patients on all of the new and emerging treatments so that they can decide whether to try them or not.

5

I work in augmented reality, the technology that superimposes computer-generated images on a user's view of the real world. What can I say? Business is not exactly slow! We're experimenting with all kinds of original ideas, some of which are sure to be adopted in the near future. Imagine wearing a video visor attached to your Bluetooth earpiece so that you have a full 3D overlay of the high street in front of you. This might have sounded a little far-fetched several years ago, but the technology already exists. And of course, all kinds of new positions will be created for the labour market in general – um, digital architects, for example – people who design virtual buildings for advertisers to market their products and services on. Basically, the virtual world is where the future is, and I for one am tremendously excited about it.

### Exercise 2 2•22 page 124

- Play the recording again for students to match the sentences to the speakers.

**a 3 b 4 c – d 2 e – f 5 g 1**

### Exercise 3 2•22 page 124

- Go through the strategy together and make sure students understand what 'understatement' is (the practice of making things seem less impressive, important, serious, etc. than they really are).
- Play the recording again for students to match the speakers' expressions to the direct versions.

- Speaker 1  
1 isn't looking terribly good (technique 2)  
2 let staff go (technique 3)

- Speaker 2  
3 rather bright (technique 1)  
4 between jobs (technique 3)

- Speaker 3  
5 downsizing (technique 3)  
6 not particularly worried (technique 2)

- Speaker 4  
7 not entirely ready (technique 2)  
8 a bit of a challenge (technique 1)

- Speaker 5  
9 not exactly slow (technique 2)  
10 a little far-fetched (technique 1)

### Insight Euphemisms

The meaning of euphemisms is sometimes clear, e.g. *hard of hearing*. In other cases, the meaning is less transparent, e.g. *of limited means*. Encourage students to learn them together with the more direct phrases they represent.

### Exercise 4 page 124

- In pairs, students try to work out the meaning of the euphemisms. They can use a dictionary if necessary.

**age:** getting on a bit (quite old), golden years (time spent in retirement), of advanced years (old)

**health:** visually impaired (having significant sight problems), hard of hearing (not able to hear well / somewhat deaf), go down with something (get a particular illness)

**wealth:** in reduced circumstances (having less money than before), of limited means (not having much money), underprivileged (poor)

### Exercise 5 page 125

- Ask students to read the sentences.
- Check any unfamiliar vocabulary, e.g. *kill time* (to spend time doing something that is not important while you are waiting for something else to happen), *fold* (a company, play, etc.) to close because it is not successful).
- Students complete the sentences.

- 1 underprivileged 2 getting on a bit  
3 hard of hearing 4 between jobs  
5 golden years 6 in reduced circumstances  
7 let staff go / downsize 8 go down with something

### Exercise 6 page 125

- Students discuss the questions in groups.
- Ask one student from each group to share their groups' ideas with the class.

### Exercise 7 2•23 page 125

- Ask students if they know what jobs their great-grandparents did. Ask: *Do these jobs still exist? Will they still exist in ten years' time?*
- In pairs, students brainstorm jobs they think will no longer exist in the future and explain why they think so.
- Students discuss the job requirements in pairs and decide which ones will be most important in ten years' time.
- Play the recording for students to compare their ideas.

The talk highlights the importance of computer literacy, leadership qualities, compassion and people skills.

### Audio script

While you may not be commuting to your office by driverless pod any time soon, it is clear that the job market will be very, very different in ten years' time from how it is now. One thing that's for sure is that technology will be present in all walks of life. Manual jobs that previously required physical strength will be no more, as most of them will be carried out by machines. 3D printers will be churning out objects, so building and manufacturing are likely to go. And the same goes for repetitive tasks, which robots are perfectly capable of doing without getting bored. That's not to say that the only positions left will be skilled ones. Jobs that rely purely on intellect and knowledge will also disappear as they are gradually taken over by computers, which will become smarter and smarter as time goes by. Having said that, there will be plenty of vacancies for people who can operate the computers in the first place. And what will be left for those who are not technologically minded? If you can't get yourself into programming, you'll need to find something 'human' that computers can't do. We're looking at people skills here, like compassion and leadership, areas where you as a person will be able to add value. To sum up, some careers never go out of style, but the vast majority of our current jobs are at risk in the future.

### Exercise 8 2•24 page 125

- Go through the instructions together.
- Play the recording. Students answer the questions.

- The query is about construction work.
- The students think there will be little chance of construction work existing in ten years' time, as machines (such as 3D printers and robots) will be able to do the job.
- They recommend the student looks at agricultural work.

### Audio script

**Student A** What's the first query, then?

**Student B** It's from a student who's thinking of joining his parents' company as a construction worker.

**Student A** Do you think there will still be jobs in construction work ten years from now?

**Student C** Well, people will always need somewhere to live, so I dare say we'll still need builders.

**Student D** But won't building methods have changed by then? It's extremely doubtful that humans will be doing that kind of work in the future.

**Student B** Yeah, I bet we'll be printing houses with 3D printers a few years from now.

**Student A** I think Hannah's right. There's no chance we'll need builders in the future.

**Student C** But it seems unlikely that printers will be big enough to produce a whole building.

**Student D** No, they'll probably do it in bits. And then they'll use robots to assemble it. There's no denying that construction workers are likely to be phased out.

**Student C** So, what are we going to advise this student to do? I shouldn't think he'll want to go on to further education.

**Student B** No, it says here that he's not keen on studying. By no means will he have any desire to go to university.

**Student D** It could be the case that he's interested in computers.

**Student A** Yes, there's a slight possibility that he could do something in IT.

**Student B** I'm not sure. There's not a hope of him finding a programming job if he hasn't got the right qualifications.

**Student C** I think he would be better off with a manual job. How about something in agriculture?

**Student D** Apparently, there will be loads of places in farming in the future, and he won't have to sit in an office. I'm absolutely positive that agricultural work would be a better option for him. What do you think?

**Student A** Yes.

**Student B** That's perfect.

**Student C** Good idea.

**Student D** Right. That's decided then. What about the next one?

### Exercise 9 2-24 page 125

- Elicit the meaning of *tentative* /'tɛntətɪv/ (not behaving or done with confidence). Play the recording again for students to complete the phrases. They must then write *T* for *tentative* or *C* for *confident* after each phrase.

- 1 dare say – T   2 extremely doubtful – T   3 I bet – C  
4 no chance – C   5 seems unlikely – T   6 no denying – C  
7 shouldn't think – T   8 By no means – C   9 the case – T  
10 slight possibility – T   11 a hope – C  
12 absolutely positive – C

### Exercise 10 page 125

- Students paraphrase words in italics in three different ways.
- Check answers. Remind students that they should use inversion after 'By no means' (*By no means will there be flying cars in ten years' time.*).

(Possible answers)

- 1 It's extremely doubtful; It seems unlikely; I shouldn't think  
2 I bet; There's no denying; I'm absolutely positive  
3 I dare say; It could be the case; There's a slight possibility  
4 There's no chance; By no means; There's not a hope

### Exercise 11 page 125

- Go through the instructions together and make sure students understand what they have to do.
- At the end of the activity, ask students which jobs they were advised to choose. Are they happy with this advice?

### Vocabulary bank: The workplace page 143

- 1 1 recruitment agency – d   2 job application – j  
3 human resources – c   4 career ladder – a  
5 the public sector – h   6 holiday entitlement – i  
7 sick leave – b   8 redundancy payment – e  
9 zero-hours contract – f   10 pension scheme – g

2 (Possible answers)

- 1 career ladder   2 job application  
3 human resources   4 recruitment agency  
5 private sector   6 zero-hours contract  
7 holiday entitlement   8 sick leave

### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand descriptions of different job sectors and how jobs within them will change in the future. I can use expressions for understatement and euphemisms to soften topics which are personal, unpleasant or controversial. I can identify phrases for confident and tentative language and use them in a careers advice role play.*

## 10D Culture, vocabulary and grammar

### Nature strikes back

#### Summary

**Topic:** Pandemics

**Reading:** The Black Death

**Vocabulary:** Phrases with *end*

**Grammar:** Adverbial clauses of manner and concession

**Speaking:** Discussing medical developments and the problems with antibiotics

**Communication worksheet 10A:** Find someone who ...

#### Lead-in

- Ask: *If you could choose to live now or in a period from the past, which would you choose? Why?*
- Elicit a few ideas. Then ask: *What would be the negative aspects of living in the past?*
- Elicit ideas.

#### Culture note: Pandemics

The **Spanish flu pandemic** lasted from 1918 to 1919 and killed over fifty million people, many of them young adults. Despite its name, there are no reports to accurately pinpoint its origin.

**Smallpox** is believed to have killed as many as 500 million people during the twentieth century. Vaccination campaigns completely eradicated it in 1979.

The **HIV virus** was first documented in Congo in 1959. To date, around 75 million people have been infected with the virus and 36 million have died as a result. Although HIV infection is now treatable as a chronic condition, over 35 million people currently have it.

The **swine flu** outbreak originated in Mexico and is estimated to have killed almost 300,000 people. New influenza viruses emerge frequently and they always represent a threat, whether severe or mild.

**Malaria** is a tropical parasitic disease caused by single-celled organisms belonging to the genus *Plasmodium*. It is transmitted by the bite of the female *Anopheles* mosquito. It now poses an increasing threat as the parasite is showing resistance to anti-malarial drugs.

#### Exercise 1 page 126

- Students read the definition of *pandemic*.
- In pairs, they then discuss the questions.

(Possible answer)

Some famous pandemics include the Black Death, smallpox, malaria and Spanish flu. The first two no longer exist, whereas malaria and flu pandemics do still pose a threat.

#### Exercise 2 page 126

- Focus attention on the title and the pictures. Ask: *What do you think the article is about?* Elicit ideas.
- Check comprehension of events a–j, focusing on the following words: *fizzle out* /'fɪzəl aʊt/ (to gradually become less successful and end in a disappointing way), *serf* /sɜ:f/ (a person who was forced to live and work on land)

that belonged to a landowner whom they had to obey), *mutate* /mju:'teit/ (to develop or make something develop a new form or structure, because of a genetic change) and *immunity* /i'mju:nəti/ (the body's ability to avoid and not be affected by infection and disease) Then ask students to underline key words in each event.

- Students scan the text, find the events and put them in chronological order.

- 9 Workers were in demand.
- 3 The population began to starve.
- 5 The Black Death arrived in Europe.
- 8 The pandemic fizzled out.
- 10 The serfs were liberated.
- 1 New farm machinery was invented in Europe.
- 6 The plague mutated into a more deadly form.
- 7 Doctors fled urban areas in search of immunity.
- 4 A group of traders left Asia carrying the plague.
- 2 European families began to increase in size.

### Exercise 3 page 126

- Students read the article again and answer the questions.

- 1 A quarter to half of the population.
- 2 It was most probably transported by fleas living on black rats that accompanied merchants on their travels from China to Europe.
- 3 Because the plague developed into a more contagious disease, and because food shortages left people malnourished and susceptible to infections.
- 4 Overcrowding helped it to spread quickly, alongside poor sanitary conditions.
- 5 The primitive methods of the medical profession were unable to prevent the disease, so doctors fled to the countryside.
- 6 The plague brought about a labour shortage, enabling agricultural workers to demand more rights, and the end of serfdom.

#### Extra activity: Fast finishers

Ask **fast finishers** to write five *true* / *false* statements about the article then give them to a partner to complete.

### Exercise 4 page 126

- Students study the highlighted phrases with *end* and try to work out their meanings from the context.
- Ask students to read the text and think of words to complete the gaps, not phrases with *end* at this point.
- They then match their ideas for each gap with the phrases with *end* and complete the text.

met an untimely end – died prematurely  
 the beginning of the end – the first sign of something ending  
 there was no end in sight – it appeared that it was never going to end  
 at their wits' end – overwhelmed and not knowing what to do next  
 on the receiving end of (something) – the people that are targeted by something  
 spelled the end – signified that something was nearly at the end of a long and difficult time or situation  
 light at the end of the tunnel – having the prospect of improvement  
 the end was nigh – the end was near

- 1 met an untimely end
- 2 at their wit's end
- 3 there was no end in sight
- 4 on the receiving end of
- 5 light at the end of the tunnel
- 6 spelled the end

### Exercise 5 page 127

- Students read the descriptions of manner and concession clauses and identify them in the article.
- Point out the following structures:
  - *as* + adjective / adverb + *as* + subject + verb
  - *as* + adjective / adverb + *as* + noun

*He was as quiet as a mouse.*  
*When diseases spread as quickly as this one did, ...*  
*We were treated like royalty!*  
*She acted like she owned the place.*

  - *as* / *just as* / *as if* / *although* / *even though* + subject + verb

*Although we had agreed to meet earlier, ...*  
*The evening went well, just as we expected.*
- Students study the clauses and answer the questions.
- Check answers. Ask students if they remember which type of clauses can be used to create similes (manner clauses with *as if*). Refer to them to unit 7, page 90 if necessary.

- a manner b concession c manner d manner  
 e manner f manner g concession h manner

- 1 just (c)
- 2 adverbs (a), quantifiers (d), adjectives (e)
- 3 like (f), as if (h)
- 4 like (f)
- 5 even though (b)
- 6 two possible positions: before (g) or after (b) the clause it contrasts

### Grammar reference and practice 10.3 Workbook page 128

- 1 1 as 2 as hard 3 even though / although  
 4 as though 5 Although / Even though 6 just
- 2 1 Although some diseases have been eradicated, laboratories still keep samples of them. / Some diseases have been eradicated, although laboratories still keep samples of them.  
 2 The safety precautions are as effective as a high security bank.  
 3 Animals are used in experiments as if they are / were precious commodities.  
 4 Even though it seems dangerous to keep deadly diseases, they may be useful for research. / It seems dangerous to keep deadly diseases, even though they may be useful for research.  
 5 Mice are reared in laboratories just as they have been reared for decades.  
 6 Though I don't agree with using animals for scientific research, I can understand why it's necessary. / I don't agree with using animals for scientific research, though I can understand why it's necessary.

## Exercise 6 page 127

- Students match sentence halves according to their meaning. They then join them, making any necessary changes. Point out sometimes more than one answer is possible.
- 1 b Hospital staff try to save as many lives as they can.
  - 2 g The tablets I am taking caused nausea at first, as / just as I was warned they would.
  - 3 h Doctors sometimes prescribe antibiotics even though / although there is no sign of infection.
  - 4 d Is laser eye surgery as effective as everyone says it is?
  - 5 a The mortality rates for some types of cancer are as / just as they always have been.
  - 6 c The specialists disagree with my GP's diagnosis, even though / although the treatment seems to be working.
  - 7 e Some patients refuse to admit they are ill. They act as if nothing is wrong.
  - 8 f The ambulance drove as fast as the traffic would allow.

## Exercise 7 page 127

- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

(Possible answers)

- 1 Lifesaving medical developments in the nineteenth century include anaesthetics, blood transfusion and antiseptic surgery. The twentieth century saw the development of antibiotics, insulin, organ transplants, pacemakers, and vaccines against diseases such as measles, mumps, rubella, influenza and meningitis.
- 2 Antibiotics can become less effective (or ineffective) when bacteria become resistant to them. The more that antibiotics are used, the greater the chance of resistance developing. The solution therefore is to reduce the need for antibiotics, e.g. by improving hygiene and providing access to clean water in less developed countries. In addition, doctors in developed countries should avoid prescribing antibiotics unnecessarily, e.g. in the treatment of viral infections. Governments also need to support the development of new, widely available antibiotics.

### Extra activity: Further discussion

In small groups, students discuss the following questions:

- Think back to recent epidemics, e.g. swine flu and Ebola. Could more have been done to prevent them?
- Today vaccines can be prepared relatively quickly, though some people are wary of the risks they carry with them. Would you want to be vaccinated against an illness like swine flu or Ebola?
- In the twenty-first century, are the risks of another pandemic becoming greater?

**DVD extra** The Great Fire of London

### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about the Black Death pandemic. I can use phrases with 'end'. I can use adverbial clauses of manner and concession. I can discuss recent medical innovations.*

# 10E Writing

## A discursive essay

### Summary

**Topic:** Threats to the future of humanity

**Reading:** A discursive essay

**Grammar:** Verbs of perception

**Writing:** A discursive essay

**Communication worksheet 10B:** Would you?

### Lead-in

- Ask students about their fears for the future, e.g. over climate issues, disease, employment opportunities, etc. Elicit students' fears from the class and ask them to say why they hold the fear.
- Ask students to write a short paragraph about their biggest fear for the future using the language they've covered so far in the unit (distancing facts, tentative language, etc.) Invite students to read their paragraphs out to the class.

### Exercise 1 page 128

- Focus attention on the photos. Ask: *What do they represent?* (threats to humanity)
- Ask students to work in pairs and to think of the five greatest threats to the human race. Elicit ideas and write them on the board.
- Students read the essay and compare the points raised with their own ideas. Ask: *Do you agree with the essay? Why / why not?* Elicit ideas.

The essay mentions the threat from the arms industry, genetic engineering and artificial intelligence.

### Exercise 2 page 128

- Go through the strategy together.
- Students find the highlighted modifiers and identify the word it refers to.
- Ask a couple of students to correct the sentences in italics. (*The library in our school has several books about dinosaurs. I saw an accident while I was walking down the street.*)
- Point out that *the modifiers* are close to the words they refer to.

at lightning speed – this modifies 'advancing' (verb)  
employed by the US military – this modifies 'drones' (subject)  
with bombs – this modifies 'shower' (verb)  
banning the creation of human beings in the lab – this modifies 'restrictions' (subject)  
unscrupulous – this modifies 'individuals' (object)  
that have a mind so much smarter than our own – this modifies 'devices' (object)

### Exercise 3 page 128

- Students read the sentences and underline the modifiers. They then circle the words they refer to.
- Students decide whether the modifiers are misplaced or dangling.
- Check answers as a class.
- Students rewrite the sentences.

- 1 (M) The scientists in white lab coats were analyzing samples.
- 2 (D) The fire alarm went off while I was / we were doing an experiment.
- 3 (D) Looking through the microscope, I glimpsed some bacteria. / While I was looking through the microscope I glimpsed some bacteria. / I glimpsed some bacteria while I was looking through the microscope.
- 4 (M) The animal, which was looking for food, was tranquilized by a naturalist.
- 5 (D) While he was on leave, some of his experiments went unattended.
- 6 (M) Having eaten all their food, the lab rats were put in the cage by the scientist. / The scientist put the lab rats in the cage after they had eaten all their food. / When the lab rats had eaten all their food, the scientist put them in the cage.

#### Extra activity

Write the following sentences with misplaced and dangling modifiers on the board:  
*The patient was referred to a psychiatrist with depression.*  
(The patient with depression was referred to a psychiatrist.)  
*The researchers found the missing tarantula cleaning the lab.*  
(The researchers found the missing tarantula while they were cleaning the lab.)  
*Although only sixteen years old, the university accepted Martha's application.*  
(Although she was only sixteen years old, the university accepted Martha's application.)  
Ask students to correct the sentences.

### Exercise 4 page 128

- Students study the underlined sentences in the essay and identify the verbs of perception.
- They then read the rules and complete them.

1 feel 2 like 3 as if 4 seem

verb + adjective: Governments the world over would feel more than a little concerned ...

verb + *like* + noun: ... it sounds like a scene from a science fiction movie ...

verb + *as if / as though* + clause: ... it seems as if the human race is hurtling into the unknown ...; ... it looks as if human cloning could be just around the corner.

### Exercise 5 page 128

- Point out that students need one word only for each gap.
- Students read and complete the text.

1 sound / seem 2 like 3 look 4 as 5 tastes  
6 if / though

### Writing guide page 129

- Go through the **task** together, making sure that students are clear that they have to write a discursive essay on one of the three topics.
- Students should complete the **ideas** and **plan** stages for homework, using the internet to research their chosen subject.
- Circulate and monitor while students **write** their essays, using the paragraph plan as a guide. Encourage them to use language for distancing the facts as well as confident and tentative language.
- When students have finished they **check** their work. Encourage them to check for dangling or misplaced modifiers. Refer them to the checklist to make sure they have completed the task as well as they can.

#### Extra activity: Fast finishers

**Fast finishers** swap their essays with a partner. Which arguments do they find the most interesting in their partner's essay? Do they agree with their partner's views? Why / why not?

#### Additional writing activity

Write a discursive essay on the following topic:  
*Finding a new source of fossil fuel is more important than any environmental damage that might occur as a result.*

### Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a discursive essay about threats to humanity. I can avoid misplaced or dangling modifiers. I can use verbs of perception. I can write a discursive essay.*

## Vocabulary insight 10 page 130

### Technical prefixes

- 1 **polyclinic** – a medical centre with different types of doctors and specialists in one place  
**polyglot** – a person who speaks several languages  
**polygon** – a flat shape with at least three straight sides and angles  
**polysyllabic** – (of a word) with several syllables  
**polytheism** – belief in several different gods
- 2 **monoglot** – a person who speaks only one language  
**monosyllabic** – (of a word) with only one syllable  
**monotheism** – belief in only one god
- 3 1 d 2 j 3 g 4 b 5 h 6 e 7 i 8 a 9 c 10 f
- 4 **A** nano- **B** bi- **C** pan- **D** retro-
- 5 **geo-** (of the Earth, rocks etc.)  
**micro-** (on a small scale)  
**bio-** (of living things)  
**microbio-** (of small living things)  
**geomicrobio-** (of small living things and the soil, rock etc. they inhabit)

- 6 1 psychology and linguistics
- 2 biology and chemistry / chemistry in a biological context
- 3 social and cultural
- 4 geographical and political / politics on a worldwide scale
- 5 agriculture and chemistry / chemistry in an agricultural context
- 6 electronics at a small scale

## Review 10 page 131

- 1 1 sphere 2 lozenge 3 spiral 4 polygon  
5 tangent 6 ring
- 2 1 a golden opportunity 2 got the green light  
3 with flying colours 4 raising the white flag  
5 red tape 6 out of the blue
- 3 1 golden years 2 going down with  
something 3 hard of hearing 4 getting on a bit  
5 underprivileged 6 visually impaired
- 4 1 on the receiving end of 2 no end in sight  
3 light at the end of the tunnel 4 spell the end  
5 the beginning of the end 6 the end is nigh
- 5 1 It seems that (there's a good chance that) cloned  
humans will have appeared by 2070.  
2 It is anticipated that we will be able to log on to the  
internet directly from our minds in around 2040.  
3 It is probable that there will be pilotless commercial  
flights by 2030. / A probable result of developments  
in technology is that commercial flights will be  
pilotless by 2030.  
4 Cars will perhaps be fully automated by 2037. /  
Perhaps cars will be fully automated by 2037.  
5 By 2050, at least one building should be over 10 km in  
height. / At least one building should be over 10 km  
in height by 2050.  
6 By 2060, a base on Mars might have been  
established. / A base on Mars might have been  
established by 2060.  
7 High-resolution bionic eyes will conceivably be on  
sale by 2020.
- 6 1 to 2 how 3 to 4 that 5 first 6 incredible  
7 worth
- 7 1 though 2 just 3 Although / Though  
4 if / though 5 as 6 like 7 much

## Cumulative review

### Units 1–10 pages 132–133

- 1 2•25  
1 T 2 T 3 F 4 T 5 F 6 T

#### Audio script

**Presenter** Driverless cars? Limbs operated by the mind? Glasses that detect people's emotions? No, these are not things from the script of a sci-fi film, these are, or could soon be, part of a disabled person's reality. Today, we'll be looking at how technology can help people with disabilities, and in the studio we have Nick Groves, a self-proclaimed disability-tech geek.

**Nick** Hi, yes, thanks for having me.

**Presenter** Nick, how did your fascination with technology for the disabled start?

**Nick** Well, being blind myself, I have always found simple tasks a bit of a challenge, so I've tried to look for ways to make my life easier. Fortunately, there's support out there, and much of it is in the form of technology. And since the shift from desktop PCs to mobile devices over the last ten years or so, there is a vast array of devices that can help us on the go.

**Presenter** Are you talking about smart phones, for example?

**Nick** Not really – something better than smart phones – smart glasses! Imagine you could have a mobile device constantly on your face at ear-, eye- or mouth-level. Smart glasses could be hugely influential for disabled people.

**Presenter** Could you give us an example of how they would help?

**Nick** OK, let's take people with Asperger's syndrome. They have a problem detecting facial expressions. Supposing someone was wearing these glasses complete with facial recognition software. This would be able to identify how the person you are talking to feels and would pop up captions saying 'happy' or 'sad'. Another example is subtitles for the hard of hearing. They could get everything written down for them in real time on the smart glasses. For these people, this kind of technology could really open doors.

**Presenter** Sure, I can see the definite advantage of them. What other kinds of technology are on the horizon?

**Nick** Well, there is already invasive technology, like the BrainGate implant, for example, which can decode a patient's brain signals and instruct a robotic arm to reach and grasp objects.

**Presenter** That's incredible. We seem to be capable of things these days that were thought to be impossible not so long ago.

**Nick** Exactly! All of these inventions have been enthusiastically received by disability groups who tend to be the biggest critics of such technology. Finally, the driverless car might soon make an appearance.

**Presenter** Sounds dangerous!

**Nick** Hmm. This technology might be fighting an uphill battle with lawmakers and the public alike, but once it is implemented, people will soon realize their objections were unfounded. For a start, Google Ventures has already invested a significant amount of money in driverless taxis. For those who think a disabled person using a car is not entirely safe, smart taxis will possibly be driving around without anyone in them. This should shake up the debate somewhat!

**Presenter** It all sounds fascinating. Well, thanks a lot for coming to speak to us today. I'm sure this will all go a long way towards putting disabled people on a level playing field, which ...

#### 2 Students' own answers

#### 3 Students' own answers

4 1 B 2 A 3 C 4 A 5 B 6 C

5 1 as 2 have 3 little 4 though 5 make  
6 very / quite / extremely / more 7 more / bit  
8 took 9 where 10 out 11 come 12 have

#### 6 Students' own answers

#### Additional materials

**Literature insight 5** Workbook page 92 **Answer key** Teacher's book page 155

**Exam insight 5** Workbook page 106 **Answer key** See website

# Workbook answer key

## Unit 1 Identity

### Vocabulary

Who you are page 4

#### Exercise 1

- 1 jumped out of my skin
- 2 a bone of contention
- 3 close at hand
- 4 made no bones
- 5 is in my hands
- 6 skin and bones
- 7 go hand in hand
- 8 saved his skin

#### Exercise 2

- 1 shape
- 2 altered
- 3 enhanced
- 4 restores
- 5 evolve
- 6 reform
- 7 revert
- 8 progresses

#### Exercise 3

- 1 turned
- 2 chopping
- 3 goalposts
- 4 strides
- 5 upside
- 6 square
- 7 socks
- 8 gone

#### Exercise 4

- 1 bone of contention
- 2 have evolved
- 3 hand in hand
- 4 upside down
- 5 their own hands
- 6 can shape
- 7 close at hand
- 8 was determined

#### Exercise 5

Students' own answers

### Grammar

Every object tells a story page 5

#### Exercise 1

- 1 've / have moved; Having lived
- 2 'd / had received; 've / have been wearing or 've / have worn
- 3 've / have never felt; have been
- 4 to have settled; hasn't found
- 5 to have identified; 'll / will have documented
- 6 Having inherited; haven't forgiven

#### Exercise 2

- 1 I've been trying to get a work permit for months, but I haven't managed it yet.
- 2 By next Christmas, we'll have left our old home and we'll have been living in New Zealand for a whole year.
- 3 We'd been planning to emigrate for ages, but now we've just decided to stay here.
- 4 You've been texting your friend all morning, and that's why you haven't finished your essay.
- 5 We've been tracing our long-lost relatives for years and I've already met some relations on my mother's side.

#### Exercise 3

**Rafa, Madrid** I've been wearing it I've worn it

**Saskia, Holland** Have passed it on to me Having passed it on to me

**Chen, China** I'm glad I hadn't ever lost it. I'm glad I've never lost it.

**Jens, Belgium** By the time I'm twenty-one, I'll hear all of them. By the time I'm twenty-one, I'll have heard all of them.

**Agnes, Hungary** Before he left, I haven't realized how close we are. Before he left, I hadn't realized how close we are.

#### Exercise 4

- 1 will have experienced
- 2 has been telling
- 3 Having married
- 4 has been
- 5 had died
- 6 has ... been teaching
- 7 have been donated
- 8 had ... worked
- 9 had been made
- 10 to have received

#### Exercise 5

Students' own answers

### Listening, speaking and vocabulary

Outsiders page 6

#### Exercise 1

- 1 attachment; isolation
- 2 associations; loyalty
- 3 rapport; rejection
- 4 marginalization; disaffection

#### Exercise 2

- 1 alienate
- 2 exclusion
- 3 isolating
- 4 alienating
- 5 isolated
- 6 exclude

#### Exercise 3 3:01

The first two speakers are a teacher and a class rep.

The purpose of the meeting is to discuss ways of improving community cohesion through school.

The teacher wants to encourage the three reps to discuss their ideas so that the best ones can be implemented.

The rep (Hanna) would like to persuade the people at the meeting that the idea of a food festival would be a good way to achieve community cohesion.

#### Audio script

**Co-ordinator** Welcome everyone. This afternoon we're going to listen to our three class reps, who have been looking at ways of improving community cohesion through school. Let's hear their ideas. Hanna, would you like to start?

**Hanna** So, I've been trying to work out how best to build a link between the different language communities in our area.

We need to strengthen the rapport between the different communities and also create a feeling of attachment towards our school. And what goes hand in hand with everyday life

and is common to all communities? Food! My idea would be to create a food festival, with each community represented

by a signature dish. Having food as the overall theme would create immediate interest and would involve people from all groups and of different ages. Even people who struggle with English and those who are less able-bodied would be able to

take part. I see the project being set up and run by volunteers drawn from school and from outside communities. We could get

sponsorship and donations from local businesses in return for publicity in the run-up to the festival and on the actual day.

**Co-ordinator** Thank you, Hanna. Now on to Asad with his proposal.

**Asad** Right, while I agree that food is an interesting idea, I would like to suggest that music and dance appeal to a broader age range. Having done some basic research into the communities we have on our doorstep, I can tell you that there are more than twenty languages spoken, each with a strong musical tradition. My proposal involves the school becoming the hub of a local musical community. This would start with a one-day festival but wouldn't end there. I see it evolving into an ongoing programme of events, using the school's instruments and facilities, but eventually being in the hands of the local people. One-off events are fine, but it's only by building an ongoing feeling of attachment that we can fight isolation. Thank you.

**Co-ordinator** Thank you for that, Asad. Now our final proposal is from Dan.

**Dan** In my research, I actually went to speak to some of the immigrant communities that are suffering marginalization. And the one thing that unifies them is language. Both a love of their own language and the need to progress in English. My proposal is to set up a 'language for life' programme. As with Asad's idea, this would launch with a special day, involving storytelling and poetry from each language community. But the key thing is that the programme will become a language and cultural resource for all local people. One of the obvious benefits is the age range of potential contributors. It can be rare for us to hear the voices of younger and older immigrants. With the help of their relations with better language skills – many of whom actually attend this school – we can gain a real insight into people's lives and the challenges they face.

**Co-ordinator** Thank you very much to our three class reps. I hope you'll agree that we've heard three very interesting and well-presented proposals. I'm now going to open up the meeting to everyone for questions and comments ...

**Exercise 4**  3•01

1 A, H 2 A, D 3 A 4 A, D 5 H 6 H 7 D

**Exercise 5**

- 1 will ... make / is ... going to make
  - 2 are ... going to do / will ... do
  - 3 'm seeing / 'm going to see
  - 4 does ... start
  - 5 're going to talk
  - 6 will be
  - 7 'll have recruited
  - 8 is going to be
  - 9 'll have been living
- Dan's scheme was selected.

**Exercise 6**

Students' own answers

## Vocabulary and grammar

Post card  page 7

**Exercise 1**

- 1 The writers were emigrating from China to America.
- 2 They were on board a ship when they were writing.

**Exercise 2**

1 both 2 A 3 B 4 A 5 both 6 B 7 A 8 B

**Exercise 3**

- 1 took passage 2 sparing me the additional sorrow
- 3 stir my emotions 4 countenance 5 President Lincoln
- 6 the throat choked up 7 harsh 8 abuse, barbarities

**Exercise 4**

- 1 **personification:** –
- 2 **repetition:** There were words of... / There were many feelings, many tears...
- 3 **oxymoron:** –
- 4 **imagery:** I ate wind and tasted waves / ... a prisoner suffering in the wooden building? / Waves big as mountains
- 5 **rhetorical question:** How was I to know I would become a prisoner suffering in the wooden building?

**Exercise 5**  3•02

- 1 The poem presents a positive view of immigration. Whitman says that every man has a right to his place.
- 2 repetition: adds impact, makes the poem memorable.

**Audio script**

You, whoever you are!...

All you continentals of Asia, Africa, Europe, Australia, indifferent of place!

All you on the numberless islands of the archipelagos of the sea!

All you of centuries hence when you listen to me!

All you each and everywhere whom I specify not, but include just the same!

Health to you! good will to you all, from me and America sent!

Each of us is inevitable,

Each of us is limitless—each of us with his or her right upon the earth,

Each of us allow'd the eternal purports of the earth,

Each of us here as divinely as any is here.

**Exercise 6**

Students' own answers

## Reading

Learn a new language, get a new soul  pages 8–9

**Exercise 1**

Students' own answers

**Exercise 2**

1 F 2 O 3 O 4 F 5 O 6 F

**Exercise 3**

1 b 2 d 3 c 4 d 5 a

**Exercise 4**

- 1 **courteous:** polite, especially in a way that shows respect
- 2 **grumpy:** bad-tempered
- 3 **bizarre:** very strange or unusual
- 4 **rigorous:** done carefully and with a lot of attention to detail, demanding that particular rules, processes, etc. are strictly followed
- 5 **anecdotal:** based on anecdotes and possibly not true or accurate
- 6 **erratic:** not happening at regular times; not following any plan or regular pattern; that you cannot rely on
- 7 **abrupt:** sudden and unexpected, often in an unpleasant way, speaking or acting in a way that seems unfriendly and rude; not taking time to say more than is necessary
- 8 **introverted:** more interested in your own thoughts and feelings than in spending time with other people

### Exercise 5

Students' own answers

## Writing

### A letter to a newspaper page 10

#### Exercise 1

- 1 An online citizenship course was recently withdrawn due to ~~of~~ a number of mistakes in the factual content.
- 2 Certain countries have made their tests more challenging, which has ~~so~~ resulted in a lower pass rate.
- 3 In ~~the~~ spite of recent changes to the focus of the test, the pass rate continues to rise.
- 4 Such tests are worryingly flawed. What's ~~is~~ more, they do little more than create revenue for the government.
- 5 An underestimation of migration figures gave ~~the~~ rise to tougher border controls.
- 6 What could be more moving than to declare your loyalty to a country on ~~such~~ account of their offering you a home?
- 7 There is a need to assess language skills. In addition ~~to~~, candidates should show knowledge of culture and history.
- 8 Newcomers need to have an understanding of their host country. That ~~having~~ said, how this is tested is yet to be decided.

Sentences 4 and 6 express a clear point of view.

#### Exercise 2

(Possible answer)

The writer thinks that the citizenship test is worthwhile, but in need of some refinement in order to encourage social cohesion.

#### Exercise 3

- 1 Although
- 2 therefore
- 3 because of
- 4 Moreover,
- 5 lead to
- 6 Despite
- 7 owing to
- 8 Furthermore,
- 9 the effect of

#### Exercise 4

benefits; undoubtedly; a fair and practical system; more positive attitude; proven commitment; legitimate sense of pride and belonging; achieve; integrate more quickly and more fully

## Unit 1 Progress check page 11

#### Exercise 1

The writer's purpose: why did they write the text?

The writer's opinion: what clues reveal their opinion?

#### Exercise 2

- a skin and bone    b close at hand

#### Exercise 3

- a enhance    b shape

#### Exercise 4

- a to have received  
b Having caught  
c will have finished / 'll have finished

#### Exercise 5

- a Emphasizes an action that has happened repeatedly in the past and that is still happening now.  
b Emphasizes an action that took place in the past but is relevant now.

### Exercise 6

- a isolation    b attachment

### Exercise 7

- a present continuous: a future event that is fixed because it is based on a schedule, calendar or timetable  
b future perfect simple: an event that will be completed before a definite time in the future  
c future continuous: an action that will be in progress at a definite time in the future

### Exercise 8

nostalgia, isolation, rebellion

### Exercise 9

- a imagery, oxymoron    b repetition

### Exercise 10

Please refer to Student's Book pages 12 and 13

## Unit 2 Saints and sinners

### Vocabulary

#### The bystander effect page 12

##### Exercise 1

- 1 Last night, in a classic case of bystander apathy, a woman was stabbed in a crowded supermarket, but nobody present in the shop did anything to stop the attack.
- 2 Concerned police officers, who fear for the woman's well-being, are seeking the young man responsible for the attack.
- 3 A police spokesperson said that a significant number of people witnessed the distressing event, but did nothing.
- 4 'It is one of the worst imaginable crimes,' she said. 'Society would be in deep trouble if we all behaved like this.'
- 5 'They acted as if it was nothing special,' she continued. 'This is not a proper way to behave.'

##### Exercise 2

- 1 buck the trend
- 2 follow their lead
- 3 go against the grain
- 4 spur someone into action
- 5 bow down to
- 6 bury their heads in the sand, turn a blind eye to
- 7 step up to the mark

##### Exercise 3

- 1 distraught
- 2 stumped
- 3 dazed
- 4 disorientated
- 5 befuddled

##### Exercise 4

- 1 baffled
- 2 bury
- 3 took
- 4 disorientated
- 5 overwhelming
- 6 flustered

##### Exercise 5

Students' own answers

## Grammar

### The first female detective page 13

#### Exercise 1

- 1 wouldn't have caught 2 was examining  
3 was going to kill 4 had been lying 5 would address  
6 would be blamed 7 had been shot

#### Exercise 2

- 1 I would prefer to read crime fiction than watch crime films. / I prefer reading crime fiction to watching crime films.  
2 She wondered whether / if they were going to repeat what they had said in court.  
3 As a child, I used to dress up and imagine that I was Sherlock Holmes.  
4 If someone sues you because they tripped on the stairs in your house, could the case be heard in a civil court instead of a criminal court?  
5 In the 1950s, female police officers were often treated with suspicion.  
6 Who would have thought that years later she was going to join the police force herself?

Students' own answers

#### Exercise 3

- 1 had spent 2 had killed 3 was about to take  
4 would continue 5 was serving 6 wouldn't fight  
7 would have been shot 8 hadn't had 9 would spy  
10 would stop 11 had won  
12 would become / was to become

#### Exercise 4

Students' own answers

## Listening, speaking and vocabulary

### The blame game page 14

#### Exercise 1

- 1 indictment 2 conviction 3 plea 4 prosecution  
5 penalty 6 defendant 7 testimony 8 acquittal

#### Exercise 2

- 1 remanded; released 2 implicated  
3 convicted; exonerated 4 detained

#### Exercise 3

- 1 were forever 2 got 3 are continually 4 will  
5 will / would 6 used to

#### Exercise 4 3-03

- 1 J 2 S 3 J 4 G 5 x

#### Audio script

**Presenter** Hello and welcome to *Point of View*, the weekly phone-in that really tries to get to the bottom of issues that concern us all. My studio guest is American attorney, James Shapiro. Welcome to the show, James.

**James** Hello. It's good to be here.

**Presenter** There have been calls recently for the introduction of a three strikes law, similar to the law which exists in California, and in other American states. James, could you tell us a little bit about how that works, and whether you think it's effective?

**James** Sure. Under the provisions of California's three strikes law, if a defendant is found guilty of a crime and given a prison sentence, then that sentence is doubled if it is the defendant's

second serious offence, and raised to a minimum of twenty-five years if it is his or her third offence.

**Presenter** So, if you commit arson or violent robbery, for example, three times, you could spend the next twenty-five years behind bars in California?

**James** That's right. Is it effective? As far as criminologists and legal experts are concerned, the jury's out on that one. Supporters point to the fact that, six years after the introduction of the law, the homicide count in Los Angeles was barely a third of what it had been prior to the law's enactment. But others argue that crime rates have dropped elsewhere, in parts of the country where the three strikes law isn't enforced. It'll be interesting to hear what your listeners' views are on this issue.

**Presenter** Absolutely. Our first caller is Susie on line one. Hi, Susie.

**Susie** Hi. Hello.

**Presenter** What do you think? Is it time for us to get tougher when we convict people?

**Susie** I'd say we're tough enough already. Our prisons are full to bursting, and locking people up for ridiculously long periods of time is counter-productive.

**Presenter** Counter-productive? In what way?

**Susie** Well, I was led to believe that prisons were places of reform. Harsh, punitive sentencing just turns criminals into victims. The Californian system doesn't give anyone a second chance. And I heard that some people are being sent to prison for life these days for committing minor offences, like possessing marijuana, or even stealing some change from a car.

**Presenter** Is that right, James? Are people getting life when they've committed relatively minor offences?

**James** Well, there is some truth in that. Or rather, there was. Before 2010, if you committed a minor third crime, like stealing from a car, and had previously committed two other more serious crimes, you could get a long-term sentence. But they changed the law in 2010. Your third offence has to be serious enough to justify a long sentence. Susie, though, has a point when she says that this is a law that risks filling up prisons. It has been estimated that getting on for \$20 billion has been added to California's prison budget as a result of the law, and overcrowding is a real dilemma for the state.

**Presenter** That's a lot of money. Let's hear what Greg has to say on line two. Hello Greg. Can you hear me?

**Greg** Yes. Hello.

**Presenter** What point do you want to make, Greg?

**Greg** Well, I just want to echo some of what Susie was saying really. Although I don't really go in for all that stuff about prison being some sort of self-help course – it's there to punish people, in my opinion – I do think that the sentence has to fit the crime. I don't see how ordinary, law-abiding people can have faith in the prosecution system if it's seen as unfair and vindictive. And I can't believe that life sentences for repeat offenders who haven't committed very serious crimes can do anything to improve public safety, either.

**Presenter** Some interesting points there – James?

**James** Absolutely. Greg's last point is well made. Although I can see why legislators have introduced this law, I think it is flawed. What you have to remember is that it was introduced back in 1994, in the wake of two particularly violent homicides, and there was a public demand then for tougher sentencing. But locking people away whose offences don't justify such severe treatment, is, as Greg says, not likely to make us any more secure.

**Presenter** OK. So, you for one think...

#### Exercise 5

Students' own answers

## Vocabulary and grammar

### The man from the West page 15

#### Exercise 1

- A 1  
B 2

#### Exercise 2

- 1 lustrous, serene, immaculate, eager
- 2 battle, pull (himself) out, conquer, resurrect, pursue
- 3 degraded, unworthy, wrecked, base, desperate
- 4 tumbled, faltering

#### Exercise 3

Soapy has decided that it is time to change his life and become a kinder, better person. The verbs and adjectives contrast his current lifestyle and outlook with the positive future he wants.

#### Exercise 4

- 1 d 2 a 3 f 4 g 5 h 6 e  
Students' own answers

#### Exercise 5

(Possible answers)

- 1 agree: 'The father was respectable and tight; a stern, upright collection-plate passer...'
- 2 agree: 'The kid was in the street, throwing rocks at a kitten'; 'The boy catches Bill neatly in the eye with a piece of brick.'
- 3 disagree: '"That will cost the old man an extra five hundred dollars," says Bill...'
- 4 agree: 'He viewed with swift horror the pit into which he had tumbled, the degraded days, unworthy desires, dead hopes, wrecked faculties and base motives that made up his existence.'

#### Exercise 6

Students' own answers

## Reading

### A real Good Samaritan pages 16–17

#### Exercise 1

Students' own answers

#### Exercise 2

- 1 D 2 A 3 C 4 F 5 B

#### Exercise 3

- 1 a 2 b 3 b 4 a 5 b 6 a 7 b 8 a

#### Exercise 4

- 1 fully-fledged
- 2 bubbling cauldron of emotions
- 3 dumbfounded
- 4 nip
- 5 hovel
- 6 nick
- 7 fumbled for
- 8 amply

#### Exercise 5

Students' own answers

## Writing

### A story page 18

#### Exercise 1

- 1 there – place and time
- 2 eventually – place and time
- 3 only – focus
- 4 impassively – manner
- 5 miraculously – manner
- 6 any longer – place and time
- 7 gently – manner

#### Exercise 2

- a 1 b 3 c 4

#### Exercise 3

Students' own answers

## Unit 2 Progress check page 19

#### Exercise 1

The bystander effect: People assume someone else is either already helping or is better qualified to offer aid, or another person knows the person involved and has a greater obligation to help.

#### Exercise 2

- 1 noun + adjective; concerned: affected
- 2 adjective + noun; concerned: worried, feeling concerned

#### Exercise 3

- a **take the initiative:** use the power or opportunity to act and gain an advantage before other people do
- b **buck the trend:** change a general tendency in a positive way
- c **bow down to:** do what seems easiest under the circumstances

#### Exercise 4

Please refer to Student's Book pages 18 and 19

#### Exercise 5

- 1 c 2 d 3 b 4 a

#### Exercise 6

Logan was released with a complete acquittal. Logan filed a wrongful conviction lawsuit and was awarded over \$10 million in compensation.

#### Exercise 7

- 1 It will help you make sense of a speaker's point of view.
- 2 It encourages a more flexible mindset and a deeper understanding of the issues behind an argument or debate.

#### Exercise 8

- a plead b jeopardize c absolve

#### Exercise 9

Please refer to Student's Book page 21

#### Exercise 10

He had a pale, square-jawed face with keen eyes and a little white scar near his right eyebrow.

#### Exercise 11

creating mood and atmosphere, revealing character, foreshadowing events

#### Exercise 12

Please refer to Student's Book page 24

### Exercise 13

Please refer to Student's Book pages 24 and 25

## Unit 3 To have and have not

### Vocabulary

#### A difficult life page 20

##### Exercise 1

1 ethos 2 forage 3 pipe dream 4 flat-pack  
5 trappings 6 self-sufficient

##### Exercise 2

1 headline 2 stricken 3 means 4 out  
5 away 6 strapped

##### Exercise 3

1 account 2 debit 3 party 4 order  
5 premium 6 code

##### Exercise 4

1 trappings of 2 foraged for 3 beyond their means  
4 struggling 5 frittered away 6 squandered on  
7 strapped for 8 splash out

##### Exercise 5

Students' own answers

### Grammar

#### Welcome to the jungle page 21

##### Exercise 1

- The problems faced by homeless people have been highlighted by recent research.
- A purpose-built hostel for homeless people is being planned by city architects.
- A significant number of hate crimes against homeless people were committed last year in the US.
- Improvements will be made to our provision of care for homeless people.
- More funds may be needed to deal with homelessness in the future.

##### Exercise 2

- range
- were found
- shouldn't be underestimated
- are not looked after
- live
- to reach
- have been helped
- have been brought
- can be provided
- is currently planned / is currently being planned

##### Exercise 3

- have your possessions stolen
- have / get their homes connected
- have / get the holes in the roofs of their houses fixed
- get hurt
- getting their stories heard
- have had their lives transformed
- had got involved
- get paid

### Exercise 4

Students own answers

### Listening, speaking and vocabulary

#### Tricks of the trade page 22

##### Exercise 1

1 launching 2 conducting 3 manipulating 4 set up  
5 boost 6 gain 7 outstripping 8 making

##### Exercise 2

1 retail outlets 2 loss leaders 3 pop-up restaurants  
4 point of sale display 5 branded merchandise  
6 line of clothing

##### Exercise 3 3-04

1 T 2 T 3 F 4 F 5 F 6 T

##### Audio script

**Presenter** One of the great debates at the moment is whether children under sixteen should be exposed to advertising that is specifically targeted at them. Should advertisers be permitted to place commercials during children's TV programmes, for example? Here to debate the issues are Ruth Watt from the think tank ConsumerKids, and Terry Williams from the advertising agency Lloyd Pearson Lloyd. Welcome to the programme, both of you.

**Ruth** Hi.

**Terry** Hello.

**Presenter** Let's start with you, Ruth. Why are you opposed to advertising to kids?

**Ruth** Well, where to begin? There are so many reasons, and most of them are backed up by thorough academic research.

**Presenter** For example?

**Ruth** OK. Firstly, it's well-documented that children take advertising at face value. Up to the age of eight, kids are thought to be unable to identify the underlying persuasive intent of adverts, so they are incapable of making the kinds of judgments adults make. If a fast-food commercial tells them that their brand of food is best, they believe it. Indeed, in one experiment, three-to five-year-olds were asked to choose between two identical portions of food, one of which was covered in the wrapper of a well-known burger brand. Invariably, they said that the food in the branded wrapper tasted better, even when the food in question was carrots! Proof positive that advertising is so powerful that it can make kids believe anything.

**Presenter** Remarkable. And secondly?

**Ruth** Secondly, prolonged exposure to certain types of advertising can be very detrimental. We're influenced by beliefs and habits we learn in childhood. For instance, it has been claimed by some researchers that alcoholism in young adults in the US can be traced back to the level of exposure they had to advertisements for alcoholic products in their youth. Similarly, our taste for chocolate products and junk food may be linked to the way our choices have been manipulated early on in life. And that brings me to my final point. Children are children, not homeowners or breadwinners. They don't really need to buy anything, so why should huge multi-nationals be allowed to spend millions to target them as consumers?

**Presenter** So, Terry, is there any reason why we should advertise products to children?

**Terry** Hello. OK. Well, I have to say, a lot of what Ruth says makes sense. It can't be doubted that advertisers have a duty of care to young consumers, and it is also clear that the advertising of certain products should be restricted. Products that are

considered to be bad for your health, for example. However, there is another side to this argument. Kids live in the same universe as the rest of us, and, as they grow up, they have to make similar informed choices. It can be argued that exposing them to marketing and advertising at an early age allows them to develop a healthy cynicism towards the advertising industry. They learn to make choices, just like adults.

**Presenter** But shouldn't they be protected from having to make choices or having to become cynical?

**Terry** Well, I don't think so. As young consumers in a capitalist society, kids have a right to be told about the latest games and toys. They have a right to choose what they want and a right to be informed. It is assumed by many people that marketing and advertising are superfluous, but they're not. Without these industries, we wouldn't know what was out there, and we wouldn't have much in the way of choice. We live in a world of information in which children, just as much as adults, need to be informed, entertained and engaged. Advertising helps pay for all of that. It funds the TV programmes we watch, and the free websites we log on to. Think about it. Advertising plays a key role in helping provide young adults with things to do and things to buy.

**Presenter** OK. Well, there you have it...

#### Exercise 4

- 1 It is anticipated that the cost of advertising on TV will rise in the New Year.
- 2 The Culture Minister is rumoured to be keen to clamp down on inappropriate online advertising.
- 3 TV companies are known to be in talks with the government about the need to regulate advertising.
- 4 It is assumed that the government will take action to ban commercials on children's TV.
- 5 TV viewing figures are claimed to be falling following a / the ban on commercials.

#### Exercise 5

Students' own answers

## Vocabulary and grammar

### Rise and fall page 23

#### Exercise 1

- 1 b 2 c 3 a 4 b 5 c 6 a

#### Exercise 2

- 1 C 2 A 3 B 4 D

#### Exercise 3

- 1 significant
- 2 volatile
- 3 moderate
- 4 sharp
- 5 stable
- 6 fluctuating

#### Exercise 4

- 1 sharp 2 slumps 3 plummet 4 soared  
5 fluctuating 6 stable

#### Exercise 5

Students' own answers

## Reading

### The Road to Wigan Pier pages 24–25

#### Exercise 1

- 1 b 2 b 3 a

#### Exercise 2

- 1 T 2 NG 3 NG 4 T 5 T 6 F 7 T 8 F

#### Exercise 3

- 1a Orwell is addressing his reader and society in general when he says 'You'.  
 b By 'them' he means the working class poor.  
 c He thinks we have duty to remember that the working class poor exist and to acknowledge how wretched their lives are.  
 2a By 'them', Orwell means the working class poor.  
 b By 'us' he means the rest of society.  
 c He is challenging the idea that the poor can bear the terrible conditions in which they live better than other people because they don't know any better and they are used to their lot.

#### Exercise 4

- 1 labyrinthine 2 foul; vile 3 desolate 4 futile  
5 stagnant 6 clumsy 7 slimy

#### Exercise 5

- 1 futile 2 desolate 3 slimy 4 stagnant  
5 clumsy 6 labyrinthine

#### Exercise 6

Students own answers

## Writing

### An article page 26

#### Exercise 1

- 1 cause 2 Bringing 3 resulted 4 led 5 account

#### Exercise 2

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

#### Exercise 3

- 1 result 2 Triggered 3 given 4 led 5 arisen  
6 attributed

## Unit 3 Progress check page 27

#### Exercise 1

He understood the importance of money, but he also saw that people spend a lot of money on things they don't always need. People don't consider how things are produced and how they damage the environment.

#### Exercise 2

Please refer to Student's Book page 30

#### Exercise 3

- a **fritter away**: waste money  
 b **be strapped for cash**: not have enough money  
 c **be poverty-stricken**: be very poor

#### Exercise 4

Please refer to Student's Book page 32

#### Exercise 5

Please refer to Student's Book page 34

**Exercise 6**  
boost

**Exercise 7**  
It was claimed (by the manufacturers) that the product had been thoroughly tested.  
The product was claimed to have been thoroughly tested.

**Exercise 8**  
Please refer to Student's Book pages 36 and 37

**Exercise 9**  
**go up very fast:** soar, rocket  
**go down very fast:** tumble, plummet

**Exercise 10**  
Please refer to Student's Book page 38

**Exercise 11**  
1 about 2 to 3 for

## Unit 4 Brainbox

### Vocabulary

**Mind over matter** page 28

**Exercise 1**  
1 scatterbrained 4 brainchild  
2 pick your brains 5 brainwashed  
3 brainwave 6 the brains behind

**Exercise 2**  
1a reeled off; pull off  
1b reciting; accomplish  
2a has revolutionized; comprises  
2b to turn (everything) around; make up  
3a discern; resolve  
3b cleared up; make out

**Exercise 3**  
1 commemorates 2 reflect 3 reminisce  
4 recollect 5 remind

**Exercise 4**  
1 scatterbrained 5 carried out  
2 brain-teasers 6 found out  
3 memorize 7 accomplish  
4 recall 8 get over

**Exercise 5**  
Students' own answers

### Grammar

**A beautiful mind** page 29

**Exercise 1**  
1 d 2 c 3 b 4 a 5 c 6 b 7 a 8 d 9 b

**Exercise 2**  
1 being called; to convince  
2 drawing or painting; to have completed / to be completing  
3 being startled; to be visiting; having seen

**Exercise 3**  
1 not yet having found 5 to be hooked up  
2 having experienced 6 being immersed  
3 to be retrieved 7 to be reported  
4 to have been based

**Exercise 4**  
Students' own answers

### Listening, speaking and vocabulary

**What is intelligence?** page 30

**Exercise 1**  
1 agile; dexterous 4 deductive; methodical  
2 sociable; intuitive 5 inquiring; observant  
3 eloquent; articulate 6 introspective; self-aware

**Exercise 2**  
1 ingenious 5 dexterous  
2 modest 6 diligence  
3 agility 7 aptitude  
4 integrity 8 curious

**Exercise 3**  3-05  
c

#### Audio script

**Scott** Hello everyone, and thank you for coming today. The main topic of our talk is the Opening Minds programme, which has been used in our school for the last year. It isn't going to be possible to deal with every aspect of the programme, but we hope to give you a feel for how it works. Particularly, we are looking at the area of key competences, and the role of the teacher and student. So let me introduce Melanie, who is going to highlight the key features of the Opening Minds curriculum.

**Melanie** Thank you. I'd like to start with a Chinese proverb, which I think underlines the thinking behind Opening Minds: 'Tell me and I'll forget; show me and I may remember; involve me and I'll understand.'

It's this emphasis on the ability to understand and do, rather than just the transmission of knowledge, that sets the Opening Minds curriculum apart. So let me specify how the curriculum works. We have five categories of what are called 'competences'. Broadly, these are capacities and behaviours that we feel are crucial for twenty-first century students. They fall into five key areas: learning, citizenship, relating to people, managing situations and managing information. Each of the five categories contains a number of individual competences, which are described in terms of student achievement. As an example, under the competences for learning, we would want students to display high levels of numeracy, literacy and spatial understanding, but also reasoning and creativity, positive motivation, and an awareness of different ways of learning. Of course, this is just an example. You can see a full overview of the competences on our handout. Now, this brings us to the roles of teacher and learner, so I'll hand back to Scott to talk about that.

**Scott** Thanks. So, in Opening Minds, the teaching of class subjects is much less rigid than in a traditional curriculum. What I mean by that is that we integrate several subjects together into modules or topics. This means competences can be developed by exploring common themes across subjects. So, the role of the teacher changes from teaching subject knowledge – history, geography, or whatever – to helping students develop a more holistic and coherent way of learning. This allows them to make connections and apply knowledge across different subject areas. As a case in point, I'd like to quote a colleague here: 'It's better when the subjects are together because it's applied to real life – to practical situations.'

And what about the learners themselves? They work with greater independence through a mixture of instruction and

practical experience. They are encouraged to plan their own work, organize their own time, and explore their own ways of learning.

Students have the opportunity to learn from their own research, from other students in their group and from activities outside school, as much as from the teacher. Recent activities at our school include group projects for a design and technology competition, a day of Spanish food, music and dance, and a programme of entertainment for the elderly residents of a care home.

So just to reiterate – we feel that a competence-based curriculum enables students not just to acquire knowledge of individual subjects, but to understand, use and apply it in their wider learning and daily life.

Finally, a few words from a report by the Office for Standards in Education, which illustrates the point: 'Students have very well-developed competences and learning skills. They are very cooperative yet independent learners, organize themselves well, and make decisions about their learning.'

Thank you for listening and we'd be delighted to take questions.

#### Exercise 4 3.05

1 T 2 F 3 T 4 T 5 F 6 T 7 F 8 T

#### Exercise 5 3.06

- 1 We could each give a reaction to the ideas in the talk, if you want to give a reaction.
- 2 There seemed to be a lot of competences. To be honest, I can't really remember how many competences.
- 3 And do the students discuss their work with one teacher and then with another teacher?
- 4 It's fine if it works well at the speakers' school but I don't imagine it would work here.
- 5 We switch across so many different subjects in an average day – I think too many subjects.
- 6 Of all the benefits the speakers described, that's the most important benefit.
- 7 I don't think we'll ever get to trial a syllabus like that here, but I would really like to trial a syllabus like that.
- 8 There must be a way of integrating all subjects into a test but I can't think of one way.

#### Audio script

**Nick** That was interesting. We could each give a reaction to the ideas in the talk, if you want to. Shall I start?

**Rani** Sure, Nick, go ahead.

**Nick** Well, I thought the whole idea sounded complicated. There seemed to be a lot of competences – to be honest, I can't really remember how many. How would the teachers coordinate everything? And do the students discuss their work with one teacher and then with another? Well, what if the teachers don't agree? I like the structure of a timetable for different subjects. And to me, it's the teacher's job to plan and check my work. It's fine if it works well at the speakers' school, but I don't imagine it would here. Paula, what do you think?

**Paula** Actually, I think it's a really intriguing idea. To be able to learn from general concepts and topics would help integrate learning. Think about it – we switch across so many different subjects in an average day – I think too many. Project work is a great way to learn and to make things more memorable. And who wouldn't want to have more control of their schoolwork? Of all the benefits the speakers described, that's the most important. I don't think we'll ever get to trial a syllabus like that here, but I would really like to. Come on, Rani, say you agree with me!

**Rani** Well, in principle it sounds great. There's always the problem of keeping students interested and this approach seems to get round that. But what about the teachers? You can't expect them to be an expert in physics *and* in literature. And how do you test in a system like this? There must be a way of integrating all subjects into a test but I can't think of one. It sounds interesting, but I'd need to be convinced about the practicalities.

#### Exercise 6

Students' own answers

## Vocabulary and grammar

### Mind your Ps and Qs page 31

#### Exercise 1

- 1 bilious
- 2 worship
- 3 brogue
- 4 gutter
- 5 jaw
- 6 upstart

#### Exercise 2

- 1 –; the; the 2 –; a; a; the 3 a; –; – 4 The; the; –; the 5 –; the; a; the; – 6 an; –; a

#### Exercise 3

- 1 A 2 The 3 a 4 the 5 a 6 the 7 the 8 the 9 the 10 – 11 a 12 the 13 a 14 the 15 the 16 a 17 – 18 – 19 – 20 – 21 the

#### Exercise 4

Students' own answers

## Reading

### Let's hear it for accents pages 32–33

#### Exercise 1 3.07

Speaker 1: d

Speaker 2: a

Speaker 3: b

Speaker 4: e

Speaker 5: c

#### Audio script

**Dean** My name's Dean and I'm Scouse born and bred. You can't beat the Scousers – best people in the world.

**Les** My name's Les and I'm Brizzle born and bred. You can't beat people from Brizzle – best in the world.

**Lewis** My name's Lewis and I'm Glesca born and bred. You cannae beat people from Glesca – best in the world.

**Frankie** My name's Frankie and I'm Geordie born and bred. You cannot beat the Geordies – best people in the world.

**Nigel** My name's Nigel and I'm Brummie born and bred. You can't beat the Brummies – best people in the world.

#### Exercise 2

- 1 E, F 2 F, G, H, I 3 A, C, J 4 J 5 B, C 6 D, G, H

#### Exercise 3

- 1 b 2 a 3 b 4 a 5 a 6 b

#### Exercise 4

- 1 c 2 a 3 c 4 c 5 b 6 a 7 c 8 a

### Exercise 5

- 1 pass himself off
- 2 stands out
- 3 tell apart
- 4 jeered at
- 5 missed out on
- 6 stick to
- 7 tone down
- 8 held back

### Exercise 6

Students' own answers

## Writing

### A for and against essay page 34

#### Exercise 1

- 1 analogous
- 2 interchangeable
- 3 disparate
- 4 homogeneity
- 5 divergence

#### Exercise 2

- 1 is the same as
- 2 weren't better
- 3 bigger and bigger
- 4 the most popular

#### Exercise 3

Student's own answers

#### Exercise 4

- 1 'highflyers from the no-hopers'
- 2 'get the right mix'
- 3 'dream on than dream team'
- 4 'put a gloss'
- 5 'one size fits all'
- 6 'the whole picture'

Students' own answers

## Unit 4 Progress check page 35

### Exercise 1

Please refer to Student's Book pages 42 and 43

### Exercise 2

- brainchild:** an idea or invention which is considered to be a particular person's creation
- brainwash:** pressurize someone into adopting radically different beliefs by using systematic and often forcible means
- brainwave:** a sudden clever idea

### Exercise 3

- recite
- transmit
- impede

### Exercise 4

- arguing
- staring

### Exercise 5

to have found

### Exercise 6

- That brings me to ... – a new topic
- According to ... – examples/quotations
- I'd like to highlight – a key point

### Exercise 7

- agile, dexterous
- articulate, eloquent

### Exercise 8

- I haven't finished the essay yet. Have you finished yours?
- Someone told me they were splitting up, but I can't remember who told me.

### Exercise 9

The gentleman says that he could improve her English in order to get her a better job.

### Exercise 10

ways of speaking

### Exercise 11

a ; - ; the

### Exercise 12

- accurate, appropriate
- have a break / respite
- implausible

### Exercise 13

- contradictory – contradiction (difference)
- corresponding – correspondence (similarity)
- homogeneous – homogeneity (similarity)

## Unit 5 Journeys

### Vocabulary

#### Alternative journeys page 36

#### Exercise 1

- 1 on
- 2 down
- 3 of
- 4 off
- 5 into
- 6 on

#### Exercise 2

- 1 pull up
- 2 advance
- 3 chug
- 4 stroll
- 5 creep
- 6 hurtle

#### Exercise 3

- 1 written off
- 2 shattered
- 3 swerve
- 4 jack-knifed
- 5 collided
- 6 overshot

#### Exercise 4

- 1 strolled
- 2 chugged
- 3 prowled
- 4 creep
- 5 pulled up
- 6 hurtled

#### Exercise 5

Students' own answers

## Grammar

### Get up and go page 37

#### Exercise 1

- 1 It was in 1719 that Daniel Defoe's novel *Robinson Crusoe* was first published.
- 2 What the novel marked was the beginning of realistic fiction as a literary genre. / What the novel did was mark the beginning of realistic fiction as a literary genre.
- 3 The real-life person who / that the character of Crusoe was based on was Alexander Selkirk.
- 4 The reason why Selkirk was an inspiration was because he had survived four years alone on a Pacific island.
- 5 The place where Crusoe is shipwrecked is a Pacific island.
- 6 All Crusoe wants is companionship during his long, lonely ordeal.

#### Exercise 2

- 1 José / he didn't know was that he was about to spend the next thirteen months at sea
- 2 was then that the fisherman's ordeal began
- 3 was two locals who found him lying on the beach / was on the beach where two locals found him lying
- 4 they could do was alert the authorities
- 5 José had landed was over 9,000 km from home
- 6 was that nobody really believed his story

### Exercise 3

- 1 What the narrator, Pi, does is share a boat with a hungry tiger for 227 days.
- 2 The truth is that, left alone, a group of boys will become uncivilized.
- 3 All the sailor does is kill an albatross, but he is cursed as a result.
- 4 Fascinating as / though 16th-century Japan is, Dutchman Jacob de Zoet fears being trapped there.
- 5 It was a global catastrophe that / which destroyed normal life and left a father and son alone in a ruined landscape.
- 6 Hard as / though it is to believe, the family members decide to stay on their desert island when help eventually arrives.

### Exercise 4

Students' own answers

## Listening, speaking and vocabulary

### A one-way ticket page 38

#### Exercise 1

- 1 notable
- 2 historic
- 3 technical
- 4 economical
- 5 definite
- 6 compulsory
- 7 alternate

#### Exercise 2 3:08

- 1, 2, 4, 6, 7

#### Audio script

**Presenter** The next question for our panel on *Science Hour* is from Graham in Somerset. He asks, 'What would happen if I drilled a tunnel through the centre of the Earth and jumped into it?' Professor Horner, I think this is a question for you.

**Horner** Hmm, yes, well, it's an interesting question, but a hypothetical one, of course. Even if we had the technology to drill the hole, anyone who jumped into it would be well and truly cooked by the time they came out on the other side.

**Presenter** That's disappointing, though hardly surprising, I have to say. What exactly are the challenges?

**Horner** Well, the journey through the middle of the planet is almost 13,000 km long, through tens of kilometres of rock called the continental crust, then almost 3,000 km of even harder rock called the mantle, and through the core of the Earth, which is largely made up of liquid iron.

**Presenter** Ah, I'm beginning to see the problem. No wonder we haven't dug a tunnel yet!

**Horner** Indeed. By far the deepest tunnel anywhere in the world only goes down about thirteen kilometres. So, we've got a long way to go before we can even contemplate getting to the core. Even at thirteen kilometres down, the temperature is almost 200 °C, and the rock has the consistency of plastic. No matter what material we make our drills from, they'll melt at those kinds of temperatures.

**Presenter** OK. Imagine we invented a drill that could make our hole through the Earth, and Graham jumped in. What are his chances?

**Horner** Well, as I've already said, not great. Zero, in fact. Without doubt, the effects of gravity mean that Graham would pass through the tunnel at a heck of a pace. Scientists reckon that by the time he gets to the core, he'll be doing almost 30,000 km/s. By the time he gets to the other end though, he'll have slowed down to the point where he'll probably stop in mid-air for a moment before hurtling back ever so quickly through the tunnel

in the direction he's just come from. Unless someone catches him he'll end up back where he started.

**Presenter** Oh dear, poor Graham.

**Horner** Gravity isn't the worst of Graham's problems, though. The atmospheric pressure at the Earth's core is staggering – really staggering. It's millions of times greater than at the bottom of the deepest sea. And the temperatures are ridiculous. The core is over 5,000 °C, which makes it as hot as the Sun.

**Presenter** I'm really starting to worry about Graham.

**Horner** Yes, he'd end up not just cooked, but crushed or pulled into very small pieces. If I were Graham, I'd think of a different way of getting to Australia for my holidays.

#### Exercise 3 3:08

- 1 well and truly
- 2 No wonder
- 3 By far
- 4 No matter what
- 5 Without doubt
- 6 ever so
- 7 not just

#### Exercise 4

Students' own answers

## Vocabulary and grammar

### Historical journeys page 39

#### Exercise 1

- 1 backdrop
- 2 downfall
- 3 upbringing
- 4 setback
- 5 outlook
- 6 uprising
- 7 crackdown
- 8 outcome

#### Exercise 2

- 1 c
- 2 c
- 3 a
- 4 b
- 5 b

#### Exercise 3

- 1 No sooner had Stanley arrived in Zanzibar than he began his preparations.
- 2 What he wanted was to head through the tropical forest to Lake Tanganyika as soon as possible.
- 3 Not only did he outfit his expedition with the best possible equipment, but he also and hired 200 African porters to carry it.
- 4 Hardly had the expedition set off than many porters died or deserted because of the prevalence of malaria in the forest.
- 5 So dense was the forest that it took months to reach the lake.
- 6 There stood Livingstone by the lake.
- 7 It was then that Stanley greeted him.
- 8 What he is supposed to have famously said is 'Dr Livingstone, I presume.'

#### Exercise 4

Students' own answers

## Reading

### A voyage to the edge of the galaxy pages 40–41

#### Exercise 1

- 1 T
- 2 F
- 3 F
- 4 T
- 5 T

#### Exercise 2

- 1 B
- 2 F
- 3 D
- 4 A
- 5 C

### Exercise 3

1 laughable 2 implausible 3 undesirable  
4 perceptible 5 venerable 6 intangible

### Exercise 4

1 venerable 2 undesirable 3 implausible  
4 perceptible 5 intangible

### Exercise 5

Students' own answers

## Writing

### A formal letter page 42

#### Exercise 1

1 utter 2 complete 3 entire 4 sole 5 total  
6 major 7 specific 8 extreme

#### Exercise 2

1 find a resolution to  
2 receipt of  
3 express / make a complaint  
4 compensation  
5 my expectations  
6 have the responsibility to provide

#### Exercise 3

A 3 B 5 C 1 D 6 E 4 F 2

## Unit 5 Progress check page 43

### Exercise 1

Technology is as yet unable to reproduce all five of the senses, so you can't smell or touch in the same way when going on a virtual journey.

### Exercise 2

Use your own knowledge about the topic; look for contextual clues around the word or phrase.

### Exercise 3

a track b way

### Exercise 4

chug, hurtle, pull up

### Exercise 5

a What Captain Phillips did was (to) negotiate with the pirates.  
b It was Captain Phillips who negotiated with the pirates.

### Exercise 6

David Whitehouse is concerned about the colonists' physical and mental health, technical problems with the equipment, and the astronomical cost of the mission.

### Exercise 7

a **alternate**: if something happens on alternate days, nights, etc. it happens on one day, etc. but not on the next  
**alternative**: a thing that you can choose to do or have out of two or more possibilities  
b **economic**: connected with the trade, industry and development of wealth of a country, an area of a society  
**economical**: providing good service or value in relation to the amount of time or money spent; using no more of something than is necessary

### Exercise 8

Please refer to Student's Book page 61

### Exercise 9

One third of the settlers undertook the journey for religious reasons after suffering persecution in England.

### Exercise 10

a Only when he left / had left did we breathe a sigh of relief.  
b Such was her interest in biology that she decided to study the subject.

### Exercise 11

washout, uprising, let-down, upbringing

### Exercise 12

Please refer to Student's Book page 64

### Exercise 13

1 utter / total 2 entire / complete

## Unit 6 Love thy neighbour

### Vocabulary

#### Love is ... page 44

#### Exercise 1

1 all-consuming passion 2 rose-tinted glasses  
3 hotly disputed claim 4 much-respected person  
5 seven-year itch 6 long-lasting relationship

#### Exercise 2

1 amity; narcissism 2 euphoria; mania  
3 infatuation; devotion 4 loyalty; compromise

#### Exercise 3

1 level-headed  
2 wear your heart on your sleeve  
3 didn't have the heart to  
4 take his comments / what he said to heart  
5 has an old head on young shoulders

#### Exercise 4

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

#### Exercise 5

Students' own answers

### Grammar

#### Happily ever after page 45

#### Exercise 1

1 won't be able to  
2 would never have downloaded  
3 gets through  
4 wouldn't produce  
5 hadn't written  
6 see love

#### Exercise 2

1 could have been  
2 would be  
3 suggested  
4 would ... have watched  
5 had written

### Exercise 3

- 1 Unless you ask her out
- 2 But for
- 3 Should you see Amy
- 4 No matter how hard I try
- 5 Supposing you hadn't gone
- 6 provided that you don't

### Exercise 4

- 1 know
- 2 would have been
- 3 had
- 4 no matter what
- 5 Supposing
- 6 Were
- 7 wouldn't
- 8 unless
- 9 provided that
- 10 offered
- 11 symbolized
- 12 wanted
- 13 is
- 14 want

### Exercise 5

Students' own answers

## Listening, speaking and vocabulary

### The boomerangs page 46

#### Exercise 1

- 1 get on like a house on fire
- 2 live in each other's pockets
- 3 have me to lean on
- 4 get on each other's nerves
- 5 wrap my parents round her little finger
- 6 have a soft spot for her

#### Exercise 2

- 1 mortgage; deposit
- 2 letting agent; landlord
- 3 estate agent; contract
- 4 lease; rent
- 5 tenants; notice

#### Exercise 3 3:09

to help students find an appropriate housemate

#### Audio script

**Tom** Now on Campus FM we address the perennial problem of accommodation: specifically, how to choose a housemate. We'll be showing you how to get on like a house on fire, rather than get on each other's nerves. My guests today are Nicky Harper, who's about to start her second year, and Leo McDonagh, writer of the blog 'Surviving Student Life'. Nicky, as a relative novice to the potential pitfalls of student accommodation, can I start with you?

...

**Tom** Nicky, can I start with you?

**Nicky** Sure. Well, at the start of everything, I guess I was pretty naïve. I thought I'd sooner live with some people on the same course – just because we'd all have something in common. If I'd thought about it, I'd have realized that it was a big mistake. Why would you necessarily hit it off with someone just because they're studying the same thing?

**Tom** So what actually happened?

**Nicky** Where do I start? All of us being on the same course made for a very competitive atmosphere. There was one very controlling person. As soon as two of us started to build a friendship, she would try and drive a wedge between us. And then there was all the practical stuff. We had no clue about sharing the bills and even paying for the basics like cleaning supplies. Things got really fractious at times. But I really wish I'd been more careful with the legal side of things. Mine was the last vacant room and so we were under pressure from the landlord to get everything signed. I thought I'd understood

the lease, but imagine how I felt when I realized I'd signed a 12-month contract. That meant I would be paying for my room over the summer even when I wasn't there.

**Tom** Ouch! I bet that was a shock. So, Leo, does this ring any bells?

**Leo** Absolutely! In my first term at uni, if someone smiled at me, I was ready to move in with them there and then! But house-shares don't have to be nightmarish if you follow a few golden rules:

Firstly, don't leave it till the last minute. As with most things in life, the best of what's on offer disappears fast.

Secondly, be self-aware – if you're a gregarious person, pairing up with a studious introvert could be a recipe for disaster.

Thirdly, think about numbers. Would you be better in a smaller household or happy in a more sizeable group?

Whatever you decide is best for you, plan and check everything. Make sure all the sharers – not just you – are clear about the terms of the tenancy and the rent: how much, when it's due, and the arrangements for the deposit.

Then set some rules – don't rely on your housemates' better nature when it comes to sharing food, cleaning, and stopover guests.

Decide if you are going to eat together. This can be a great way of bonding in the early stages, but everybody has to sign up for buying and preparing the meals.

And a cleaning rota is a must if you're going to avoid living in a health hazard! Don't forget to set up a joint fund to pay for the cleaning stuff.

And last but not least is guests. There is always at least one person who wants to keep an open house. Even one extra person staying over puts a strain on the household budget. So, if you have regular stopovers, it's fair to ask them to chip in for food, light and heating.

Remember: sharing a liking for the same sort of music or sport, or coming from the same town isn't the way to select your ideal housemate.

**Tom** Sound advice from Leo. We'll break now for some music and ...

#### Exercise 4 3:09

1 F 2 T 3 NG 4 T 5 F 6 F

#### Exercise 5

- 1 high time I got
- 2 imagine it wouldn't work
- 3 be better to get
- 4 sooner be
- 5 rather than share
- 6 as if he owned
- 7 wish I'd realized
- 8 if I were
- 9 If only I didn't have to

#### Exercise 6

Students' own answers

## Vocabulary and grammar

### The ties that bind page 47

#### Exercise 1

- 1 drum up support for
- 2 routed the enemy
- 3 pledge alliance
- 4 betray the cause
- 5 sacked the monastery
- 6 waged war
- 7 triggered a revolt
- 8 rallied the troops

#### Exercise 2

- 1 trigger a revolt
  - 2 sack monastery
  - 3 wage war
  - 4 rout the enemy
  - 5 rallies the troops
- 1 a 2 c 3 e 4 d 5 b

### Exercise 3

- 1 if / if and when 2 What if 3 If not 4 even if  
5 as if 6 only if

### Exercise 4

- 1 If not 6 rallies the troops  
2 betrayed the cause 7 trigger a revolt  
3 as if 8 even if  
4 been waging war 9 If only  
5 drum up support 10 What if

### Exercise 5

Students' own answers

## Reading

### How deep is your love? pages 48–49

#### Exercise 1

Students' own answers

#### Exercise 2

- 1 The people are King Edward VIII and his wife Wallis.  
2 The brooch is symbolic of their love and the bond between them.

#### Exercise 3

- 1 c 2 b 3 d 4 c 5 b 6 c

#### Exercise 4

- decide your fate  
acquire a reputation  
hold an appeal  
spark a storm  
be the making of you  
regain your status  
forge an identity  
immerse yourself in something

#### Exercise 5

- 1 hold ... appeal  
2 has ... regained his status  
3 decide your fate  
4 be the making of you  
5 sparked a storm  
6 forged an identity  
7 have / 've been immersing myself  
8 acquire a reputation

#### Exercise 6

Students' own answers

## Writing

### An opinion essay page 50

#### Exercise 1

- 1 f – reason 2 b – time 3 d – condition 4 h – contrast  
5 a – reported speech 6 g – relative 7 c – purpose  
8 e – result

#### Exercise 2

- 1 b 2 c 3 a

#### Exercise 3

No, he / she doesn't.

#### Exercise 4

- 1 which 2 when 3 Although / While / Though 4 who  
5 that 6 however 7 because / as / since 8 unless

- 9 (in order) to 10 so / therefore 11 why 12 if  
13 who 14 before

## Unit 6 Progress check page 51

### Exercise 1

Please refer to Student's Book pages 68 and 69

### Exercise 2

- a movie / story / factor b subject / theory / claim

### Exercise 3

- a infatuation b compromise

### Exercise 4

- a wouldn't be b never have met

### Exercise 5

- a Were it b Should you

### Exercise 6

- a spot b be

### Exercise 7

Don't leave it until the last minute / be self-aware /  
think about numbers / plan and check everything /  
set some rules / decide if you are going to eat together /  
set up a cleaning rota

### Exercise 8

- a It's high time you found your own place  
b She talks as if only she knows everything

### Exercise 9

He committed himself to waging a war against the English.

### Exercise 10

- a wage b drum up

### Exercise 11

- a What if b if / if and when

### Exercise 12

- a I signed the contract, despite not having enough money  
for the deposit.  
b I joined a book club, which means I need to finish this  
novel by Friday.

## Unit 7 Is it art?

## Vocabulary

### The treachery of images page 52

#### Exercise 1

- 1 intriguing 2 whimsical 3 unobtrusive  
4 highbrow 5 impenetrable 6 repellent  
7 primitive 8 provocative

#### Exercise 2

- 1 off on the wrong foot; barking ... the wrong tree  
2 hit ... on the head; spot  
3 backing the wrong; swallow your  
4 the right note; fell wide of the

#### Exercise 3

- 1 canvas; brush strokes  
2 genres; perspective  
3 silhouettes; themes  
4 medium; motifs

### Exercise 4

- 1 medium 2 intriguing 3 captivating 4 intellectual  
5 themes 6 falls wide of the mark

### Exercise 5

Students' own answers

## Grammar

### Undercover art page 53

#### Exercise 1

- 1 The Munch must be a fake.
- 2 This studio can produce work that is both whimsical and captivating.
- 3 The portrait should reach its asking price at auction.
- 4 Banksy can't be working alone.
- 5 This may be their best album to date.
- 6 The sculptures could be sold to a private buyer.

#### Exercise 2

- 1 must 2 might 3 can't 4 should
- 5 can't 6 may be looking 7 could
- 8 can be portrayed 9 must

#### Exercise 3

- 1 won't have been
- 2 could / might have been done
- 3 can't / couldn't have been expecting
- 4 might / may not have been found
- 5 will have taken

#### Exercise 4

- 1 couldn't have known 2 must have feared
- 3 might have been changed 4 must have come
- 5 might have thought 6 should have been

#### Exercise 5

Student's own answers

## Listening, speaking and vocabulary

### Don't stop the music! page 54

#### Exercise 1

- 1 thundering; ethereal 2 surging; lilting
- 3 brisk; frenetic 4 menacing; soothing
- 5 catchy; jaunty 6 soppy; raucous

#### Exercise 2 3-10 3

#### Audio script

**Zoe** ... we said we'd do a feature for the website on apps for art and music lovers, so shall we start with what's new in music?

**Tim** Sure.

**Donna** OK, Zoe.

**Zoe** Right, so I came across an app called AllYourScores.

**Tim** I would have thought that was for the latest sports updates.

**Zoe** Sounds like that, but it's actually quite cool. Instead of having to carry around masses of paper, you can upload all your sheet music and access it wherever you need to play.

**Donna** So, it's like a library of symphonies and stuff?

**Zoe** Yes, but more than that, and not just classical music. You can record and review your performance, and add annotations of your own – about the tone or speed – to help you improve. It's bound to appeal to people who play music for a living ... you know, when you need a folk tune one moment, and a piece of film music the next.

**Tim** Sounds good. The one I looked at is very different. MyMusic is a way of getting into music theory but in a fun way. You learn, step by step, how to build notes into simple tunes.

**Zoe** That's more likely one for kids, I think.

**Tim** Actually, Zoe, it builds into quite a sophisticated tool and it looks quite grown-up.

**Donna** Definitely one for me then – I never could get my head round how you make music from all those dots! Right, so the app I found brings music and images together. SoundandVision matches music and images to your mood.

**Tim** Sorry, Donna, how does that work?

**Donna** So, let's say you are feeling stressed and you need something soothing. You just select a mood from the menu and the app pulls together some lovely mellow sounds for your ears and enchanting images for your eyes. Tim, you could even get the perfect images to go with that raucous heavy metal you listen to!

**Tim** I don't just listen to heavy metal, that's a myth!

**Donna** And, better still, if you're a talented artist or musician yourself, you can upload your own work to add to the options. I'm plumping for SoundandVision getting the biggest number of downloads on the all-users list.

**Zoe** Great, now for the art-related apps, there's a free one called HandandEye. It's pretty basic, with fairly primitive graphics, but it takes the fear out of putting finger to screen and aims to get people started. I liked the grid function, which divides up the screen and helps the user build up the image. There's no way an experienced artist would bother with this, but good for getting going. Donna?

**Donna** Well, I looked at WorkofArt. This is quite niche in a way – it's a type of portfolio app where the user can bring together all their work, information on exhibitions and reviews. But it's more than just a series of images, which can be a bit conventional. The user can organize their works in different ways and also highlight their inspirations and techniques.

**Tim** So, there's no way that would work for a general user.

**Donna** I don't think so – but there are lots of other ways for people who like drawing to share their work. So, what's yours, Tim?

**Tim** This is more about art appreciation for the everyday person. It's called GetArtSmart and consists of one hundred of the most-viewed images in the world. There are short descriptions of each image and a biography of the artist. Nothing too highbrow here – we don't get an in-depth analysis of brush strokes or palettes. But if you fancy a world tour of art from your armchair, it's fine.

#### Exercise 3 3-10

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

#### Exercise 4

- 1 bound 2 would have thought
- 3 there's no way 4 plumping for 5 all probability
- 6 hazarding a guess 7 more than likely

#### Exercise 5

Students' own answers

## Vocabulary and grammar

### Art and fame page 55

#### Exercise 1

- |                   |                      |
|-------------------|----------------------|
| 1 post-industrial | 5 subculture         |
| 2 underestimated  | 6 anti-establishment |
| 3 predestined     | 7 superimposed       |
| 4 monochrome      | 8 foresight          |

### Exercise 2

1 coming 2 block 3 up the wall 4 ceiling 5 lay  
6 doors 7 roof

### Exercise 3

1 b 2 a 3 a 4 c 5 b 6 b

### Exercise 4

1 could have predicted 5 didn't need to wait  
2 was supposed to be 6 couldn't be relocated  
3 couldn't believe 7 wouldn't function  
4 had to respond 8 should be removed

### Exercise 5

Students' own answers

## Reading

### Just can't get it out of my head pages 56–57

#### Exercise 1

1 d 2 b

#### Exercise 2

1 H 2 F 3 C 4 E 5 B 6 G 7 A

#### Exercise 3

1 D 2 R 3 V 4 V 5 R 6 D

#### Exercise 4

1 cognitive itch  
2 a never-ending loop  
3 went down a line of dominoes  
4 a nagging question

#### Exercise 5

1 encoded 2 cognitive 3 lodged 4 reinforcing  
5 exposure to 6 intrusive

#### Exercise 6

Students own answers

## Writing

### A review page 58

#### Exercise 1

2 utterly miserable 3 surprisingly spacious  
4 vitally important 5 heavily subsidized  
6 completely overrated 7 widely believed  
8 deeply hurt

#### Exercise 2

The writer saw the exhibition *Henri Matisse: The Cut-Outs* at the Tate Modern, and really enjoyed it.

#### Exercise 3

1 originally dismissed 5 brilliantly judged  
2 eagerly awaited 6 virtually impossible  
3 daringly different 7 effectively displayed  
4 deceptively simple 8 beautifully curated

#### Exercise 4

Student's own answers

## Unit 7 Progress check page 59

#### Exercise 1

Please refer to Student's Book pages 82 and 83

#### Exercise 2

a uninspiring / intriguing b highbrow / lowbrow

### Exercise 3

mark

### Exercise 4

Please refer to Student's Book page 85

### Exercise 5

a It took a long time to finish the sculpture. (because *must have* is used)  
b It didn't take a long time to finish the sculpture. (because *can't have* is used)

### Exercise 6

Music with a fast beat is frenetic, music that might relax you is mellow.

### Exercise 7

Please refer to Student's Book page 87

### Exercise 8

use of unusual shapes and forms

### Exercise 9

a pre- b pro- c multi- d sub-

### Exercise 10

a **we could build an extension:** speculation  
**we were able to build an extension:** specific activity completed in the past  
b **we didn't need to rework the design:** we didn't rework the design because it wasn't necessary  
**we needn't have reworked the design:** we reworked the design and it wasn't necessary

### Exercise 11

a as ... as b like

### Exercise 12

a brilliantly b highly

## Unit 8 Problems and solutions

### Vocabulary

#### Rise of the megacities page 60

#### Exercise 1

1 congested thoroughfare 2 slum tenements  
3 standalone building 4 city dwellers  
5 sewage system 6 urban infrastructure

#### Exercise 2

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

#### Exercise 3

1 crisis 2 panacea 3 plight 4 tackle 5 alleviate

#### Exercise 4

1 urban infrastructure  
2 congested thoroughfares  
3 acute  
4 sewage system  
5 stark  
6 city dwellers  
7 impoverished  
8 squalid  
9 pitfalls

#### Exercise 5

Students' own answers

## Grammar

### From global to local page 61

#### Exercise 1

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

#### Exercise 2

- 1 Martin refused to accept that there was nothing they could do about the situation.
- 2 Harriet wondered if / whether the council had plans in place to compensate residents.
- 3 Sara predicted that their quality of life would be undermined if the plan went ahead.
- 4 Simon blamed previous councils for consistently failing / having failed to build proper access roads.
- 5 Liam requested that the council take measures to limit noise pollution.
- 6 Judith suggested taking / that they should take their protest to parliament.

#### Exercise 3

- 1 Harry Slade pointed out that rush hour traffic through the town is / was a real nuisance. He warned that it is / was affecting the health of their children as well as their quality of life. He suggested starting / that they should start car clubs in and around the town. He explained that that would involve drivers taking it in turns to drive a car full of passengers to work. He wondered why that hadn't been tried before.
- 2 Maureen Pottle insisted that they are / were using up far too many fossil fuels. She urged them to take action / recommended taking action / that they should take action in their town to change things. She recommended putting / that they should put solar panels on the roof of every building so that their town would be self-sufficient in energy. She blamed major energy companies for discouraging / having discouraged them from taking that sort of action in the past. She urged them to take the matter into their own hands.
- 3 Dan Worth wondered why there aren't / weren't any green spaces in their town. He informed them that living among glass and concrete causes / caused depression. He then asked why they didn't develop a community garden in the town centre. He stated that it would provide a place for people to relax and play and predicted (that) it would also improve the well-being of people in the town.

#### Exercise 4

Students' own answers

## Listening, speaking and vocabulary

### The dark side of light page 62

#### Exercise 1

1 arms 2 horns 3 brainer 4 water 5 teacup  
6 uphill

#### Exercise 2 3•11

The Today Music Festival was cancelled two days before opening on safety grounds. Nine thousand people had bought tickets to see top bands at Castle King Park in Welfleet. Although organisers have promised to rearrange the festival, fans like Karen Hardy feel let down.

### Audio script

**Presenter** An almighty row has broken out between organisers, fans and the local council after a major music festival was cancelled just days before it was due to start. Our reporter, Tom Holland, is on the line to tell us all about it. It sounds like quite a fiasco, Tom.

**Tom** Absolutely, Fiona. The Today Music Festival was set to take place in Welfleet's Castle King Park last weekend, but, just two days before the first band was to take the stage, the local council cancelled it on safety grounds. Nine thousand tickets had been sold and top bands had been booked, including indie rockers Looking for Love and popular boy band Go Ahead. So, you can imagine the outcry.

**Presenter** Thanks for that, Tom. Well, to debate the rights and wrongs, I have three guests with me in the studio: Melanie Crue, a spokesperson for Welfleet Borough Council, Danny Roach, one of the festival's organisers, and disappointed music fan, Karen Hardy. Melanie, why exactly did the council decide to pull the plug on this festival at such a late date?

**Melanie** Well, hello, and hello to your listeners. Thank you for giving me this opportunity to set matters straight. As you can imagine, this was not a decision we took lightly, but we really had no choice. There were serious health and safety issues which we simply couldn't ignore.

**Presenter** Be that as it may, the fact remains that you pulled the festival only forty-eight hours before it was due to begin.

**Melanie** I appreciate that. However, the organisers were given a substantial amount of time to arrange this event, and to put in place the safety measures required for a festival of this magnitude. We gave them as much time as we could. The organisers are at fault for failing to meet safety targets.

**Presenter** Danny Roach, the accusation is that you are to blame. You had plenty of time to meet the necessary safety criteria.

**Danny** That simply isn't the case. Our group has organised plenty of events of this nature in the past, and we have never had a problem before. The council failed to communicate what they required from us in the run-up to staging the festival, and then simply pulled the plug on us at the last minute.

**Melanie** That's not true, Danny. Safety guidelines were presented to you at the start of the organising process. It's your job to fulfil the guidelines. It was on police advice that we had to cancel the event.

**Presenter** OK. Let's hear from Karen. How has this fiasco affected you, Karen?

**Karen** It's been awful. Not just a real let-down, but I took a day off college and booked a really expensive train ticket to get to the festival. I think it was up to the organisers to get it right. They should have communicated with the fans better. I found out that the festival was cancelled on Facebook – the organisers didn't contact me or anything.

**Presenter** What do you want done about this, Karen?

**Karen** I want my money back, and I want compensation for the train ticket.

**Presenter** Danny?

**Danny** Well, I understand Karen's disappointment, but it really is the council that she should be angry with. I'm afraid it really is impossible for us to refund all the tickets, but, rest assured, we're going to rearrange the festival for later in the year, and all tickets will be valid for that.

**Karen** Not good enough. I might not be able to make the new dates. The organisers should be upfront about this. They should give everybody a full refund.

**Danny** I hear you, Karen, but, logistically, that's going to be really hard to do. Please keep hold of your ticket. We will rearrange the concert.

**Presenter** OK. We're going...

**Exercise 3** 3-11

1 b 2 c 3 b

**Exercise 4**

- 1 observation that they had given the organizers as much time as they could
- 2 comment was that the organizers were at fault for failing to meet safety targets
- 3 accusation was that they should have communicated with the fans better
- 4 excuse was that it really was impossible for them to refund all the tickets
- 5 demand was that they should give everybody a full refund

**Exercise 5**

Students own answers

## Vocabulary and grammar

**12 Years a Slave** page 63

**Exercise 1**

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

**Exercise 2**

1 commence 2 assert 3 seize 4 fasten 5 yield  
6 inflict 7 endeavour 8 desist

**Exercise 3**

- 1 human
- 2 anti-social
- 3 immigrants
- 4 inhumane
- 5 illicit
- 6 principle

**Exercise 4**

1 inhumane 2 elicit 3 principle 4 human  
5 principal 6 immigrants 7 illicit 8 antisocial

**Exercise 5**

Student's own answers

## Reading

**Think Like a Freak** pages 64-65

**Exercise 1**

2

**Exercise 2**

1 E 2 C 3 A 4 - 5 D 6 D 7 - 8 B

**Exercise 3**

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

**Exercise 4**

- 1 savvy
- 2 staggering/prodigious; prodigious/staggering
- 3 cowed
- 4 viable
- 5 counter-intuitive
- 6 offbeat; wacky

**Exercise 5**

Students' own answers

## Writing

**A problems and solutions essay** page 66

**Exercise 1**

Cap all drug prices at low levels, thus making them affordable to all.

Introduce more compulsory licensing of new drugs.

**Exercise 2**

1 a, b 2 c 3 b 4 c 5 a

**Exercise 3**

1 3 2 1 3 5 4 2 5 4

## Unit 8 Progress check

 page 67

**Exercise 1**

Please refer to Student's Book pages 94 and 95

**Exercise 2**

slum tenement, sewage system, congested thoroughfare

**Exercise 3**

- a squalid: dirty / seedy / wretched
- b acute: severe / serious / intense
- c scarce: limited / rare / scanty

**Exercise 4**

a not to; if b whether they

**Exercise 5**

Lack of light, especially in darker winter months, can result in depression or seasonal affective disorder (SAD).

**Exercise 6**

Please refer to Student's Book page 98

**Exercise 7**

a arms b storm

**Exercise 8**

a excuse b remark c accusation

**Exercise 9**

on the plantations in Louisiana, USA

**Exercise 10**

a desist: stop / cease c seize: take / grab  
b commence: start / begin d endeavour: try / attempt

**Exercise 11**

'Access to education is vital,' said the researcher. This is particularly true in the developing world.

**Exercise 12**

Please refer to Student's Book page 102

## Unit 9 Obsessions

### Vocabulary

**In the name of sport** page 68

**Exercise 1**

- 1 any mountaineering aficionado; the preoccupation of many climbers
- 2 extreme fatigue; oxygen depletion
- 3 showed remarkable tenacity; many hurdles
- 4 terrible anguish; a moment of serenity

### Exercise 2

1 lapse 2 grain 3 pinch 4 crumb  
5 torrent 6 wall

### Exercise 3

1 fix 2 fancy 3 habit 4 weakness 5 junkie

### Exercise 4

1 devotees  
2 fortitude  
3 handicap  
4 exhaustion  
5 strip  
6 torment  
7 slave

### Exercise 5

Students own answers

## Grammar

### Practice makes perfect page 69

#### Exercise 1

- 1 American prodigy Tiger Woods, who started playing golf at the age of two, won fourteen Grand Slam tournaments between 1997 and 2008.
- 2 Freddy Adu, who(m) many journalists once compared to Pele, was playing Major League soccer in the US at fourteen.
- 3 Romanian gymnast Nadia Comăneci, whose talent was first noticed when she was six, won three Olympic gold medals at the age of fourteen.
- 4 A lot of footballers don't make it because they get paid too much at a young age, which seems an awful waste of talent.
- 5 Venus and Serena Williams are two tennis players whose careers have inspired other African-American women.
- 6 Cricketer Sachin Tendulkar first played for India in 1989, when he was only sixteen years old.

#### Exercise 2

- 1 Rugby union was played throughout the 20th century, during which (time) it was an exclusively amateur game.
- 2 Five amateur golfers have won the US Open, the best-known of whom is Bobby Jones.
- 3 In 1988, they staged the first Olympics in / at which most of the athletes were professionals.
- 4 Once his professional status was known, Jim Thorpe returned the two Olympic gold medals with which he had walked away / which he had walked away with.
- 5 At the Wimbledon tennis championships, it wasn't until 1968 that prize money was handed out.

#### Exercise 3

- 1 who played for the LA Lakers
- 2 (who / that) the US basketball team had employed to work with the top players
- 3 (a time / at a time) when any sensible person would be asleep
- 4 which came as a big surprise
- 5 during which (time) he did a lot of conditioning work
- 6 whose eyes were bloodshot from sleeping badly
- 7 where the trainer had left him hours ago

#### Exercise 4

Students' own answers

## Listening, speaking and vocabulary

### Addicted to junk page 70

#### Exercise 1

1 to 2 with 3 with 4 to 5 on 6 on 7 with  
8 to 9 on

#### Exercise 2

1 ailing 2 chronic 3 recovery 4 prognosis  
5 terminal 6 endemic

#### Exercise 3 3-12

to do exercise to learn about good health  
to make friends to build esteem

#### Audio script

**Presenter** I'm here to talk to Professor Trevor Swift, founder of the Goodness Weight Loss Camp in Scotland, and author of *Fat Society*, a critique of our current attitudes to weight issues. Welcome to the show, Professor Swift.

**Professor Swift** Hello.

**Presenter** Let's start with the book, shall we?

**Professor Swift** OK.

**Presenter** It draws some alarming conclusions about how most people behave towards overweight people, doesn't it?

**Professor Swift** Well, yes, yes, absolutely. My conclusions are worrying. Shocking, even. Our society doesn't like fat people and we discriminate against them. Youngsters, in particular, can be harsh on others who don't conform to their idea of the perfect shape. We blame the overweight for eating too much, and show little sympathy or regard for them. And such an attitude can't be helpful, can it? Not for young people who have issues with their self-image.

**Presenter** Well, I suppose not, no. And feeling good about yourself is more important than having the perfect figure.

**Professor Swift** Yes, isn't it? And that's the main point I make in the book. Nobody deserves to be bullied just because of their body shape, do they?

**Presenter** Well, no, no, they don't. So, did you come up with the concept for the Goodness Weight Loss Camp in response to your findings when you researched the book?

**Professor Swift** Well, no, not really. It was while I was visiting boot-camp style operations in the US that I developed the concept for my own camp.

**Presenter** They inspired you, did they?

**Professor Swift** Oh, quite the opposite. For the most part, they were doing it all wrong. Starving the kids, you know, and forcing them to feel bad about themselves, punishing them with exercises. They were a nightmare.

**Presenter** Were they? I'm surprised. I've heard good things about some of these boot camps. Kids have shed lots of weight on them.

**Professor Swift** And put it all back on again as soon as they've left. That's how my weight loss centre is different. In the past, we looked at the problem of obesity in young people too simplistically. We've seen it as an imbalance between what we eat and how we exercise, but there's much more to it than that.

**Presenter** Really? Is there?

**Professor Swift** Of course. We're not just machines. My philosophy combines exercise, a healthy diet, health education, and, most importantly, a social programme that has led to many friendships among the young people in our care.

**Presenter** You see that as vital, do you?

**Professor Swift** Absolutely. Over ninety per cent of the kids who come to us keep on losing weight after they leave, and that's

because their experience has been positive, and because they have friends who are in the same position as them, who are there to provide support. Basically, we deal with and help the whole person, and that's why our results are so good. The best in the world, in fact.

**Presenter** Really? Well, that's quite a claim.

**Professor Swift** Well, it's true. Actually, one of the biggest problems is that many overweight young people feel excluded. We build up their confidence as individuals, and that's as important as showing them what to eat.

**Presenter** OK. Well, thanks for speaking to me, and I look forward to reading your book in greater detail.

**Professor Swift** Do that. And come and visit us at the centre, too, won't you? I'd love to show you how unique and successful our camp really is.

**Exercise 4** 3•12

1 T 2 T 3 T 4 T 5 F 6 F 7 NG 8 F

**Exercise 5**

1 shall we 2 doesn't it 3 can it 4 isn't it 5 do they  
6 didn't they 7 Were they 8 Is / Was there  
9 don't you 10 will / won't you

**Exercise 6**

Students' own answers

## Vocabulary and grammar

**On the run** page 71

**Exercise 1**

1 playing 2 par 3 hands 4 pace 5 neck  
6 running 7 board 8 time

**Exercise 2**

1 are in the running  
2 set the pace  
3 across the board  
4 a level playing field  
5 neck and neck  
6 won hands down

**Exercise 3**

1 Feeling 2 placed 3 Driven 4 to receive  
5 Seeing / Having seen 6 leaning  
7 to check 8 waving

**Exercise 4**

1 Cheering 2 dressed 3 to break 4 Pacing  
5 wearing 6 maintaining 7 Broken 8 hoping

**Exercise 5**

Students' own answers

## Reading

**More than a game** pages 72–73

**Exercise 1**

1 C 2 A 3 D 4 E 5 B

**Exercise 2**

1 c 2 d 3 d 4 a 5 c 6 c

**Exercise 3**

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

**Exercise 4**

1 fervent 2 fickle 3 belt out 4 flung 5 akin to  
6 Constrained 7 buffer 8 rooting for

**Exercise 5**

Students' own answers

## Writing

**A report** page 74

**Exercise 1**

- 1 One in three sports lessons at school takes place in the gym.
- 2 A significant majority of students say they enjoy doing PE at school.
- 3 Two in / out of five sports lessons don't involve any serious physical exertion.
- 4 Barely / About / Just under twenty per cent of teachers are prepared to stay behind after school to organize team sports.

**Exercise 2**

Only one in ten schools fail to ensure that more or less all their pupils have swimming lessons before leaving school.

**Exercise 3**

1 around 2 more 3 like 4 thereabouts  
5 region 6 take

## Unit 9 Progress check

 page 75

**Exercise 1**

The euphoria that many competitors feel once they have crossed the finishing line.

**Exercise 2**

- a aficionado, devotee
- b obstacle, hurdle
- c tenacity, fortitude

**Exercise 3**

crumb

**Exercise 4**

The players who had lost the match put their heads in their hands: *Only the players who had lost the match* put their heads in their hands.

The players, who had lost the match, put their heads in their hands: The players lost the match and *all of them* put their heads in their hands.

**Exercise 5**

Real Madrid is just one of the teams for which Ronaldo has played.

**Exercise 6**

These rats needed more and more stimulation to register the same amount of enjoyment as the animals on more nutritious diets.

**Exercise 7**

a on b to

**Exercise 8**

1 shall we 2 did he

**Exercise 9**

He agrees because he will have a lighter workload during his last six months in the borstal.

**Exercise 10**

*set the pace, win hands down*

### Exercise 11

1 breaking 2 Broken

### Exercise 12

Please refer to Student's Book page 116

### Exercise 13

Please refer to Student's Book pages 116 and 117

## Unit 10 Science and technology

### Vocabulary

#### Citizen science page 76

##### Exercise 1

1 red 2 green 3 golden 4 blue 5 red 6 purple

##### Exercise 2

1 pyramid 2 sphere; rings 3 cylinder 4 cube  
5 arc 6 polygon

##### Exercise 3

1 lunar; solar 2 atmospheric; gravitational  
3 cosmic; stellar 4 terrestrial 5 Galactic Planetary  
6 celestial

##### Exercise 4

1 ellipse 2 golden opportunity 3 (inter)stellar  
4 gravitational 5 spiral 6 (extra)terrestrial  
7 planetary / solar

##### Exercise 5

Students' own answers

### Grammar

#### Back to the future page 77

##### Exercise 1

(Possible answers)

- 1 Robots will probably / possibly do all our household chores one day.
- 2 Teleportation might be possible in our lifetime.
- 3 It seems (that) there are no significant advances to be made in mobile phone technology.
- 4 It is likely that / Scientists consider it likely that robots will perform surgery by themselves.
- 5 In the 1980s, it was understood / considered / claimed that video cassette recorders were here to stay.

##### Exercise 2

- 1 It is likely that the solution to overcrowding will be cities underground or under the sea.
- 2 It is conceivable that robots may be found in a typical home before long.
- 3 It doesn't make sense to spend billions on designing futuristic housing.
- 4 It is likely / probable that the car of the future will (be able to) drive itself.
- 5 It is thought that there is life on other planets.
- 6 It has been suggested that notes and coins will soon be a thing of the past.

##### Exercise 3

1 obvious that 2 much use 3 pointless for  
4 not worth 5 high time 6 exactly what

### Exercise 4

1 a 2 b 3 a 4 c 5 d 6 b 7 c 8 b

### Exercise 5

Students' own answers

### Listening, speaking and vocabulary

#### Between jobs page 78

##### Exercise 1

1 golden years 2 hard of hearing 3 visually impaired  
4 getting on a bit 5 coming down with something  
6 of advanced years 7 in reduced circumstances

##### Exercise 2

1 sector 2 zero-hours 3 application 4 entitlement  
5 recruitment 6 leave 7 resources 8 ladder

##### Exercise 3 3.13

social care worker, nurse, political activist, doctor,  
marketing specialist

#### Audio script

**Presenter** There's no denying that we have an ageing population. Indeed, some indicators suggest that twenty-five per cent of people in Europe are likely to be over sixty-five by 2030. It's a reality that poses challenges but also provides opportunities, not least for young people who might be graduating from university or college. It could be the case that professions that provide support for elderly people will be some of the most significant areas of growth in the years to come.

That's why I'm here today at the Careers in Caring Exhibition. I've been talking to a number of professionals, all of whom have clear views and good advice for anybody, including young school-leavers and university graduates, who might be interested in working with those among us who are of advanced years. Here's Tim Lewis, Programme Director of Ageing Studies at a leading British university. When I caught up with him earlier, I asked why young people should consider working with the elderly.

**Tim** I dare say there's a serious image problem when it comes to working with, or for, the elderly. I doubt that many university students see it as a career path but I'm absolutely positive that's going to change. There are so many ways that young people can make an impact on society by turning their attention to careers in this growing field. And I don't just mean health care or social care in old people's homes. As the consumer base gets older, we need to design and adapt products to suit the needs of elderly people. We need to advertise and sell products to them. And we also need to change policy to reflect their needs. There are all sorts of careers to be had in design and innovation, in marketing and in policymaking, all of which require an interest in the elderly. That's why courses in ageing studies and gerontology are becoming more popular.

**Presenter** Fascinating words from Tim, there. And by no means is he the only academic to urge young people to consider a career working with the elderly. Here's Dr Sarah Rocastle, a lecturer in geriatric medicine.

**Sarah** There's little chance that young people brought up on medical dramas set in casualty units are going to rush to college to learn about dementia. However, increasingly, most people in hospital are older adults, and the reality of contemporary health care is that the real job opportunities lie in this fascinating and rewarding field. The thing about geriatric health care is that, as a doctor or a nurse, you are expected to deal with a wide range

of medical problems, and are also expected to take a holistic approach to your patients' needs. It's far less specialised than many other areas of medicine, and very stimulating as a result.

**Presenter** The range of job opportunities seems considerable. Of course, social care is also an area of great opportunity. As Katy Fellowes, a social worker from Essex, explains, a degree in social care can lead to an extremely rewarding career.

**Katy** It's extremely doubtful that anybody would want to swap jobs with me! But that's only because our perception of caring for the elderly is so negative. People think it's about cleaning bed pans and spooning food into old people's mouths. But, actually, working with senior citizens is both challenging and satisfying. You get a lot of insight and perspective from working with old people – they have experienced so much.

**Presenter** Darren Lewis works for a well-known charity that specialises in age-related issues. He recently completed a PhD in social statistics and gerontology, and is passionate about his role fighting for the rights of the elderly.

**Darren** There's no denying that old people have been marginalised and discriminated against. Their voices have been lost. That's beginning to change, however. The elderly population is growing, and this means that they can influence elections with their votes, and influence the economy with their spending power. A career researching the issues faced by older people could see you directly impacting policy and, therefore, people's lives. I want to make the topic of older people in society more relevant to everybody. Ageing is something that most of us will have to face up to. By the time I'm in my golden years, I want to live in a society that is in tune with my needs.

#### Exercise 4 3.13

1 T 2 NG 3 T 4 F 5 F 6 T

#### Exercise 5

- 1 no chance
- 2 dare say
- 3 is unlikely
- 4 no means
- 5 the case
- 6 is doubtful
- 7 no denying
- 8 shouldn't / don't think
- 9 slight chance
- 10 positive that

#### Exercise 6

2, 3, 5, 6, 8, 9

#### Exercise 7

Students' own answers

## Vocabulary and grammar

### Nature strikes back page 79

#### Exercise 1

- 1 is light at the end of the tunnel
- 2 the beginning of the end of
- 3 the end was nigh for
- 4 were on the receiving end of
- 5 met an untimely end
- 6 is no end in sight
- 7 spell the end for

#### Exercise 2

- 1 Even though the townspeople were offered inoculations, they
- 2 a water-borne disease, just as cholera is.
- 3 Patients were treated like animals.
- 4 as many cases of the disease as there once were.
- 5 Although they had been vaccinated, they were soon to go down

#### Exercise 3

- 1 like 2 Even 3 if / though 4 as 5 as
- 6 Although / Though 7 even 8 just

#### Exercise 4

Students' own answers

## Reading

### The HeLa cells pages 80–81

#### Exercise 1

A 2 B 1 C 5 D 4

#### Exercise 2

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

#### Exercise 3

- |                     |                                   |
|---------------------|-----------------------------------|
| 1 aroused curiosity | 5 devoted time to                 |
| 2 exhibit gratitude | 6 foster progress                 |
| 3 boosted research  | 7 scrutinizing data               |
| 4 face hardships    | 8 induce (the cells) to replicate |

#### Exercise 4

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

#### Exercise 5

1 foster 2 devote 3 exhibiting 4 induced  
5 were boosted 6 scrutinize

#### Exercise 6

Students' own answers

## Writing

### A discursive essay page 82

#### Exercise 1

- 5 – vaccines, antibiotics
- 2 – printing press, computer technology

#### Exercise 2

- 1 seems / looks 2 seems 3 seemed / sounded
- 4 have felt 5 looks / seems

#### Exercise 3

- 1 Scientists based in California have developed incredibly sophisticated robots.
- 2 Having modified a vaccine for rubella, the inventor was acclaimed by the press. / The inventor who had modified a vaccine for rubella was acclaimed by the press.
- 3 Researchers seeking a cure for the disease investigated a new batch of antibodies.
- 4 While [subject + was / were] trying to record heartbeats, the pacemaker was invented.
- 5 The laboratory in the university building has several specimens of molluscs.
- 6 Cancer cells were observed mutating by specialists.

## Unit 10 Progress check page 83

### Exercise 1

*Galaxy Zoo* was created to recruit volunteers to examine galaxies whose patterns are unrecognizable to computers.

### Exercise 2

- a straight line that touches the outside of a curve but does not cross it
- a figure with four sides in the shape of a diamond that has two opposite angles more than 90° and the other two less than 90°
- a solid or hollow figure with round ends and long straight sides

### Exercise 3

Please refer to Student's Book page 120

### Exercise 4

Please refer to Student's Book page 122

### Exercise 5

Please refer to Student's Book page 122

### Exercise 6

Please refer to Student's Book page 124

### Exercise 7

Please refer to Student's Book pages 124 and 125

### Exercise 8

Please refer to Student's Book page 125

### Exercise 9

The Black Death originated in Asia.

### Exercise 10

- He faced death, and knew the end was nigh.
- The invention of the personal computer marked the beginning of the end for typewriters.

### Exercise 11

- a as   b like

### Exercise 12

- The head of the science department told the students in the chemistry lab about microbes.
- Wendy witnessed an unusual procession while she was driving in the country.

### Exercise 13

Please refer to Student's Book page 128

## Literature insight 1 pages 84–85

### Before you read

- The Woman in White* caused great excitement and readers were captivated by the characters. Interest in the story caused a branded merchandise sales boom and people named their children and pets after the characters. For publishers, this book was a forerunner to the detective novel and brought about the start of sensation fiction.
- Walter is struck by the resemblance between Laura Fairlie and the woman in white.

### Exercise 1

She had been staying with Mrs Clements, an old friend.

### Exercise 2

(Possible answers)

- She is afraid. She doesn't remember him at first.

- Anne Catherick doesn't have Laura's delicate beauty and her face looks tired.
- Anne knew Mrs Clements when she was a child growing up in Hampshire. Mrs Clements was their neighbour.
- Anne doesn't get on well with her mother.
- Walter wants to know who shut her away in an asylum, why she had written a letter to Miss Fairlie and what wrong Sir Percival did to her.
- Walter tries to shock Anne so that she will give him more information.

### Exercise 3

Students' own answers

### Exercise 4

He is not marrying her for love. He does not withdraw from the planned marriage when Laura tells him she is in love with another man.

### Exercise 5 3•14

(Possible answer)

She is loyal to him but also subservient and seems afraid of him.

### Audio script

Laura was certainly right about Madame Fosco. Never have I seen such a change in a woman. As Eleanor Fairlie (aged thirty-seven), she wore bright clothes, was silly and foolish, and always talked nonsense. As Madame Fosco (aged forty-three), she wears only grey or black, and sits for hours in silence, doing needlework, rolling up cigarettes for the Count, or just looking at him with the eyes of a loyal dog.

And the man who has achieved this extraordinary change, the man who has tamed this wild Englishwoman? Yes, what can I say about the Count? He looks like a man who could tame anything. If he had married me, I would have made his cigarettes, as his wife does. I would have held my tongue when he looked at me, as she holds hers.

How can I explain the power, the attraction, the force that comes from this man? There are many unlikeable or unattractive things about him. For example, he is enormously fat; he seems to have false hair; he is at least sixty years old. He is lazy, jumps at the slightest sudden sound, and has a peculiar fondness for pet animals. He has brought with him a variety of birds and a whole family of white mice, which he often kisses and calls loving names, just as a child might do.

And yet, and yet ... He is fat, but moves lightly and easily, like a dancer. There is a calmness and a strength about his smooth, unlined face, and his voice is persuasive, gentle, hard to resist. His knowledge of the English language is perfect and he is a well-known expert in chemical science. He speaks in baby language to his white mice, but he talks with intelligence and charm about books in every language, and brings to his conversation experience of life in half the capitals of Europe. But it is his eyes that I shall always remember – his cold, clear, beautiful grey eyes, eyes which held such a frightening power that I shiver even now to think of it.

I could discover very little about his past from Sir Percival. I only learnt that he had not been to Italy for years; I wondered if this was for political reasons. It seemed he had saved Sir Percival from great danger in Rome once and they had been the closest of friends ever since. It was quite clear that Sir Percival was always anxious to please him and would never go against his wishes. I wonder whether I am afraid of him too. I certainly never saw a man I would be more sorry to have as an enemy.

**Exercise 6** 3•14

- 1 F – Madame Fosco is not talkative.
- 2 T
- 3 F – Count Fosco is lazy and easily startled.
- 4 F – Count Fosco has a peculiar fondness for pet animals.
- 5 F – The Count's knowledge of the English language is perfect.
- 6 T

**Exercise 7**

Students' own answers

**Exercise 8**

Students' own answers

**Literature insight 2** pages 86–87**Before you read**

- 1 *Vanity Fair* is a stinging satire on society in early 19th-century Britain. It was popular because readers loved the character of Becky Sharp.
- 2 Becky Sharp's aim in life is to climb the social ladder. She seems to be trying to marry for social position and wealth. We can see this because her first attempt to marry Amelia's brother goes wrong and she quickly moves on to her rich employer's son.

**Exercise 1**

Old Mr Sedley invested badly and lost all his money when the money markets crashed.

**Exercise 2**

- 1 T
- 2 T
- 3 F – Money was short in the Crawley home
- 4 F – Rawdon is adept (or at least better than George) at cards without cheating.
- 5 T
- 6 T

**Exercise 3**

Students' own answers

**Exercise 4**

George's father tells him to break all ties with Amelia and end their engagement.

**Exercise 5** 3•15

George thinks he's ruined because he listened to his friend Dobbin and has been disinherited.

**Audio script**

'This is all your fault!' shouted George. He threw the letter at Dobbin. 'We could have waited, but no – you had to get me married, and ruined! What the devil am I to do with two thousand pounds? That won't last me two years. I've already lost a hundred and forty to Crawley at cards and billiards this week.' 'Well, yes, it's hard,' Dobbin said, 'and, as you say, it's partly my fault, but there are some men who wouldn't mind changing with you. You have more money than most of them. You must live on your pay until your father changes his mind.' 'How can a man like me live on a soldier's pay?' George shouted angrily. 'You're a fool, Dobbin. I must have my comforts, keep up my position in the world. Do you expect my wife to follow the regiment on foot, carrying her own luggage?' 'Well, well,' said Dobbin calmly. 'This storm will pass, George. Get your name mentioned in the Army Gazette and I'm sure your old father will welcome you back with open arms.'

'Mentioned in the Gazette!' said George. 'Among the list of dead, you mean? That's really helpful!'

'Don't talk like that,' said Dobbin. 'Everything will be fine.'

It was impossible to argue with Dobbin for long as he was too good-natured. He had tried his best for his friend, but the father was a man of violent temper, and having decided to cut his son off, there was nothing Dobbin, or George's two sisters, or anyone else could say to persuade him otherwise.

Before dinner that evening there were two little conversations between the husbands and wives in the hotel.

George gave Amelia the lawyer's letter. 'It's not myself I care about, Emmy,' he said, 'it's you.'

Amelia read the letter and her face cleared. The idea of being poor with the man she loved held no fears for her.

'Oh, George,' she said, 'I'm sure he will forgive you soon, but it's so sad for you to be separated from your father like this.'

'It is,' said George, looking deeply miserable. 'But you, my dear girl – my wife has the right to expect certain comforts, not the poor life of an ordinary army wife.'

'But, George,' said Amelia happily. 'I can sew, and mend your trousers for you, and do all kinds of things. And two thousand pounds is a great deal of money, isn't it, George?'

George had to laugh at this, and they went down to dinner.

In another room, Becky and Rawdon also talked about money.

'We'll all be leaving soon,' Becky said. 'Rawdon dear, you'd better get that money Osborne owes you before he goes.'

'Good idea,' said Rawdon. 'Wonder what Mrs O. will do when Osborne goes out to Brussels with the regiment?'

'Cry her eyes out, I expect,' said Becky.

'You won't cry about me, I suppose,' Rawdon said, half angry.

'You idiot!' said his wife. 'I'm coming with you, of course.'

At dinner that evening they were all very bright and cheerful.

George was excited by the thought of war, and Dobbin told amusing stories, but when Brussels was mentioned, a look of terror came over Amelia's sweet, smiling face.

**Exercise 6** 3•15

(Possible answers)

- 1 marriage
- 2 his soldier's pay
- 3 will welcome him back
- 4 trying to persuade
- 5 wasn't afraid
- 6 wasn't troubled by

**Exercise 7**

Students' own answers

**Exercise 8**

Students' own answers

**Literature insight 3** pages 88–89**Before you read**

- 1 Hardy took the idea of cruel gods, the forces of nature and hostile fate from Greek tragedy.
- 2 John Durbeyfield can't claim any inheritance because the d'Urberville family he is descended from died out long ago.

**Exercise 1**

Mrs Durbeyfield wants to ask one of the young men who was dancing with Tess the day before to deliver the bees to market.

**Exercise 2**

- 1 C
- 2 F
- 3 G
- 4 E
- 5 A
- 6 B
- not used D

**Exercise 3**

Students' own answers

#### Exercise 4

The Durbeyfields' lives have become more difficult because they have lost their horse and, as a result, their income.

#### Exercise 5 3•16

Mrs d'Urberville has written to Tess.

#### Audio script

When Tess arrived home the following afternoon a letter had already been received by her mother. It appeared to come from Mrs d'Urberville, and offered Tess work looking after chickens. Joan Durbeyfield was delighted.

'It's just a way of getting you there without raising your hopes. She's going to recognize you as family, I'm sure of it.'

'I would rather stay here with father and you,' said Tess, looking out of the window.

'But why?'

'I'd rather not tell you, mother. I don't really know.'

A few days later when Tess came back from looking for work, the children came running out and danced round her.

'The gentleman's been here!' they shouted.

Joan was full of smiles. Mrs d'Urberville's son had called, and asked if Tess could come or not.

'He's a very handsome man!' said Mrs Durbeyfield.

'I don't think so,' said Tess coldly. 'I'll think it over.' She left the room.

'He's in love with her, you can see that,' said Mrs Durbeyfield to her husband. 'No doubt he'll marry her and she'll be a fine lady.'

John Durbeyfield had more pride in his new-found blood than energy or health. 'That's what young Mr d'Urberville is trying to do! Improve his blood by marrying into the old line!'

Persuaded by her mother and the children, Tess finally agreed to go. Mrs Durbeyfield secretly made wedding plans. Then the day came when Tess, wearing her best Sunday clothes on her mother's orders, said goodbye to her family.

'Goodbye, my girl,' said Sir John, waking from a short sleep. 'Tell young d'Urberville I'll sell him the title, yes, sell it, at a reasonable price.'

'Not for less than a thousand pounds!' cried Lady Durbeyfield.

'No, tell him he can have it for a hundred! No, fifty, no – twenty! Yes, twenty pounds, that's the lowest. Family honour is family honour and I won't take any less!'

Tess felt like crying but turned quickly and went out. Her mother went with her to the edge of the village. There she stopped and stood waving goodbye, and watched her daughter walking away into the distance. A wagon came to take her bags, and then a fashionable little carriage appeared. It was driven by a well-dressed young man smoking a cigar. After a moment's hesitation, Tess stepped in.

Joan Durbeyfield, watching, wondered for the first time if she had been right in encouraging Tess to go. That night she said to her husband, 'Perhaps I should have found out how the gentleman really feels about her.'

'Yes, perhaps you ought,' murmured John, half asleep. Joan's natural trust in the future came back to her.

'Well, if he doesn't marry her before, he'll marry her after. If she plays her cards right.'

'If he knows about her d'Urberville blood, you mean?'

'No, stupid, if she shows him her pretty face.'

Meanwhile Alec d'Urberville was whipping his horse and driving the carriage faster and faster downhill. The trees rushed past at great speed. Tess was feeling thoroughly frightened. He took no notice when she asked him to slow down. She cried out and held on to his arm in fear.

#### Exercise 6 3•16

1 c 2 a 3 c 4 a 5 b 6 b

#### Exercise 7

Students' own answers

#### Exercise 8

Students' own answers

## Literature insight 4 pages 90–91

### Before you read

1 He liked art, and believed in 'art for art's sake'.

2 He doesn't have enough money and so he cannot marry the woman he loves.

### Exercise 1

The 'finishing touches' are the final brush strokes before the painting is completed.

### Exercise 2

1 c 2 a 3 c 4 b 5 a 6 c

### Exercise 3

Students' own answers.

### Exercise 4

Trevor sees the model in his tattered clothes as a thing of great beauty because he wants to paint the world as he sees it.

### Exercise 5 3•17

Trevor doesn't think that Hughie will see his money again,

#### Audio script

'Baron Hausberg!' cried Hughie. 'Good heavens! I gave him a sovereign!' and he sank into an armchair, the picture of dismay. 'Gave him a sovereign!' shouted Trevor, and he burst into a roar of laughter. 'My dear boy, you'll never see it again. *Son affaire c'est l'argent des autres!*'

'I think you might have told me, Alan,' said Hughie sulkily, 'and not have let me make such a fool of myself.'

'Well, to begin with, Hughie,' said Trevor, 'it never entered my mind that you went about distributing alms in that reckless way. I can understand your kissing a pretty model, but your giving a sovereign to an ugly one – by Jove, no! Besides, the fact is that I really was not at home today to any one; and when you came in I didn't know whether Hausberg would like his name mentioned. You know he wasn't in full dress.'

'What a duffer he must think me!' said Hughie.

'Not at all. He was in the highest spirits after you left; kept chuckling to himself and rubbing his old wrinkled hands together. I couldn't make out why he was so interested to know all about you; but I see it all now. He'll invest your sovereign for you, Hughie, pay you the interest every six months, and have a capital story to tell after dinner.'

'I am an unlucky devil,' growled Hughie. 'The best thing I can do is to go to bed; and, my dear Alan, you mustn't tell anyone. I shouldn't dare show my face in the Row.'

'Nonsense! It reflects the highest credit on your philanthropic spirit, Hughie. And don't run away. Have another cigarette, and you can talk about Laura as much as you like.'

However, Hughie wouldn't stop, but walked home, feeling very unhappy, and leaving Alan Trevor in fits of laughter.

The next morning, as he was at breakfast, the servant brought him up a card on which was written, '*Monsieur Gustave Naudin, de la part de M. le Baron Hausberg.*' 'I suppose he has come for an

apology,' said Hughie to himself; and he told the servant to show the visitor up.

An old gentleman with gold spectacles and grey hair came into the room, and said, in a slight French accent, 'Have I the honour of addressing Monsieur Erskine?'

Hughie bowed.

'I have come from Baron Hausberg,' he continued. 'The Baron—' 'I beg, sir, that you will offer him my sincerest apologies,' stammered Hughie.

'The Baron,' said the old gentleman, with a smile, 'has commissioned me to bring you this letter;' and he extended a sealed envelope.

On the outside was written, 'A wedding present to Hugh Erskine and Laura Merton, from an old beggar,' and inside was a cheque for £10,000.

When they were married Alan Trevor was the best-man, and the Baron made a speech at the wedding-breakfast.

'Millionaire models,' remarked Alan, 'are rare enough; but, by Jove, model millionaires are rarer still!'

### Exercise 6 3-17

- 1 Trevor was not sure that the model would like his name mentioned.
- 2 He tells Hughie that the model is Baron Hausberg, one of the richest men in Europe. Hughie is dismayed because he gave the model a sovereign.
- 3 Hughie thinks that Gustave Naudin is visiting him because he wants Hughie to apologize. In reality, Gustave Naudin visits Hughie to deliver a wedding gift from Baron Hausberg.
- 4 Alan takes the role of best man, and Baron Hausberg gives a speech at the wedding breakfast / reception.

### Exercise 7

Students' own answers

### Exercise 8

Students' own answers

## Literature insight 5 pages 92-93

### Before you read

- 1 D.H. Lawrence explored the effects of the Industrial Revolution on people and their identity in his short stories.
- 2 The whispers make Paul anxious about the lack of money in the family and eager to become lucky.

### Exercise 1

Paul's sisters are afraid to speak to him when he is riding his rocking horse.

### Exercise 2

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

### Exercise 3

Students' own answers

### Exercise 4

When Paul rides his rocking horse very fast he can predict which horse is going to win the next important horse race.

### Exercise 5 3-18

The voices in the house sound like a chorus of frogs on a spring evening.

### Audio script

So Uncle Oscar signed the agreement, and Paul's mother touched the whole five thousand. Then something very curious happened. The voices in the house suddenly went mad, like a chorus of frogs on a spring evening. There were certain new furnishings, and Paul had a tutor. He was really going to Eton, his father's school, in the following autumn. There were flowers in the winter, and a blossoming of the luxury Paul's mother had been used to. And yet the voices in the house, behind the sprays of mimosa and almond blossom, and from under the piles of iridescent cushions, simply trilled and screamed in a sort of ecstasy: 'There *must* be more money! Oh-h-h; there *must* be more money. Oh, now, now-w! Now-w-w – there *must* be more money! – more than ever! More than ever!'

It frightened Paul terribly. He studied away at his Latin and Greek with his tutor. But his intense hours were spent with Bassett. The Grand National had gone by; he had not 'known', and had lost a hundred pounds. Summer was at hand. He was in agony for the Lincoln. But even for the Lincoln he didn't 'know', and he lost fifty pounds. He became wild-eyed and strange, as if something were going to explode in him.

'Let it alone, son! Don't you bother about it!' urged Uncle Oscar. But it was as if the boy couldn't really hear what his uncle was saying.

'I've got to know for the Derby! I've got to know for the Derby!' the child reiterated, his big blue eyes blazing with a sort of madness.

His mother noticed how overwrought he was. 'You'd better go to the seaside. Wouldn't you like to go now to the seaside, instead of waiting? I think you'd better,' she said, looking down at him anxiously, her heart curiously heavy because of him.

But the child lifted his uncanny blue eyes.

'I couldn't possibly go before the Derby, mother!' he said. 'I couldn't possibly!'

'Why not?' she said, her voice becoming heavy when she was opposed. 'Why not? You can still go from the seaside to see the Derby with your Uncle Oscar, if that's what you wish. No need for you to wait here. Besides, I think you care too much about these races. It's a bad sign. My family has been a gambling family, and you won't know till you grow up how much damage it has done. But it has done damage. I shall have to send Bassett away, and ask Uncle Oscar not to talk racing to you, unless you promise to be reasonable about it: go away to the seaside and forget it. You're all nerves!'

'I'll do what you like, mother, so long as you don't send me away till after the Derby,' the boy said.

'Send you away from where? Just from this house?'

'Yes,' he said, gazing at her.

'Why, you curious child, what makes you care about this house so much, suddenly? I never knew you loved it.'

### Exercise 6 3-18

1 A 2 B 3 A 4 C 5 B 6 C

### Exercise 7

Students' own answers

### Exercise 8

Students' own answers

Exam insight answer keys: [See website](#)

**Grammar reference and practice 1.1** Workbook page 109

- 1 1 to have found 2 've been cooking  
3 Having visited 4 to have seen  
5 will have been practising 6 to have finished
- 2 1 had accumulated / had been accumulating 2 had been painting 3 had never shown  
4 have / 've been clearing 5 have / 've found 6 will have spent 7 to have inherited  
8 Having discovered

**Grammar reference and practice 1.2** Workbook page 110

- 1 1 d will probably change  
2 a is going to provide / will provide  
3 e are holding / are going to hold  
4 f will have been waiting  
5 c starts / is starting  
6 b will have made
- 2 1 you will finish / you will have finished  
2 I'll have done  
3 are we having / will we be having  
4 I'll be relaxing  
5 I'll have been studying  
6 I'll come

**Grammar reference and practice 2.1** Workbook page 111

- 1 1 It would become clear quite soon that the suspects were guilty.  
2 They were to admit later that they had been lying the whole time.  
3 The suspects were going to assassinate the President in Chicago.  
4 They were catching the last train to Chicago.  
5 The train was about to depart when they got on board.  
6 They realized too late that the train was due to go to Boston.
- 2 1 found out 2 had been haunting 3 had imprisoned / imprisoned 4 had died 5 was living 6 had received / received 7 was using / had been using 8 wanted

**Grammar reference and practice 2.2** Workbook page 112

- 1 2, 3, 5, 8  
a We would play in the fields all day.  
b Would you check this report for me?  
c She would become a famous actress.  
d He said he would meet you at six.

**Grammar reference and practice 2.3** Workbook page 112

- 1 1 will be; won't arrive  
2 will reply; won't ignore  
3 will always cancel / are always cancelling; will always borrow / are always borrowing  
4 is always insisting; is always ordering  
(other frequency adverbs like *forever, constantly* or *continually* can be used)
- 2 1 used to be 2 played 3 didn't use to stay  
4 were 5 would play 6 were always losing  
7 spend

**Grammar reference and practice 3.1** Workbook page 113

- 1 1 are given / provided 2 was awarded 3 be caused  
4 had been evicted 5 have been provided 6 were praised 7 will be asked 8 are carried out
- 2 1 The building had been occupied by homeless people seeking a place to stay.  
2 Government agencies are buying disused housing.  
3 The prime minister was handed a petition by anti-homelessness campaigners. / A petition was handed to the prime minister by anti-homelessness campaigners.  
4 The installation of solar panels can reduce electricity costs.  
5 A sharp increase in homelessness was being caused by greedy landlords.  
6 The government is / are giving construction companies tax refunds. / The government is / are giving tax refunds to construction companies.  
7 New problems in the high street haven't been created by the extra traffic.  
8 Flooding is more likely when construction companies build houses near rivers.

**Grammar reference and practice 3.2** Workbook page 114

- 1 1 had solar panels fitted 2 clean our windows 3 got knocked down 4 cutting the grass  
5 have some branches cut off 6 sweeping up 7 got burgled 8 get their house painted

**Grammar reference and practice 3.3** Workbook page 114

- 1 1 The economy is anticipated to recover rapidly next year.  
2 It is believed that the consumption of refined sugar is a major cause of weight gain. / It is believed that a major cause of weight gain is the consumption of refined sugar.  
3 The number of obese children is feared to rise over the next decade.  
4 Fitting solar panels is estimated to save homeowners around £1,000 per year.  
5 It has been proven that lack of exercise contributes to heart disease.  
6 It is thought that global warming is to blame for the increase in extreme weather.
- 2 1 is said to contribute to the level of obesity  
2 is assumed that the world economy will always experience crises  
3 was claimed that the protests were illegal  
4 was feared that many people would lose their homes  
5 are reported to have banned the demonstration  
6 is believed to be one way to stimulate the economy

**Grammar reference and practice 4.1** Workbook page 115

- 1 1 learning 2 socializing; studying 3 to use  
4 doing 5 to take part

**Grammar reference and practice 4.2** Workbook page 115

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

### Grammar reference and practice 4.3 Workbook page 116

- 1 You can check those answers and I'll check these answers.
- 2 The groups need to give a presentation, but they can decide when to give it.
- 3 Some students study by writing notes and others study by reading aloud.
- 4 We don't have to look at the research notes, but we could look at them.
- 5 My brother stays up late, but I prefer not to stay up late.
- 6 We'll judge the projects and decide on the best project.

### Grammar reference and practice 4.4 Workbook page 116

- 1 -; -; the
- 2 a; - / the; The; the
- 3 -; the
- 4 an; the; The; the
- 5 an; a; the
- 6 -; a; the / a

### Grammar reference and practice 5.1 Workbook page 117

- 1 Exciting as it sounds, I'm nervous about travelling around the world.
  - 2 The trouble is that I'm frightened of spiders, so I can't go to Australia.
  - 3 In the UK, fortunately there aren't any poisonous spiders.
  - 4 The fact is that there's nowhere as safe as home.
  - 5 That is the reason why I've never gone on holiday outside of England.
  - 6 Strange though it may be, I prefer to watch TV programmes about travelling.
- 1 she started her journey was to raise money for charity
  - 2 she set off on her bike ride was wet and windy
  - 3 first was (that) she got a puncture in her tyre
  - 4 was the weather that was the worst problem (that) she encountered
  - 5 was the support of her friends that helped her to complete the journey
  - 6 (that) she could think about was getting home to see her family
  - 7 (that) she wanted when she got home was a hot bath / (that) she wanted was a hot bath when she got home
  - 8 she will do next is ride a bike across the USA
- 1 I really did visit thirty countries on my round-the-world trip! / I did really visit thirty countries on my round-the-world trip!
  - 2 What he did first was (to) plan the route for his sponsored walk.
  - 3 It was the bad weather that prevented them from seeing the view.
  - 4 She did climb five mountains, but failed to climb the sixth. / She climbed five mountains, but did fail to climb the sixth.
  - 5 What he likes most when he's travelling is meeting interesting people. / What he likes most is meeting interesting people when he's travelling.
  - 6 The fact is that international travel is making the world a smaller place.

### Grammar reference and practice 5.2 Workbook page 118

- 1 was the impact
  - 2 had the world map
  - 3 had such an important influence
  - 4 lies the compass
  - 5 had the island's inhabitants
  - 6 I feel truly alone
  - 7 stands a pile of stones
  - 8 have I seen
- 1 had humans reached the moon before we were planning to go to Mars
  - 2 should we send humans to Mars until it's safe to do so
  - 3 did we consider the environmental impact of international travel
  - 4 were the rights of indigenous people taken into account
  - 5 do / have I become familiar with one exotic location than I start looking for another
  - 6 was my mother's enthusiasm for travel that we went on three holidays a year

### Grammar reference and practice 6.1 Workbook page 119

- 1 films that appeal to both children and adults, they do better at the box office
- 2 have a dark imagination, he / she wouldn't be considering an unhappy ending
- 3 have joined in the discussion if I had seen the film
- 4 usually be warned by the cinema if a film contains violent images
- 5 done an art degree, he wouldn't be making animated films. / If my friend hadn't done an art degree, he wouldn't have been making animated films since
- 6 be encouraged to become film directors if they see / saw films with female heroines

### Grammar reference and practice 6.2 Workbook page 119

- 1 Had I realized
- 2 As long as
- 3 Should you start
- 4 unless
- 5 But for
- 6 no matter how

### Grammar reference and practice 6.3 Workbook page 120

- 1 1 a 2 a 3 b 4 b 5 b 6 a
- 2 1 as 2 even though 3 that 4 while 5 so that 6 before

### Grammar reference and practice 7.1 Workbook page 121

- 1 could be
- 2 should have insured
- 3 will be waiting / will wait
- 4 can't be
- 5 might have been destroyed
- 6 should know
- 7 can't have been working / can't have been
- 8 may be

### Grammar reference and practice 7.2 Workbook page 121

- 1 couldn't
- 2 can
- 3 should have
- 4 have to
- 5 don't need to
- 6 didn't have to
- 7 weren't allowed to
- 8 must

## Grammar reference and practice 8.1 Workbook page 123

- 1 1 He said that growing vegetables there was an experiment. / He said that growing vegetables was an experiment there.
  - 2 The newspapers reported that the Prime Minister might make an announcement the following day.
  - 3 She asked why world governments were being so slow in dealing with the crisis.
  - 4 She says that they are waiting for the government to pass a new law on recycling.
  - 5 The interviewer asked if he had ever recycled his household waste.
  - 6 Experts have said that the environment is in danger and we should work hard to save it.
- 2 1 European governments have agreed to do more to combat climate change.
  - 2 The conservation group criticized MPs for not consulting / not having consulted local people.
  - 3 We request (that) everyone work together to create a greener city. / We request (that) everyone should work together to create a greener city.
  - 4 The company confessed to breaking the rules on waste disposal.
  - 5 She will remind everyone to clear up their rubbish after the meeting.
  - 6 The charity admits not acting fast enough after the earthquake.
- 3 1 The company denies allowing industrial waste to leak into the river.
  - 2 She wanted to know whether / if her friend had decided what to do yet.
  - 3 She has advised me to put my rubbish into the correct bin or I might get fined.
  - 4 He suggested (that) I (should) organize a group of people to clean up the city centre. / He suggested organizing a group of people to clean up the city centre.
  - 5 She blamed him for delaying the meeting for everybody (by being late).
  - 6 I enquired (of the professor) what I should do if I didn't know the answer.

## Grammar reference and practice 8.2 Workbook page 124

- 1 1 His remark was that if we didn't like our neighbours, we should move.
- 2 Their declaration that they would succeed was astonishing.
- 3 The leaflet's advice is that we / you (should) switch off the lights in our / your house every night.
- 4 His insistence that he (should / had to / must) speak to his MP was ignored.
- 5 Her comment that my garden is less tidy than hers is quite rude.
- 6 His response that he was innocent was forceful.

## Grammar reference and practice 9.1 Workbook page 125

- 1 Strength, which is an important attribute for an athlete, can determine success or failure. / Strength, which can determine success or failure, is an important attribute for an athlete.

- 2 Every year I watch a cycle race which / that goes through my home town. / Every year I watch a cycle race, which goes through my home town.
- 3 He loved the fast, lightweight bike (which / that) he had bought for the race.
- 4 Her father, who sadly didn't live to see her success, had trained her. / Her father, who had trained her, sadly didn't live to see her success.
- 5 The training plan, which is strict and exhausting, was devised by her coach. / The training plan, which was devised by her coach, is strict and exhausting.
- 6 He trains in the area where he has been living for the past few months. / He has been living in the area where he trains for the last few months. / He has been living for the last few months in the area where he trains.
- 7 The winner was an athlete whose mother had also competed in the Olympics.

## Grammar reference and practice 9.2 Workbook page 125

- 1 1 The team (that / which) most people had bet on to win lost badly. / The team on which most people had bet to win lost badly.
- 2 The captain, who the President has just handed the trophy to, looks very pleased. / The captain, to whom the President has just handed the trophy, looks very pleased.
- 3 The match, before which there had been a thunderstorm, was played in sunshine.
- 4 The tennis racket (that / which) he will play the match with has a lighter design. / The tennis racket with which he will play the match has a lighter design.
- 5 The mountain (that / which) she began to climb up this morning is covered in snow.
- 6 The first runner over the line was the one (that / who) we had given our water to. / The first runner over the line was the one to whom we had given our water.

## Grammar reference and practice 9.3 Workbook page 126

- 1 1 Many schools putting on sporting events are concerned about health and safety.
- 2 Concerned about potential accidents, the organizers took extra precautions. / Being concerned about potential accidents, the organizers took extra precautions.
- 3 Safety notices, designed by students, were put up around the sports field.
- 4 The Olympic champion goes round schools to encourage children to take up sports.
- 5 Coming around the corner, he saw the finishing line in front of him.
- 6 Having managed the first hill easily, she found the second one more challenging.
- 7 Having been told not to give up, he was determined to keep on running.
- 8 They arranged training sessions to prepare the children for the competition.

## Grammar reference and practice 10.1 Workbook page 127

- 1 1 Online purchases might conceivably be delivered by drones in the future. / Online purchases conceivably might be delivered by drones in the future.
- 2 Architects appear to be employing smart technology in their latest designs.

- 3 A conceivable problem with driverless cars will be deciding how to insure them.
- 4 Immigration is alleged to be one of the most pressing concerns of our time. / It is alleged that immigration is one of the most pressing concerns of our time.
- 5 Designers could enlarge television screens to an ever greater size.
- 6 Nuclear power is unlikely to solve the energy crisis we are facing. / Nuclear power may be unlikely to solve the energy crisis we are facing.

### Grammar reference and practice 10.2 Workbook page 127

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

- 2 1 It is going to be challenging to create new antibiotics to combat drug-resistant bacteria.
- 2 It was not surprising that many experimental projects failed in the early stages.
- 3 It is incomprehensible why we haven't been able to solve the problem of water shortages.
- 4 It's worth putting more resources into scientific research to create new drugs.
- 5 It was wonderful for us to see the students interested in their lessons.
- 6 It's time we encouraged parents to do more about their children's health

### Grammar reference and practice 10.3 Workbook page 128

- 1 1 as 2 as hard 3 even though / although  
4 as though 5 Although / Even though 6 just
- 2 1 Although some diseases have been eradicated, laboratories still keep samples of them. / Some diseases have been eradicated, although laboratories still keep samples of them.
- 2 The safety precautions are as effective as a high security bank.
- 3 Animals are used in experiments as if they are / were precious commodities.
- 4 Even though it seems dangerous to keep deadly diseases, they may be useful for research. / It seems dangerous to keep deadly diseases, even though they may be useful for research.
- 5 Mice are reared in laboratories just as they have been reared for decades.
- 6 Though I don't agree with using animals for scientific research, I can understand why it's necessary. / I don't agree with using animals for scientific research, though I can understand why it's necessary.

# Teacher's Resource Disk

The **Teacher's resource disk** contains:

- Communication worksheets
- Documentary video clips, DVD worksheets and teacher's notes
- *How to* guides
- Functional language bank
- Writing bank

## Communication worksheets

### Fun, communicative practice for pairs and groups

There are twenty communication activity worksheets (two per unit) and two project worksheets for *insight* Advanced. Intended for classroom use, they offer further practice of the grammar, vocabulary, functions and skills taught in the Student's Book.

Procedural notes accompany each communication worksheet.

<p><b>Unit 1 Worksheet A: Collect the cards</b>  <b>Activity:</b> Board game  <b>Language point:</b> Describing change (Unit 1, Section A), Phrases describing change (Vocabulary bank 1)  <b>Time:</b> 15–20 minutes  <b>Materials:</b> One handout for each group of students, cut along the lines to make a set of cards. One game board for each group.</p>	<p><b>Unit 1 Worksheet B: Perfect possessions</b>  <b>Activity:</b> Jigsaw reading  <b>Language point:</b> The perfect aspect (Unit 1, Section B)  <b>Time:</b> 20–25 minutes  <b>Materials:</b> One handout for each pair of students, cut along the line.</p>
<p><b>Unit 2 Worksheet A: Build a story</b>  <b>Activity:</b> Board game  <b>Language point:</b> Narrative tenses (Unit 2, Section B), Uses of <i>would</i> (Unit 2, Section B), Talking about habitual behaviour (Unit 2, Section C)  <b>Time:</b> 15–20 minutes  <b>Materials:</b> One handout for each group of three students, cut along the lines to make one game board and three cards. You will also need a counter for each group.</p>	<p><b>Unit 2 Worksheet B: Conforming and not conforming</b>  <b>Activity:</b> Reacting to situations  <b>Language point:</b> Behaviour: conformity and nonconformity (Unit 2, Section A)  <b>Time:</b> 15–20 minutes  <b>Materials:</b> One handout for each group of three students, consisting of a worksheet and a set of cards, cut along the lines.</p>
<p><b>Unit 3 Worksheet A: Identify the author</b>  <b>Activity:</b> Matching authors to a profile  <b>Language point:</b> Impersonal passive (Unit 3, Section C)  <b>Time:</b> 15–20 minutes  <b>Materials:</b> One handout for each pair of students, cut along the line.</p>	<p><b>Unit 3 Worksheet B: Describing trends</b>  <b>Activity:</b> Crossword; drawing a graph  <b>Language point:</b> Describing trends (Unit 3, Section D)  <b>Time:</b> 20 minutes  <b>Materials:</b> One handout for each pair of students, cut along the lines.</p>
<p><b>Unit 4 Worksheet A: Lexical twins</b>  <b>Activity:</b> Pelmanism; completing texts  <b>Language point:</b> Lexical twins (Unit 4, Section A)  <b>Time:</b> 15–20 minutes  <b>Materials:</b> One handout for each pair of students, cut along the lines.</p>	<p><b>Unit 4 Worksheet B: Spend, spend, spend!</b>  <b>Activity:</b> Grammar auction  <b>Language point:</b> Verb patterns; the infinitive and <i>-ing</i> (Unit 4, Section B)  <b>Time:</b> 20 minutes  <b>Materials:</b> One handout for each pair of students.</p>

<p><b>Unit 5 Worksheet A: Dominoes</b>  <b>Activity:</b> Dominoes  <b>Language point:</b> Nouns formed from phrasal verbs (Unit 5, Section D)  <b>Time:</b> 15–20 minutes  <b>Materials:</b> One handout for each pair of students, cut along the lines.</p>	<p><b>Unit 5 Worksheet B: Emphatic bingo!</b>  <b>Activity:</b> Bingo  <b>Language point:</b> Emphatic structures (Unit 5, Section B and Section D)  <b>Time:</b> 15–20 minutes  <b>Materials:</b> One handout for each group of four students, cut along the lines.</p>
<p><b>Unit 6 Worksheet A: Pictionary</b>  <b>Activity:</b> Pictionary  <b>Language point:</b> Relationships (Unit 6, Section C), <i>head</i> and <i>heart</i> metaphors (Vocabulary Bank 6)  <b>Time:</b> 15–20 minutes  <b>Materials:</b> One handout per class (or per group of approximately eight students if the class is large), cut along the lines to make a set of cards.</p>	<p><b>Unit 6 Worksheet B: No ‘ifs’</b>  <b>Activity:</b> Discussion  <b>Language point:</b> Conditionals and inversion with conditionals (Unit 6, Section B)  <b>Time:</b> 15–20 minutes  <b>Materials:</b> One handout for each group of four, cut along the lines.</p>
<p><b>Unit 7 Worksheet A: Prefix pairs game</b>  <b>Activity:</b> Board game  <b>Language point:</b> Prefix pairs (Unit 7, Section D)  <b>Time:</b> 15–20 minutes  <b>Materials:</b> One handout for each group of four, cut along the lines. Also, a coin and a counter are needed for each group of four.</p>	<p><b>Unit 7 Worksheet B: Speculating</b>  <b>Activity:</b> Discussion  <b>Language point:</b> Speculation about the present and past (Unit 7, Section B); Phrases for speculating (Unit 7, Section C)  <b>Time:</b> 15 minutes + optional extension  <b>Materials:</b> One handout for each group of students, cut along the lines.</p>
<p><b>Unit 8 Worksheet A: Problems and solutions</b>  <b>Activity:</b> Multiple matching  <b>Language point:</b> Idioms: problems and solutions (Unit 8, Section C)  <b>Time:</b> 15 minutes  <b>Materials:</b> One handout for each pair of students, cut along the lines.</p>	<p><b>Unit 8 Worksheet B: Accurate reporting</b>  <b>Activity:</b> Reporting a conversation  <b>Language point:</b> Reported speech (Unit 8, Section B)  <b>Time:</b> 15 minutes  <b>Materials:</b> One handout for each pair of students, cut along the lines.</p>
<p><b>Unit 9 Worksheet A: Super Brain</b>  <b>Activity:</b> Completing texts  <b>Language point:</b> Idioms: sport (Unit 9, Section D)  <b>Time:</b> 15 minutes  <b>Materials:</b> One handout for each group of three students, cut along the lines.</p>	<p><b>Unit 9 Worksheet B: Sports quiz</b>  <b>Activity:</b> Quiz  <b>Language point:</b> Relative clauses (Unit 9, Section B)  <b>Time:</b> 20 minutes  <b>Materials:</b> One quiz handout for each pair of students, cut along the lines. One answer sheet for each pair.</p>
<p><b>Unit 10 Worksheet A: Find someone who ...</b>  <b>Activity:</b> Asking for personal information  <b>Language point:</b> Phrases with <i>end</i> (Unit 10, Section D)  <b>Time:</b> 15 minutes  <b>Materials:</b> One handout for each student.</p>	<p><b>Unit 10 Worksheet B: Would you?</b>  <b>Activity:</b> Discussing imaginary situations  <b>Language point:</b> Verbs of perception (Unit 10, Section E)  <b>Time:</b> 15–20 minutes  <b>Materials:</b> One handout for each pair of students, cut along the lines.</p>

## DVD extra

There are ten documentary video clips with ready-to-use worksheets and teacher's notes to support the Advanced level of *insight*. The clips, worksheets and teachers' notes can be accessed from the Teacher's Resource Disk and also the iTools disk. Each clip has optional subtitles and has been selected to relate to, and build on, the theme of the unit. Grammar and vocabulary from the unit are recycled, but the primary function of these varied clips is to offer further cultural information via an easily accessible medium.

The purpose of the worksheets is to help students to understand the content of the clip, and to provide ideas for discussion and project work around the content and the general topic. Each worksheet has been carefully designed for flexible use in the classroom and comprises:

- Start thinking – an activity to activate students' schemata.
- Comprehension check – a series of activities which check students' understanding of the clip and encourage them to react to it.
- Vocabulary – a series of activities exploit the clip for useful vocabulary.
- Extension – the extension activity allows students to work in groups and personalize the topic of the clip. Useful functional language is fed in where needed.  
Both the Vocabulary and Extension activities can be done without watching the clip again.
- Teacher's notes – these explain how to get the most out of the worksheets, provide useful background information to the clip and include an answer key.
- Video scripts – the script for the clip is provided in full to allow further analysis of the language.

### Unit 1 (1D): Celebrating multiculturalism

**Subject:** multicultural festivals

**Vocabulary:** acknowledge combat (v) empower establish express improve showcase spill out  
age of multiculturalism celebration of cultural identity heart of the capital rate of migration  
section of society sense of togetherness

**Extension activity:** research a multicultural festival and make a presentation to the class

### Unit 2 (2B): Forensic science

**Subject:** the application of scientific methods and techniques to the investigation of crime

**Vocabulary:** come up with get into latch onto look at think of wash off  
confession evidence fibre implement (n) issue (n) offender portrayal trace (n)

**Extension activity:** research how forensic scientists deal with a piece of evidence and prepare a report

### Unit 3 (3D): The Wall Street Crash

**Subject:** the 1929 collapse of the New York Stock Exchange

**Vocabulary:** (be) based on (become) caught up in come to (an end) fall by in value invest in  
pay back spiral into  
boom (v) burst (v) collapse (v) plummet recover regulate soar trigger (v)

**Extension activity:** debate 'Credit does more harm than good'

### Unit 4 (4B): Multisensory perception

**Subject:** the way we perceive the world using more than one sense

**Vocabulary:** applicable bizarre brassy contradictory intriguing ongoing sensory tactile  
appeal / appealing connect / connection correspond / correspondence find / findings  
perceive / perception rely / reliable understand / understanding vision / visually

**Extension activity:** design the packaging for a new product

### Unit 5 (5A): The Beijing subway

**Subject:** the city of Beijing and its subway system

**Vocabulary:** account for (be) home to (be) renowned for get around get stuck in (traffic) keep up  
with cease congestion fortified metropolis opulent stroll (v) trace (v) traverse

**Extension activity:** make a proposal for solving traffic problems in one of your country's cities

**Unit 6 (6C): Under the same roof****Subject:** multigenerational living**Vocabulary:** adopt appreciate benefit hinder make remain spare swing  
closely-knit community day-to-day lives extended family fast-paced world  
formative relationships integral part much-needed helping hand  
mutually beneficial arrangement**Extension activity:** debate 'Family values are outdated'**Unit 7 (7D): The Empire State Building****Subject:** buildings that may be considered works of art**Vocabulary:** (be) familiar with (be) immortalized by (be) under budget compete against / with  
debate about / around fight for (open) ahead of schedule refer to  
austere confined countless enchanting eponymous fierce iconic stately**Extension activity:** research an unusual building and make a presentation to the class**Unit 8 (8B): Fog catchers****Subject:** collecting water from fog in the Atacama Desert in Chile**Vocabulary:** arid land best-equipped observatory common sight dense fog fine mesh  
long-term solution stunning landscape tiny droplet  
drift fall (v) harvest (v) perch (v) prove set up store (v) treat (v)**Extension activity:** research methods for obtaining water and give a talk**Unit 9 (9B): The history of football****Subject:** the roots of the modern game in Britain and the establishment of association football**Vocabulary:** agree on border on capitalize on deal with spring up turn into  
agree / disagreement compete / competition fundament / fundamental  
nation / international organize / disorganized prestige / prestigious rule / unruly  
vary / variety**Extension activity:** debate 'Hosting the FIFA World Cup is more trouble than it's worth'**Unit 10 (10D): The Great Fire of London****Subject:** London during the seventeenth century: the Great Plague and the Great Fire**Vocabulary:** at lightning speed death toll flee go out overflowing raze to the ground  
sporadic unworthy  
add (fuel to the fire) contain (a disease) deem (something necessary)  
endear (somebody or something to somebody) haunt raise (the alarm) rot spread (like  
wildfire)**Extension activity:** research a new medical development and make a presentation to the class

