

6

Is that for real?

**Unit plan****Reading:****Vocabulary:****Grammar:****Listening:****Speaking:****Writing:**

multiple choice, checking that the options you think are wrong are actually wrong

words related to hoaxes, mysteries and other strange phenomena, phrasal verbs, prepositions, word formation

conditional sentences, wishes and regrets, hypothesising and imagining

multiple-choice (responses), determining function and meaning

comparing photos, talking about deception and human intervention, speculating

article, modifying statements and developing your ideas, using adverbs, quantifiers and modal verbs to modify statements

Unit Opener (SB page 69)

- Ask students to look at the picture and tell you what they can see (*the interior of a cave with a walkway/bridge over a pool of water; there are tapered columns known as stalactites descending from the walls and roof of the cave*). Ask students if they know the name of the formations that rise from the floor of a cave (*stalagmites*).
- Ask students if they have ever visited a similar place and, if so, to describe what they saw there.

1

- Ask students to read the instructions and check that they understand what they have to do.
- Students discuss in pairs.
- Monitor and help with vocabulary, but do not interrupt fluency.
- Make a note of any mistakes to go over with the class afterwards.
- Ask individual students to tell the rest of the class what they imagine the inside of such a cave would be like.

Answers

Students' own answers

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the descriptions and explain anything they don't understand.
- Students discuss in pairs.
- Monitor and help with vocabulary, but do not interrupt fluency.
- Make a note of any mistakes to go over with the class afterwards.
- Discuss as a class and take a vote to see which caves students think actually exist.

Answers

Both caves are real. The first is the Cave of Crystals in Mexico. The second is the Eisriesenwelt cave in Austria.

Background information

The Cave of Crystals: Located in the Chihuahua state of Mexico, the cave contains some of the largest natural crystals ever found. It is relatively unexplored due to the extreme heat and humidity.

In 2000, the cave was discovered after the water in it was pumped out for mining operations. Without the water, which is rich in the minerals that provide material for the crystals, the crystals cannot grow. The cave is not open to the public; only the mining company, speleologists (cave scientists), other scientists and explorers may enter it in order to study the crystals.

Eisriesenwelt: An ice cave is an unusual phenomenon that is created when ice forms inside existing lava or limestone caves. According to Austrian legend, Eisriesenwelt was thought to be the entrance to hell, in spite of its freezing temperatures. Due to this belief, the cave was not explored until late in the 19th century. Tourists began visiting in the 1920s when the first paths up the mountain to the cave were made.

Today, a cable car takes visitors part of the way up the mountain, followed by a 20-minute walk to the entrance of the cave.

TOP TIP

Extend the discussion by asking students about related topics. In this unit, you may ask students to tell you about other unique, natural phenomena they have seen. These could include glaciers, the Northern Lights, deserts, waterfalls, volcanoes, reefs, etc.

Let's talk about it!

- Would you ever explore a potentially dangerous place? Why?/Why not?
- What kind of people have a strong spirit of adventure?
- Do you think there are other places left to be explored in the world? Why?/Why not?

DVD 6

Summary of DVD 6: The video entitled 'Cave of Crystals: 100 Wonders' is about the Cave of Crystals in Mexico. The presenter mentions the Fortress of Solitude which was Superman's place of solace, and there is a scene from one of the Superman films showing a crystal-filled cave. The presenter then gives a history

Cave of Swords and the gypsum crystals growing there. This was followed later by the discovery of the Cave of Crystals, which is far bigger. The cave sits above a chamber of hot magma, which heated the groundwater and is why the temperature within the cave is so high. Once mining activity ceases, the caves will be refilled with water, and the crystals will begin to grow again.

DVD link: <https://www.youtube.com/watch?v=jb1bL8xTqAs>

Answer

So that the cave can be returned to its natural state and the crystals will be protected and able to continue growing.

Reading (SB pages 70-71)

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the definitions and explain anything they don't understand.
- Students work individually to match the definition with the picture.
- They then compare their answers in pairs before discussing as a class.

Answers

Photo A shows a shortcut in space and time.
Photo B shows a hole made by a small burrowing creature, in this case a worm.

2

- Ask students to read the instructions and check that they understand what they have to do.
- Explain to students that they do not need to read in detail at this stage as they will have the opportunity to do so later.
- Students work individually to complete the task.
- They then check their answer in pairs before checking as a class.

Answer

Photo A

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Go through the tips for choosing the right answer with students. Stress that they should always check that the options they have rejected are in actual fact wrong.
- Explain that if they cannot find the right answer straight away, they should cross out those options that are definitely wrong and then choose their answer.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the questions and explain anything they don't understand.
- Encourage students to use the tip from the *Download* box when doing the task and to check that the

- Students work individually to choose the best answers.
- They then check their answers in pairs before checking as a class.

Answers

- 1C *The idea of time travel first sparked the popular imagination in fiction.*
 2D *... the device of a time machine was first introduced.*
 3B *Later the idea became known as an Einstein-Rosen Bridge ... The word wormhole, the more popular term which replaced Einstein-Rosen Bridge ...*
 4C *By travelling through this tunnel, something could move faster than a beam of light that went via normal space-time ... Physicists know that if something could travel faster than light, time travel might also be possible.*
 5A *This does not stop scientists from hunting for them, however, and there is great speculation about their possible uses.*
 6B *One problem with travelling backwards is known as the 'grandfather paradox', which states that if someone travels back in time, kills their grandfather and therefore could not be born, they could not go back in time in the first place.*

EXTENSION ACTIVITY

Students work in pairs. Ask them to imagine that they could go back in time, and to tell their partner which year or era they would travel back to, and why. Monitor and help with vocabulary and grammar if necessary. When students are ready, they can share their views with the rest of the class.

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words in the orange box and the sentences, and explain anything they don't understand. Elicit that the words in the orange box are from the reading text and that they can check their meanings in context.
- Check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|----------|---------------|
| 1 realm | 4 concept |
| 2 beam | 5 whim |
| 3 device | 6 speculation |

5

- Ask students to read the instructions and check that they understand what they have to do. Elicit that, in pairs or small groups, they will be talking about the present from the perspective of the past or the future.
- Monitor and help with vocabulary and grammar if necessary.
- Make a note of any mistakes to go over with the class

Answers

Students' own answers

a-z Vocabulary 1 (SB page 72)

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Check pronunciation by saying each of the words in orange to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to circle the correct words. Check these answers before students complete the second part of the task – writing their own sentences.
- Once students have written their sentences, they may read some of them out to the rest of the class.

Answers

- 1 theoretically
- 2 especially
- 3 surprisingly
- 4 Evidently
- 5 clearly
- 6 undoubtedly
- 7 naturally

Example sentences:

- 1 This photograph is **obviously** a fake – you can see that someone has altered it.
- 2 **Apparently**, the story about the monster was made up to encourage more tourists to visit the area.
- 3 Astrology is not **technically** a science, as no scientific principles can be used to back it up.
- 4 We dismissed the claims, believing that they were **probably** the product of an over-fertile imagination.
- 5 Tom **presumably** thought it would be funny to try to scare people.
- 6 We knew the painting couldn't be an original because it was so **ridiculously** cheap.
- 7 People tend to believe things that are untrue **partially** because they don't use critical thinking – if they thought about it, they'd realise the truth.

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words in the orange box and the sentences, and explain anything they don't understand.
- Check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you. Correct where necessary.
- Elicit that all of the words are nouns.
- Ask students to work in pairs before checking answers as a class.

Answers

- | | |
|---------------|-------------|
| 1 speculation | 5 deception |
| 2 paradox | 6 enigma |

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, they must form the compound nouns and then use them to complete the sentences.
- Ask students to read the words in the orange box and the sentences, and explain anything they don't understand.
- Students work individually to complete the first part of the task. Make sure you check the first part of the task before students complete the sentences.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|-------------------|----------------|
| 1 wormhole | 6 past lives |
| 2 common sense | 7 lifetime |
| 3 time machine | 8 Space travel |
| 4 science fiction | 9 time travel |
| 5 superhighway | |

▶ EXTENSION ACTIVITY

Ask students to write the adjective form of the nouns in 2. Explain that two of the words do not have an adjective form (*hoax, scam*), but that one of these can be used as an adjective before a noun (*a hoax call*). (*ambiguous, deceptive, enigmatic, hoax, illusory, paradoxical, speculative*)

Extra Task (for early finishers)

See photocopiable material on page 160.

Grammar 1 (SB page 73)

Before you read the Grammar box

- Revise conditionals. Write the forms on the board.
zero (if + present simple) + present simple/imperative
first (if + present simple) + future simple or can/must/should/imperative
second (if + past simple) + (would/could/might + bare infinitive)
third (if + past perfect) + (would/could/might + have + past participle)
- If students have not come across mixed conditionals before, do not introduce the form at this stage. Otherwise, write the following on the board.
mixed (if + past simple) + (would/could/might + have + past participle) and (if + past perfect) + (would/could/might + bare infinitive)
- Remind students that the *if* clause can come at the start of a conditional sentence or after the main clause, and that if it comes at the start, a comma must be used to separate it from the main clause.
- Remind/Tell students that there are other words we can use instead of *if* to form conditional sentences and that they will be looking at these in more detail.

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the information about conditionals and the sentences, and explain anything they don't understand.

- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|----------|----------|
| 1 first | 5 mixed |
| 2 second | 6 zero |
| 3 third | 7 mixed |
| 4 first | 8 second |

- 2
- Ask students to read the instructions and check that they understand what they have to do.
 - Ask students to look at the first sentence and elicit that 'I lose and find out make this an example of the first conditional (*future simple*) + (*if* + *present simple*).
 - Ask students to read the rest of the sentences carefully and to underline the verb forms in the conditional sentences.
 - Students work individually to complete the task.
 - They then check their answers in pairs before checking as a class.

Answers

- 1 You'll lose friends if they find out this was all a hoax. (*future simple, present simple*)
- 2 If I were you, I would use common sense before deciding. (*past simple, would + bare infinitive*)
- 3 We wouldn't have known about wormholes if you hadn't told us about them. (*would + have + past participle, past perfect*)
- 4 If you don't want the device stolen, keep it in a safe place. (*present simple, imperative*)
- 5 If I hadn't tricked them out of their money, I wouldn't be on trial now. (*past perfect, would + bare infinitive*)
- 6 When you deceive someone, you get in trouble. (*present simple in both clauses*)
- 7 If I were cleverer, I would have realised that it was merely an optical illusion. (*past simple, would + have + past participle*)
- 8 If I were a time traveller, I would go back to the 18th century. (*past simple, would + bare infinitive*)

- 3
- Ask students to read the instructions and check that they understand what they have to do.
 - Ask students to read the sentences and explain anything they don't understand.
 - Ask students to look at the first sentence and decide what *unless* means by substituting it with the three options to see which one makes sense (*if ... not*).
 - Ask students to read the rest of the sentences carefully and to substitute the words in bold with the three options.
 - Students work individually to complete the task.
 - They then check their answers in pairs before checking as a class.

Answers

- | | |
|--------------|-----------|
| 1 if ... not | 3 if |
| 2 if | 4 what if |

- 4
- Ask students to read the instructions and check that they understand what they have to do.
 - Ask students to read the text and explain anything they don't understand.
 - Encourage students to look back at the examples in the grammar theory to help them.
 - Students work individually to complete the task.
 - They then check their answers in pairs before checking as a class.

Answers

- | | |
|----------------|-------------|
| 1 Supposing | 5 would be |
| 2 would you | 6 should be |
| 3 take | 7 were |
| 4 hadn't found | |

▶ EXTENSION ACTIVITY

Write a story. On a piece of A4 paper, write the opening sentence of a story. It must be a conditional sentence (eg *If I hadn't been late, I wouldn't have missed the bus.*) Give the paper to a student and instruct him/her to continue the story in their own words by writing another conditional sentence. Fold the paper so that the first sentence is no longer visible and ask another student to continue the story by writing their own conditional sentence. Go around the class until every student has contributed to the story, folding the paper each time so that the student writing can only see the previous sentence. When you have finished, ask a student to read out the story to the class.

Extra Task (for early finishers)

See photocopiable material on page 160.

a-z Vocabulary 2 (SB page 74)

- 1
- Ask students to read the instructions and check that they understand what they have to do.
 - Ask students to read the sentences and explain anything they don't understand.
 - Students work individually to circle the phrasal verbs.
 - They then check their answers in pairs before checking as a class.

Answers

- 1 played around with
- 2 turned out
- 3 back up
- 4 add up
- 5 having me on

- 2
- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, they must match the phrasal verbs not used in 1 with their meanings, and then they must use the phrasal verbs in sentences.
 - Ask students to read the meanings and explain

- They then check their answers in pairs before checking as a class.
- Once the answers have been checked, students can write their sentences using the phrasal verbs.
- Once students have written their sentences, they may read some of them out to the rest of the class.

Answers

- 1 set (sb) up
- 2 play down
- 3 count on
- 4 rule out
- 5 back down

Example sentences:

- 1 The line of enquiry the police took made Johnson feel that he was **being set up**.
- 2 The government was keen to **play down** the mystery of the strange lights over the city for fear that it might start a panic.
- 3 I'm **counting on** you to help me with this – you know I can't do it alone.
- 4 Nobody could explain the findings, but a hoax was **ruled out** early in the investigation.
- 5 She used to be convinced that she could predict the future, but she's **backed down** a bit recently.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the text and explain anything they don't understand. Tell students to pay attention to the words before and after the prepositions in order to work out which preposition to use.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|-----------|----------|
| 1 to | 6 among |
| 2 over | 7 into |
| 3 against | 8 about |
| 4 until | 9 behind |
| 5 of | 10 in |

4

- Before students look at the task, ask them to tell you some negative prefixes for adjectives. Write them on the board and then ask students to give you examples of adjectives with these prefixes.
- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are three parts to the task and that they will need to answer a question, and think of more adjectives that are formed with the same prefixes.
- Ask students to read the words in the orange box and explain anything they don't understand.
- Students work individually to complete the first part of the task.
- They then check their answers in pairs before checking as a class.
- Once answers have been given, check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.
- They then answer the question in pairs before checking answers as a class.

Answers

inaccessible, inconceivable, disconnected/ unconnected, illegible, unlikely, illogical, immature, imperfect, irrational, unresolved, irreversible, distasteful
Connected can be formed into *disconnected* (meaning *no longer connected*) or *unconnected* (meaning *having no relation to something or somebody*).
 Others: *disagreeable, illegal, impatient, inaccurate, irregular, unattainable*

5

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|---------------|-----------------|
| 1 unresolved | 4 irreversible |
| 2 distasteful | 5 imperfect |
| 3 illegible | 6 inconceivable |

▶ EXTENSION ACTIVITY

Ask students to write a short text using a phrasal verb, a phrase with a preposition and a negative adjective from this lesson. Monitor and help with vocabulary and grammar. When students are ready, they may read out their texts to the class. (Example: *Dr Smith thought it would be possible to colonise Mars, but many of his colleagues ruled out the likelihood of this ever happening. Among them was a famous physicist who stated it was inconceivable to think we would ever develop the technology to accomplish something of that scale.*)

Extra Task (for early finishers)

See photocopiable material on page 160.

🔧 Grammar 2 (SB page 75)

Before you read the Grammar box

- Revise *I wish* and *If only*. Remind students that wishes in the past, present and future can be expressed with *I wish* and *If only*.
- Revise/Introduce words and phrases for hypothesising and imagining. Explain to students that we can use certain words and phrases when we talk about hypothetical or imaginary situations. Ask students if they know any of these words or phrases.

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Tell them to pay attention to the time references in the sentences.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and the questions, and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

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

Read 6.7-6.11 of the Grammar Reference on pages 172-173 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Encourage students to look back at the examples in the grammar theory to help them. Remind them to pay attention to any time references in the sentences.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

1 didn't have to find	4 hadn't come
2 wouldn't behave	5 wouldn't use
3 hadn't watched	6 had talked

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Encourage students to look back at the examples in the grammar theory to help them. Remind them to pay attention to any time references or other helpful words in the sentences.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

1 would	4 Assuming/Supposing/If
2 otherwise	5 case
3 time	6 as

EXTENSION ACTIVITY

Read out the following sentence stems and ask students to write them down in their notebooks and to complete them in their own words.

- If only you hadn't ...*
- I wish you would ...*
- If only we could ...*
- If only I didn't have to ...*
- Supposing you saw a ghost ...*
- Take an umbrella with you in case ...*
- Call him as soon as possible, otherwise ...*
- It's high time you ...*
- He would rather ...*
- She sounds as if ...*

Listening (SB page 76)

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must compare the sentences. Tell them that they are not being asked to write down anything about the grammar, vocabulary or time frame the sentences refer to, but only to consider these when thinking about function and meaning.
 - Ask students to read the sentences and explain anything they don't understand.
 - Students work in pairs, but check answers as a class. Ask students to tell you what the sentences mean using L1 if necessary.
 - Follow up the task by reading out these statements and asking students to choose the best response, a or b.
- 1 *You know, if you've got a problem, I'm here to listen.* (b)
 - 2 *Karen told me she really loves the jewellery you design.* (a)
 - 3 *Bob and Mary are really enjoying their new life in the countryside.* (a)
 - 4 *Someone told me you sold your car and bought a motorbike.* (a)
 - 5 *I don't know what I would have done if you hadn't stepped in.* (b)
 - 6 *Although they explained what happened, don't you feel they haven't been completely honest?* (a)

Answers

- 1a The speaker just states a fact.
- 1b The speaker declares his/her reluctance to do something.
- 2a The speaker is making an offer or enquiring about someone's intention to do something.
- 2b The speaker wants to find out about someone's habits.
- 3a The speaker is talking about an achievement.
- 3b The speaker implies that there are limitations as to what someone can do.
- 4a There is some truth in what has been said.
- 4b The speaker refuses to accept that what has been said is true.
- 5a The speaker offers to help.
- 5b This is a polite answer to being thanked for something the speaker has done.
- 6a It is not clear what their motives were or it is implied that their motives may have been questionable.
- 6b The speaker states that they did what they did for a reason.

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Remind students that the statements they read may look similar, but will have different meanings and functions, and that to understand these differences they should consider the grammar and vocabulary used.

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the answer choices and explain

- Play the recording and ask students to choose their answers. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Play the recording again if necessary, and check answers as a class.

Answers

- 1b** The question asks about something hypothetical and option b is a hypothetical answer. Options a and c express something real.
- 2a** They hear a polite request and option a responds affirmatively. Option b is wrong because it responds to an offer and option c is wrong because it responds to someone saying thank you.
- 3c** The speaker asks whether or not the respondent agrees with their opinion and option c is the only one that shows us that.
- 4b** Option b is correct because it asks about whether the woman referred to has ever seen a ghost. Option a is not logical because we know 'she has an irrational fear', so it's obvious that she wouldn't like to see one. Option c is also wrong because the speaker doesn't have a problem; the woman referred to does.
- 5c** Option c is correct because it echoes what the speaker says about the offer being a huge scam. Option a is wrong because 'the best deal' contradicts 'the big deal ... was a huge scam'. Option b is also wrong because it is Angus who might have benefitted from advice, not the speaker.
- 6b** Option b is correct because it's the only one that gives an opinion of his abilities and so answers the question posed. Options a and c are wrong because they refer to things that are irrelevant.
- 7a** Option a is correct because it says that the painting wasn't a fake and refers to the fact that the suggestion was a joke or a trick. Option b can't be correct because if the painting was a fake, it wouldn't be worth anything. Option c isn't correct because it refers to how much was paid for the painting, which is not what the speaker is asking about.
- 8a** Option a is correct because it agrees with the speaker's opinion that the woman referred to can't be 28 years old because they have a factual piece of information that contradicts this. 'It doesn't add up' in option a echoes the idea implied by the speaker that the two pieces of information don't make sense. Options b and c are incorrect because they refer to mathematical situations.
- 9b** The speaker asks whether someone believes in aliens. Option c does respond to a question like this, but it can't be correct because it says that the speaker is 'sceptical', which we know is untrue as the speaker himself says 'I firmly believe in the existence of alien forms of life'. Option b is correct because it agrees that 'the existence' is possible. Option a is wrong because the speaker doesn't ask whether they like them or not, but whether they believe in them or not.
- 10b** Option b is correct because it's the only one that mentions 'his personal life', which echoes the 'artist as a person'. The speaker asks 'how much is known' and this response tells us that it is 'still an enigma' ie not much. Options a

See the recording script on page 150.

Speaking (SB page 77)

1

- Ask students to read the three questions and answer any queries they may have about them.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask each pair to ask and answer one of the questions and continue around the class until each pair has had a turn.
- Deal with any language mistakes and pronunciation problems that come up.

Answers

Students' own answers

TOP TIP

Make sure your students have different conversation partners when discussing the questions that begin each Speaking lesson. By talking to a variety of people, they will have the opportunity to improve their speaking skills. It is sometimes the case that when students sit with a friend, they may end up talking about other topics, or even in their own language. Assign new partners each time.

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they will match the items to the ideas and then speculate about them with their partner.
- Go through the *Language Bank* with the students and make sure they understand how to use the phrases for speculating.
- Students work in pairs to do the task.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask one student to speculate about the first item for the class. (eg *This is just a guess, but an astrological chart could be used to show the position of the planets.*)
- Time permitting, repeat until all students have had a turn.

Answers

1e 2c 3f 4a 5d 6b
Students' own answers

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Stress the fact that for this task, they are not being tested on their general knowledge but rather their ability to communicate their thoughts and ideas in a way that is comprehensible to the listener. Tell them that in view of this, they should not be put off by

3

- Go through the *Language Bank* again with the students and make sure they understand the phrases and how to use them.
- Ask students to read the instructions and check that they understand what they have to do.
- Refer students to page 196 of the Student's Book. Ask students to read the instructions and check that they understand what they have to do. Elicit that they should compare only two of the photos in each set and not all three. Remind them to speculate if they are unsure about the subjects of the photos. In addition, point out that there is a final aspect to the task where they have to answer a question about the photos and give their opinion about something.
- Remind students that in Part A, Student A will have a long turn and then Student B will have to answer a question about the photos discussed by Student A. In Part B, Student B will have a long turn and then Student A will have to answer a question about the photos discussed by Student B.
- Students work in pairs to complete the task.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask one pair to demonstrate the task in front of the class.
- Time permitting, repeat until all pairs have had a turn.

Answers

Students' own answers

4

- Ask students to read the questions and explain anything they don't understand.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Time permitting, you may want to discuss the questions more extensively as a class.

Answers

Students' own answers

Writing (SB pages 78-79)

Article: Modifying statements and developing your ideas

- Ask students to read the information on articles and modifying statements and developing their ideas.
- Explain to students that they should avoid making aggressive statements or statements that are not completely true. Tell them that if they wish to modify a statement they can achieve this in a number of different ways, and that by doing so, they will sound more reasonable. Tell them also that they can develop their ideas by asking hypothetical questions to speculate.

1

- Ask students to read the instructions and check that they understand what they have to do. Tell them that

- Students work individually to complete the task.
- They then compare their answers in pairs before checking as a class.

Answers

1d 2a 3d 4c 5b

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the writing task and the statements, and answer any queries they might have about them.
- Explain that the task will help them to analyse and understand some very important elements of an article, namely the topic, the reason for writing and the correct tone.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class. Ask students to justify their answers (see below).

Answers

- 1 honesty in advertising (*it's clearly stated in the writing task*)
- 2 inform / describe / express opinions (*provide information about a misleading advertisement / describe the advertisement / give their opinion about honesty in advertising*)
- 3 semi-formal (*a semi-formal tone is the most appropriate for an article – it should not be informal because it is for publication; it should not be formal because it aims to engage a readership*)

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the article that was written in answer to the task in 2 and the questions, and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

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

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must determine how hypothesis is used to modify a statement.
- Explain to students that they will need to read the sentence immediately before the last one in paragraph 3 in order to see what is being modified.
- Students work individually to complete the task.
- Check answer as a class.

Answer

... make people believe that they are failures or not good enough if they do not buy something/a

5

- Ask students to read the instructions and check that they understand what they have to do. Explain that statements can also be modified with adverbs and quantifiers because they serve to tone down the strength of a statement and make it more believable.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 most
- 2 many
- 3 almost certain
- 4 very often

6

- Ask students to read the instructions and check that they understand what they have to do. Explain that there are a number of possible answers.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the task.
- They then compare their answers in pairs before checking answers as a class.

Possible answers

- 1 We cannot always believe what we see in photographs because the camera can lie.
- 2 Many of the photographs that we see of film stars have probably been digitally enhanced.
- 3 Photographs in holiday brochures can give a false impression of reality.
- 4 Even photographs of some important news events could have been altered by using technology.

▶ EXTENSION ACTIVITY

Time permitting, have a class discussion about advertisements that students find misleading. Ask them to give you examples of those they find particularly annoying.

LANGUAGE BANK

- Quickly go through the words and phrases in the *Language Bank*.
- Explain that students can use words and phrases from the *Language Bank* as well as their own phrases in their articles.
- Make sure students understand the topic specific vocabulary as it pertains to photography and the media. Point out that they can use the items in the 'In context' section in their articles as well.

7

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, they need to underline the main topic of the article and then they need to copy the plan into their notebooks and complete it with notes for their article. Check the answers to the first part of the task before continuing.
- Go over the *Plan* with the students.

Answers

Students should underline: *photographic technology and the media*.

Students' own ideas for completing their article plans

8

- Read the task out to students again.
- Remind them to use the various techniques for modifying statements.
- Go over the *Plan* with the students again.
- Assign the writing task for homework.

Answers

Students' own answers

DOWNLOAD

- Read out the information in the *Download* box.
- Choose a student to explain the tips in his/her own words.
- Tell students to engage their reader by including an interesting title, an opening paragraph that makes them want to read more, and the right tone of voice. Remind them to express their views in a way that is not exaggerated or unreasonable, and to develop their ideas, eg by speculating and using hypothetical language.

Reload 6 (SB page 80)

Objectives

- To revise vocabulary and grammar from Unit 6.

Revision

- Tell students that Reload 6 revises the material they saw in Unit 6.
- Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the unit if they're not sure about an answer. Stress that the Reload section is not a test.
- Decide how the review will be carried out. Students could do the vocabulary items first and then correct them immediately, or they could do all the items together and correct them at the end.
- Give students about 15 minutes to complete the review. Reduce this progressively as you work through the book.
- Tell students to answer every question. When checking their answers, make a note of any problem areas in vocabulary and grammar they still have. Assign some time to deal with these areas.

Vocabulary Revision

Vocabulary 1

- 1: Revise the adverbs by writing them all on the board and asking individual students to choose one and to give you a sentence using it. Continue until all of the adverbs have been revised. (*theoretically, obviously, apparently, especially, surprisingly, technically, probably, evidently, presumably, clearly, ridiculously, undoubtedly, partially, naturally*)
- 2: Read out the nouns, one by one, and ask individual students to write them on the board. Ask the class if the spelling is correct. If not, the class corrects it. Then ask the student who wrote the word to use it

- 3: Read out the compound nouns, one by one, and ask individual students to tell you if they are one word or two. Then ask students for example sentences using the compound nouns. (*common sense, lifetime, past lives, science fiction, space travel, superhighway, time machine, time travel, wormhole*)

Vocabulary 2

- 1 and 2: Practise phrasal verbs. Write these phrasal verbs on the board: *play down, play around with, turn out, rule out, back up, back down, set sb up, add up, count on sb, have sb on*. Then ask individual students to come to the board, choose one of the phrasal verbs and write a sentence using that phrasal verb. As each phrasal verb is used, cross it out.
- 3: Practise prepositions. Write the gapped phrases on the board in one column and the prepositions in another, and ask students which prepositions the words/phrases go with. Once they have been matched, ask students to use the phrases in sentences. (*appeal to sb, all over the world, fight against injustice, run until June, of a political nature, among those in the group, turn into a monster, a talked about programme, hide behind a curtain, in my imagination*)
- 4 and 5: Practise word formation. Write the negative prefixes on the board and ask students to write down two examples of adjectives that begin with each prefix (*dis-, il-, im-, in-, ir-, un-*). Students then compare their answers with a partner before reading out their words to the class.

Grammar Revision

Grammar 1

Practise conditional sentences.

- Revise the conditionals by writing these sentence stems on the board and asking students to complete them in their own words.

- 1 *When you look at the sky at night, ...*
- 2 *If you can't help me, ...*
- 3 *If I were a time traveller, ...*
- 4 *If the police hadn't caught him, ...*
- 5 *He wouldn't be in trouble now ...*
- 6 *Unless you leave immediately, ...*
- 7 *Supposing you saw a ghost, ...*
- 8 *As long as our research is correct, ...*

Grammar 2

Practise wishes and regrets; hypothesising and imagining.

- Write the structures on the board. Then ask individual students to give you sentences using them.

- 1 *wish/if only + past tense*
- 2 *wish/if only + past perfect tense*
- 3 *wish/if only + could*
- 4 *wish/if only + could have*
- 5 *wish/if only + would*
- 6 *it's high time + past tense*
- 7 *in case, otherwise, assuming (that)*
- 8 *suppose/supposing (that) + modal verb*
- 9 *would rather/sooner + bare infinitive (+ than + bare infinitive)*
- 10 *as if/though*

- Students are now ready to do Reload 6.
- Set a time limit and let students know every so often how much time they have left to complete the questions.
- Check answers as a class.

Answers

Vocabulary

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

Grammar

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

Objectives

- To revise vocabulary and grammar from Units 5 and 6.

Revision

- Tell students that Progress Review 3 revises the material they saw in Units 5 and 6.
- Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the units if they're not sure about an answer. Stress that the Progress Review section is not a test.
- Decide how the Progress Review will be carried out. Students could do the vocabulary items first and then correct them immediately, or they could do all the items together and correct them at the end.
- Give students about 40 minutes to complete the review. Reduce this progressively as you work through the book.
- Tell students to answer every question.
- When checking their answers, make a note of any problem areas in vocabulary and grammar they still have. Assign some time to deal with these areas.

Vocabulary Revision

Revise nouns related to memory and memories.

- Unit 5, Vocabulary 1, Exercises 1 and 2: Write the words on the board. (*amnesia, flashback, hindsight, keepsake, memento, memo, memoirs, memorial, nostalgia, reminder, retention, retrospect, souvenir, tribute*) Then read out the following meanings, one by one, and ask individual students to tell you which word or words each best defines. For one definition, there is more than one answer. Then ask students to give sentences using the words.
 - 1 *the ability to understand an event or situation only after it has happened (hindsight)*
 - 2 *a sudden, clear memory of a past event or time (flashback)*
 - 3 *a large object made of stone that has been built to honour a famous person or event (memorial)*
 - 4 *an object that you keep to remember a person, place or event (keepsake, memento, souvenir)*
 - 5 *a medical condition that makes you unable to remember things (amnesia)*
 - 6 *a written or spoken message that reminds someone to do something (reminder)*
 - 7 *something you say, write or give that shows your respect and admiration for someone, especially on a formal occasion (tribute)*
 - 8 *the ability to remember ideas or facts (retention)*
 - 9 *a written message sent by one person to another in the same business organisation (memo)*
 - 10 *a feeling of pleasure and sadness when you think about things that happened in the past (nostalgia)*
 - 11 *thinking now about something in the past (retrospect)*
 - 12 *a written record of a person's own life and experiences (memoirs)*

Revise verbs and nouns related to memory.

- Unit 5, Vocabulary 1, Exercises 3 and 4: Read out the verbs for memory one by one. Ask individual students

- 2 *commemorate/commemoration*
- 3 *evoke/evocation*
- 4 *memorise/memorisation*
- 5 *prompt/prompt*
- 6 *recall/recall*
- 7 *recollect/recollection*
- 8 *reflect/reflection*
- 9 *refresh/refresher/refreshment*
- 10 *reminisce/reminiscence*
- 11 *retain/retention*
- 12 *summon (summons, but no noun form that relates to memory)*

Revise compound adjectives.

- Unit 5, Vocabulary 1, Exercise 5: Read out the following phrases and ask individual students to come to the board and rewrite them using a compound adjective and the noun.

- 1 *a car that is fuel efficient (a fuel-efficient car)*
- 2 *a mystery that has existed for 500 years (a 500-year-old mystery)*
- 3 *a book that has been acclaimed by critics (a critically-acclaimed book)*
- 4 *a wall that is three metres high (a three-metre-high wall)*
- 5 *a country where English is spoken (an English-speaking country)*
- 6 *a swim that broke the world record (a record-breaking swim)*

Revise adverbs.

- Unit 6, Vocabulary 1, Exercise 1: Revise the adverbs by reading them out, one by one, and asking individual students to write them on the board and to give you sentences using them. Tell students to pay attention to spelling as some of the adverbs will require double *l*, while others need only one. After all the adverbs have been covered, ask students if they can see a pattern regarding the adverbs that require double *l* (*their adjective forms all end in -al*). (*apparently, clearly, especially, evidently, naturally, obviously, partially, presumably, probably, ridiculously, surprisingly, technically, theoretically, undoubtedly*)

Revise nouns for hoaxes and mysteries.

- Unit 6, Vocabulary 1, Exercise 2: Write the words on the board (*ambiguity, deception, enigma, hoax, illusion, paradox, scam, speculation*). Then read out the following meanings, one by one, and ask individual students to tell you which word each best defines. Then ask students to give sentences using the words.
 - 1 *something that is strange because it has features or qualities that do not normally exist together (paradox)*
 - 2 *guessing something without having enough information to be certain (speculation)*
 - 3 *a trick when someone deliberately tells people that something bad is going to happen or that something is true when it is not (hoax)*
 - 4 *something that looks very different from what it really is (illusion)*
 - 5 *causing someone to believe something that is not true, usually for personal gain (deception)*
 - 6 *a person or thing that is mysterious or difficult to*

8 *an illegal plan for making money, especially one that involves tricking people (scam)*

Revise compound nouns.

• Unit 6, Vocabulary 1, Exercise 3: Write all of the separate words on the board (in mixed up order). Then ask individual students to come to the board and write the compound nouns. (*common sense, lifetime, past lives, science fiction, space travel, superhighway, time machine, time travel, wormhole*)

Revise word formation.

• Unit 5, Vocabulary 2, Exercises 1 and 2: Read out the words, one by one, and ask individual students to write the adjective forms on the board. Do not write the suffixes on the board – by now, students should be able to produce derivative forms without extra help.

(*access-accessible; adventure-adventurous; beauty-beautiful; caution-cautious; defy-defiant; harm-harmful/harmless; intuition-intuitive; submission-submissive; understand-understanding; vigil-vigilant*)

• Unit 6, Vocabulary 2, Exercises 4 and 5: Read out the words, one by one, and ask individual students to write the negative adjectives on the board. As in the previous revision task, do not write the prefixes on the board – by now, students should be able to produce derivative forms without extra help. (*accessible-inaccessible; conceivable-inconceivable; connected-disconnected/unconnected; legible-illegible; likely-unlikely; logical-illogical; mature-immature; perfect-imperfect; rational-irrational; resolved-unresolved; reversible-irreversible; tasteful-distasteful*)

Revise commonly confused words.

• Unit 5, Vocabulary 2, Exercise 3: Write the word sets on the board. Then ask individual students to choose a word and use it in a sentence. Cross out each word as it is used. Continue around the class until every student has had a turn. (*retrieve/recapture/reclaim; memoirs/memories/memorabilia; imagination/fantasy/imitate; imitate/simulate/copy*)

Revise collocations and expressions.

• Unit 5, Vocabulary 2, Exercise 4: Write part of each expression on the board and leave blanks for students to complete. You may write the missing verbs in a separate column or, as a more challenging task, ask students to provide them. (*bear in mind, commit to memory, have a memory like a sieve, lose my train of thought, it escapes me, slip my mind, jog my memory, my mind went/goes blank*)

Revise phrasal verbs.

• Unit 6, Vocabulary 2, Exercises 1 and 2: Write these phrasal verbs on the board. Then read out or write the definitions on the board and ask students to match them with the correct phrasal verb.

add up, back down, back up, count on, have sb on, play around with, play down, rule out, set sb up, turn out

1 *trick or make someone fall into a trap (set sb up)*

2 *attach less importance to (play down)*

3 *to show that a belief or claim is probably true (back up)*

4 *happen in a particular way or have a particular result (turn out)*

5 *seem reasonable or likely (add up)*

6 *depend on; rely on (count on)*

7 *exclude as a possibility; eliminate (rule out)*

10 *try to persuade someone that something is true when it is not, usually as a joke (have sb on)*

Revise prepositions.

• Unit 6, Vocabulary 2, Exercise 3: Write the prepositions on the board (*about, against, among, behind, in, into, of, over, to, until*). Then read out the words and phrases they pair with, one by one, and ask students to write them down and complete the phrase with the correct preposition. (*appeal to teenagers, all over the country, fight against crime, run until the summer, be of a scientific nature, be among other people, turn into something else, be talked about by everyone, hide behind a door, in my imagination*)

Grammar Revision

Revise relative clauses.

• Ask individual students to write sentences with relative clauses on the board. Then ask the class if the sentence is correct, if the relative pronoun is necessary, if the clause is defining or non-defining, and if the sentence can be rewritten (if so, ask them for alternative sentences).

Revise pronouns.

• Write the following groups of pronouns on the board and ask individual students to give you sentences using them. Cross out each pronoun as it is used. Continue around the class until every student has had a turn and all of the pronouns have been used.

Impersonal pronouns: they, you, one, we

Demonstrative pronouns: this, these, that, those

Reflexive pronouns: myself, himself, ourselves, yourselves

Reciprocal pronouns: each other, one another

Indefinite pronouns: somebody, many, another, few

Revise conditional sentences.

• Write the prompt on the board and ask students to write zero, first, second and third conditional sentences. Ask them if it is possible to form a mixed conditional sentence with the prompt (*no*).
weather is awful / stay indoors (zero: If/When the weather is awful, stay indoors. / first: If the weather is awful, I will stay indoors. / second: If the weather were awful, I would stay indoors. / third: If the weather had been awful, I would have stayed indoors.)

• Ask students to write a mixed conditional sentence with this prompt.

bring a torch with me / lost now (If I had brought a torch with me, I wouldn't be lost now.)

• Ask students to rewrite the following as a conditional sentence without *if*. There is more than one possible answer.

If the results are not conclusive, we won't publish them.
→ Unless the results are conclusive, we won't publish them.

→ As/So long as the results are conclusive, we'll publish them.

→ Provided/Providing (that) the results are conclusive, we'll publish them.

Revise wishes and regrets; hypothesising and imagining.

• Write these sentence stems on the board and ask students to complete them in their own words.

1 *Gina wishes she ...*

2 *If only I ...*

- 6 *I would sooner ...*
- 7 *Take extra money with you ...*
- 8 *She acted ...*

- Students are now ready to do Progress Review 3.
- Set a time limit and let students know every so often how much time they have left to complete the questions.
- Check answers as a class.

Vocabulary

Answers

- 1**
- 1** back up
- 2** hindsight
- 3** hoax
- 4** reminder
- 5** imagination
- 6** count on you
- 7** retrieve
- 8** evoke

- 2**
- 1** time
- 2** of
- 3** blank
- 4** against
- 5** up
- 6** common
- 7** train
- 8** to

- 3**
- 1** running
- 2** trigger
- 3** bear
- 4** recapture
- 5** slipped
- 6** set
- 7** word
- 8** spouse

- 4**
- 1** memorial
- 2** deception
- 3** inconceivable
- 4** cautious
- 5** vigilant
- 6** disconnected

Grammar

Answers

- 1**
- 1** to whom
- 2** where, in which
- 3** which
- 4** why
- 5** the second of which, of which the second
- 6** who
- 7** when
- 8** with which

- 2**
- 1** it
- 2** herself
- 3** one
- 4** that
- 5** They
- 6** none
- 7** Those
- 8** Somebody

- 3**
- 1** if you don't send
- 2** long as I make
- 3** I were you, I would
- 4** are less likely to
- 5** (that) you back up
- 6** hadn't jogged my

- 4**
- 1** would
- 2** only
- 3** time
- 4** knew
- 5** rather
- 6** as
- 7** had
- 8** in

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