


# English world



Teacher's Guide

# 10



MACMILLAN

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## Scope and sequence

Unit	Reading	Reading comprehension	Grammar	Language practice
1 It's headline news! Page 6	<b>Another first for Bay City College!</b> a newspaper report	literal questions; layout questions; inferential and deductive questions; personal response	inversion for emphasis and dramatic effect <i>Away ran the boy.</i> inversion with direct speech <i>"Hello," said Ben.</i>	<b>Punctuation:</b> ending a sentence; apostrophes <b>Language use:</b> complex sentences
2 I am writing to say ... Page 16	<b>After the Arts Day</b> a formal letter of thanks; an informal letter to a friend	literal questions; formal and informal phrases; letter formats; inferential questions; personal response	inversion in conditional sentences with a formal context <i>Should you change your mind, I'll be happy to talk to you.</i>	<b>Punctuation:</b> commas <b>Language use:</b> informal writing
Study skills 1	Editing			
3 This house believes ... Page 28	<b>Bay City College debating competition</b> a discursive text	literal questions; paragraph analysis; definitions; inferential and deductive questions; personal response	concessive clauses with <i>though, even though, although</i> <i>Though it was sunny, it was cold.</i>	<b>Punctuation:</b> colon, semi-colon <b>Language use:</b> simile and metaphor
4 What career? Page 38	<b>Archaeology Now</b> advice, guidance and information on a website	literal questions; definitions; distinguishing advice and information; inferential questions; personal response	future perfect continuous <i>At ten o'clock the men will have been working for twelve hours.</i>	<b>Punctuation:</b> direct speech <b>Language use:</b> missing words <i>Just starting?</i> elision <i>She likes the humble as much as the exotic.</i>
Life skills 1	Creating your CV			
5 Look what they did! Page 50	<b>A Balloon Debate</b> biographical writing as autobiography for class debate	literal questions; inferential and deductive questions; personal response	inversion of subject and verb in a formal context <i>So great was his surprise that he fell off his chair.</i>	<b>Punctuation:</b> quotations <b>Language use:</b> features of formal writing
6 In performance Page 60	<b>Let's go live!</b> a discursive essay	literal questions; vocabulary and structure questions; inferential and personal response questions	articles with place names in a town or city <i>Mayfair, Oxford Street, the British Museum, the Dorchester Hotel</i>	<b>Punctuation:</b> brackets and dashes <b>Language use:</b> ... matter, who/when/where, etc. + ever
Study skills 2	Dictionary overview			
7 In suspense Page 72	<b>Escape!</b> an extract from an adventure story	literal questions; vocabulary, structure and style questions; inferential and personal response questions	<i>make/let someone do something</i> <i>It made her cry.</i> <i>We let it go.</i> <i>dare (to), help (to)</i> <i>I helped her (to) sit.</i> <i>He dared us (to) go.</i>	<b>Punctuation:</b> revision of direct speech <b>Language use:</b> of or possessive 's
8 Moving on Page 82	<b>Bobbie-Jo's diary</b> entries from a diary	literal questions; vocabulary, style and structure questions; inferential and personal response questions	passive reporting verbs <i>It is believed to be an original painting.</i>	<b>Punctuation:</b> revision of brackets and dashes <b>Language use:</b> expressions with unusual tenses
Life skills 2	Personal statement			
9 Being different Page 94	<b>Famous Firsts!</b> an informative magazine article	true/false questions; vocabulary and structure questions; inferential and personal response questions	verbs followed by gerunds and/or infinitives <i>I stopped running.</i> <i>I stopped to look.</i>	<b>Punctuation:</b> revision of colon, semi-colon <b>Language use:</b> meanings of get
10 Changes Page 104	<b>Book Reviews</b> book reviews	literal questions; vocabulary, inferential and deductive questions; personal response questions	reported speech: varying reporting verbs and constructions <i>He promised to do it.</i> <i>She denied it was hers.</i>	<b>Punctuation:</b> a round-up in brief <b>Language use:</b> constructions with prepositions
Study skills 3	Exam strategies			



Grammar in use	Listening and speaking	Writing features
auxiliary verbs <i>do, does, did</i> for emphasis We <b>did</b> enjoy the party. to avoid repetition Joe <i>works harder than I do</i> .	<b>Listening comprehension:</b> radio broadcast true/false/not stated <b>Individual speaking:</b> an event in the news	information and opinion SB: features and assignment WB: planning sheet
figurative language for descriptions <i>like: It was like a raging bull.</i> <i>as ... as: as stubborn as a mule</i> <i>as if: It was as if the sky had fallen in.</i> <i>as though: ... as though her legs were made of jelly.</i>	<b>Functions of English:</b> expressing likes / dislikes / preferences <b>Listening comprehension:</b> dialogue literal questions	formal and informal letters SB: features and assignment WB: planning sheet
prepositional phrases <i>in spite of, apart from, because of, in common with, in favour of, owing to, instead of, due to, according to, thanks to, in addition to, etc.</i>	<b>Listening comprehension:</b> monologue multiple choice <b>Individual speaking:</b> a favourite singer, musician, etc.	discursive writing SB: features and assignment WB: planning sheet
present continuous + <i>always</i> for habitual actions Archaeologists <b>are always complaining</b> about their knees.	<b>Functions of English:</b> expressing certainty, probability, possibility <b>Listening comprehension:</b> dialogue multiple choice and literal questions	information and advice SB: features and assignment WB: planning sheet
articles with geographic names: <i>the River Thames, Lake Baikal, the Atlantic Ocean, Mount Everest, the Himalayas, etc.</i>	<b>Listening comprehension:</b> travel programme literal questions and cloze: listening for gist and detail <b>Individual speaking:</b> an interesting foreign country	discursive writing SB: features and assignment WB: planning sheet
repetition of comparative adjectives and adverbs, verbs and nouns <i>faster and faster, bigger and bigger, run and run, students and students</i>	<b>Functions of English:</b> apologising and responding <b>Listening comprehension:</b> dialogues literal questions	discursive writing SB: features and assignment WB: planning sheet
echo questions <i>'Anna is ill.' 'Is she?'</i> <i>'I never buy sweets.' 'Don't you?'</i>	<b>Listening comprehension:</b> film soundtrack multiple choice and true/false/not stated <b>Individual speaking:</b> thrillers	story endings SB: features and assignment WB: planning sheet
echo tags <i>'That's cheap!' 'It is, isn't it?'</i> <i>'It wasn't fair.' 'It wasn't, was it?'</i>	<b>Functions of English:</b> speculating (guessing) about the present and the past <b>Listening comprehension:</b> dialogue literal questions	autobiographical writing SB: features and assignment WB: planning sheet
uses of <i>dare</i> and <i>need</i> <i>He daren't jump.</i> <i>Did they dare speak?</i> <i>You needn't answer.</i> <i>Does she need to leave now?</i>	<b>Listening comprehension:</b> radio programme: multiple choice <b>Individual speaking:</b> a well-known person who did something first	informative writing SB: features and assignment WB: planning sheet
zero article before some nouns <i>He's in hospital.</i> <i>She works at the hospital.</i>	<b>Functions of English:</b> expressing and responding to surprise and disbelief <b>Listening comprehension:</b> dialogue true/false/not stated	information and opinion SB: features and assignment WB: planning sheet



# It's headline news!

1

In this unit, students will:

- discuss news reporting; talk about different ways of accessing news; discuss how they follow the news; complete Start-up tasks in preparation for all work in the unit
- read and understand a newspaper report
- develop a close understanding of the text, its purpose, audience and style
- learn and practise correct use of the inversion of subject and verb
- revise and practise punctuation to end a sentence and the apostrophe
- learn more about compound and complex sentences
- learn and practise using auxiliary verbs for emphasis and to avoid repetition
- listen to a news bulletin; give a presentation on recent news events
- discuss the features of a news report; write their own news reports

## Lesson 1 Start-up SB pp6-7

### Lesson aims

#### SB skills:

- to read information about changes in delivery of news
- to discuss students' level of interest in local, national or international news
- to discuss the kind of stories students find interesting
- to list recent news events
- to check Start-up tasks
- to listen to a conversation about news then talk in groups about access to news events
- to discuss different kinds of events that could be presented to an audience in a school

#### WB practice:

- to have completed all the tasks before the lesson in preparation for the class discussions and other activities in Lesson 1

### Time division: a rough guide to a 40-minute lesson

- |  |   |
|--|---|
| ▶ Warm-up – 2  | ▶ Check Grammar in use and Listening/Speaking tasks – 6 |
| ▶ Reading and General discussion – 5   | ▶ Conversation focus – 8                                |
| ▶ General questions – 5  | ▶ Writing, discuss performances in school – 4           |
| ▶ Read and check Reading, Vocabulary, Grammar and Language practice tasks – 10 |   |

### Note for Unit 1 Start-up

- 1 Before the lesson, students read pp6-7 and complete the tasks using WB p5 to note their ideas and answers.
- 2 They should by now be familiar with this preparatory work and realise that they need to complete it before the lesson in order to get most benefit from it.

### Warm-up

Ask the class what they can remember about the activities of the students at Bay City College. Elicit some key events, e.g. **they organised an arts festival at the school; a popular band played, there were fireworks**, etc.  
Ask students if they can remember what problems the festival organisers encountered and how they were solved.

### Start-up: It's headline news!

Check that students have their WBs and have brought them to the lesson. Remind students who do not have their WB of the importance of preparing properly for this lesson.

#### General discussion

- 1 Ask different students to read the information that is with the photos.
- 2 Discuss the information and the photos with the class. Ask appropriate questions for your students, e.g. *How do you think most people find out about news events today?* Elicit their suggestions. Ask for reasons for their ideas.
- 3 Ask: *How did most people find out about events 500 years ago?* Elicit, e.g. **News was told by messengers and passed on from person to person.**  
Ask: *What do you think are the other main differences between the news now and 500 years ago?* Elicit their ideas, e.g. **events are known about as soon as they happen; news goes all round the world quickly; you can see recordings of events or even see events happening live**, etc.
- 4 Ask the class if they think it is a good or bad thing that events can be reported so quickly all round the world.

#### General questions

- 1 Ask the first question on p6. Elicit responses. Ask for reasons. Find out if all students have the same response. Ask students with a different answer to explain their reasons.
- 2 Students should have noted specific answers to the following questions about local events and news stories. Elicit as many different replies from around the class as possible.



- 3 Ask the last question and elicit reasons. If any students think world news is important, invite them to try to persuade those with the opposite view by putting their reasons together (or the other way round).

### Reading

- 1 Read the first information point.
- 2 Ask the question about a report of a school event. If none has been reported, ask: *What school events do you think would make a good news report?*
- 3 Most schools will not have been on TV news but a few have. Ask the class: *For what reason do you think a school might be on TV. Has any school you know been on TV news?*

### Vocabulary

- 1 Ask the class how many of the words in the list they needed to look up.
- 2 Remind them that they will find the rest of the unit easier if they bother to check words that will be used in the reading.
- 3 Ask students for meanings of the phrasal verbs. Ask volunteers to explain as well as they can. Elicit further ideas and comments as appropriate. Accept definitions which approximate to the following examples:  
*come up with: to suggest or invent (an idea or concept)*  
*pull out: to stop being involved in something; to cancel an arrangement to do something*  
*step in: to become involved in something*  
*stand in for: to replace someone in an activity.*

### Grammar

Read the first sentence. Elicit answers to the question: **sentence 1 – verb, subject; sentence 2 – subject, verb.** Ask what the usual order is: **subject, verb.** Ask students what *inversion* means. If they did not already know they should be able to work out: **change of order.**

### Language practice

- 1 **Punctuation** Read the area of study then elicit other marks to end a sentence: **question mark, exclamation mark, speech marks.**
- 2 Point out *Using apostrophes* then elicit two reasons: **to show omission, to show possession.**
- 3 **Language use** Read the topics for study then elicit conjunctions for main clauses, e.g. **and, but, so, because, though, although,** etc.

### Grammar in use

- 1 Read the first statement about the festival discussion.
- 2 Read the area for study. Elicit the auxiliary in the first sentence: **did.**
- 3 Read the second sentence and ask the question: **speaks French.**
- 4 Explain that auxiliaries are often used in conversational English and students will study these further in their grammar work in the unit.

### Listening and speaking

- 1 Read the first sentence and elicit the meaning of *bulletin: a short news broadcast.*
- 2 Read out the speaking task. Elicit events from individuals. Ask as many different students as possible and aim to create a varied list.

### Conversation focus

#### Track 1.01

- 1 If students have been able to listen to the track as part of their preparation, play it once then check through the answers to the questions.
- 2 If students have not already listened to the track, read the first two sentences in the box.
- 3 Play track 1.01. Students listen.
- 4 Tell students to look at the questions in their WBs. Ask a volunteer to read them out.
- 5 Play track 1.01 again. Students listen and write the answers. Play it a third time if necessary.
- 6 Check answers together.

**Note:** The Start-up audio scripts are included at the back of the SB. They are provided so that students can check what they have heard. The questions in the WB are always straightforward and students should be able to answer them on a first or second listening. Encourage them to answer without looking at the script. They may check with the script if they wish.

These audio scripts may also be used by pairs or groups of students to practise reading or acting out a dialogue.

### Audio script

#### Track 1.01 Unit 1 Start-up Conversation focus

- Liam: Hi, Kurt, have you finished with the computer?  
 Kurt: Nearly. I'm just looking at the weather online. There's been a terrible storm and floods in Australia.  
 Liam: Has there? It's not in the newspapers.  
 Kurt: It's only just happening, right now. It's on all the online news sites. My cousin's working in the affected area.  
 Liam: Is he all right?  
 Kurt: He sent a text. He's not in danger from the floods at the moment but there's more bad weather on its way.  
 Liam: At least you can keep in touch and find out what's happening. A hundred years ago you wouldn't have known anything about it until it was all over.  
 Mimi: Hi, Kurt, have you finished with the computer?  
 Kurt: Hi, Mimi, I've nearly finished but Liam's next.  
 Mimi: Oh!  
 Liam: I just need to find some facts quickly when Kurt's finished checking the weather in Australia.



Mimi: Because of today's floods?  
 Liam: How did you know?  
 Mimi: I got a news alert on my phone. You can look at video clips of it online, here look at this.  
 Liam: ... Oh, wow, look at that ... it looks terrible ... have a look at this, Kurt.  
 Kurt: Hmm. Yes, it does look bad. But you'd better turn your phone off, Mimi, you're not supposed to use it in here.  
 Mimi: It's on silent!  
 Kurt: All the same. Here, Liam, I've finished.  
 Liam: Thanks. Anyway, Mimi, there'll be much better footage on the TV news tonight.  
 Kurt: And there will be more detailed reports.  
 Mimi: Hmm ... Well, I won't have time to watch TV tonight. I'll be working on my science project. At least, if I can ever get on the computer, I'll be working on my science project.  
 Liam: All right, all right. I won't be long.  
 Kurt: What's your project about, Mimi?  
 Mimi: Renewable sources of energy – there was an international conference about it a couple of days ago. I want to read what was discussed.  
 Kurt: There's a report in the paper about it – new technologies and so on. It's here, look.  
 Mimi: Oh, thanks, that might be useful. Somebody told me that this week's *Natural Science* magazine had a long article about it, too. I was going to read it online.  
 Kurt: I've got a copy in my bag.  
 Mimi: Oh, really?  
 Kurt: Do you want to borrow it?  
 Mimi: Oh, yes, please. Thanks, Kurt. That's great. It'll be easier than reading it on screen. Are you sure you don't need it?  
 Kurt: No, it's fine. Let me have it back in a few days.  
 Liam: Here you go, Mimi. I'm done.  
 Mimi: Oh, that's OK, Liam, thanks. I've got the magazine now.  
 Liam: Do you mean I rushed for nothing?  
 Mimi: Well, er, yes. But thanks, anyway. You can take your time now, if you like. See you later.

**WB answers** 1 Australia 2 science  
 3 *Natural Science*

## Group conversation

- 1 Students work in small groups or pairs and talk about the different ways news is presented and how they usually access it.
- 2 Remind them they may use the photos and word prompts to help them with ideas.
- 3 Go around listening as they work.
- 4 Invite one or two groups to speak while the rest of the class listens.

## Writing

Read out the task and elicit three kinds of performance that could be presented to an audience in school. Discuss a few ideas. Explain that thinking about this now will help them when it comes to writing their own report.

### Homework task

Students check the Unit 1 Word list at the back of the WB. They should look up any completely new words and check any they recognise but are not entirely sure of.

## Lesson 2 Reading SB pp8–9

### Lesson aims

#### SB skills:

- to discuss the appearance and features of a newspaper report before reading
- to read and understand the report
- to discuss the features and evaluate the general effectiveness of the report

#### WB practice:

- to practise vocabulary from the unit
- to use words from the unit to revise and extend students' vocabulary

### Time division: a rough guide to a 40-minute lesson

► Warm-up – 4

► Pre-reading – 4

► Reading – 7

► Vocabulary check – 5

► Gist questions – 10

► Reading practice – 10

### Warm-up

Ask students to think of all the jobs that exist in newspapers and magazines. They should be able to think of several, e.g. **reporter, photographer, editor, designer, journalist, feature writer, advertising manager**. Ask if any of those jobs interest them as a career.



## Reading: Another First for Bay City College!

Give the class a moment or two to look at the two pages without discussion.

### Pre-reading questions

- 1 How is the text laid out? **in columns**
- 2 How is the text divided up? **in paragraphs**
- 3 What other features can you see on the pages that you expect to find in a newspaper report? Students should be able to point out: **the headline, photographs, captions.**

### Reading

- 1 Play track 1.02 or read the report to the class. Students listen and follow.
- 2 Check understanding of the vocabulary. Students should have prepared the vocabulary for the lesson by going through the Word list at the back of the WB and have some idea of the meanings of most words in the text. They may have come across some of the words in the list before and not all will be completely unknown.
- 3 Ask if any words are unknown. Where possible, encourage other students to explain or suggest meanings. Explain them yourself, if necessary, to assist understanding.
- 4 Students will have the opportunity to work further on the vocabulary and check any words they are unsure of for homework. It is important not to spend time on detailed vocabulary work during the lesson.

### Reading text vocabulary list for Unit 1 (in the order that the words appear in the text):

exceed v open-air adj cram v expand v flavour n  
highlight n sequence n reaction n judge v range v  
artefact n cancellation n flamboyant adj  
best-selling adj pull out v on location n exclusive adj  
novel n inspiration n step in v praise n elderly adj  
delightful adj exquisite adj enthral v

### After reading

Ask questions to check students' broad understanding of the text they have read. Use any of the following questions or any additional questions of your own.

### Gist questions

- 1 What is the headline? **Another First for Bay City College!**
- 2 Who wrote the article? **Jago Matarian**
- 3 What did he report on in July? **the first Bay City Arts Festival**
- 4 When did the festival happen? **July**
- 5 Who organised it? **the students**
- 6 What is the students' new idea? **a DVD of festival events**
- 7 When was the DVD launched? **yesterday**
- 8 What arts are on the DVD? **music, dance, photography, literature**
- 9 Will there be another festival? **yes**

### Reading practice

- 1 Divide the class into groups of four. Tell them to read the article together taking turns to read paragraphs. If you are short of time, ask half the groups to read the first page and the other half the second page.
- 2 When all groups have finished reading, ask individuals to read paragraphs while the class listens and follows.

### Homework after Reading

Students complete the WB Vocabulary page independently. Remind them to have dictionaries with them so that they can check definitions and spelling.

Advise students wishing to improve fluency and accuracy in reading to listen to the track again and read along with it.

## WB: Vocabulary (WB p6)

### WB answers

#### Exercise 1

elderly adj, enthral v, exceed v, exclusive adj, expand v, exquisite adj

- 1 elderly, exclusive 2 enthralled, exquisite  
3 expanded, exceed

#### Exercise 2

crammed, contacted, cancelled, ranged, judged

- 1 had judged, crammed 2 to cancel, has contacted  
3 range

#### Exercise 3

- 1 flavour 2 highlight 3 artefact  
4 location 5 praise 6 sequence 7 inspiration

Circle: flavour, highlight, praise

#### Exercise 4

- 1 come up with 2 stand in for 3 step in  
4 pull out 5 step in, stand in for 6 step in, pull out

## Lesson 3 Reading comprehension SB p10

### Lesson aims

#### SB skills:

- to ensure a good literal understanding of the report
- to discuss the structure and appearance of the report
- to check understanding of hyphenated adjectives
- to discuss ideas and issues related to the report
- to give a personal opinion about the report that students have read

#### WB practice:

- to re-read the report independently
- to check literal understanding of the report
- to identify the order and subjects of paragraphs
- to understand different meanings of the same word in different context



### Time division: a rough guide to a 40-minute lesson

► Warm-up – 3

► Re-reading – 5

► 1 Literal questions – 6

► 2 Structure discussion – 6

► 3 Vocabulary work – 5

► 4 Group opinions – 10

► 5 Personal views – 5

#### Warm-up

Divide the class into groups. Ask them to list every local or national newspaper they know of. Ask them to add any newspaper published in English anywhere in the world that they have heard of.

#### Re-reading

Read the text again or play track 1.02.

#### Activity 1

- 1 Ask the literal questions to check understanding and elicit oral answers.
- 2 Students will need to look back and scan the text to find the more detailed answers.
- 3 They should be fairly familiar with new vocabulary and should find these questions straightforward to answer.
- 4 Go through the activity orally, asking different individuals to answer.

#### Answers

- 1 how proud she was of what the students had achieved in putting on the festival
- 2 more than 1,000
- 3 on the college football pitch
- 4 to write something for the school orchestra
- 5 more than 150
- 6 15
- 7 the Czech Republic
- 8 Lucie Duval
- 9 Art and Archaeology
- 10 science fiction

#### Activity 2

- 1 Divide the class into groups. Give them a time limit to read the questions, discuss and note answers. They should by now be familiar with the format of a newspaper article and some of the questions were also covered in the Reading lesson.
- 2 Go through the answers together.

**Answers** 1 in columns 2 the headline 3 in paragraphs  
4 a5 b7 c3 d8 e6 f4 5 there is now a festival DVD  
6 they have captions

#### Activity 3

- 1 Students may complete these definitions working in pairs. Remind them that they cannot use any part of the hyphenated adjective in their definition.
- 2 Advise them to think of the meaning of the adjective in order to help write a good definition.
- 3 Answers will vary. Accept any that approximate to the example answers below.

#### Example answers

- 1 has written books already which are bought by lots of people
- 2 is held out of doors
- 3 a lot of people have heard of
- 4 more people have heard of than any other book by the author

#### Activity 4

- 1 Divide the class into pairs or groups of 3–6 to discuss questions about the report.
- 2 Give them a time limit to discuss the questions. The questions in this activity require the students to use deduction and to infer answers from information in the report.
- 3 For question 2, point out the information box. Explain it is to help them work out their answer, it is not the answer itself.
- 4 Go around as they discuss their ideas and remind them they must note reasons for their answers.
- 5 Ask different groups to answer each question. Give opportunities for those groups or individuals in groups who have a different answer to say what they think.

#### Example answers

- 1 Students' own opinions
- 2 Accept sensible ideas. Students could suggest, e.g. *The professor included new information in his talk; he showed good photographs; perhaps he is good at doing presentations and people found him entertaining and easy to listen to.*
- 3 Students' own opinions. They might suggest that after she got the offer, she didn't think the festival was important. They might suggest she was too busy once the film offer was made.
- 4 Students should notice that the reporter believes the festival was improved with the presence of Anthony Holt, suggesting that Anthony Holt is the better writer. The reporter implies that Eliza Brodie had no real good reason for pulling out so perhaps he thinks that she let the students down.
- 5 Students' own ideas. Accept sensible suggestions.



### Activity 5

- 1 Elicit individual opinions in answer to these questions.
- 2 Ask several students to respond and encourage as wide a variety of views as possible.
- 3 If you wish, ask students to write answers to these questions as part of their independent homework.
- 4 These questions give students the opportunity to write more than a single sentence as an answer and, if you wish, you may ask them to write a short paragraph in answer to each one.
- 5 This will give them a little extra practice in more extended writing within a context they have studied using known vocabulary and expressions.

### WB: Comprehension (WB p7)

Students should be able to complete all these exercises working independently. Remind them always to re-read the text carefully before trying to complete the exercises.

#### WB answers

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

**Exercise 2** a5 b8 c4 d7 e1 f6 g3 h2

**Exercise 3** a4 b8 c1 d6 e2 f3 g5 h7

**Exercise 4** 1d 2c 3b 4a

## Lesson 4 Grammar SB p11

### Lesson aims

#### SB skills:

- to read and understand a short text using inversion of subject and verb
- to understand the structure and use of inversion
- to complete inverted sentences

#### WB practice:

- to complete inverted sentences
- to invert sentences
- to complete sentences with inverted reporting phrases

**Time division:** a rough guide to a 40-minute lesson

► Warm-up – 5

► 1 Reading – 5

► 2-5 Practice activities – 20

► Grammar box – 10

### Warm-up

In pairs or groups, students make as many words as they can from *newspaper*, e.g. **new, news, paper, peep, peer, near, pear, spear, wear, ear, see, sea, pea, weep, saw, paw, raw, pan, span, are, spare, were, wares.**

### Activity 1

- 1 Ask one or more volunteers to read the text to the class. Other students follow in their books.
- 2 Point out the examples of inversion in narrative sentences and in the reporting phrases after direct speech.

### Activity 2

Ask the questions to check understanding. Remind them to look back at the text to find and check details.

#### Answers

- 1 They were waiting for other members of the festival committee.
- 2 He was excited because he was running then he burst into the room.
- 3 because of the good report in the newspaper
- 4 She was going to a meeting with the school governors and she had a good newspaper report to show them.

### Grammar box

Go through the information in the box.

Make sure students understand that it is not essential to invert the subject and verb after an adverbial phrase of place but they can be in order to make the sentence more dramatic. This form of inversion is often found in narrative fiction.

Inversion after direct speech is very common in both contemporary and classic fiction.

### Activity 3

- 1 If you wish, go through this activity orally with the whole class working together.
- 2 Alternatively, ask the class to work in pairs and to discuss how each sentence should change.
- 3 If you do this, tell the students not to write and give them a time limit before you go through the activity together.
- 4 Before they start, remind them that the subject is moved to the end of the sentence and the verb precedes it. Everything else goes to the start so there may be a phrase before the verb, not just a single word.

#### Answers

- 2 Into the sky rose the balloon.
- 3 Onto the zebra sprang the lion.
- 4 Down swooped the eagle.
- 5 Out of the stadium streamed the crowd.
- 6 There stood the children.

### Activity 4

- 1 Students work in pairs and note their ideas for completing the sentences. Encourage them to use more expressive verbs than *go* (which could be used for every answer). More than one verb would be suitable for most of these sentences. Accept any answers that make sense and are grammatically correct.





- 2 To help students improve their choice of words, list all suggestions on the board and ask the class which one they think is best.

### Example answers

- 1 climbed, clambered, struggled
- 2 dashed, sped, ran
- 3 streamed, fell, cascaded
- 4 dived, leapt, jumped
- 5 flew, soared
- 6 rushed, hurried, flooded

### Activity 5

- 1 Go through the example with the class. Remind them that they know a lot of words to replace say. Tell them to look at the context of each sentence to give them an idea of an alternative word.
- 2 Students note ideas in pairs or small groups. They may use dictionaries to check words.
- 3 Go through the answers together. If you wish, do the same as with the previous activity, listing suggestions and then choosing the best.

### Example verb answers

- 2 screamed, shouted, yelled
- 3 demanded, enquired, asked
- 4 whispered, warned, murmured
- 5 pleaded, insisted, demanded
- 6 exclaimed, gasped, squealed

### WB: Grammar (WB p8)

Students should be able to complete these exercises independently for homework.

### WB answers

**Exercise 1** 1 flew 2 marched 3 fell 4 rode  
5 glided 6 sprang

**Exercise 2** 2 Up flew the rocket. 3 Out went the lights. 4 Into the room burst Ramon. 5 Out of the school rushed the children. 6 Up the icy slope struggled the climbers.

**Exercise 3** 2 Up it flew. 3 Out they went. 4 Into the room he burst. 5 Out of the school they rushed. 6 Up the icy slope they struggled.

**Exercise 4** 2 insisted the doctor. 3 inquired the passenger. 4 whispered the librarian. 5 begged the injured man. 6 sneered the bully.

## Lesson 5 Language practice SB p12

### Lesson aims

#### SB skills:

- A Punctuation: to revise ways of ending a sentence; to revise the use of apostrophes
- B Language use: to study the structure of complex sentences

#### WB practice:

- A and B Punctuation: to practise using the correct sentence ending and adding apostrophes
- C Language use: to practise writing complex sentences

### Time division: a rough guide to a 40-minute lesson

► Warm-up – 5

► B Language use – 20

► A Punctuation – 15

### Warm-up

Read out some definitions of words from the Reading text, telling the students the class of word they need. Students tell you the word, e.g.

(adjective) *behaving or dressing in such a way as to show off and attract attention*: **flamboyant**

(noun) *the ending of an arrangement for something to happen*: **cancellation**

(verb) *to put a lot of people or things into a space that is a little too small*: **cram**

(noun) *the order in which things happen*: **sequence**

(adjective) *published or reported only by one newspaper, magazine or TV programme*: **exclusive**

(noun) *the way someone behaves as a result of something they see or hear*: **reaction**

(noun) *someone or something that creates ideas and enthusiasm to do something*: **inspiration**

## A Punctuation

### I Ending sentences

- Remind the class that punctuation helps to make writing clear and easier to read so it is important to understand how to use it correctly. It can also indicate expression so is important in fiction.
- Go through the information in the box. Ask individuals to read the three examples from the text that the class read.

### Activity

- 1 Give the class a moment or two to write the correct mark. They may do this in pairs.
- 2 Check the answers together.



**Answers** 1 question mark 2 exclamation mark  
3 full stop

## 2 Apostrophes in contractions

- Read the information in the box.
- Ask individuals to read the examples. Ask what the full form of the contraction is: **We are** and **He is**.

### Activity 1

- 1 Give the class a moment to add the apostrophes. They may do this in pairs.
- 2 Check answers together.

**Answers** 1 there's 2 she's 3 we'll 4 we've  
5 couldn't 6 it's

### Activity 2

- 1 Give the class a minute to write the contractions.
- 2 Check answers together.

**Answers** 1 they're 2 who'd 3 I've 4 Eva's

## 3 Apostrophes of possession

- Go through the information in the first box.
- Ask individuals to read the examples from the report.

### Activity 1

- 1 Give students a minute to read the sentences and note where each apostrophe should go.
- 2 Check answers together.

**Answers** 1 The committee's 2 Anthony's 3 Lucie's

- Read the information about plural owners in the second box.
- Ask a student to read the example from the report and point out the position of the apostrophe, after the plural s.

### Activity 2

Give students a minute to note where the apostrophe should go then check answers together.

**Answers** 1 The visitors' 2 The students'  
3 The dancers'

- Go through the information in the third box.
- Make sure students understand that some words with irregular plurals do not end in s so the usual rule is not followed and 's is added to the plural word.

### Activity 3

- 1 Give students a moment to punctuate the appropriate words correctly.
- 2 Check answers together.

#### Answers

- 1 The children's favourite ...
- 2 ... for people's opinion.

## B Language use: Complex sentences

- Read the first information point. Ask an individual to read the sentence.
- Ask students to underline and circle. While they do so, write the sentence on the board.
- Ask an individual to underline and circle on the board.
- Check that everyone agrees with the answer.

**Answer** I like films but I hate TV.

- Read the second information point about complex sentences.
- Ask a volunteer to read out the example.
- Write the example on the board.
- Read the sentence about the extra information.
- Students underline the main clause and bracket the extra information.
- Ask a volunteer to underline and bracket on the board.
- Check everyone agrees.

**Answer** I like films, (especially if they have lots of action.)

**Note:** Brackets are used here to mark out extra information. Brackets in punctuation are dealt with in Unit 6.

- Read the third information point.

### Activity 1

- 1 Point out that the short paragraph is one sentence. It is a complex sentence with main clauses and extra information.
- 2 Ask an individual to read it to the class.
- 3 Explain to the class that answering the questions will help them to understand the structure of the sentence.
- 4 Ask the questions and elicit answers orally.

#### Answers

- 1 the festival as a whole
- 2 at the launch
- 3 remarkable
- 4 children's puppet shows, stunningly beautiful artefacts
- 5 Professor Barnes, during his talk
- 6 fascinating

### Activity 2

- 1 Give students a few moments to circle, underline and bracket as instructed. They may do this in pairs. Check the answers together.



### Answer

She also photographed the festival as a whole and, (judging by those that were exhibited at the launch,) the DVD has some remarkable pictures (ranging from children's puppet shows to the stunningly beautiful artefacts shown by Professor Barnes in his talk on Art and Archaeology, which so many people found fascinating.)

- 2 Give students a few minutes to rewrite in pairs. Tell them they may make changes as necessary to create separate sentences. Ask several pairs to say how many sentences they used. There are many ways of rewriting this paragraph. One example is below.

### Example answer

She also photographed the festival as a whole. Judging by those that were exhibited at the launch, the DVD has some remarkable pictures of events. The pictures range from children's puppet shows to the stunningly beautiful artefacts shown by Professor Barnes in his talk. This was on Art and Archaeology. Many people found it fascinating.

- 3 In comparing their sentences with the original, students should notice that they have used a few more words.
- 4 Ask some pairs to read their sentences aloud, saying when each sentence ends and another begins. Discuss the questions with the class. Students' reading ability will probably dictate which they find easier to understand and, perhaps, the one they think sounds best. They should realise that the reporter wrote the information in a single sentence because it uses fewer words and flows, i.e. is not interrupted by full stops.

### WB: Language practice (WB p9)

Students should be able to complete these exercises independently. If you wish, spend a few minutes going through the page with the class to check they understand the tasks.

### WB answers

#### A Punctuation

Students' own sentences

#### B Punctuation

- 1 We're going to the Professor's talk on archaeology.
- 2 She's amazed at the women's costumes.
- 3 The audience's applause for Eva's performance went on for a long time.
- 4 The Festival's programme couldn't be better.
- 5 I'd like to have heard Anthony's reading.

### C Language use

There is more than one correct way of rewriting sentences as one. Alternatives are given in brackets.

- 1 At the launch of the DVD, Miss Jackson gave a speech in which she said how proud she was of her students who had (because they had) worked very hard.
- 2 The DVD has the complete *River Boys* concert and (including/with) a special track which consists of (consisting of) the school orchestra playing a song with *The River Boys*.
- 3 The reporter enjoyed the ballet performance which ended the festival and included a college student, (whose name was/named) Eva Zemanova, dancing in the ballet.
- 4 Lucie Duval is a very good photographer who took photos of different objects during the festival, including ancient artefacts that were shown by Professor Barnes during his talk.

## Lesson 6 Grammar in use SB p13

### Lesson aims

#### SB skills:

- to listen to and understand a short conversation
- to understand how to use auxiliary verbs for emphasis, to contradict or to avoid repetition
- to practise using auxiliary verbs in statements and responses to statements

#### WB practice:

- to write sentences using auxiliary verbs for emphasis
- to complete sentences using auxiliary verbs to avoid repetition
- to compose sentences using auxiliary verbs to contradict and to avoid repetition

### Time division: a rough guide to a 40-minute lesson

- |                         |                            |
|-------------------------|----------------------------|
| ▶ Warm-up – 3           | ▶ Grammar box – 10         |
| ▶ Listening/Reading – 7 | ▶ Independent practice – 5 |
| ▶ Activities 2–5 – 15   |                            |

### Warm-up

Ask the class what the abstract nouns are from these verbs: *repeat, contradict, succeed, continue, cancel, lose, think.*

They may use dictionaries to check if they cannot give an immediate answer.



## Activity 1

### Pre-listening questions

- 1 Point out the message on the phone. Check they know who Miss J is – Miss Jackson, the headmistress.
- 2 Ask: *Do you think the DVD is popular with the students? How do you know?* Students should notice that the text message indicates they have watched it at least once before. *Why do you think they keep watching it?* Elicit different suggestions, e.g. **they like what is on it, it was a successful event, it might give them ideas for the next festival**, etc.
- 3 Play track 1.03. Students listen and follow in their books.
- 4 Point out the auxiliary and main verbs in bold. Ask different students to read the complete sentences containing these verbs.
- 5 Explain that they will look at the use of the auxiliaries closely in a moment.

## Activity 2

- 1 Tell the class to cover the dialogue.
- 2 Go through the questions with the whole class working together.
- 3 Read out the questions yourself. Encourage the class to look at you so they do not think about trying to check an answer in the dialogue before answering.
- 4 If the whole class is in agreement about an answer, move on to the next question.
- 5 If there is disagreement about an answer, tell the class to look back at the dialogue and check.

### Answers

- 1 the festival DVD, *The River Boys'* performance
- 2 He was a student at Bay City College.
- 3 The last festival was not a success financially.
- 4 pay the money back
- 5 Yes, but the next festival must make a profit.
- 6 Not if the second one also makes a loss.

### Grammar box

Go through the information and examples in the box.

As you do so, you may wish to ensure the following:

- 1 **Emphasis:** make sure students understand how the use of the auxiliary communicates a stronger meaning.
- 2 **Contradiction:** point out how the auxiliary is emphasised to express the meaning when the sentence is spoken.
- 3 **To avoid repetition:** explain that the auxiliary avoiding repetition acts like the main verb so has no special emphasis.

### Independent practice

Ask the students to find examples of each use in the dialogue.

### Answers

- emphasis – The crowd did enjoy it; We do look funny; it does appear
- contradiction – I did tell you.
- to avoid repetition – I want the arts festival to continue as much as you do

## Activity 3

- 1 Go through the example. Give the class a time limit to do the activity in pairs.
- 2 Go around as they work and listen to their sentences.
- 3 Be ready to go through the structure again if many students make the same mistakes.
- 4 Check answers by asking different pairs to say each sentence.
- 5 Check for correct stress on the auxiliary.

### Answers

- 2 The audience did enjoy the concert.
- 3 Miss Jackson does look worried.
- 4 The governors do make harsh decisions sometimes.
- 5 The festival did achieve artistic success.
- 6 Lucie does feel miserable.

## Activity 4

Go through the activity as for Activity 3.

### Answers

- 2 Gustav did enjoy the concert.
- 3 The festival did make a loss.
- 4 The students do want another festival.
- 5 The drummer does play well.
- 6 You/I do listen.

## Activity 5

- 1 Go through the activity as for Activity 3.
- 2 Check for correct intonation when students say the complete sentence.

**Answers** 1 do 2 does 3 did 4 do 5 did 6 does

## WB: Grammar in use (WB p10)

Students complete this work independently. Point out the examples and make sure they understand the tasks.

### WB answers

#### Exercise 1

- 2 The students do speak excellent English.
- 3 The drummer does play loudly.
- 4 The governors did make a harsh decision.
- 5 We did enjoy the arts festival.
- 6 You do dance beautifully, Eva.



- 7 Tasha does take amazing photos.
- 8 I did find the exhibition fascinating.

### Exercise 2

- 2 No. He did give a talk.
- 3 No. They do like *The River Boys*.
- 4 No. She did speak to the governors.
- 5 No. She does care about the festival.
- 6 No. They do mind about the financial loss.
- 7 No. She did take part in the ballet.
- 8 No. He does come from Mexico.

**Exercise 3** 1 does 2 do 3 did 4 do 5 does  
6 did

### Exercise 4

- 2 Jill has a better voice than Sally does.
- 3 Colin plays football better than James and Joe do.
- 4 Jane studied at the international school longer than Paul did.

## Lesson 7 Listening and speaking SB p14

### Lesson aims

#### SB skills:

- to complete a listening comprehension activity based on a news broadcast
- to discuss what were the most interesting items
- to discuss the news in general and particular news events as preparation for an individual presentation on the same topic

#### WB practice:

- to complete a news bulletin
- to make notes for an individual presentation of a news event

**Time division:** a rough guide to a 40-minute lesson

► Warm-up – 5

► Individual speaking – 15

► Listening comprehension – 15

► WB preparation – 5

### Warm-up

- In pairs, ask students to think of three events they would expect to hear on a local radio station within a week.
- Make a list on the board and see how many students have the same expectations.
- Keep the list to compare with the broadcast students are going to hear.

## Listening comprehension

### Activity 1

- 1 Tell students that they will hear radio presenters broadcasting on local radio.
- 2 Give the class time to read through the questions.
- 3 Tell them they must listen and try to follow the main points of the broadcast. Play track 1.04.
- 4 Go through the answers with the class.

### Audio script

#### Track 1.04 Activities 1 and 2

Dave: *The Skylarks* there with their latest single *Sunshine in my heart*. Another great song from *The Skylarks*. What a brilliant band they are! You're listening to City Radio with me, Dave Fox. It's just coming up to midday so it's time for *News Extra* with Samantha James. Hi, Sam.

Sam: Hello, Dave.

Dave: So what's been happening in and around Bay City today, Sam?

Sam: Well, the main news is the fire that I reported on two hours ago. It broke out this morning in one of the new apartment blocks on Beach Avenue and spread very quickly. More than 50 fire-fighters attended the incident. All the residents were forced to leave the building but fortunately no one was seriously hurt in the blaze. Fire crews are still at the scene. Police and fire officers are trying to establish the cause of the fire.

The new shopping centre at Rocky Point opened this morning. With over 600 shops, more than 30 restaurants and cafés, two cinemas, a swimming pool and parking for 2,000 cars, it's the biggest shopping centre to open in Bay City. Hundreds of eager shoppers were already waiting when the centre opened its doors this morning and there were serious traffic jams in the Rocky Point area. Sports news now. It was announced today that the first Bay City Marathon will be held in March next year. Organisers are hoping to attract international runners as well as local athletes.

And some football news just coming in: Andy Barton, the captain of Bay City United, will not be able to play in tonight's all-important cup match owing to the injury he sustained during Sunday's game against Westport.

Dave: That's bad news for United fans. Tonight's match is going to be a tough one.



Sam: Some entertainment news for you now. Fans of classical music will be delighted to know that the Symphony Orchestra is returning to Bay City for a series of concerts starting tonight. Seats are still available for this open-air concert in City Park and tickets are available online or in person from City Hall. You may remember that the Symphony Orchestra was a huge hit when they performed at the arts festival organised by Bay City International College in the summer.

Dave: Did you go to the arts festival, Sam?

Sam: I did go, actually, and I thoroughly enjoyed myself. I saw the Czech Ballet company and the Russian orchestra that's returning to Bay City this week. They were superb, I thought.

Dave: I saw an article about the festival in the *Bay City News* this week. The students have produced a DVD, it seems, showing highlights of the festival.

Sam: That's right. So we can all enjoy it again.

Dave: And look forward to the next festival.

Sam: Exactly.

Dave: So is that all the news you have for us this afternoon, Sam?

Sam: It is, Dave, apart from a quick word about the weather. It's going to be hot and sunny but we may see a few thunderstorms developing this evening so take an umbrella if you're heading to that concert in the park.

Dave: OK. Thanks, Sam. We'll see you at 4 o'clock for another *News Extra*.

Sam: Yep. See you later, Dave.

### Answers

- 1 Dave Fox is a radio presenter.
- 2 Samantha James's job is a news presenter.
- 3 Andy Barton is the captain of Bay City United.
- 4 Elicit as many items as students can remember: the fire, the new shopping centre, the marathon, the injured footballer, the orchestra and concerts, the weather.

### Activity 2

- 1 Play track 1.04 again. Students note their answers individually then compare them in groups.
- 2 If there is a lot of disagreement, be prepared to play the track a third time for students to check what they heard.
- 3 Students correct the false statements in their groups. Ask for the corrections as you go through the answers.

**Answers** 1 F 2 NS 3 F 4 F 5 NS 6 F 7 T 8 F 9 NS 10 NS 11 T 12 NS

### Activity 3

- 1 Students compare their answers in groups then correct the false statements.
- 2 Check answers together as a class.

### Answers

- 1 It broke out in an apartment.
- 3 The cause of the fire is still being established.
- 4 It is the biggest shopping centre so not the only one.
- 6 She mentions two sports, athletics (the marathon) and football.
- 8 Seats are still available.

### Activity 4

- 1 Students discuss their Not Stated answers.
- 2 Give them a few minutes to go through them then ask for their reasons for their choices.

### Answers

- 2 The broadcast did not mention how many apartments were damaged.
- 5 The broadcast says there were traffic jams but it doesn't state that many people drove there.
- 9 Dave Fox does not say whether he went or not.
- 10 She enjoyed the classical concert but she did not say that she preferred it to pop.
- 12 The number of broadcasts is not mentioned.

### Activity 5

- 1 If you wish, let the class discuss the questions in pairs or groups, then elicit responses from the different groups.
- 2 Alternatively, hold a short class discussion about which items of news the students found the most interesting and whether they would prefer to go to a football match or a concert and why.

### Individual speaking

Explain the task to the class.

### Preparation in groups:

- 1 Divide the class into groups of 3–6. Either appoint one note taker in each group or tell all students to make notes in their copy books.
- 2 Ask one or more students to read out the four questions.
- 3 Give the groups a time limit to discuss each question and note ideas.
- 4 Ask each group in turn to tell the rest of the class about their discussion. Ask the note taker to do this.
- 5 Alternatively, if the class is small, ask different individuals from each group to answer different questions.



## Lesson 8 Writing features SB p15

### Lesson aims

#### SB skills:

- Writing features: to investigate important features of a newspaper report
- Writing assignment: to write a newspaper report about a performance day in school

#### WB practice:

- to complete the planning sheet for the SB Writing assignment

#### Time division: a rough guide to a 40-minute lesson

► Warm-up – 3

► Checklist – 17

► Writing assignment: SB explanation – 5

► WB planning in class time – 15

### WB: Individual speaking (WB p11)

- 1 Ask students to look at the bottom half of p11.
- 2 Explain that these questions are to help them prepare a short talk about a news event.
- 3 Tell the class to think about as full an answer as possible to each question.
- 4 Tell the class that they must complete the whole WB page for homework and some of them will give their presentations at the beginning of the next lesson.
- 5 Encourage all students, especially the more able, to speak from notes instead of writing full sentences and reading them out.
- 6 Remind them that they had advice on speaking from notes in *English World 8* and were encouraged to practise speaking this way throughout *English World 9*.

### WB: Listening comprehension (WB p11)

- 1 Ask students to look at the exercise at the top of the page.
- 2 Ask one or more students to read the words in the box. Remind students to use their dictionaries to look up any single words they cannot remember.
- 3 Explain that the words in the box will enable them to complete the script of the radio broadcast that they heard.
- 4 Students complete the exercise for homework.

#### WB answers

A fire which **broke** out this morning in an **apartment** on Beach Avenue **spread** quickly through the **block**. More than fifty fire-fighters **attended** the **incident**. All the **residents** were **forced** to leave the building but **fortunately** no one was seriously **hurt** in the **blaze**. Fire **crews** are still at the **scene**. Police and fire officers are trying to **establish** the **cause** of the fire.

In **sports** news it was **announced** today that **organisers** of the first Bay City Marathon are hoping to **attract** international runners as well as **local** athletes. And some football news just **coming** in: Andy Barton, the **captain** of Bay City United, will be **unable** to play in tonight's **all-important** cup match **owing** to the **injury** he **sustained** during Sunday's game **against** Westport. This is bad **news** for United **fans**. Tonight's **game** is going to be a **tough** one.

#### Warm-up

Divide the class into groups or pairs. Tell them: *The newspaper report was about an Arts Day, so it was reporting about the arts. What other areas of human activity are reported in a newspaper?*

Give students time to note some ideas. Elicit suggestions, e.g. **science, environment, current (news) events, finance, education**, etc.

Elicit their ideas and write them on the board. Ask them to think of a current story under any of the fields in the list.

### Writing features: Newspaper report

Read the summary statement in the box at the top of the page.

#### Checklist

- 1 Go through the Checklist with the class.
- 2 As this work involves looking back at the text, if you wish, ask the class to work in pairs. One student has the SB open at the Writing page; the other at the Reading text. They share both books and refer to either one as necessary.
- 3 Read the heading and the information about it.
- 4 Students should understand this without much, if any, explanation but if in doubt, check understanding and explain anything that might not have been well understood.
- 5 When you have gone through the information for each item, read the activity that asks students to apply the information in practice.
- 6 Give the class adequate time to think of or find answers then elicit their ideas and go through them with the class working together.
- 7 Use the following answer notes for guidance in the class discussion about each feature.





## ► **Headline**

**What is the headline of the newspaper report on pages 8 and 9?**

Another First for Bay City College!

**Why do you think the headline doesn't say what the 'First' is?**

- 1 Encourage students to work out the correct answer if they do not give it straight away.
- 2 They should be aware that the headline is written to catch the eye and interest the reader.
- 3 Prompt them towards this example answer or a similar suggestion: so that the reader wonders what the 'First' is and starts reading the article.

## ► **By-line**

**Who wrote the article?** Jago Matarian

**What other information does the by-line give you?** It says the writer is the Arts correspondent.

Check students understand *correspondent* in this context: **a reporter who is employed to send in material related to a particular area of activity.**

## ► **Opening paragraph**

**What is it about?** the Bay City Arts Festival DVD

**When did it happen?** July

**Where did it happen?** at Bay City College

**Who was involved?** the students

## ► **Facts**

**Find two examples of facts and statistics in the report.**

There are many examples of facts in the report, including the examples below:

Facts: The disc was launched yesterday during a special Arts Day ...

The festival music programme attracted huge audiences, ...

Statistics: The impressive dance programme included more than 150 performers from 15 different countries ...

## ► **Sequence**

**Briefly say what each paragraph in the report is about.**

- 1 the festival DVD
- 2 the launch
- 3 festival music
- 4 the dance programme
- 5 photographs on the DVD
- 6 the literature programme change
- 7 what people thought of the festival
- 8 next year

## ► **Opinions**

**Find another example of a quote, a reported statement and a personal opinion.**

A quote:

paragraph 3: 'I thought their music was so amazing ...'

paragraph 4: 'The college is lucky to have some very talented dancers ...'

paragraph 6: 'Anthony Holt is great. ...'

paragraph 8: '... I think we've started a tradition, ...'

Reported statement:

paragraph 6: He told Miss Jackson that he would be thrilled to replace Miss Brodie.

Personal opinion:

paragraph 6: Fortunately, the literature programme was rescued (and in my view, improved) ...

## ► **Past tenses**

**Find three examples of past tenses in the report.**

There are many uses of past tenses in the report including these examples:

paragraph 3: The festival music programme attracted ...

paragraph 4: The impressive dance programme included ...

paragraph 5: ... the children, who were encouraged to touch ...

## ► **Captioned illustrations**

**Find another example of a captioned photograph in the report.**

There are several examples on the two pages, e.g. The sculpture garden.

## **Writing assignment**

- 1 Read through the Writing assignment with the students to ensure they understand what is required.
- 2 Ask students to turn to pp12–13 in their WBs.
- 3 Ideally, planning the assignment should be done in class so that you are on hand to discuss this stage of the work with the students.
- 4 You can set up the Writing assignment in a variety of ways:
  - Each student works individually on the planning and writing stages.
  - Groups of students work together in class to note their ideas about the performance day. Individuals then use the group planning notes to work individually on their own report. This can be useful for students to see how differently a set of planning notes can be interpreted.
  - If your class has weak writing skills and you feel that students need to work through the process as a class, lead a discussion based on the planning sheet. Go through each stage of the planning process to model making notes on each of the writing features.

**Note:** If you are not planning a 9th lesson (see next page), set the Start-up preparation work to be completed before Lesson 1 of Unit 2.

## **WB: Unit 1 Self-assessment (WB p14)**

- 1 This page is for students to complete on their own.
- 2 Explain to them that the questions are there as prompts to remind them of the work they have done. They are also there to guide them through the key elements of what they have covered and to help them assess for themselves how well they have understood and learned it.



- 3 Explain that the Checkpoints give them advice about what to do if they are unsure of the work. Even if they feel confident, they can also use the Checkpoints to revise work and test themselves.
- 4 For many students, this page will act as individual support and teachers will not need to check it very often.
- 5 For other individuals, the page may help them to keep a firm focus on the key learning aims in each unit and act as a checklist that the teacher can go through with the student.
- 6 Where the student is clearly not bothering to assess his/her own progress properly, or classwork indicates an over-optimistic self-assessment, the Checkpoints can then form an extra body of work that the student should do systematically in order to consolidate work on the unit, and which should be checked and monitored by the teacher.
- 7 You may wish to monitor particular students' progress by checking through these pages with them during a 9th lesson (see detailed notes below).

### Optional 9th end-of-unit lesson

Teachers may find it convenient to construct an extra lesson at the end of the unit.

The purpose of this lesson would be to:

- give students time to complete the Self-assessment page if they have not already done it
- give the teacher an opportunity to check completion of Self-assessment pages and test individual students by asking them to repeat some of the quick tasks they should have done independently
- give the teacher an opportunity to check students' WBs
- give an opportunity for students to make their Individual speaking presentations in every alternate unit (see opposite)
- create some time in which students who have not completed work, especially their Writing assignment, may do so
- allow more able students to start or continue projects, do independent reading or other extension work as appropriate
- allow teachers to set the Start-up preparation work for the next unit as a complete homework task following this lesson
- give an opportunity for students to look at each others' project work, alternating with Individual speaking presentations.

The advantage of putting in this extra lesson is that it enables teachers to ensure that all students have covered and completed the same basic work before moving on to the next unit and will help to prevent students from falling behind.

This is likely to save lesson time in the long run and gives teachers a practical session in which to monitor class progress and individual levels of attainment.

### Individual speaking presentations in the 9th lesson

- 1 Divide the class into groups of 4–5.
- 2 Allow a maximum of 10–15 minutes for this group activity in which each student makes his/her individual presentation to the other members of the group.
- 3 Encourage students to listen carefully: tell them they will always learn something from listening to each other.
- 4 Go around listening as students work, noting common errors to go over at another time.
- 5 It is important not to stop and correct students while they are speaking as this is likely to undermine their confidence and make them unwilling to try to speak fluently – or even unwilling to speak at all.
- 6 Ask one or two more confident speakers to give their presentations while the whole class listens. Give the speakers praise and encouragement as this will help motivate the whole class to do well.
- 7 Ensure that all students have the experience of presenting to the whole class at some time during the term.



# I am writing to say ...

In this unit, students will:

- discuss letter writing; talk about their own written communications; complete Start-up tasks in preparation for all work in the unit
- read and understand formal and informal letters
- develop a close understanding of the letters, their purposes, recipients and styles
- learn and practise correct use of inversion in conditional sentences
- consolidate correct use of commas; learn more about features of informal writing
- learn and practise figurative language
- practise language for expressing likes, dislikes and preferences
- listen to a conversation about an incident; talk about losing things
- discuss the features of formal and informal letters; write their own formal or informal letter

## Lesson 1 Start-up SB pp16-17

### Lesson aims

#### SB skills:

- to read information about letter writing and modern communications
- to discuss letters students have written or received
- to discuss the differences between modern forms of communication
- to check Start-up tasks
- to listen to a conversation about forms of communication then talk in groups about how they use them
- to discuss the comparative difficulty of writing informal or formal letters

#### WB practice:

- to have completed all the tasks before the lesson in preparation for the class discussions and other activities in Lesson 1

### Time division: a rough guide to a 40-minute lesson

- |  |   |
|--|---|
| ▶ Warm-up - 2  | ▶ Check Grammar in use and Listening/Speaking tasks - 6 |
| ▶ Reading and General discussion - 5   | ▶ Conversation focus - 8                                |
| ▶ General questions - 5  | ▶ Writing, discuss letters - 4                          |
| ▶ Read and check Reading, Vocabulary, Grammar and Language practice tasks - 10 |   |

#### Warm-up

Ask students to think of every form of communication and ways of sending messages from one person to another that they have ever heard of from the modern era or the past. They will easily be able to list modern forms such as: **telephone, email, texts and tweets**. They should be able to think of: **letters, postcards** and perhaps **telegrams**.

- Encourage them to think of what they have learned about the past. They should know about **messengers**. They may know of other ways of sending messages such as **Morse code, drums, smoke signals** and **flags**.

### Start-up: I am writing to say ...

Check that students have used their WBs to note their answers to Start-up questions and tasks and that they have brought them to the lesson.

#### General discussion

- 1 Ask different students to read the information that is with photos and the illustrations.
- 2 Discuss the information and the photos and illustrations with the class. Ask appropriate questions for your students, e.g. *What do you think people used to write about in their letters when they were the only form of communication?* Encourage students' ideas. If they find it hard to think of anything, remind them that there were no phones. *What do people talk about on the phone?* Elicit that without phones it was the only way of sending news, sharing a problem, getting advice, making arrangements, asking for information, etc. *Can you think of any royal or important person or an author who we know about from their letters?* Students may recall Queen Victoria and Charles Dickens wrote letters that tell us about their lives. *Do you think there are advantages in being able to send a text to someone quickly? Are there any disadvantages?* Elicit students' ideas. *Is it more difficult to write a formal letter when you are used to social networking as a means of communication? Why?* Find out if students feel the skills are completely different for the different forms.



## General questions

- 1 Elicit as many different responses as possible to the first three questions. Most students should have written at least one letter they can mention. If necessary, ask: *What letters have you written as writing tasks for this course?* (In *English World 8*, Unit 10 students wrote letters asking for information and letters of thanks.)
- 2 Ask as many students as possible to talk about letters they have received.
- 3 Discuss emails and text messages. Take a class poll as to which method is most frequently used.
- 4 Discuss purposes: Ask, e.g. *Do these methods have different functions?*, e.g. **texts are for short questions, answers and comments; emails are for longer communications.** Discuss all the differences students can think of between the three methods, e.g. **Letters take longer to do – you need paper, a pen, envelope and stamp and it has to be taken to the postbox but the others can be sent the moment you have finished writing them.**
- 5 If students do not mention it, point out that emails only work if you can access the internet (and you have to have a mobile phone or computer to send texts and emails).
- 6 Ask, e.g. *Have emails replaced letter writing? Is this a good thing or a bad thing? What are the consequences?*

## Reading

- 1 Read the first information point.
- 2 Elicit reasons for writing a formal and an informal letter.

## Vocabulary

- 1 Ask the class how many of the words in the list they needed to look up.
- 2 If you wish, check definitions of words students did not know.
- 3 Ask what they have found out about the phrases. Ask volunteers to explain as well as they can. If students have not been able to find the exact phrase, encourage them to guess from their understanding of the words they recognise.
- 4 Students should be able to find out simple explanations which should approximate to the following:

treasure trove: **a large collection of treasure**

base camp: **the camp which is a preparation and starting point**

field trip: **a visit or expedition to the location of study**

art form: **the way in which an artistic work exists**, e.g. **painting, sculpture, dance**, etc.

## Grammar

- 1 Read the first sentence. Elicit the meaning of *inversion*: **change of order.**
- 2 After studying Unit 1, students should predict that the order of subject and verb can be changed.

## Language practice

- 1 **Punctuation** Elicit use of commas, e.g. **in a list, after a time clause at the beginning of a sentence, after a reporting phrase before direct speech, before and after a non-defining relative clause.**
- 2 **Language use** Elicit informal writing features, e.g. **short forms, short sentences, direct questions, exclamation marks.**

## Grammar in use

- 1 Read the first statement about the discussion.
- 2 Find out what students know about credit cards. Establish that they can be used in place of paying by cash; the user does not make the actual payment until the end of the month; only people with bank accounts can have one.
- 3 Read about figurative language and elicit a sentence ending. Students have studied this kind of language before and should know that one object is described by comparing it to another.
- 4 If students have not done this in their answer, explain they will look at this again later in the unit.

## Listening and speaking

- 1 Read the first information point and elicit a few answers. If you have time, ask for their reasons for their likes and dislikes.
- 2 Read the second information point and elicit ideas about the incident. Invite as many students to give their suggestions as possible.

## Conversation focus

### Track 1.05

- 1 If students have been able to listen to the track as part of their preparation, play it once then check through the answers to the questions.
- 2 If students have not already listened to the track, read the first sentence in the box.
- 3 Play track 1.05. Students listen.
- 4 Tell students to look at the questions in their WBs. Ask a volunteer to read them out.
- 5 Play track 1.05 again. Students listen and write the answers. Play it a third time if necessary.
- 6 Check answers together.

## Audio script

### Track 1.05 Unit 2 Start-up Conversation focus

Florence: Hi, Gustav!

Gustav: Hello, Florence. Did you get my text?

Florence: About tomorrow's rehearsal? Yes, I did. I just came to say, I'll be here. Do you want me to tell Giorgio?

Gustav: I've sent him a text, too.



- Florence: Hmm ... It won't get to him. He's lost his phone.
- Gustav: Pah! What's the point of having phones for receiving messages if people lose them all the time?
- Florence: No idea, Gustav. Anyway, here comes Giorgio, you can tell him yourself.
- Giorgio: Tell me what?
- Gustav: The rehearsal is tomorrow at half past five here, in the music room.
- Giorgio: OK. I think I might have left my phone in here last week. I need to find it. Look, I've had to write this letter to my grandfather instead of phoning him. It's taken ages.
- Florence: Why don't you email?
- Giorgio: He's in hospital.
- Gustav: Anyway, it's good to write letters. It's a lost art.
- Giorgio: Well, I'm too cool to write letters. I just text.
- Gustav: That's a silly attitude, Giorgio. Think of all we have learned about Mozart from his letters. If people in the past hadn't been such good letter writers, there's lots about them we would never have known.
- Florence: That's true. People took pride in writing letters, you know. They really thought carefully about what they wrote.
- Gustav: There are some advantages to writing letters.
- Giorgio: Like what?
- Gustav: Well, you have to think about what you write. And you have to make it interesting.
- Giorgio: Hmm ... I don't think that's an advantage. Writing's hard. I'd rather text.
- Gustav: It's all very well being able to send instant communications, but not only is the writing often of poor quality but mistakes can easily occur. It pays to be careful and thorough.
- Giorgio: I agree, Gustav. Now I want to look carefully and thoroughly for my phone. Tell you what; why don't you phone my number?
- Gustav: Oh, for goodness sake! It's probably not even here. Or the battery's flat.
- Giorgio: That's my phone!
- Gustav: What a terrible ring tone!
- Florence: It's the school jazz band, Gustav. Here's your phone, Giorgio, under this pile of music.
- Giorgio: Thanks, Florence. No more letter-writing for me! Time to go. Ciao, Gustav!
- Florence: See you, Gustav!
- Gustav: OK. See you tomorrow. And don't be late!

**WB answers** 1 his grandfather 2 Mozart  
3 the school jazz band

### Group conversation

- 1 Students work in small groups and talk about methods of communication between people.
- 2 Remind them they may use the photos and word prompts to help them with ideas.
- 3 Go around listening as they work.
- 4 Invite one or two groups to speak while the rest of the class listens.

### Writing

Read out the task and elicit responses to the questions. If most students say they find informal letter writing easier, investigate their reasons. If they say they worry less about making mistakes, ask why.

### Homework task

Students check the Unit 2 Word list at the back of the WB. They should look up any completely new words and check any they recognise but are not entirely sure of.

## Lesson 2 Reading SB pp18-19

### Lesson aims

#### SB skills:

- to discuss the appearance and features of formal and informal letters before reading
- to read and understand the letters
- to discuss the features and differences between the two types of letter

#### WB practice:

- to practise vocabulary from the unit
- to use words from the unit to revise and extend students' vocabulary

### Time division: a rough guide to a 40-minute lesson

- |                   |                         |
|-------------------|-------------------------|
| ▶ Warm-up - 4     | ▶ Vocabulary check - 5  |
| ▶ Pre-reading - 4 | ▶ Gist questions - 10   |
| ▶ Reading - 7     | ▶ Reading practice - 10 |

### Warm-up

- Write these verbs on the board: *contribute, conserve*.
- Ask students to form the abstract noun from each word (that was in the WB vocabulary list they checked).
- Write these verbs and nouns on the board: *sensation, devote, intrigue, scintillate, phenomenon*.
- Ask students to form the adjectives.



## Reading: After the Arts Day

Give the class a moment or two to look at the two pages without discussion. Ask them to look quickly at the layout and general appearance of each letter.

### Pre-reading question

- 1 Without reading the letters yourselves, how can you tell which is the formal and which the informal letter? Encourage students to notice as much as they can without prompting. There are particular features that should be evident.
- 2 Elicit, in any order, as much as students notice of the following points. If they do not notice everything before reading, there will be the opportunity to look more closely at the different features in the following lesson.

The formal letter (on p18):

- has block paragraphs
- has the address of the recipient at the top of the letter
- greets the recipient with his title: *Professor*
- has no short forms
- is written in complete sentences
- ends formally with *Yours sincerely*, and the full name of the writer.

**Note:** Point out that Tasha ends with her full first name *Natasha* and her family name.

The informal letter (on p19):

- has indented paragraphs with no line space between them
- has only the address of the sender at the top
- greets the recipient by his first name
- frequently uses short forms
- ends with an informal phrase and only the first name of the sender.

### Reading

- 1 Play track 1.06 or read the letters to the class. Students listen and follow.
- 2 Check understanding of the vocabulary. Students should have prepared the vocabulary for the lesson by going through the Word list at the back of the WB so should have some idea of the meanings of most words in the letters.
- 3 Ask if any other words are unknown. Where possible, encourage other students to explain or suggest meanings. Explain them yourself, if necessary, to assist understanding.
- 4 Make sure students understand the informal idioms in Todd's letter:  
*to be bowled over*: **to be very impressed by something**  
*take the plunge*: **to decide to do something challenging.**
- 5 It is important not to spend time on detailed vocabulary work during the Reading lesson.

### Reading text vocabulary list for Unit 2 (in the order that the words appear in the text):

treasure trove n contribution n enhance v cutting n  
form n behalf n conservation n base n field trip n  
live up to v efficient adj sponsor v sensational adj  
generosity n clip n assume v scatter v fistful n  
passion n pyrotechnics n devote v intrigued adj  
scintillating adj phenomenal adj amateur adj calligrapher n

### After reading

Ask questions to check students' broad understanding of the text they have read. Use any of the following questions or any additional questions of your own.

### Gist questions

- 1 Which letter is formal and which is informal? How do you know? **The letter on page 18 is formal and the letter on page 19 is informal.** Students' own answers
- 2 Who wrote to Professor Barnes? **Tasha**
- 3 Why? **to thank him for photos for the DVD; to ask him to contribute to the next festival and write an intro for the festival programme**
- 4 What two things did she send him? **a copy of the DVD, a newspaper cutting of the Arts Day**
- 5 Who wrote to Lee? **Todd**
- 6 Where is Lee at the moment? **on a field trip and on his way back to base camp**
- 7 What did Todd send to Lee? **a copy of the DVD, a photo of the firework display and one of a panda**
- 8 What did Todd ask Lee to do? **let them know if he thought his father would demonstrate calligraphy at the next festival**

### Reading practice

- 1 Divide the class into groups. Ask half the groups to read Tasha's letter and the other half to read Todd's letter.
- 2 The first student in each group should read everything before the first paragraph. The following students take turns to read a paragraph each. The first student then joins in reading paragraphs.
- 3 Go around listening as they read. Encourage them to use good expression, especially for the informal letter.
- 4 Ask one or more students to read each complete letter to the class. Other students follow in their books.

### Homework after Reading

Students complete the WB Vocabulary page independently. Remind them to have dictionaries with them so that they can check definitions, spelling and look up words that can be formed from new words in the text.

### WB: Vocabulary (WB p16)

- 1 Advise students wishing to improve fluency and accuracy in reading to listen to the track again and read along with it.





- 2 Remind all students to re-read the text before they start the Vocabulary page. Tell them to complete Exercise 1 by finding the word in the text and working out for themselves what the word class is.
- 3 Some students may otherwise be tempted to use the Word list at the back of the WB to complete the exercise.

**Note:** Number 15 will trip them up if they are not careful.

### WB answers

**Exercise 1** 1 noun 2 verb 3 noun 4 noun 5 noun  
6 verb 7 adjective 8 verb 9 adjective 10 noun  
11 verb 12 verb 13 noun 14 noun 15 adjective  
16 adjective 17 adjective 18 adjective 19 adjective  
20 noun 21 noun

**Exercise 2** 1 sponsorship 2 enhancement  
3 assumption 4 devotion 5 scattering 6 conservation

**Exercise 3** 1 contributed 2 contributory  
3 contribution 4 contributor

### Exercise 4

the left column is informal; the right column is formal

1 rather 2 truly impressive 3 very much 4 impressed  
5 willing 6 excellent 7 concentrating

### Exercise 5

- 1 By the way, how's it going
- 2 how's it going, by the way

## Lesson 3 Reading comprehension SB p20

### Lesson aims

#### SB skills:

- to ensure a good literal understanding of the letters
- to check recognition of formal/informal phrases and expressions
- to discuss differences in layout and form of the two letters
- to discuss ideas and issues related to the letters
- to give a personal opinion about aspects of the letters that students have read

#### WB practice:

- to re-read the letters independently
- to check literal understanding of the letters
- to identify true/false statements or not stated information
- to complete cloze exercises

**EPB link:** Test 1, Reading Q1, Q2, Q3

### Time division: a rough guide to a 40-minute lesson

- ▶ Warm-up – 4
- ▶ Re-reading – 5
- ▶ 1 Literal questions – 6
- ▶ 2 Formal/Informal phrases – 6
- ▶ 3 Form of letters discussion – 6
- ▶ 4 Group opinions – 8
- ▶ 5 Personal views – 5

### Warm-up

- Ask students to list as many reasons as they can think of for writing a formal letter.
- To help them, ask them to think of situations where they might need to write a formal letter as school students; ask them to think of situations where adults/family members might need to write a formal letter to someone, e.g.
  - a formal letter of thanks
  - asking for information
  - complaining about faulty goods or services
  - requesting someone to do something
  - applying for a job
  - applying for a course of study
  - a letter of opinion to a newspaper.

### Re-reading

Read the letters again or play track 1.06.

### Activity 1

- 1 Ask the literal questions to check understanding and elicit oral answers.
- 2 Students will need to look back and scan the letters to find the more detailed answers.
- 3 They should be fairly familiar with new vocabulary and should find these questions straightforward to answer.
- 4 Go through the activity orally with the whole class, asking different individuals to answer.

### Answers

- 1 314 Ocean Avenue, Apartment 109, Bay City
- 2 University of the North
- 3 the Ancient British treasure trove
- 4 bigger and better
- 5 early forms of writing from around the world
- 6 the Panda Conservation base camp
- 7 a laptop
- 8 as if a giant hand has scattered fistfuls of coloured lights across the sky
- 9 pyrotechnics
- 10 Chinese (Lee's father), Arabic, Georgian, Japanese, Thai

### Activity 2

- 1 Give students a time limit to complete this activity in pairs or groups.
- 2 Check answers together. This should be quick and accurate as students should have checked with the letters.



**Answers** 1 F 2 I 3 F 4 F 5 F 6 I 7 F 8 I 9 I  
10 F 11 F 12 I

### Activity 3

- 1 Divide the class into groups of 3–6 to discuss the differences.
- 2 The class has already looked at some of the obvious differences in the Reading lesson. This activity gives them the opportunity to look at the two letters in detail.
- 3 Ask all students to note the differences and similarities.
- 4 Ask one individual to answer when you ask a group for their answer.

### Answers

- The sender's address is always at the top right of the letter, whether formal or informal.
- The date is under the sender's address.
- Only the formal letter includes the recipient's address.
- The formal letter uses the recipient's title; the informal letter just uses the first name.
- The formal letter has block paragraphs; the informal letter uses indented paragraphs with no space between them.

**Note:** Students may also correctly mention that the formal letter uses full forms, complete sentences and formal language; the informal letter uses short forms, direct questions, informal language and colloquial expressions.

- The formal letter ends with *Yours sincerely*, which is a formal ending; the informal letter ends with an informal phrase.

### Activity 4

- 1 Students discuss these questions in groups. Appoint a spokesperson to report back from the group.
- 2 Encourage them to check back to the letters to find facts where necessary.
- 3 Advise them to use their own ideas and knowledge of the people mentioned to help them think of good answers.

### Example answers

- 1 Students should notice what Tasha says in her letter: a programme in full colour with information about all the events in the festival and about the contributors; she also asks Professor Barnes to write an introduction to the festival programme.
- 2 Students' own ideas. They should think about what they already know about Professor Barnes: his previous talk was successful; early writing is his special subject so he will know a lot about it and therefore give an interesting talk.
- 3 Students' own ideas

- 4 Students should deduce that Todd would like to visit China. He is interested in pyrotechnics and knows that factories in China make fireworks. He is keen to know how this is done so it is likely he would like to visit to find out.

### Activity 5

- 1 Elicit individual opinions in answer to these questions.
- 2 Ask several students to respond and encourage as wide a variety of ideas as possible.
- 3 If you wish, ask students to write answers to these questions as part of their independent homework.
- 4 These questions give students the opportunity to write more than a single sentence as an answer and, if you wish, you may ask them to write a short paragraph in answer to each one.
- 5 This will give them a little extra practice in more extended writing within a context they have studied using known vocabulary and expressions.

### WB: Comprehension (WB p17)

Students should be able to complete all these exercises working independently. Remind them always to re-read the text carefully before trying to complete the exercises.

### WB answers

**Exercise 1** 1 Lucie 2 Professor Barnes  
3 the festival committee 4 Tasha 5 Professor Barnes  
6 Lee 7 Tasha 8 Lucie 9 Lee's father 10 Todd

**Exercise 2** 1 T 2 T 3 T 4 NS 5 NS 6 F 7 F  
8 T

**Exercise 3** 1 scattered 2 sponsor 3 contributor  
4 passion 5 form 6 jewels

**Exercise 4** 1 photography 2 environmental protection  
3 pyrotechnics 4 chemistry 5 to be a doctor  
6 calligraphy



## Lesson 4 Grammar SB p21

### Lesson aims

#### SB skills:

- to read and understand a short text using inversion in conditional sentences
- to understand the structure and use of inversion in conditional sentences
- to do oral practice of inversion in conditional sentences using *should*, *were* and *had*

#### WB practice:

- to write conditional sentences inverting subject and verb
- to write inverted conditional sentences putting the subordinate clause second
- to complete inverted conditional sentences

### Time division: a rough guide to a 40-minute lesson

► Warm-up – 3

► 1 Reading – 5

► 2–5 Practice activities – 20

► Grammar box – 7

► Additional practice – 5

### Warm-up

Ask students what forms of early writing they know of from their own culture or any other.

Most students should know of Egyptian hieroglyphs.

Ask: *What form do hieroglyphs take?* **pictures**

Discuss with the class any other early forms of writing they mention and what they have in common.

### Activity 1

- 1 Ask students to look quickly at the letter from Professor Barnes. Ask: *Is this reply formal or informal?* Students should know that it is formal. Elicit reasons: **formal greeting and ending; layout in block paragraphs.**
- 2 Point out the photographs. Ask students what they know about them.
- 3 Ask: *What do you think Professor Barnes is writing about?* **early forms of writing**
- 4 Ask one or more volunteers to read the text to the class. Other students follow in their books.
- 5 Point out the inverted words in bold. Explain that this form of inversion is very formal language.

**Note:** If you wish, ask students to look at the first sentence. Ask: *What language feature do you recognise and why has the professor used it?* Students should notice the use of the auxiliary for emphasis: Professor Barnes wants to apologise strongly.

### Activity 2

- 1 Ask the questions to check understanding and practise the target language.

- 2 Elicit oral answers from around the class in full sentences, practise full comprehension answers.

### Answers

- 1 The letter is from Professor Barnes.
- 2 He wrote the letter to thank Tasha for the DVD and the invitation to speak at the next festival; he is replying to accept the invitation and to agree to write an introduction to the programme.
- 3 He will give a talk on early forms of writing.
- 4 He will write an introduction to the festival programme and give any other help or information they need.

### Grammar box

Go through the box with the class.

Read the information. Ask individuals to read out the examples.

If you wish, write them on the board. Make sure students understand that in formal first conditional sentences using inversion, *If* is omitted and the sentence begins with the modal *Should* or the verb *Were* followed by the subject. Point out how a second conditional sentence beginning with *Were* has the infinitive with *to*.

Point out that the third conditional sentences begin with *Had* followed by the subject.

When students have understood the information in the Grammar box, ask them to find examples of first, second and third conditionals using inversion in the text.

Make sure they understand that this inversion in conditional sentences is unusual in everyday English, especially in conversation, and is normally found in formal writing or speeches.

### Additional practice

Students find examples of first, second and third conditionals using inversion.

### Answers

- Should you require any further help or information, ...  
Were you to feel that this would be of interest, ...  
Had I been at home, ...

### Activity 3

- 1 Point out the first conditional sentence. Ask students to look at the example.
- 2 Invite a volunteer to change the second sentence in the same way. Check with the class that the answer is correct. Continue with the other sentences.

### Answers

- 2 Should you purchase this product, you will be 100% satisfied.



- 3 Should you not be delighted with it, return it immediately.
- 4 Should your car break down, phone this number.
- 5 Should there be no reply, try again later.

#### Activity 4

- 1 Point out the example and check that students understand the changes.
- 2 If you wish, let students go through this activity first in pairs.
- 3 Go around listening as they work to monitor accuracy.
- 4 Go through the activity with the whole class again, correcting and explaining any errors.

#### Answers

- 2 Were we to offer you the job, when could you start?
- 3 Were sales to be increased, the company would make a profit.
- 4 Were the professor to agree to speak, we would be thrilled.
- 5 Were he to speak about the Rosetta Stone, it would be fascinating.

#### Activity 5

Follow the same procedure as for Activity 4.

#### Answers

- 2 Had he not been abroad, he would have replied at once.
- 3 Had more people attended, the festival might have made a profit.
- 4 Had the fire spread, it would have been a disaster.
- 5 Had fire crews not arrived so promptly, residents could have been injured.

#### WB: Grammar (WB p18)

Students should be able to complete these exercises independently for homework.

#### WB answers

##### Exercise 1

- 1 Had the performance been shorter, it would have been more enjoyable.
- 2 Should you require assistance, please ring the bell.
- 3 Should the professor give a talk, it would attract considerable interest.
- 4 Were the principal to leave the school, she would be greatly missed.
- 5 Should Todd not be able to attend the meeting, Tasha will take his place.
- 6 Had audiences not enjoyed the festival, the committee would not have created a DVD.

#### Exercise 2

- 2 There would be a terrible accident, were the brakes to fail.
- 3 Ben could have gone to university, had he passed his exams.
- 4 It will cause considerable inconvenience, should you change your mind.

**Exercise 3** Students' own ideas

**Exercise 4** Students' own ideas

### Lesson 5 Language practice SB p22

#### Lesson aims

##### SB skills:

- A Punctuation: to revise uses of commas
- B Language use: to explore features of informal writing

##### WB practice:

- A Punctuation: to punctuate sentences correctly using commas
- B Language use: to identify formal and informal sentences and identify informal features

**EPB link:** Test 1, Grammar and Vocabulary Q4, Q6

**Time division:** a rough guide to a 40-minute lesson

► Warm-up – 4

► B Language use – 18

► A Punctuation – 18

#### Warm-up

Choose words from the Reading text and/or the Word list for Unit 2. Ask students to spell them.

#### A Punctuation: Commas

- Read the first information box.
- Check that students recognise and are familiar with both these uses of commas.
- Remind them that there is no comma between the penultimate item and *and* before the last item.

##### Activity 1

- 1 Give students a time limit to work out in pairs where the commas should go.
- 2 Write the sentences on the board while they do so.
- 3 Check answers by inviting students to insert the commas on the board.



### Answers

- 1 Lucie photographed the sculptures, fireworks and artefacts.
- 2 You've written to Professor Barnes, haven't you?
- 3 We could include Chinese, Arabic and Georgian writing in the festival, couldn't we?

- Read the second information box.
- Check that students understand the short phrase.
- Write the sentence on the board without commas.
- Discuss to what extent the sentence is unclear if the commas are missed out.

### Activity 2

- 1 Ask different students to read out the three sentences.
- 2 Give the students in pairs a time limit to decide where the commas should go.
- 3 Meanwhile, write the sentences on the board.
- 4 Ask individuals to insert the commas.
- 5 Check with the class that they are correct.
- 6 Ask other individuals to read out the sentences on the board.
- 7 Ask the class if they think they are easier to read and understand with or without the commas.

### Answers

- 1 Lee's uncle, a calligrapher, has been invited to the festival.
- 2 Professor Barnes, the archaeologist, spoke at the festival.
- 3 Lee, now in China, is working with pandas.

- Go through the third information box.
- Look at the examples with the class. Point out that they come from the letters they read.
- Ask how useful the commas are in making the sentences easily comprehensible.

### Activity 3

Follow the procedure as for Activity 2.

### Answers

- 1 In case he didn't have a laptop, Tasha sent Lee a photograph.
- 2 Fascinated by the fireworks, Todd wanted to know more about them.
- 3 Because the first festival was such a success, the students decided to organise another one.
- 4 Needing to revise for his test, Todd finished the letter.

- Read the fourth information box.
- Ask individuals to read out the sentences. Ensure that the class understands the structure of each sentence and how the phrase interrupts the main clause. Because it interrupts, it is separated with commas so that the main clause is clear.

### Activity 4

Follow the procedure as for Activity 2.

### Answers

- 1 The DVD, launched at the Arts Day, was a huge success.
- 2 The artefacts, photographed by Lucie, were included on the DVD.
- 3 Lee, studying in China, was delighted to get the DVD.
- 4 The festival, according to the report, was well-received.

## B Language use: Informal writing

### Short forms

- Read the first two sentences to the class.
- Remind them that scanning is a very useful skill. It enables them to work out the kind of text they are looking at and helps them to predict the kind of language and grammar they should expect to be used in it.
- Read the task. Give them a minute to count up.

### Answer

six short forms in four sentences

- Ask students if short forms are used whenever possible. They should notice that they are. This suggests it is not at all formal and uses a very informal style.

### The content

- Read the first paragraph to the class. Check they understand *personal relationship*.
- Read the first information point. Ask students to identify the feeling in the example sentence: **love**. Point out that this is the colloquial use of the word, meaning to *want to very much*.
- Read the second information point and the example sentence beginnings.
- Students find the sentences in the text to find out what personal knowledge of Lee Todd is referring to.

### Answers

I thought you'd like to know that we've created a DVD of the festival ...  
I know you've always wanted to get involved in environmental protection ...

### Informal styles

- Read the information. Explain that these particular informal styles are in the list that follows.
- Students go through the list and find the examples in the letter.



## Answers

- a Any two from:  
 paragraph 2: ... *just to remind you what you're looking for!*  
 paragraph 3: ... *instead of learning how to blow things up! Phenomenal!*  
 paragraph 4: ... *we've decided to take the plunge again!*  
 paragraph 5: ... *some things never change!*
- b paragraph 3: (*instead of learning how to blow things up!*)
- c paragraph 4: ... - yes, *we've decided to take the plunge again!*  
 paragraph 5: ... - *some things never change!*
- d paragraph 1: *How's it all going?*

## WB: Language practice (WB p19)

Students should be able to complete these exercises independently. If you wish, spend a few minutes going through the page with the class to check they understand the tasks.

### WB answers

#### A Punctuation

- Gustav, a music student, contacted *The River Boys*.
- The audience, standing and applauding, shouted for more.
- Miss Jackson, the headmistress, congratulated the committee.
- The committee talked about the festival, the DVD, Professor Barnes and future plans.
- Grateful for Professor Barnes' help, Tasha wrote to thank him.
- The exhibition, displayed in the hall, was amazing.
- In order to plan the next festival, we must decide on the committee members very soon.
- Standing in for an injured ballerina, Eva gave a wonderful performance.

#### B Language use

##### Exercise 1

- a I expressing personal feeling *hate*  
b F
- a F  
b I exclamation, vocabulary, *a bit of*
- a I short form, vocabulary, *absolutely great*  
b F
- a F  
b I expressing personal knowledge, vocabulary, *big*
- a I direct question, short form  
b F

## Exercise 2

Students should use short forms throughout the paragraph where possible.

They should choose informal vocabulary to replace more formal forms, e.g.

very much like to = love to

extremely = incredibly/really

have a great fascination for = adore/really love

truly impressive = absolutely amazing

Students may also use informal punctuation such as dashes and exclamation marks.

There is more than one correct way of rewriting this paragraph informally so accept answers which use some or all of these features.

## Lesson 6 Grammar in use SB p23

### Lesson aims

#### SB skills:

- to listen to and understand a short conversation between students
- to practise using figurative language with *like*, *as if* / *as though* and *as ... as*

#### WB practice:

- to complete sentences using figurative language
- to describe objects using figurative language

**EPB link:** Test 1, Grammar and Vocabulary Q1, Q2, Q3, Q5

### Time division: a rough guide to a 40-minute lesson

► Warm-up – 3

► Activities 2–6 – 25

► Listening/Reading – 7

► Grammar box – 5

### Warm-up

- Give definitions of words from the unit.
- Students tell you what the word is.

### Activity 1

#### Pre-listening questions

- Ask: *What is illustrated at the top of the page?* Elicit: **They are tickets for a performance by The River Boys at the Bay City Stadium.**  
*Who do you think wants these tickets?* **the students**  
*What is the man doing?* Elicit: **He is buying something online, using a credit card to pay.**
- Ask what they think the man is buying. Elicit suggestions and tell the class they will find out when they listen.
- Play track 1.07. Students listen and follow in their books.
- Point out the phrases in bold. Ask: *What is the purpose of these phrases?* Elicit that they describe objects, actions and behaviour.



## Activity 2

Ask the questions to ensure understanding and to look at the target language in context.

### Answers

- 1 She has just had some brilliant news.
- 2 She looks like a kid at a birthday party.
- 3 She has eyes as big as saucers.
- 4 because they'll sell out, quick as a flash
- 5 online only
- 6 Yes, because a credit card is needed to pay for them and they do not have one.

### Grammar box

Explain that figurative language describes something by comparing it to something else. The comparison is imaginative not real so this form of expressing ideas is found in fiction, especially descriptions, and in poetry in particular.

Go through the box with the class.

Students have met most of these figurative expressions before but have not looked at the grammar all together. They should find the expression familiar, however.

## Activity 3

- 1 Give the class a time limit in pairs to think of ideas for starting these sentences. Go around as they work.
- 2 If the class finds this difficult, advise them to think about the content of the second part of the sentence, e.g. what diamonds/wolves do; what things are black/hard; what is suggested by a breaking heart or doing something as if to save your life.

### Answers

These depend entirely on the students' ideas and multiple answers could be correct. These are possibilities only:

- 2 Stars glittered like diamonds.
- 3 The prisoners howled like a pack of wolves.
- 4 The sky was as black as a raven's wing.
- 5 The ice was as hard as iron.
- 6 She cried as though her heart was breaking.
- 7 He ran as if his life depended on it.

## Activity 4

- 1 Students may complete this activity individually or in pairs.
- 2 Give them a short time limit then elicit sentences from individuals.

## Activity 5

- 1 These expressions form stock phrases which are often heard in everyday English.
- 2 Let students work in pairs. Explain that there is a connection between the correct noun in the box and the adjectives in the descriptive phrase which will help them to work out

the answers even if they have never heard the expressions before.

**Answers** 1 as light as a feather 2 as quick as a flash  
3 as pretty as a picture 4 as cold as ice 5 as busy as a  
bee 6 as strong as an ox 7 as quiet as a mouse  
8 as brave as a lion 9 as white as snow 10 as smooth  
as silk

## Activity 6

- 1 Give students a few minutes to think of sentences in pairs or groups.
- 2 Allow time to hear some of their sentences.
- 3 If you are short of time, completing this activity could be an additional homework task.

## WB: Grammar in use (WB p20)

Students complete this work independently.

### WB answers ex. 1

**Exercise 1** 1 as ... as 2 like 3 like 4 as if  
5 as ... as 6 as if

**Exercise 2** 1 curtain 2 raindrops 3 snake  
4 blanket 5 rollercoaster 6 stone

### Example answers

(Other adjectives are possible.)

1 a rollercoaster / a fairground ride 2 a soft, white  
blanket 3 a stone 4 a winding/twisting snake  
5 a curtain of water 6 raindrops down a window

**Exercise 3** 1 quiet 2 free 3 quick 4 light 5 white

**Exercise 4** Students' own ideas

## Lesson 7 Listening and speaking SB p24

### Lesson aims

#### SB skills:

- to practise language for expressing likes, dislikes and preferences
- to complete listening comprehension activities based on a conversation between the student characters

#### WB practice:

- to order words in sentences expressing likes, dislikes and preferences
- to complete a paragraph based on the conversation that students heard

**EPB link:** Test 1, Listening Q1, Q2, Q3, Speaking Q1, Q2



## Time division: a rough guide to a 40-minute lesson

► Warm-up – 5

► Listening comprehension – 15

► Functions of English – 20

### Warm-up

Give students a minute to write down three things they really like and three things they really hate. (These can be anything from concepts, e.g. holidays, poverty, pollution to objects, e.g. mobile phones, snakes, etc.) Write headings on the board: *like* and *hate*. Elicit responses from around the class and list words. Mark any items that are mentioned more than once.

## Functions of English: expressing likes, dislikes and preferences

### Activity 1

- 1 Point out the two boxes of expressions. Ask different students to read each expression in the *likes* box. Ask if there are any that students have not heard before. Check they understand all of them.
- 2 Do the same with the *dislikes* box.
- 3 Students work in pairs and discuss the six topics.
- 4 They may ask each other about the topics in any order they choose and spend longer on any topic they have more to say about.
- 5 Give them a time limit and go around as they speak checking for accuracy and monitoring fluency.
- 6 Ask two or three pairs to discuss a topic while the class listens.

### Activity 2

- 1 Follow the same procedure for the third box.
- 2 Make sure students understand that they are discussing preferences between the two topics in the list. They begin by discussing which they prefer out of pop music against classical music.
- 3 Monitor in the same way as Activity 1.
- 4 Invite one or two pairs to speak while the class listens.

### Activity 3

#### Group conversation

- 1 Students note three ideas then discuss them in groups of 3–4.
- 2 Explain that it does not matter if students have chosen some of the same topics.
- 3 Monitor as before.
- 4 Invite the groups in turn to say what their topics were and what they thought about them.

## Listening comprehension

### Activity 1

- 1 Tell the students they are going to listen to a conversation twice. Give them a moment to look at the questions in the book. Tell them that the first time they should try to understand the general sense of the conversation and note answers to the questions.
- 2 Play track 1.08.
- 3 Ask the questions and elicit answers from the class.

### Audio script

#### Track 1.08 Activities 1 and 2

Todd: Lucie! Whatever's the matter?  
Ramon: You look as if you've had a shock.  
Tasha: Come and sit down.  
Rudi: Why are you so upset? What's happened?  
Lucie: I was coming to school ...  
Todd: Weren't you with your dad? He normally drives you to school, doesn't he?  
Lucie: Yes, he usually drops me off at the college gates.  
Todd: But not this morning?  
Lucie: No, he had an important meeting and he was late so he dropped me off at the end of the street.  
Rudi: So you had to walk down the street! Big deal! I can't believe you're upset about that!  
Tasha: Shut up, Rudi! She's not upset about that. Don't be so stupid.  
Ramon: So what happened, Lucie?  
Lucie: Well, there was a woman ahead of me – quite an elderly lady, actually, – and suddenly she tripped over something and fell down.  
Rudi: What did she trip over?  
Tasha: Shut up, Rudi! That's not important.  
Rudi: Sorry! Just asking ...  
Todd: So then what happened?  
Lucie: Well, I ran over to her to see if she was OK ...  
Ramon: And was she OK?  
Lucie: She was all right but she'd had a bit of a shock, obviously.  
Tasha: Obviously.  
Lucie: So I put my schoolbag down on the pavement and helped her to get up on her feet again. She was very grateful and we chatted for a bit and she said she was fine and off she went.  
Rudi: So why are you upset? I just don't get it!  
Lucie: Because, Rudi, when I went to pick up my bag, it was gone.  
Rudi: Gone?



Lucie: Yes. Gone. I'd put it down on the ground and while I was helping the old lady, someone must have come along and stolen it.

Todd: Who? Did you see anybody?

Lucie: No. I've no idea who took it.

Tasha: Why are some people so horrible? Honestly! I can't stand it!

Ramon: So what was in your bag, Lucie?

Lucie: My science project ...

Tasha: Oh, no!

Lucie: My purse ... Luckily, there were only a few coins in it.

Todd: Anything else?

Lucie: My mobile ...

Tasha: Oh, dear!

Lucie: My new laptop ...

Ramon: What? That's terrible!

Rudi: We're not supposed to bring laptops to college ...

Tasha: Shut up, Rudi! You're incredibly annoying sometimes.

Lucie: But that's not all.

Todd: There's more?

Lucie: Yes, the tickets for the concert arrived yesterday. They were in my bag, too.

Ramon: Oh, no!

Lucie: I'm so sorry, guys. This means that we can't go and see *The River Boys* ...

All together: Oh, no! This is terrible! Some lousy thief has got our tickets!

### Answers

- 1 the students: Todd, Ramon, Tasha, Rudi, Lucie
- 2 at school
- 3 upset
- 4 her bag has been stolen

### Activity 2

- 1 Give students a minute or two to read all the questions.
- 2 Tell the class to listen again and try to answer the detailed questions.
- 3 Play track 1.08 again.
- 4 Give students time to answer all the questions.
- 5 Be prepared to play the track a third time if they have not got all the answers.
- 6 Check answers together.

### Answers

- 1 at the college gates
- 2 He dropped her at the end of the street because he was late (for an important meeting).

- 3 an elderly woman
- 4 She tripped over something.
- 5 She went to see if she was OK.
- 6 b uninjured, d grateful
- 7 Someone took her bag.
- 8 She doesn't know.
- 9 a, b and c
- 10 because he tells Lucie she shouldn't have brought her laptop to college
- 11 the tickets to *The River Boys* concert
- 12 They can't go to the concert.

### Activity 3

- 1 Students discuss the questions in groups.
- 2 Go around listening while they speak. Encourage them to make their discussion as full as possible and speak in sentences rather than search for single-word responses.
- 3 Encourage students to recount the full story of something they lost.
- 4 Invite volunteers to recount their stories to the class.

### WB: Listening and speaking (WB p21)

Students complete these exercises independently.

### WB answers

#### Functions of English

- 1 Tasha absolutely adores eating Lebanese food.
- 2 Todd can't stand going shopping for clothes.
- 3 Ramon really loathes having to get up early.
- 4 Gustav is extremely fond of listening to orchestral music.
- 5 In order to keep fit, Rudi would sooner go for a run than watch TV.
- 6 Thanks for the invitation but ballet isn't really my thing.

#### Listening comprehension

Lucie's father usually **drives** her to **college**. This morning he was **late** for an important **meeting** so he **dropped** her **off** not at the college **gates** but at the **end** of the street. An **elderly** woman, who was walking **ahead** of Lucie, suddenly **tripped** over something and **fell** down. Lucie put her **schoolbag** down on the **pavement** and helped the woman **get up** on her **feet** again. The woman had **obviously** had a **bit** of a **shock** but she was **all right** and very **grateful** to Lucie for her help. When Lucie went to **pick up** her bag, she found that it had been **stolen**. Inside were her science **project**, her **mobile** phone, her **purse**, which **luckily** only contained a few **coins**, and her new **laptop**. **Unfortunately**, the bag also **contained** their concert **tickets**. No wonder Lucie was so **upset**!



## Lesson 8 Writing features SB p25

### Lesson aims

#### SB skills:

- Writing features: to investigate important features of formal and informal letters
- Writing assignment: to write a formal or informal letter

#### WB practice:

- to complete the planning sheet for the SB Writing assignment

EPB link: Test 1, Writing Q1, Q2

**Time division:** a rough guide to a 40-minute lesson

- ▶ Warm-up – 3
- ▶ Writing assignment: SB explanation – 5
- ▶ Checklist – 17
- ▶ WB planning in class time – 15

### Warm-up

Read the following descriptions of letter writing to the class, or use ideas of your own. Ask the class to judge whether each letter should be formal or informal.

- 1 Giorgio writing to his grandfather in hospital
- 2 Lucie's father writing to his insurance company about Lucie's stolen laptop
- 3 Todd writing to Lee's father asking him to demonstrate Chinese calligraphy at the festival
- 4 Rudi writing to his aunt to thank her for having him to stay during the holidays
- 5 Tasha writing to the director of the museum to ask for information about Arabic calligraphers
- 6 Miss Jackson writing to the school governors requesting them to reconsider their decision about the festival
- 7 Gustav writing to his uncle to ask if he can bring his orchestra to the festival again

### Writing features: Formal and informal letters

- 1 Read the summary statement in the box at the top of the page.
- 2 Ask what was different about the audiences (recipients) of the two letters.
- 3 Elicit that the formal letter was to an older man, a university professor; the informal letter was to a friend about the same age as the writer.
- 4 Ask what the purposes were: elicit that the first was a formal thank you and a request for further support; the second was a personal letter accompanying a DVD and some photos, giving news and asking for advice.

- 5 Remind students that correctly recognising the audience and purpose of their writing will help them to choose appropriate vocabulary and expressions. It will also help them to write more confidently and fluently.

### Checklist

- 1 Go through the Checklist with the class.
- 2 Read each item and the information about it.
- 3 Students should understand this without much, if any, explanation but if in doubt, check understanding and explain anything that might not have been well understood.
- 4 When you have gone through the information for each item, read the activity that asks students to apply the information in practice.
- 5 Give the class adequate time to think of or find answers then elicit their ideas and go through them with the class working together.
- 6 Use the following answer notes for guidance in the class discussion.

#### ▶ Audience

**Give examples of who you would write to formally and informally.**

Elicit suggestions from around the class, e.g.

Formally: *the headteacher, the director of a college, an employer*

Informally: *a cousin, a grandparent, a best friend.*

#### ▶ Layout

**ending**

**Suggest some examples of informal endings.**

Elicit ideas, e.g. *Love from, See you soon,*

#### ▶ Content

**first paragraph**

**Discuss the difference between the two first paragraphs.**

Elicit suggestions from the class. Encourage them to put forward ideas and, if necessary, prompt them to notice that: *The formal letter starts with the first purpose in the first sentences, thanking the professor for his permission and contributions and explaining why the students valued them. The informal letter begins with a remark about where the letter is being sent; it includes a direct question, expresses personal knowledge of the recipient; it ends with an invitation to the recipient to reply.*

**body of letter**

**Discuss paragraphs 2 to 4 in the letter on page 18. Why is Tasha writing to him?**

paragraph 2: *tells the professor about the Arts Day and the launch of the DVD, which she is sending to him*

paragraph 3: *mentions the newspaper cutting of the Arts Day; explains that the students are planning another festival*

paragraph 4: *Tasha makes her request*



**Discuss paragraphs 2 to 4 in the letter on page 19. Why is Todd writing to him?**

paragraph 2: tells Lee about the DVD

paragraph 3: explains Todd's interest in pyrotechnics

paragraph 4: Todd makes his request

**What is Tasha requesting Professor Barnes to do in her letter?**

to contribute to the next festival

**What is Todd requesting Lee to do in his letter?**

to let the committee know if Lee's father would demonstrate calligraphy at the festival

## ► Language

### vocabulary

**Find examples of formal language to Professor Barnes and informal language to Lee.**

Students look for formal examples, e.g.

On behalf of the festival committee, ...

We understand that you have ...

Should you feel able to respond ...

and informal examples, e.g.

I thought you'd like to know ...

I'd really like to know ...

Phenomenal!



### contractions

**Find examples where Tasha could have used contractions but didn't.**

E.g. We have just held not We've just held

As you will see not As you'll see

We are planning to produce not We're planning to produce.

**Find examples of contractions in Todd's letter.**

E.g. How's, you've, I'd, you'd, we've, I've, etc.

### informal language/idioms

**What does Tasha write instead of:**

- Lucie's photographs do a good job.

Students find Tasha's comments about Lucie's photographs in paragraph 2: ... enhance the fine quality and beauty of the objects themselves.

**Find examples of idioms in Todd's letter.**

paragraph 2: We were all bowled over ...

paragraph 3: ... by the way.

## Writing assignment

- 1 Read through the Writing assignment with the students to ensure they understand what is required.
- 2 Ask students to turn to pp22–23 in their WBs.
- 3 Ideally, plan the assignment in class to help in discussing this stage of the work with the students.
- 4 Choose the most appropriate way of setting up the writing for your class:
  - Each student works individually on the planning and writing stages.

- Groups of students choosing the same topic can work together in class to plan. Individuals then use the group planning notes to work individually on their own letter. This can be useful for students to see how differently a set of planning notes can be interpreted.
- If you feel that students need to work through the process as a class, go through each stage to model making notes on each of the writing features.

**Notes:** If you are not planning a 9th lesson, set the Start-up preparation work to be completed before Lesson 1 of Unit 3.

For the Study skills: Editing lesson, ask students to bring a recent piece of writing to the class.

## WB: Unit 2 Self-assessment (WB p24)

- 1 This page is for students to complete in their own time.
- 2 Remind them that the questions are there as prompts to remind them of the work they have done, to guide them through the key elements of the unit and to help them assess for themselves how well they have understood and learned it.
- 3 Remind them that the Checkpoints give them advice about what to do if they are unsure of the work. Even if they feel confident, they can also use the Checkpoints to revise work and test themselves.
- 4 Monitor those students who you feel would benefit from completing this page thoroughly, in particular those who need to check, revise and consolidate their work if they are not to fall behind.
- 5 Alternatively, all students complete the pages independently before you check them and other aspects of their work during the optional 9th lesson (see detailed notes at the end of Unit 1).

## Revision 1 (Units 1 and 2) (WB pp25–26)

- 1 This work can be set when students have completed their Self-assessment pages and gone back over anything they were unsure about or had forgotten.
- 2 It may be used as a formal test in class time, as an informal test in class time or as a homework task for students to see how well they can do without looking back at their SBs or completed WB exercises.

### WB answers

#### Exercise 1

- 1 Off came the lid and out fell the money.
- 2 Down poured the rain, soaking everyone.
- 3 Up went the umbrellas and away hurried the crowd.
- 4 Over fell the vase and out spilled the water.
- 5 Between the glistening rocks ran the river.



### Exercise 2

- 1 Under the bridge drove the cars.
- 2 Up to the door ran the man and then in he went.
- 3 They saw the leopard and then suddenly up the tree it went.
- 4 Up jumped the girl and away she ran.
- 5 Over the horizon sailed the ship and it disappeared.

### Exercise 3

- 1 complained the little boy
- 2 demanded the policeman
- 3 they shouted
- 4 announced the pilot
- 5 she explained

### Exercise 4

- 1 The students did enjoy the Arts Day.
- 2 This train does go to London.
- 3 We did hear Miss Jackson's speech.
- 4 Lucie does take good photos.
- 5 The reporter did write a good article.

### Exercise 5

- 2 No, they do like listening to the professor.
- 3 No, they do live in bamboo forests.
- 4 No, she did send Lee a photo.
- 5 No, he does like fireworks.

### Exercise 6 1 did 2 do 3 does 4 did

### Exercise 7

- 1 Should you have further questions, please do not hesitate to ask.
- 2 Were the music too loud, you could turn it down.
- 3 Had I received the letter, I would have replied.

### Exercise 8 1 as loud as 2 as if 3 as sweet as 4 as if 5 as vast as

### Exercise 9 1 a searchlight 2 parrots 3 diamonds 4 a cat

### Exercise 10

- 1 Do you want tea, coffee, cola or apple juice?
- 2 Professor Barnes, the archaeologist, gave a talk.
- 3 Because he was feeling unwell, Ben went to bed early.

### Exercise 11 1 inspiration 2 contribution 3 cancellation 4 generosity, sensational 5 sequence, exquisite, enthralled 6 reaction, expanded

## Study skills 1: Editing SB pp26-27

### Aims

To investigate the skill of **editing**:

- what it is
  - how to approach editing a text
  - what improvements to make.
- This skills unit gives students all the information and advice they need to help them improve the accuracy and presentation of their work.
  - It explains how to check through a piece of work systematically.
  - Students will find these pages invaluable in all their writing of whatever type and for whatever purpose.

**Note:** Students should bring a piece of written work they have done recently to this lesson.

### Page 26

#### What is editing?

Read the information in the box. Explain to the class that editing is more than just giving a piece of work a quick look over before handing it in. Significant improvements can be made to the first draft of a piece of work by comparing it to the task and/or the planning notes to see how well the first draft matches up to them.

#### Proofreading

Read the first information point about proofreading. Remind the class they already know about this and should be doing it automatically before handing in any piece of work.

#### Activity

- 1 Students work in pairs to find the mistakes.
- 2 Remind them each mistake could be in grammar, punctuation or spelling.
- 3 Give them a few minutes to do this.
- 4 Check answers by asking different pairs to identify the mistakes in each sentence and correct them.

#### Answers

- 1 I wants to be part of the festival next time  
(errors: grammar – wants/want; punctuation, missing full stop)  
corrected: I want to be part of the festival next time.
- 2 A arts festival are a good idea.  
(errors: grammar – A/An, are/is)  
corrected: An arts festival is a good idea.



- 3 Whose on the organising committee?  
(errors: grammar – *Whose/Who's*; spelling – *comittee/committee*)  
corrected: *Who's on the organising committee?*
- 4 Theyve been planning it since ages.  
(errors: punctuation – *Theyve/They've*; grammar – *since/for*)  
corrected: *They've been planning it for ages.*
- 5 Evas dancing was remarkable.  
(errors: punctuation – *Evas/Eva's*; spelling – *remarkible/remarkable*)  
corrected: *Eva's dancing was remarkable.*

- Read the second information point about improving the quality of the text.
- Explain to the class that the three main areas they can work on are:
  - **the text** – how well it is organised
  - **the sentences** – how much they vary in structure
  - **the words** – how well chosen they are.
- Ask students to have their piece of written work that they brought with them for this lesson on the desk in front of them.

### 1 Improving your text

Read the points about the introductory paragraph. Remind students that when they write a formal letter, for example, the first paragraph should state clearly the reason for writing. When they write a newspaper or magazine article, the first paragraph should present the subject of the article in an interesting way so that the reader wants to continue reading.

#### Activity

- 1 Give students in pairs a minute or two to read the sentences and choose the clearer and more interesting. Remind them to think of reasons for their answer.
- 2 Elicit their answers. Students should pick B. Reasons could include: ***It has more detail; it begins with the word that is the subject of the essay (example A does not mention pollution at all); the viewpoint of the writer is strongly expressed in all three sentences.*** Accept any other sensible reasons.

- Read about the paragraphs and the main idea.

#### Activity

Students look at their own piece of writing to see if the paragraph was complete. Ask them to see whether they wrote points about the main idea elsewhere in their essay. Should any sentences have been included in the second paragraph instead of later on?

- Read about the order of paragraphs.

### Activity

Students look to see whether they should have written paragraphs in a different order.

- Read about the concluding paragraph. Students should by now be familiar with the idea that the final paragraph is a round-up of the ideas/arguments in the essay. Make sure they understand that they should not just stop when they have made their last point.

### Page 27

### 2 Improving your sentences

- Read the information about varying sentences.
- Read about the different sentence types.
- Ask volunteers to read the examples. Check they understand how varying sentence structure makes a piece of writing more interesting. Explain that writing composed entirely of simple sentences becomes extremely boring for the reader and simple sentences are often not sufficient to express an argument clearly.

#### Activity

- 1 Students work individually or in pairs to create a more interesting short text.
- 2 Remind them to think about conjunctions and clauses.
- 3 Elicit as many answers from pairs as possible.
- 4 Ask the class which one/s they think sounded the best.
- 5 Write one of them on the board and let the class compare it with the original written entirely in simple sentences. Ask the class to say how the text has been rewritten, e.g. ***use of conjunctions***, etc.

### 3 Improving your words

- Read the information. Explain to the class that it is possible to improve a piece of writing a great deal simply by changing a few words here and there.
- Read about over-used words. Point out the example sentence and the better choices in place of *bad*. Remind the class that repeating the same word too often makes writing boring to read.

#### Activity

- 1 Students discuss possible alternatives in pairs.
- 2 Elicit their suggestions, e.g. ***got – stole, grabbed, snatched, seized; nice – beautiful, lovely, glorious; bad – awful, terrible, dreadful.***
- 3 Ask students what words they think they over-use, e.g. ***big, small***, etc.

- Read about ***precise vocabulary***. Point out the example sentence and the better choices in place of *big*.
- Remind the class that a more precise word can make the writer's ideas clearer and easier to understand as well as more interesting.



### Activity

- 1 Students discuss alternative words in pairs.
  - 2 Elicit their ideas, e.g. **a bit – slightly, rather; quite – fairly, rather; a lot of – many, most.**
- Read about **repetition**. Point out the example sentences and how the second one, which has alternative vocabulary makes better sense than the first.

### Activity

- 1 Give students a few minutes in pairs to replace the bold words.
- 2 While they are working, write the sentences on the board with blank spaces instead of the bold words.
- 3 Ask as many pairs as possible to say their sentences.
- 4 Agree with the class what are the best words to complete each sentence.

## WB: Study skills 1 (WB pp116–117)

### Page 116

- 1 Read out the first task.
- 2 Give students a few minutes to read the two texts silently.
- 3 Ask two students to read out each of the texts while the class listens and follows.
- 4 Ask students in pairs to list all the aspects of the writing that have been improved in the second text and at least one example that they have noticed.
- 5 Ask different pairs to tell the class the improvements they have identified. Ask for examples.
- 6 Invite other pairs to point out any other examples of the same improvement.

### Pages 116–117

- 1 Give students 10–15 minutes to edit and rewrite this text. They may work in pairs, groups or individually.
- 2 If you wish, ask several pairs to read their texts aloud then collect them all in to check through yourself.
- 3 Alternatively, or as well, ask students to exchange their rewritten texts and read each other's.
- 4 Ask if there is one or more text/s which seem to be particularly clear and well-organised.
- 5 Ask the writer/s of the chosen text to read or re-read it.
- 6 Ask the class why they think it is particularly good. Encourage them to identify precisely what makes it/them better than some of the others.
- 7 Point out the Checklist on page 117. Explain to the class that they should look back at this list to help them check the first drafts of their non-fiction writing.
- 8 Point out how the Checklist begins with the structure of the text – the division into paragraphs. It goes on to the content of the paragraphs, then the sentences, then the words.
- 9 When those have been improved, the final checks include spelling, punctuation and grammar, before making a final copy.

- 10 Tell students that if they get used to doing this check with all their writing, they will gradually improve and make fewer careless mistakes.
- 11 Checking work can be tedious to start with but as students become used to it they will find it easier and see results from their efforts.

**Note:** If you are not planning a 9th lesson (see Unit 1 p39), set the Start-up preparation work to be completed before Lesson 1 of Unit 3.



# This house believes ...

In this unit, students will:

- discuss debating; talk about places and situations where debates happen; discuss the skills in debating; complete Start-up tasks in preparation for all work in the unit
- read and understand a debate
- develop a close understanding of the debate speeches, their purposes, audiences, style and vocabulary
- learn and practise correct use of clauses of concession
- revise the use of colons and semi-colons; learn about metaphors
- learn and practise the correct use of prepositional phrases
- listen to a talk about a famous English band; present a talk about a favourite singer, instrumentalist or band
- discuss the features of discursive writing; write their own debate speech

## Lesson 1 Start-up SB pp28-29

### Lesson aims

#### SB skills:

- to read information about debates
- to read about topics that are frequently debated
- to discuss their experience of debates
- to check Start-up tasks
- to listen to a conversation about debating then discuss it in groups
- to discuss meanings of terms used in debating

#### WB practice:

- to have completed all the tasks before the lesson in preparation for the class discussions and other activities in Lesson 1

### Time division: a rough guide to a 40-minute lesson

- |  |   |
|--|---|
| ▶ Warm-up - 3  | ▶ Check Grammar in use and Listening/Speaking tasks - 6 |
| ▶ Reading and General discussion - 5   | ▶ Conversation focus - 8                                |
| ▶ General questions - 5  | ▶ Writing, discuss debating terms - 3                   |
| ▶ Read and check Reading, Vocabulary, Grammar and Language practice tasks - 10 |   |

### Warm-up

- Ask students to give a definition of *persuade* without looking in their dictionaries: elicit their ideas. Prompt them to a full definition that approximates to: **to make someone agree to something by giving them reasons why they should.**
- Ask what form of persuasion they see, hear and read every day. Elicit: **advertising.** Ask for some examples of what advertising persuades people to do, e.g. **buy things, visit places, give money,** etc.

- Ask students to form the noun, adjective and adverb from the verb *persuade*. Elicit: **persuasion, persuasive, persuasively.**
- Ask students what debating aims to do. Elicit: **to persuade people to agree with a point of view on an issue.**

## Start-up: This house believes ...

Students should by now be familiar with the necessity of preparing for this lesson by reading the Start-up pages in the SB and completing the WB page. Check quickly that this has been done.

### General discussion

- 1 Ask different students to read the information that is with the photos and illustrations.
- 2 Discuss the information and the photos/illustrations with the class. Ask appropriate questions for your students, e.g. *Is smoking in public places something that people in your country have different views about? What is your view about smoking in public places? Can you explain the reasons why some people are against it?*  
*Do you understand the different points of view about climate change? What are they?*  
*Have you heard discussions about this on radio or TV?*  
*Are you persuaded by one point of view on climate change?*  
*Do you admire people who can put forward a point of view persuasively? Ask students for their reasons for their opinion.*

### General questions

- 1 Ask the first questions about listening to a debate. If students have no experience of this in school, ask: *Have you seen any formal discussions on TV or heard one on the radio?*
- 2 Discuss the questions about taking part in a debate. If your students have experience of debating, even if only speaking to the class and putting forward a point of view, ask:



How did you feel about addressing a group and trying to persuade them to agree by giving reasons? Was it a good experience or not?

- 3 If students have no experience, ask what it would be like and how they would feel doing it.
- 4 Ask the question about public speaking. Elicit ideas about what is difficult in public speaking. Students should have their own ideas about this as most people find it challenging.
- 5 Ask the last questions. If you wish, prompt students with further questions, e.g. *Is it easy to think something without being sure why? Is it difficult to make thoughts into clear reasons? Is it hard to express reasons in clear language?*

### Reading

- 1 Read the first statements. Elicit the two meanings of *argument*. Students should have found: **1 an angry disagreement; 2 a set of reasons used to persuade.**
- 2 Elicit a meaning for *counter argument*: **an opposing reason.** If necessary, explain that an argument can be responded to with a counter argument (aiming to persuade listeners to the opposite point of view).

### Vocabulary

- 1 Ask the class which words they needed to look up. Check students understand these words.
- 2 Ask students what meanings they have found for the phrases. Ask volunteers to explain as well as they can.
- 3 Students should be able to find out simple explanations which should approximate to the following:  
*green shoots*: **the first signs of growth in a plant**  
*mental capacity*: **the extent to which someone is able to think, use their brain**  
*non-verbal communication*: **expressing thoughts and ideas without using words.**

### Grammar

- 1 Read the first two sentences then elicit meanings. Students should have been able to find:  
*concede*:  
**1 to admit that something is true**  
**2 to stop trying to win something because you realise you cannot**  
**3 to give something you own or control to someone although you do not want to.**
- 2 Point out that the first meaning is the relevant one if students have found all three.
- 3 Elicit the meaning of *concession*: **an admission that something is true.**
- 4 Elicit the word class for *concessive*: **adjective.**

### Language practice

- 1 **Punctuation** Check students recognise the colon : and semi-colon ; by asking a volunteer to write them on the board.

- 2 **Language use** Read the sentences about metaphors. Elicit the other forms of descriptive language: **adjectives, similes.**

### Grammar in use

- 1 Read about the discussion students will hear.
- 2 Elicit the full form of **VIP: Very Important Person**. Explain that in English the full form is not used but *VIP* /,vi: ɑ: 'pi:/ is treated as a word in its own right, e.g.  
*At the ceremony, the VIPs were sitting in the front row.*
- 3 Read about prepositional phrases and elicit examples of prepositions, e.g. **in, on, under**, etc.

### Listening and speaking

- 1 Read the first sentence. Elicit any names of bands from the 1960s that students have discovered.
- 2 Read the information about the presentation and elicit the styles of music that the students enjoy most.

### Conversation focus

#### Track 1.09

- 1 If students have been able to listen to the track as part of their preparation, play it once then check through the answers to the questions.
- 2 If students have not already listened to the track, read the first sentence in the box.
- 3 Play track 1.09. Students listen.
- 4 Tell students to look at the questions in their WBs. Ask a volunteer to read them out.
- 5 Play track 1.09 again. Students listen and write the answers. Play it a third time if necessary.
- 6 Check answers together.

### Audio script

#### Track 1.09 Unit 3 Start-up Conversation focus

Florence: Hi, Mimi. Are you coming to lunch?

Mimi: I'll come later. I'm just going to do a bit of work in the library.

Florence: You? In the library at lunchtime? What's the matter?

Mimi: Nothing's the matter! I'm finishing my project on rainforest destruction.

Florence: Oh, dear. That's a depressing subject.

Mimi: Yes, but an important one. Everyone should know about it. Then I just need to finish writing my debating points.

Florence: Oh, yes, the debate. You're opposing with Kurt, aren't you?

Mimi: Yes. He said he'd come to the library this lunchtime so that we can check we're making different points.



Florence: Yes, of course. Well, sooner you than me.  
 Mimi: Why? I thought you liked debating.  
 Florence: I do. I love it.  
 Kurt: Hi.  
 Florence: Oh, hi, Kurt. We were just talking about the debate. I think Tasha and Todd will be very strong opponents.  
 Mimi: That's what I think, too.  
 Kurt: It doesn't mean we can't defeat the motion, though.  
 Florence: True, but Tasha in particular is very confident speaking in public.  
 Mimi: Yes, she ought to be a politician.  
 Kurt: Perhaps, but you don't have to be a politician to debate.  
 Florence: That's right. You debate if you're a lawyer.  
 Mimi: Do you? I thought a lawyer just had to persuade the court.  
 Florence: That's right, but a lawyer also predicts what the other side is going to say and tries to show that the argument doesn't hold water before they even get a chance to say it.  
 Mimi: Hmm ... Perhaps you should be a lawyer.  
 Florence: I'm quite interested in the idea.  
 Mimi: I get very nervous before I speak in front of an audience.  
 Florence: You know what to do, Mimi. We've done a lot of presentations in class and you're really good at them.  
 Mimi: I like writing my ideas. But we're not trying to persuade the audience when we do a class presentation.  
 Kurt: That's true, but the preparation is the same.  
 Florence: That's right, Mimi. You make your notes; check them; practise saying them; try your speech out in front of someone.  
 Mimi: I prefer discussion. I like suggesting ideas and getting people to think about them.  
 Kurt: Being able to persuade people is useful.  
 Mimi: Discussion is more creative.  
 Florence: So you're not going to be a politician.  
 Mimi: Definitely not!  
 Kurt: Or a lawyer?  
 Mimi: No!  
 Florence: Or an advertising copy writer?  
 Mimi: Well, I don't think so.  
 Kurt: Or a journalist?  
 Mimi: Well ...

Florence: Or an environmentalist ... and persuade governments why their rainforests are important?

Mimi: Well, actually ... OK, OK, I'm convinced. I'm going to enjoy doing this debate!

**WB answers** 1 Tasha 2 Florence 3 Mimi

### Group conversation

- 1 Students work in small groups and talk about debating, public speaking and speaking persuasively.
- 2 Remind them they may use the photos and word prompts to help them with ideas.
- 3 Go around listening as they work.
- 4 Invite one or two groups to speak while the rest of the class listens.

### Writing

Read the writing task. Check students' understanding of the words and phrase:

*motion for debate:* **the opinion for discussion**

*propose:* **to put forward**

*oppose:* **to be against**

### Homework task

Students check the Unit 3 Word list at the back of the WB. They should look up any completely new words and check any they recognise but are not entirely sure of.

## Lesson 2 Reading SB pp30–31

### Lesson aims

#### SB skills:

- to discuss the features of persuasive writing before reading
- to read and understand the debate
- to understand the structure of the debate speeches

#### WB practice:

- to practise vocabulary from the unit
- to use words from the unit to revise and extend students' vocabulary

**Time division:** a rough guide to a 40-minute lesson

► Warm-up – 4

► Pre-reading – 4

► Reading – 7

► Vocabulary check – 5

► Gist questions – 10

► Reading practice – 10



### Warm-up

- Hold a two-minute debate: *This house believes school uniform is a good idea.*
- Invite a volunteer to give a reason why it is a good idea in not more than 30 seconds.
- Invite another volunteer to give a reason why it is not a good idea in not more than 30 seconds.
- Invite a third volunteer to give another reason why it is a good idea in the same time limit.
- Invite a final volunteer to give another reason why it is not a good idea in the same time limit.
- Take a class vote: in favour of the motion and against the motion.

## Reading: Bay City College debating competition

Tell the class to look at the two pages for a moment or two without discussion.

### Pre-reading questions

- 1 Tell students to look at the list of proposers and opposers in the box at the top of p30, then to look at the photos of the speakers. Ask: *What is the order of the speeches?*  
Elicit: **The proposer speaks first, then the opposer, then the 2nd proposer, then the 2nd opposer.**
- 2 Tell students to look at the text. *How is it set out?*  
**In paragraphs**
- 3 Ask: *What does this tell you about the writing?* Elicit suggestions. Students should express the idea that the writing is organised in some way. They might suggest that different points are made in each paragraph.

### Reading

- 1 Play track 1.10 or read the debate to the class. Students listen and follow.
- 2 Check understanding. Ask if any words not in the Word list are unknown. Where possible, encourage other students to explain or suggest meanings. Explain them yourself, if necessary, to assist understanding.
- 3 Students will work further on the vocabulary and check any words they are unsure of for homework. It is important not to spend time on detailed vocabulary work during the lesson.

### Reading text vocabulary list for Unit 3 (in the order that the words appear in the text):

motion n curriculum n propose v analyse v critically adv  
fundamental adj establish v gain v originality n  
innovation n economist n executive n conceive v  
scheme n practitioner n apply v urge v oppose v  
accommodate v ambitious adj core adj squander v  
effectively adv leisure n mental adj capacity n  
appreciation n appreciate v aptitude n non-verbal adj

excel v imitators n genuinely adj failure n adequately adv  
affordable adj priority n facility n critic n focus n

### After reading

#### Gist questions

- 1 What is the debate about? **whether the arts should be in the school curriculum**
- 2 Which students are speaking in support of the motion?  
**Tasha, Todd**
- 3 Which students are speaking against it? **Kurt, Mimi**
- 4 What is Tasha's first reason for saying that the arts belong in the curriculum? **creative thinking** What is her second?  
**creative skills are transferable**
- 5 What subjects does Kurt say are important to the world?  
**technology and science**
- 6 What is his first point? **Students need firm grounding in the knowledge that exists.** What is his second? **serious subjects, maths and science are more important**
- 7 Does he agree that useful skills can be learned through the arts? **yes**
- 8 How does he oppose that point? **They can also be learned through science/maths.**
- 9 What is Todd's first point in support of the motion? **Arts help students to learn more effectively in other subjects.**
- 10 Does Mimi say the arts should not be done at all? **no but out of school**

### Reading practice

- 1 Divide the class into groups of 3–4.
- 2 Give each group one speech to read. Students take turns reading paragraphs.
- 3 Ask an individual from each group to read a paragraph to the class.
- 4 If there is time, give groups a different speech to read in the same way.
- 5 Groups should practise reading all speeches if possible.

### Homework after Reading

Students complete the WB Vocabulary page independently. Remind them to have dictionaries with them so that they can check definitions and spelling.  
As in Unit 2, advise students to check the word classes in Exercise 1 by looking at the text (not the Word list).

## WB: Vocabulary (WB p28)

### WB answers

**Exercise 1** 1 n 2 v 3 v 4 v 5 v 6 n 7 n 8 n  
9 v 10 v 11 v 12 adj 13 v 14 adv 15 n 16 v  
17 adj 18 adv 19 adv 20 adj 21 n 22 n



## Exercise 2

- 1 economy: the system by which a country's trade and business is organised
- 2 imitate: to copy the way something is done or made, or the way someone behaves
- 3 criticise: to say what you think is good or bad about something
- 4 appreciate: to be pleased with something and think it is good
- 5 conceive: to imagine and think out an idea
- 1 a economist b economics
- 2 a imitating b imitation c imitators
- 3 a critic b critically c critical
- 4 a appreciation b appreciative c unappreciative
- 5 a conceive b conceivable

**Exercise 3** 1 get 2 unspoken 3 waste 4 enough  
5 plan 6 important

## Lesson 3 Reading comprehension SB p32

### Lesson aims

#### SB skills:

- to ensure a good literal understanding of the debate
- to ensure understanding of the structure of debate speeches
- to check understanding of colloquial phrases and expressions
- to discuss aspects of debate speaking
- to give a personal opinion about the debate that students have read

#### WB practice:

- to re-read the debate independently
- to match statements from the debate to the speakers
- to identify statements for and against the motion
- to order statements from the debate

**EPB link:** Test 2, Reading Q3

### Time division: a rough guide to a 40-minute lesson

- |                            |                                  |
|----------------------------|----------------------------------|
| ▶ Warm-up - 3              | ▶ 3 Meanings of phrases - 5      |
| ▶ Re-reading - 5           | ▶ 4 Debate format discussion - 8 |
| ▶ 1 Literal questions - 7  | ▶ 5 Personal views - 5           |
| ▶ 2 Paragraph purposes - 7 |                                  |

### Warm-up

Ask students to spell key words from the debate speeches.

## Re-reading

Read the text again or play track 1.10.

### Activity 1

- 1 Ask the literal questions to check understanding. Elicit short oral answers.
- 2 Students will need to look back and scan the text to find the more detailed answers.
- 3 They should find these questions straightforward to answer.

### Answers

- 1 creative thinking
- 2 designers, engineers, architects, economists, business executives
- 3 It prepares them for the challenges of the real world.
- 4 learning
- 5 modern developments
- 6 pass core exams
- 7 They help to develop the brain and increase mental capacity.
- 8 It is too late.
- 9 out of school
- 10 It costs extra money in teacher time and resources.

### Activity 2

- 1 Students work in pairs. Tell them to read through all the purposes before they start to allocate them to the four speakers.
- 2 Remind them that the speakers have different roles in the debate format so their speeches will have some different purposes.
- 3 Give them a time limit to complete this activity.
- 4 Check answers together.

### Answers

Tasha:	1a	2c	3c	4e
Kurt:	1b	2d	3d	4f 5e
Todd:	1c	2c	3f	4g
Mimi:	1f	2f	3f	4g

### Activity 3

- 1 Students work in pairs or small groups to work out the meanings of the phrases.
- 2 Make sure students understand that the phrases express an idea. They cannot be defined by the usual meaning of the words in them.
- 3 Tell students to read the sentences in the text containing the phrases and try to work out a definition for each one from the context in which it is used.
- 4 Give them a time limit to do this and to complete the sentences.
- 5 Go around listening as they discuss their ideas. Make sure they do not spend too long on the definitions.
- 6 Check answers together.



### Answers

Students may come up with different but correct ways of expressing the meanings. The following are example answers only:

*fall into the trap*: be convinced by a wrong idea  
*hold water*: work well, function correctly in the way it should  
*re-invent the wheel*: spend a long time creating an idea that already exists and is well known  
*think outside of the box*: come up with ideas that are outside the limits that most people keep to

- 1 think outside of the box
- 2 hold water
- 3 re-invent the wheel
- 4 fall into the trap

### Activity 4

- 1 Divide the class into groups of 3–6 to discuss questions about the debate.
- 2 Give them a time limit to discuss the questions. Most of the questions in this activity allow for a measure of personal opinion so some students inside the group may disagree with the others.
- 3 Tell the groups to note ideas that most of them agree with but they should also note points of disagreement.
- 4 Go around as they discuss their views and remind them they must note reasons for their answers.
- 5 Ask different groups to answer each question. Give opportunities for those groups or individuals in groups who have a different opinion to say what they think.

### Example answers

- 1 Students should notice that alternating speakers gives the second speakers on both sides an opportunity to put forward counter arguments to points that have already been made. If both speakers on one side went first, they would not have the chance to do this and the second side would have all the advantages of making rebuttals and speaking last.
- 2 Students' own ideas. They should notice that the first speaker has the responsibility of making clear arguments and putting forward the main points. The second speaker has the responsibility of rebutting points made by the other side and has to think quickly.
- 3 Students' own opinions. Ask for reasons for their choice.
- 4 Students' own ideas. The last speaker is the last one that the audience hears so may influence them more; on the other hand the last speaker has to try to rebut the other side's arguments without being sure exactly what they will be.

### Activity 5

- 1 Prepare students to answer these questions as an independent written homework task.
- 2 If you wish, ask question 1 of the whole class and take a vote. Tell students this vote should not affect their personal answer to the question.
- 3 Ask if anyone can think of an interesting motion. Elicit as many ideas as they can think of.
- 4 Suggest one or two of your own if appropriate.
- 5 Tell students they may choose a motion that has been suggested or think of one of their own.
- 6 They must think of points for and against, and answer the third question as an individual task.

### WB: Comprehension (WB p29)

Students should be able to complete all these exercises working independently.

### WB answers

**Exercise 1** 1 Mimi 2 Todd 3 Kurt 4 Todd 5 Mimi  
6 Tasha 7 Mimi 8 Kurt 9 Kurt 10 Tasha

**Exercise 2** 1A 2F 3A 4F 5A 6F 7F 8A  
9A 10F

**Exercise 3** a7 b6 c8 d2 e4 f1 g5 h3

## Lesson 4 Grammar SB p33

### Lesson aims

#### SB skills:

- to read and understand a short text using concessive clauses with *although*, *though* and *even though*
- to understand the structure and use of concessive clauses
- to reconstruct sentences so they include concessive clauses
- to compose endings to sentences beginning with concessive clauses

#### WB practice:

- to complete sentences with concessive clauses with given endings
- to write sentences with concessive clauses

**Time division:** a rough guide to a 40-minute lesson

► Warm-up – 5

► 1 Reading – 5

► 2–4 Practice activities – 20

► Grammar box – 10



### Warm-up

Remind students of Activity 5 in SB Reading comprehension. Ask around the class what motion students chose in answer to the first part of question 2. If there is time, ask whether students chose to propose or oppose their motions.

### Activity 1

- 1 Ask one or more volunteers to read the text to the class. Other students follow in their books.
- 2 Point out the concessive clauses in bold. Ask individuals to read them again.
- 3 Ask students if they can explain why they are called concessive clauses (or clauses of concession). Elicit/Prompt students to say: **because in the clause the speaker concedes (admits to the truth of) a point.**
- 4 If students do not say so, explain that the speaker then goes on to put forward a counter argument to the point just conceded. For that reason, this structure is often found in debates and discussions that include speakers with different views.

### Activity 2

- 1 Ask the questions to check understanding and practise the target language.
- 2 Elicit oral answers from around the class in full sentences so that the correct structure is used in the answer. Remind them to look back at the text to find and check details.

**Answers** 1 T 2 F He believes that maths and science are more important than the arts. 3 F He believes that the arts can help to develop the brain and increase mental capacity. 4 F She thinks that the arts should be practised out of school.

### Grammar box

Go through the information in the box with the class. Ask individuals to read the example sentences and write them on the board showing how the contrast in the original sentence can be expressed using a concessive clause. Use the examples to show how concessive clauses appear in everyday language as well as in the usually more formal language of a debate.

### Activity 3

- 1 Point out the first sentence with the given beginning and ask a volunteer to complete it. Check with the rest of the class that it is correct and elicit corrections, if necessary, from other students.
- 2 If you wish, write the correct sentence on the board and ask where the comma should go.

- 3 Continue with the other sentences in the same way with the whole class working together.
- 4 Point out the different beginning for sentence 4. Elicit the complete sentence and write it on the board. Ask if it requires a comma.

### Answers

- 1 Although it is desirable to practise the arts in school, there is not enough time.
- 2 Even though the arts can teach useful skills, maths and science can also achieve this.
- 3 Though maths and science are considered essential, the arts are equally important.
- 4 Anna practises the piano for two hours a day even though she is busy with her schoolwork.
- 5 I recommend you read this book although it's not very easy to understand.
- 6 My uncle adores painting though he is not terribly talented.

### Activity 4

- 1 Students work in pairs or small groups to think of ideas to complete these sentences.
- 2 Give them a time limit to complete the activity then ask a many groups/pairs as possible to give their ideas for each sentence ending.
- 3 Check with the rest of the class that sentences are correct and elicit corrections from the class as necessary.
- 4 Accept answers that are sensible and grammatically correct.

### WB: Grammar (WB p30)

Students should be able to complete these exercises independently for homework.

### WB answers

**Exercise 1** 1C 2E 3A 4F 5B 6D

### Exercise 2

- 2 Though ticket sales were high, the festival still made a loss.
  - 3 Although Gustav feared the worst, there was no crowd trouble at the rock concert.
  - 4 Even though the committee was enthusiastic, some governors were not.
  - 6 Lee's old friends kept in touch even though he was back in China.
  - 7 Todd wrote a letter to Lee though he usually sent emails.
  - 8 Lee's field trip lived up to his expectations although living conditions in the base camp were uncomfortable.
- Exercise 3** Students' own ideas



## Lesson 5 Language practice SB p34

### Lesson aims

#### SB skills:

- A Punctuation: to revise and practice correct use of the colon and semi-colon
- B Language use: to learn about use of similes and metaphors

#### WB practice:

- A-C Punctuation: to use colons and semi-colons correctly
- D Language use: to recognise the meanings of metaphors; to match metaphors to different contexts

**EPB link:** Test 2, Grammar and Vocabulary Q4, Q6

**Time division:** a rough guide to a 40-minute lesson

► Warm-up – 5

► B Language use – 20

► A Punctuation – 15

### Warm-up

Write some words from the unit on the board with the vowels missing. Students tell you the words, e.g. \_pp\_s\_ ; \_ppr\_c\_t\_n; m\_t\_n; pr\_p\_s\_ ; \_n\_lys\_ ; \_ff\_ct\_v\_ly; \_d\_q\_t\_ly

Answers: oppose, appreciation, motion, propose, analyse, effectively, adequately

## A Punctuation

### Colon

- Read the information in the first box.
- Ask a volunteer to read the example.
- Ask what the general statement is. Elicit: **They lead to higher level studies.**
- Ask: *What does the list explain in detail?* Elicit: **what the higher level studies are.**

### Activity 1

- 1 Let students work in pairs to work out where the colons should go in these two sentences.
- 2 Give them a short time limit. While they work, write the sentences on the board.
- 3 Ask a pair to insert the first colon. Check that the class agrees it is correctly placed.
- 4 If necessary, help the class to identify the general statement.

### Answers

- 1 The following people were present at the debate: parents, teachers and students.

- 2 The order of the debate was as follows: the first proposer, the first opposer, the second proposer and then, the second opposer.

- Read the information in the second box.
- Ask a volunteer to read the example.
- Ask a student to say what the first idea in the sentence is: **The first is that the arts are not just about learning to draw or play the piano.**
- Ask another to say what the second idea is: **They are about creative thinking.**

### Activity 2

- 1 Students work in pairs and decide where the colons should go in these two sentences.
- 2 Give them a short time limit. While they work, write the sentences on the board.
- 3 Ask a pair to insert the first colon. Check that the class agrees it is correctly placed.
- 4 If necessary, help the class to identify the two related ideas in each sentence.
- 5 Ask another pair to punctuate the second sentence.

### Answers

- 1 The speaker was very persuasive: the audience was convinced.
- 2 The vote was taken by a show of hands: the proposers won the day.

### Semi-colon

- Read the information in the box.
- Ask a volunteer to read out the first example and write it on the board.
- Point out how the sentence is balanced with two similar ideas before and after the semi-colon.
- Ask a volunteer to read out the second example.
- Ask: *What is the main topic of the sentence?* **the other priorities**
- Ask: *What does the second part of the sentence tell you?* **what the priorities are** How are they separated? **with semi-colons**

### Activity

Follow the same procedure as for Activity 2 above.

### Answers

- 1 Quarrelling is childish; debating is constructive.
- 2 The arts prepare students for life-long learning in several ways: by opening up their minds to new and flexible ways of thinking; by using these ways of thinking in their further studies; by ultimately giving a greater likelihood of success and innovation in their professions and their lives.



## B Language use

### Simile

- Read through the information with the class.
- Ask a student to read the first example sentence using *like*.
- Point out the words in brackets. Ask: *What do these words tell you? how the moon shone*
- Explain a simile is used as a more interesting way of describing something.
- Go through the other example sentence using *like* and the other structures for creating similes. Point out how each simile describes something in a more interesting way, creating a picture in the reader's mind.

### Activity

- 1 Go through the sentences with the whole class together.
- 2 Ask a volunteer to read the first sentence.
- 3 Ask for a meaning for the simile, e.g. **very hard / hard and cold**, etc.
- 4 Continue with the other sentences.

### Answers

Students' own ideas but they should show they have understood what the comparison means in relation to the thing being described, e.g.

- 2 quietly, silently, soundlessly, lightly, etc.
- 3 very tall, huge, immense
- 4 furious, loud and shouting

### Metaphor

- Read the information. Make sure students understand *literally: using the basic meanings of the words*.
- Ask a student to read the sentence. Ask what the metaphor is: **hold water**.
- Explain that the picture illustrates the literal meaning of the metaphor.
- The metaphor puts the idea in words: something that does not work as intended.

### Activity 1

- 1 Give the class a moment to identify the metaphor: **fall into the trap**.
- 2 Ask for suggestions for the meaning of the sentence. Accept sensible suggestions, e.g. **Don't make the mistake of thinking that ...**

### Activity 2

Give students a time limit to discuss in pairs, find the metaphors in the sentences and give an appropriate explanation.

### Answers

- 1 outside the box
- 2 channels along which progress flows
- 3 the green shoots

- Read the information in the last box and give students a moment to look at the speech bubble and illustration.

## WB: Language practice (WB p31)

Students should be able to complete these exercises independently. If you wish, spend a few minutes going through the page with the class to check they understand the tasks.

### WB answers

#### A Punctuation

- 1 Before the debate a list of action required was drawn up: speakers, venue, time and date.
- 2 The classroom wasn't big enough: the debate took place in the hall.
- 3 After much discussion they reached a decision: the debate would take place next Monday.

#### B Punctuation

- 1 Gustav will propose the motion; Rudi will oppose it.
- 2 My arguments are that: science and maths are **more** important; the arts don't help you get a job; you can play music and draw in your free time.

#### Exercise C Students' own sentences

#### D Language use

##### Exercise 1

- 1 a hill that he could not climb = a task that was too difficult
- 2 out of my reach = unaffordable
- 3 he was drowning in it = it was more than he could do
- 4 a real puzzle = difficult to work out
- 5 snaked its way = twisted and turned

##### Exercise 2 a3 b5 c1 d4 e2

**Exercise 3** 1 battled it out 2 in a real tangle  
3 a cloak of white 4 has escaped 5 the end of the road  
Students write their own ideas for the meanings. Accept any that suggest the student has understood the meaning of the metaphor in its context.

#### Example answers

- 1 played hard against each other
- 2 unable to work out clearly what to do
- 3 a smooth, white covering
- 4 no one has been able to put forward a solution
- 5 has no future



## Lesson 6 Grammar in use SB p35

### Lesson aims

#### SB skills:

- to listen to and understand a short conversation between Miss Jackson and the students
- to identify prepositional phrases
- to use prepositional phrases correctly

#### WB practice:

- to complete prepositional phrases
- to complete sentences containing prepositional phrases
- to reconstruct sentences to include prepositional phrases

**EPB link:** Test 2, Grammar and Vocabulary Q1, Q2, Q3, Q5

**Time division:** a rough guide to a 40-minute lesson

► Warm-up – 5

► Activities 3–4 – 14

► Listening/Reading – 7

► Grammar box – 8

► Literals – 6

### Warm-up

Ask the class what the disaster was that happened most recently at Bay City College.

Ask a volunteer to recount the incident in as much detail as possible.

Ask if anyone can add in any more details.

Ask: *What are the consequences of the incident?*

Ask: *Do you think there is a solution to this problem? What?*

### Activity 1

#### Pre-listening questions

- 1 Ask students to look at the pictures.
- 2 Ask: *What do you think the pictures show? What do you think is going to happen in this episode?* Elicit a few suggestions.
- 3 Play track 1.11. Students listen and follow in their books.
- 4 Point out the examples in bold. Explain that these phrases are very commonly used in both spoken and written English. They are set phrases and it is important to learn the correct preposition in each phrase.

### Activity 2

Ask the questions to check understanding and elicit short oral answers.

#### Answers

- 1 They're sold out.
- 2 She got in contact with the band.
- 3 He spoke to the rest of the band.
- 4 in the school mini-bus
- 5 meet the band backstage
- 6 Students' own deductions, e.g. very pleased and grateful.

### Grammar box

Read the first sentence and go through the examples with the class.

Point out the noun and gerund that follow the phrases in the first two example sentences.

Point out the examples in the text.

Ask: *Which example is followed by a gerund? In addition to* Read the next information point.

Go through the example with the class and point out how the sentence changes and becomes a little shorter by using the prepositional phrase.

Read the next sentence and ask one or more individuals to read out the phrases.

Ask students which ones they recognise. Ask them which ones they feel confident in using.

### Activity 3

- 1 Students work in pairs. They read each sentence and find the phrase.
- 2 Give them a time limit then check answers by asking different pairs to read the complete sentence then say what the phrase is.

**Answers** 1 With regard to 2 On behalf of  
3 in addition to 4 in spite of 5 with the help of  
6 Instead of 7 In excess of 8 at the thought of

### Activity 4

- 1 Students work in pairs or small groups to complete these sentences.
- 2 Give them a time limit then ask as many pairs as possible to say complete sentences.

### WB: Grammar in use (WB p32)

Students complete this work independently.

#### WB answers

**Exercise 1** 1 On ... of 2 In ... of 3 In ... to  
4 With ... of 5 by ... of 6 for ... of

**Exercise 2** 1 falling 2 lending 3 taking 4 doing  
5 studying 6 making

#### Exercise 3

- 2 Owing to the band's generosity, the students will attend the concert.
- 3 In spite of the severity of the storm, the ship will set sail.
- 4 Because of the children's bad behaviour, they were sent home.
- 5 In addition to being poor, the people's lack of education was shocking.
- 6 Thanks to the teacher's explanation, the students understood the poem.

**Exercise 4** Students' own ideas



## Lesson 7 *Listening and speaking* SB p36

### Lesson aims

#### SB skills:

- to complete a listening comprehension activity based on a talk by a music journalist
- to complete a quiz based on the talk
- to discuss expressions used in the talk
- to talk in groups about a favourite singer, instrumentalist or band

#### WB practice:

- to complete a cloze exercise based on the talk students heard
- to prepare for a presentation on a favourite singer, instrumentalist or band

**EPB link:** Test 2, Listening Q1, Q2, Speaking Q1, Q2

**Time division:** a rough guide to a 40-minute lesson

▶ Warm-up – 5

▶ Individual speaking – 15

▶ Listening comprehension – 15

▶ WB preparation – 5

### Warm-up

Ask students to name some of their favourite pop musicians from the present time. Write some of them on the board.

Ask if they know any pop groups from the past. Elicit any names they know.

Ask if they know when the modern style of pop music began. Elicit suggestions.

If they do not already know, explain that the first modern pop musicians appeared in the late 1950s and early 60s.

Some of the songs that are performed now were written and first performed more than 50 years ago.

## Listening comprehension

### Activity 1

- 1 Introduce the task.
- 2 Tell students to read the questions and listen out for the information.
- 3 Play track 1.12.
- 4 Elicit answers.

### Audio script

#### Track 1.12 Activities 1 and 2

*The Beatles* came from Liverpool, a city in the north-west of England. They rose to fame in the 1960s and in a few years attracted millions of fans, not just in the UK but all over the world. Liverpool produced many successful bands at this time. The distinctive sound of their music was

known as the Mersey Sound, taking the name from the River Mersey, which flows through Liverpool. Of all the Liverpool bands, *The Beatles* was the most talented and the most successful. Their music has had a huge influence on many musicians from those early days in the 60s right up until today.

The story of *The Beatles* began in 1957 when John Lennon, who was 16 and still at school, started a band with a few friends. They called themselves *The Quarrymen*. In the summer of that year John Lennon met Paul McCartney and he joined the band, too. The following year McCartney invited his friend George Harrison to watch *The Quarrymen* play. Harrison, who was only 14, was keen to join the band but Lennon felt he was too young. However, Harrison was such a good guitar player that Lennon eventually agreed to let him join them. During the next few years the band had several different names until 1960 when they finally decided on *The Beatles*. Different band members came and went, too, until 1962 when John, Paul and George were joined by the drummer Ringo Starr. In 1963, the Fab Four, as they became known, released their first album, which went straight to number one in the album charts.

In the years that followed, their fame and popularity continued to grow. They released a total of 12 albums, 11 of which went to number one in the charts. They toured all over the world playing concerts for millions of fans. They were the first British band to achieve popularity in the United States and paved the way for many other British groups, starting what came to be known as The British Invasion of America. Young people went mad for them, copying their music, their clothes, even their hairstyles. A new word began to appear in newspapers and magazines: *Beatlemania*. As the years passed, their musical style developed and grew. They did not just play rock 'n' roll but were influenced by many different types of music. Some songs incorporate classical music; others are influenced by folk music. Lennon and McCartney were the main songwriters but George Harrison also made a significant contribution. Many of his songs reflect his deep interest in Indian music. Their extraordinary success continued until 1970 when, after many months of disagreements and arguments, the band broke up. It was the end of an era.

After the breakup of the band, all four musicians continued to play music, sometimes alone and sometimes with new bands. John Lennon was shot and killed in New York in 1980. George Harrison died in 2001. However, the two remaining Beatles continue to make music. Although now in their 70s they still tour the world, filling theatres and arenas with enthusiastic fans.

**Answers** 1 Liverpool 2 the 1960s



## Activity 2

- 1 Give the class a few minutes to read the questions and look at the choice of answers.
- 2 Ask if there are any words or expressions in the questions they do not understand. Explain as necessary.
- 3 Play track 1.12 again. Students listen and tick the correct answers.
- 4 Be prepared to play the track a third time if necessary.
- 5 Check answers together.

**Answers** 1c 2b 3c 4a 5b 6b 7c 8d 9c  
10b 11c 12c

## Talk about it.

- 1 Students discuss the questions in groups. Ask them to note down their answers.
- 2 Give them a time limit then ask the groups to report back.
- 3 Ask a different group to explain the first expression. They can explain in their own words. They do not need to remember exactly how each expression was explained in the talk. Ask if the class agrees with the explanation or wants to add anything.
- 4 Continue with the other expressions.

## Answers

- 1
  - a) the name which was used to describe *The Beatles* (fab = fabulous)
  - b) the kind of music that lots of groups from Liverpool composed and performed
  - c) the time when a lot of English bands toured America and were successful
  - d) the huge enthusiasm that young people had for the group (mania = madness)
- 2 Students' own answers

## Individual speaking

Explain the task to the class.

## Preparation in groups:

- 1 Divide the class into groups of 3–6. Either appoint one note taker in each group or tell all students to make notes in their copy books.
- 2 Ask one or more students to read out the tasks and questions.
- 3 Give the groups a time limit to make their lists, exchange information, discuss and note ideas.
- 4 Ask each group in turn to tell the rest of the class about their discussion. Ask the note taker to do this.
- 5 Alternatively, if the class is small, ask different individuals from each group to answer different questions.

## WB: Individual speaking (WB p33)

- 1 Ask students to look at the bottom half of p33.

- 2 Explain that these questions are to help them prepare a short talk about a favourite singer, instrumentalist or band.
- 3 Tell the class to think about as full an answer as possible to each question and make notes for their answer.
- 4 Ask all students to speak from notes instead of writing full sentences and reading them out.
- 5 Remind them to think about making their talk interesting. They could use pictures or bring in CDs, for example.

## WB: Listening comprehension (WB p33)

- 1 Ask students to look at the exercise at the top of the page.
- 2 Remind them that the text is what they heard on the audio so they should try to recall the vocabulary that was used and check to see if it is in the box.
- 3 Students complete the page for homework.

## WB answers

*The Beatles* **rose** to **fame** in the 1960s. They were the most **successful** band to **emerge** from Liverpool at that time. In 1963 they **released** their first **album**, which went **straight** to the **top** of the **charts**. In the years that **followed**, their **popularity** continued to **grow**. They produced a **total** of twelve albums, eleven of which went to **number** one. They **toured** all over the **world** playing concerts in theatres and **arenas** for millions of **fans**. They were the first **British** band to **achieve** success in America and **paved the way** for many other British **groups**. Lennon and McCartney were the **main** songwriters but George Harrison also **made** a significant **contribution**. Many of his songs **reflected** his **deep** interest in **Indian** music. In 1970, after many **months** of **disagreements**, the band **broke** up. It was the **end** of an **era**.

## Lesson 8 Writing features SB p37

### Lesson aims

### SB skills:

- Writing features: to investigate features of discursive writing
- Writing assignment: to prepare arguments for or against a debating motion

### WB practice:

- to complete the planning sheet for the SB Writing assignment

**EPB link:** Test 2, Writing Q1, Q2

**Time division:** a rough guide to a 40-minute lesson

- ▶ Warm-up – 3
- ▶ Writing assignment: SB explanation – 5
- ▶ Checklist – 20
- ▶ WB planning in class time – 12



## Warm-up

Hold another two-minute debate on a topic of your choice.

## Writing features: Speeches in a debate

Read the summary box at the top of the page. Explain that in this lesson they will go through the structure of a debate in detail and look at the roles of the different speakers.

### Checklist

- 1 Go through the Checklist with the class.
- 2 Read each item and the information about it. Check they understand everything.
- 3 When you have gone through the information on the item, read the activity that asks students to apply the information in practice.
- 4 Give the class adequate time to think of or look back to find answers then elicit their ideas and go through them with the class working together.
- 5 Use the following answer notes for guidance in the class discussion.

### ► Structure

#### the motion

**What is the motion of the debate you have read?**

*This house believes that the arts are essential in the school curriculum.*

#### the debating teams

**State briefly:**

**what the proposers believe;**

*that the arts subjects should be taught in school*

**what the opposers believe.**

*that the arts subjects should not be included in the school curriculum.*

#### the order

**Who introduces the debate?** the proposer

**Who speaks next?** the first opposer

**Who is the third speaker?** the second proposer

**Who speaks last?** the second opposer

#### the summary

**What does the proposer / opposer want the audience to remember?**

- 1 Tell students to try to summarise what is said in the two summary paragraphs on p31.
- 2 These are example summaries; students may choose their own words.

#### proposer

*The arts prepare students for life-long learning and develop flexible thinking that transfer to other studies and lead to successful lives and careers.*

#### opposer

*There isn't time to study the arts in school and it can be done out of school. Not all students are talented but they all need to pass exams which have to be the focus for everyone.*

### ► Style

#### opening paragraph

**What do we learn from the opening paragraph of the first proposer's / opposer's speech?**

Give students time to look back and try to summarise what is said in the opening paragraph, e.g.

#### proposer

*She thinks that the arts are central to human creativity; are a strong influence on people and belong in the school curriculum.*

#### opposer

*He thinks technology and science lead to progress and that the arts are nothing to do with progress.*

#### first person

**Find more examples of the first person in the text.**

There are many other examples throughout all the speeches e.g. from Kurt's:

*I oppose ..., I must tell you ..., I must concede ..., we all know*

#### second person / questions

**Find more examples of second person and questions in the text.**

Give students time to scan for answers, such as these examples:

*Don't fall into the trap ..., Our opponent has told you ..., How do you think that will help ...?, What is good art?*

#### arguments

**Summarise the arguments for and against the motion.**

- 1 Give students a few minutes to do this activity in pairs or small groups.
- 2 Ask individuals to suggest the reasons for and against.
- 3 Their answers should include most of the following:

**for**  
*The arts encourage creative thinking.  
Creative skills transfer to other subjects.  
The arts help learning in other subjects, music helps to develop mental capacity.  
help discover hidden talents  
help people think beyond the usual limits  
prepare for life-long learning*

**against**  
*Students need to learn about the modern world so there is no time for the arts.  
Science and technology also teach useful skills.  
The arts belong outside school.*





*Children lose confidence if they are not good at them.  
The arts are too expensive to provide.  
There are no standards in the arts.*

**rebuttal**

**How are these arguments rebutted?**

- 1 **It not only teaches us to appreciate skills of others but also gives us a chance to discover hidden talents that might not otherwise be developed.**

**rebuttal**

*Many children can't draw, play music or perform in public so they feel a failure. How do you think that will help their creativity and confidence?*

- 2 **These are activities we can enjoy later in life if we want to.**

**rebuttal**

*Later is too late; school leavers should be able to think creatively. The world has enough imitators who have learned facts but never learned to think outside the box; ...*

**persuasive language**

**Find examples of persuasive language in the text.**

Tell the class to look for words and phrases that they think makes the speeches come over more strongly. There are many examples, such as:

*Let me point out ..., The fact is ..., ... the opportunity to excel ..., That must be ..., essential*

## **Writing assignment**

- 1 Read through the Writing assignment with the students to ensure they understand what is required.
- 2 Ask students to turn to pp34–35 in their WBs.
- 3 Allow time to complete this planning stage with the class in the second half of the lesson.
- 4 Students choose their motion and plan in pairs.
- 5 Go around as they work and be prepared to support weaker pairs with completing their notes.
- 6 In particular, ensure all pairs have thought of opposite arguments and worked out the rebuttal.
- 7 Check that all students have completed the second page of notes by the end of the lesson and are ready to do the first draft for homework.
- 8 Make sure they read the additional reminders, hints and advice at the bottom of p35 before they start writing.

## **WB: Unit 3 Self-assessment (WB p36)**

- 1 Students complete the page in their own time.
- 2 Check their self-assessments and monitor their accuracy in a 9th lesson if you prefer to have this extra round-up session before beginning the next unit.

**Note:** If you are not planning a 9th lesson (see Unit 1 p39), set the Start-up preparation work to be completed before Lesson 1 of Unit 4.



# What career?

In this unit, students will:

- discuss careers; discuss finding further information; talk about career choices; complete Start-up tasks in preparation for all work in the unit
- read and understand website pages
- develop a close understanding of the text, its purposes, audiences and vocabulary
- learn and practise correct use of the future perfect continuous
- practise punctuating direct speech; learn about elision in formal writing
- learn and practise the correct use of the present continuous + *always*
- practise expressing certainty, probability and possibility
- discuss the features of written advice; write advice for another person

## Lesson 1 Start-up SB pp38-39

### Lesson aims

#### SB skills:

- to read information about careers
  - to discuss students' own ideas about future careers
  - to discuss careers advice
  - to check Start-up tasks
  - to listen to a conversation about careers then exchange ideas about possible careers
  - to discuss sources for researching careers
- WB practice:**
- to have completed all the tasks before the lesson in preparation for the class discussions and other activities in Lesson 1

### Time division: a rough guide to a 40-minute lesson

- |  |   |
|--|---|
| ▶ Warm-up - 2  | ▶ Check Grammar in use and Listening/Speaking tasks - 6 |
| ▶ Reading and General discussion - 5   | ▶ Conversation focus - 8                                |
| ▶ General questions - 5  | ▶ Writing, discuss sources of information/advice - 4    |
| ▶ Read and check Reading, Vocabulary, Grammar and Language practice tasks - 10 |   |

### Warm-up

Give the students half a minute to think of two careers that have appeared in the last 100 years and two careers that have existed for more than 100 years. Elicit some ideas and note them on the board. Ask the class: *Which careers interest you most: the modern careers or the long-established careers?*

### Start-up: What career?

Note whether any students have failed to bring their WBs with completed Start-up page.

### General discussion

- 1 Ask different students to read the information that is with the photos.
- 2 Ask appropriate questions for your students, e.g.  
*Which careers mentioned on these pages do you think are most necessary?*  
*Which do you think are less important? Why?*  
*Would there be any serious consequences if these careers did not exist?*  
*Are there any that you think are completely unnecessary? Why?*  
*What would the consequences be if these careers did not exist?*

### General questions

- 1 Ask the first question of different individuals. Make sure they recognise this is a broad question: *What kind of career?* *What career?* Encourage students to say what field interests them, e.g. **scientific** - computing, medicine; **academic** - research; **caring** - nursing, teaching; **practical** - mechanic design; **creative** - advertising, TV, etc.
- 2 Continue the discussion by asking about dream careers and other careers. Many students may want to be film stars or professional footballers but may also recognise that they have to be realistic.
- 3 Ask the last questions about information and advice. Students may not yet have started looking for either of the very seriously but they may have talked to each other or to family members about their future. Elicit answers from individuals around the class.

### Reading

- 1 Read the statement about the website then ask the question.
- 2 Elicit answers. Students may know of school, college or university websites that give career advice.

### Vocabulary

- 1 Ask the class if they were able to guess any words in the list. Ask: *Did you already know any of these? Which ones did you need to look up?*



- 2 Ask students what meanings they have found for the phrases. Ask volunteers to explain as well as they can.
- 3 Students should be able to find out simple explanations which should contain similar information to the following:  
 short-term: **temporary, not lasting for a long period**  
 field work: **study outside the classroom in a location relevant to the subject**  
 first class degree: **the highest level of award for university study**  
 driving licence: **an official and legal document permitting the holder to drive a vehicle.**

### Grammar

- 1 Read out the topic for study and ask the questions. It is not necessary to insist on full answers using the target language at this point but students may automatically do so.
- 2 Ask a few individuals to answer each question.

### Language practice

- 1 **Punctuation** Read the first statement. Write the sentence on the board. Ask a volunteer to punctuate it. Ask how many students agree with the answer. Ask if anyone wants to make changes. Try to ascertain how many students have made mistakes. Answer: "Can you open the door?" whispered the man urgently.
- 2 **Language use** Read the statement and ask the question. Students should remember that they studied the omission of words in conversational English.

### Grammar in use

- 1 Read the sentence about the conversation. Elicit words from around the class. Write them on the board. Aim to collect a minimum of three.
- 2 Read about the grammar point. Take a class vote on who agrees/disagrees with the statement and elicit reasons.

### Listening and speaking

- 1 Read the first information point. Write *certain, probably, possibly* on the board. Elicit a few ideas for each word.
- 2 Read the second information point. Elicit what a stadium is: **a large building, usually without a complete roof which can accommodate a large number of spectators for a sports or other event.** Elicit what some of those other events might be, e.g. **athletics, a pop concert.**

### Conversation focus

#### Track 1.13

- 1 Follow your usual procedure for introducing this track and playing it while the class listens.
- 2 Check answers together.

#### Audio script

#### Track 1.13 Unit 4 Start-up Conversation focus

- Kurt: Look at this, Liam. There's a whole article here about Professor Barnes.
- Liam: Oh, yeah?

- Kurt: There's a picture of him at the excavation in Scotland. Isn't that where you went last summer?
- Liam: Let's have a look ... Hey, yes, it is! In fact, I worked for days in that trench on the left in the photo. We didn't find anything in it, though.
- Kurt: Mmm ... Sounds fascinating. You're not thinking of it as a career, are you?
- Liam: I might do. I'm certainly going to find out more about it. So what career are you thinking about?
- Kurt: I might follow my dad into banking. Finance can be an exciting area to work in.
- Kurt: Oh, hi, Gustav!
- Gustav: Hi, Kurt.
- Kurt: Here, Liam, you can ask Gustav about finance.
- Liam: Why? You're not a secret financier are you, Gustav?
- Gustav: No, but my brother is – not a secret one, though. He's been working in London and now he's going to Hong Kong.
- Kurt: And earning loads, I bet. Are you going to do the same, Gustav?
- Gustav: Of course not. Money isn't everything, you know, and music is my passion. That's why I enjoy doing the orchestra.
- Florence: There you are, Gustav. Everyone's ready for the rehearsal.
- Gustav: OK, I'm just putting up this notice for the concert. Giorgio, you're going the wrong way, it's rehearsal time.
- Giorgio: OK. I'm just putting up this poster for *The River Boys'* website.
- Florence: I didn't know they had a website.
- Giorgio: I designed it for them. They didn't have time to do one so I worked out an idea and they liked it, so they're using it.
- Kurt: Good for you. Did they pay you for it?
- Giorgio: That's confidential information. Actually, I'm talking to them about setting up online CD sales. I'd get a commission for that, of course.
- Kurt: Giorgio, you're quite the entrepreneur.
- Giorgio: Well, it's a career option. And did you know, because they've only just started being really successful, they haven't got a proper manager yet? So I'm talking to them about ...
- Gustav: Giorgio! You're only 15!
- Giorgio: So? Mozart performed in public aged six. You're never too young for success.
- Florence: OK, Giorgio, but you can be too late for rehearsal. So, come on, let's go!



### WB answers

Liam – archaeology  
Kurt – banking, finance  
Gustav – musician  
Giorgio – entrepreneur

### Group conversation

- 1 Students work in small groups and talk about their ideas for careers.
- 2 Remind them they may use the photos and word prompts to help them with ideas.
- 3 Go around listening as they work.
- 4 Invite one or two groups to speak while the rest of the class listens.

### Writing

Read the information. Elicit students' ideas for sources, e.g. **website, library, professional organisation**, etc.

### Homework task

Students check the Unit 4 Word list at the back of the WB. They should look up any completely new words and check any they recognise but are not entirely sure of.

## Lesson 2 Reading SB pp40–41

### Lesson aims

#### SB skills:

- to discuss the layout and appearance of the website before reading
- to read and understand the advice and information on the website
- to discuss the features and evaluate the general effectiveness of the website pages

#### WB practice:

- to practise vocabulary from the unit
- to use words from the unit to revise and extend students' vocabulary

### Time division: a rough guide to a 40-minute lesson

► Warm-up – 4

► Pre-reading – 4

► Reading – 7

► Vocabulary check – 5

► Gist questions – 10

► Reading practice – 10

### Warm-up

Give students two minutes to think of a job, career or profession for each letter of the alphabet. Ask which groups have thought of something for every letter by the end of the two minutes. Ask one or two groups to say their words.

## Reading: Archaeology Now

Give the class a minute or two to look at the two pages with discussion. There is more to take in visually on these pages than other reading texts so allow a little more time.

### Pre-reading questions

- 1 What is the address of the website? **www.archaeologynow.com**
- 2 What is the title of the website? **Archaeology Now**
- 3 How many pages are there to the website and what are the page numbers? **9: Home, Jobs, Career advice, Gallery, Library, Articles, News, Contact us, Blogs**
- 4 Which ones are open? Elicit: **Career Advice, Articles, Blogs**
- 5 Which article has been selected? **Across a century**
- 6 How are the articles listed? **in alphabetical order**

### Reading

- 1 Play track 1.14 or read the website texts to the class. Students listen and follow.
- 2 Check understanding of the vocabulary.
- 3 Ask if any words not in the Word list are unknown. Where possible, encourage other students to explain or suggest meanings. Explain them yourself, if necessary, to assist understanding.
- 4 It is important not to spend time on detailed vocabulary work during this Reading lesson.

### Reading text vocabulary list for Unit 4 (in the order that the words appear in the text):

competitive adj aware adj secure adj oversupply n  
graduate n painstaking adj instant adj discomfort n  
small-scale adj finds n degree n combine v database n  
analysis n academic adj circuit n supervisor n specialist n  
impact n short-term adj licence n remote adj graphics n  
era n inspire v torrential adj plague v absorbing adj  
emerge v intact adj brooch n humble adj prehistoric adj  
involve v temple n

### After reading

#### Gist questions

- 1 What is the first main point about career advice for archaeology? **It is competitive.**
- 2 In the first section, Just starting out? is the information encouraging to most people or not? **not encouraging for most people**
- 3 What do you think this section aims to do? **make sure people understand the difficulties in archaeology before they decide to do it or not**
- 4 Which three groups of people are given advice if they are still interested? **under 15, 15+, with a degree**
- 5 What information does the Circuit digger box give you? **pluses and minuses of the job**
- 6 What does the other box contain? **tips for getting a first job**
- 7 Which university archaeology department is 100 years old? **University of the North**
- 8 Who did Kirsty Brown work with? **Professor Barnes**



- 9 Where are the short pieces of information from circuit diggers?  
In the bar entitled *Circuit diggers' news*

### Reading practice

- 1 Divide the class into groups of 3–4. Give one half of the groups the left page to read and the other half the right page. They take turns to read paragraphs.
- 2 Ask different individuals to read paragraphs aloud while the class listens.

### Homework after Reading

Students complete the WB Vocabulary page independently. Remind them to have dictionaries with them so that they can check definitions and look up other words as necessary.

### WB: Vocabulary (WB p38)

- 1 Remind them to look at words in the text to complete Exercise 1.
- 2 For Exercise 2, tell them to think carefully about which word family the word they are given comes from.

### WB answers

**Exercise 1** 1 adj 2 adj 3 noun 4 adj 5 adj  
6 noun 7 verb 8 noun 9 noun 10 adj 11 noun  
12 noun 13 noun 14 noun 15 adj 16 noun 17 verb  
18 adj 19 adj 20 verb 21 adj 22 noun 23 adj  
24 adj 25 noun 26 noun

### Exercise 2

Any three from:

- 1 compete verb, competition noun, competitively adv, competitiveness noun, competitor noun, uncompetitive adj, competing adj
- 2 comfort noun, comfort verb, comfortable adj, comfortably adv, comforting adj, uncomfortable adj, uncomfortably adv
- 3 security noun, insecure adj, insecurity noun, securely ✓ adv, insecurely adv
- 4 special adj, specialism noun, speciality noun, specialise verb, specially adv
- 5 supervise verb, supervision noun, supervisory adj
- 6 inspiration noun, inspiring adj, inspirational adj, inspired adj

**Exercise 3** 1 easy 2 gradual 3 nearby 4 broken  
5 important 6 uninteresting

### Exercise 4

- 1 graduate, degree, academic
- 2 era, prehistory, century
- 3 records, analysis, database
- 4 palace, settlement, temple

**Exercise 5** 1 come out 2 include 3 bring together  
4 bother

## Lesson 3 Reading comprehension SB p42

### Lesson aims

#### SB skills:

- to ensure a good literal understanding of the website
- to check understanding of colloquial phrases and expressions
- to discuss purposes and appearance of the website
- to discuss ideas and issues related to a career in archaeology
- to give a personal opinion about the career advice that students have read

#### WB practice:

- to re-read the website independently
- to check literal understanding of the advice by true/false/not stated statements
- to complete a multiple choice exercise
- to complete a cloze exercise

**EPB link:** Test 2, Reading Q1, Q2

### Time division: a rough guide to a 40-minute lesson

- |                             |                            |
|-----------------------------|----------------------------|
| ▶ Warm-up – 3               | ▶ 3 Website discussion – 7 |
| ▶ Re-reading – 5            | ▶ 4 Group opinions – 10    |
| ▶ 1 Literal questions – 5   | ▶ 5 Personal views – 5     |
| ▶ 2 Meanings of phrases – 5 |                            |

### Warm-up

Write these categories on the board: *interesting, difficult, well-paid, enjoyable*. Give students half a minute to think of a career in each category. They may enter the same career under more than one category if they think it applies. Ask as many individuals as possible what careers they have listed for each category.

### Re-reading

Read the text again or play track 1.14.

### Activity 1

- 1 Ask the literal questions to check understanding and elicit oral answers.
- 2 Students will need to look back and scan the text to find the more detailed answers.



### Answers

- 1 to help users to decide if archaeology is the right career for them
- 2 glamorous
- 3 It is expensive to do (so not many people can be paid to do it).
- 4 There's an oversupply of graduates who will work for low pay.
- 5 Watch it on TV.
- 6 their knees, because they spend a long time kneeling on the ground
- 7 five
- 8 two American archaeologists
- 9 an almost intact drinking cup; a silver brooch; a sword blade; a great deal of broken pottery and animal bones
- 10 You can learn a lot about people by looking at their rubbish.

### Activity 2

- 1 Encourage students to look at the sentences where these phrases are used in the text and work out what they think the sense of them is.
- 2 Give them a few minutes to do this in pairs and to complete the sentences.
- 3 Check answers together.

### Answers

*few and far between*: not many in number and not often  
*hooked on*: very keen on  
*work for peanuts*: work for very little pay  
 1 hooked on 2 few and far between 3 work for peanuts

### Activity 3

- 1 Give the students a few minutes to complete this scanning activity in pairs.
- 2 Check answers together.

**Answers** 1 Top tips 2 the article, Across a century  
 3 Just starting out?, Still interested?  
 4 a combination: elicit students' ideas as to why and accept sensible suggestions, e.g. because the news is from people actually working so they are likely to say what they are doing (information) and make comments on their experience leading to giving advice

### Activity 4

- 1 Divide the class into groups of 3-6 to discuss questions about archaeology.
- 2 Give them a time limit to discuss the questions.
- 3 Tell them they will need to use inferential and deductive skills to answer these questions fully.
- 4 Go around as they discuss their ideas and encourage them to note down as many ideas as they can for each question.

- 5 Ask different groups to answer each question.
- 6 Give opportunities for other groups or individuals to add further ideas.

### Example answers

- 1 Students' own ideas. They should know how the treasures of Tutankhamun's tomb were found by archaeologists, which might seem exciting. They may have seen adventure films featuring archaeologists or TV programmes which show the more interesting aspects of the work.
- 2 Students should be able to deduce that circuit diggers have to be free to work in different locations and countries; the work is not well-paid; it is hard work out of doors. For these reasons it would not be attractive to older people with families to look after.
- 3 Students should be able to work out the answer: *The tomb the Americans found contained no treasure. The real tomb of Tutankhamun did contain treasure.*
- 4 Students' own ideas. They should be able to work out from their own experience: *People throw away things, or the remains of things, that they use every day. These items show how people lived on a daily basis.*
- 5 Students' own ideas. They should be able to work out: *Archaeologists are interested in how large groups of people lived in settlements and cities, not just in a few rich people in large houses.*
- 6 Six countries are mentioned altogether, including the countries that the diggers come from themselves. Students should be able to work out from this: *Circuit diggers have to travel a lot to find work.*

### Activity 5

- 1 Elicit individual opinions in answer to these questions.
- 2 Ask several students to respond and encourage as wide a variety of views as possible.
- 3 If you wish, ask students to write answers to these questions as part of their independent homework.

### WB: Comprehension (WB p39)

Students should be able to complete all these exercises working independently.

### WB answers

**Exercise 1** 1 F 2 T 3 NS 4 F 5 T 6 T 7 NS  
 8 F 9 T 10 F

**Exercise 2** 1 after 2 Tutankhamun's death mask  
 3 no pay 4 soaking 5 methods 6 a silver brooch  
 7 rubbish

**Exercise 3** 1 protecting 2 involving 3 excavating  
 4 fascinating 5 interesting 6 travelling



## Lesson 4 Grammar SB p43

### Lesson aims

#### SB skills:

- to read and understand a short text using the future perfect continuous
- to understand the structure and use of the future perfect continuous
- to complete sentences using the future perfect continuous
- to complete sentences using the target tense and the future perfect simple
- to answer questions using the future perfect continuous

#### WB practice:

- to practise completing sentences with the future perfect continuous
- to complete sentences using the future perfect continuous or the future perfect simple
- to compose sentences using the future perfect continuous

#### Time division: a rough guide to a 40-minute lesson

► Warm-up – 3

► 1 Reading – 4

► 2 Literals – 10

► Practice activities 3–5 – 15

► Grammar box – 8

#### Warm-up

Give students two minutes in groups to make as many words as they can from the letters in *archaeologist*.

#### Activity 1

- 1 Ask one or more volunteers to read the text to the class. Other students follow in their books.
- 2 Point out the examples of the future perfect continuous. Ask individuals to read the three sentences again where the examples occur.

#### Activity 2

- 1 Ask the questions to check understanding and practise the target language.
- 2 Elicit oral answers from around the class in full sentences so that the correct structure is used in the answer. They should try to do this without looking at the text at all.

#### Answers

- 1 Professor Barnes is well-known thanks to his frequent appearances on TV.
- 2 By the end of the year, he will have been working in archaeology for 25 years.

- 3 In September, his team will have been excavating the Scottish site for ten years.
- 4 He is interested in Egypt and Turkmenistan.
- 5 In August, he will have been going to Turkmenistan for six years.

#### Grammar box

Go through the information in the box with the class.

Make sure they understand that a point in the future is always included in the sentence.

Up to that point, the action will go on without stopping.

Go through the examples with the class.

Read about the use of the future perfect simple.

Make sure students understand the difference between the two example sentences.

In the first sentence the action is incomplete: the company may go on making hats.

In the second sentence the action will be complete: they will have made a number of hats (over a million).

#### Activity 3

- 1 Go through this activity with the whole class.
- 2 Invite volunteers to complete the sentences. Write them on the board and check with the rest of the class that it is correct. Let other students try to help correct mistakes.

#### Answers

- 1 Next year the university will have been training archaeologists for a hundred years.
- 2 In the spring the girls will have been singing in the choir for six months.
- 3 By August, the archaeologists will have been excavating the site for several weeks.
- 4 This time tomorrow, we will have been doing our exam for an hour.
- 5 When he gets to New York, he will have been travelling for 24 hours.
- 6 By the middle of May, she will have been living in her new flat for a whole year.

#### Activity 4

- 1 Follow the same procedure as for Activity 3.
- 2 Remind the students that actions that will be completed in the future are expressed using the future perfect simple.

#### Answers

- 1 In June, Mr Smith will have been driving buses for 20 years. By that time, he will have taken several thousand children to school.
- 2 In December, Anthony Holt will have been writing his latest book for eighteen months. When that is finished, he will have completed nine novels.



- 3 By the end of May, Joe will have been studying for his exams for six weeks. By the end of June, he will have got his results.

### Activity 5

- Students work together in pairs.
- Point out the prompt words and ask a pair to read the example.
- Go around listening while the whole class works on the next two questions and answers.
- Ask other pairs to ask the question and answer.
- If you wish, give students more questions to work on in pairs, e.g.

*By the end of this lesson, we – work – in this classroom?*

*By the time you get home, you – travel?*

### WB: Grammar (WB p40)

Students should be able to complete these exercises independently for homework.

#### WB answers

##### Exercise 1

- will have been teaching
- will have been running
- will have been exploring
- will have been revising
- will have been looking
- will have been going
- will have been raging
- will have been travelling

##### Exercise 2

- will have been driving, will have spent
- will have been performing, will have acted
- will have been volunteering, will have acquired
- will have completed, will have been buying
- will have finished, will have been building
- will have been producing, will have made
- will have passed, will have been learning
- will have stopped, will have been raining

**Exercise 3** Students' own sentences

## Lesson 5 Language practice SB p44

#### Lesson aims

##### SB skills:

- A Punctuation: to consolidate punctuation of direct speech
- B Language use: to learn about missing words (elision) in formal writing

#### WB practice:

- A Punctuation: to practise punctuating direct speech
- B Language use: to write sentences in full that have missing words

**EPB link:** Test 2, Grammar and Vocabulary Q4, Q6

**Time division:** a rough guide to a 40-minute lesson

► Warm-up – 5

► B Language use – 20

► A Punctuation – 15

#### Warm-up

Write these text types on the board. Ask students which texts could contain direct speech punctuated with speech marks:

*a play a magazine travel article a news report  
an interview an autobiography a set of instructions  
a recipe an adventure story a narrative story  
a dictionary*

Students should know that a play script does not use speech marks; an interview is set out like a play; instructions, recipes and dictionaries never normally contain direct speech.

Direct speech punctuated with speech marks could be found in all the other text types.

### A Punctuation: Direct speech

- Read the first information box.
- Ask a student to read the example.
- Write the example sentence on the board including the exclamation mark and ask another student to put in the speech marks without looking in the book again.
- Read the next information point.
- Ask a volunteer to read the example.
- Write the example sentence on the board with no punctuation at all.
- Invite a volunteer to write it all in. If the volunteer forgets, point out that a full stop is needed at the end.

#### Activity 1

- Give students time to write and punctuate the sentences.
- Remind them to think about putting in any necessary capital letters.
- Meanwhile, write them on the board.
- Ask volunteers to write in the punctuation.
- Check with the class it is correct. Other students check their own work.

#### Answers

- "I worked last summer in Pompeii," he said.
- She said, "The public was really interested."



- Read the next information point.
- Ask a student to read the example.
- Point out that the exclamation mark is before the speech marks.

### Activity 2

- 1 Students copy and write the punctuation.
- 2 Check answers as before.

#### Answers

- 1 "Did you ever feel like giving up?" he asked.
- 2 "This is a really exciting find!" she exclaimed.
- 3 "I travel a lot on this job," he said.

- Read the first sentence of the third information box.
- Read the first point.
- Ask a volunteer to read the example sentence.
- Write it on the board.
- Ask a volunteer to write in the punctuation without looking in the book again.
- Read the second point.
- Deal with the example sentence as before.

### Activity 3

- 1 Students write the sentences and include the punctuation.
- 2 Write the sentences on the board and check answers as before.

#### Answers

- 1 "At the end of the excavation," he said, "we held an open day."
- 2 "A few months ago I was in Jordan," she said. "We found a Neolithic settlement."
- 3 "It is important that young people get practical experience," said Professor Barnes, "and take every opportunity to go on digs."

- Read the first sentence in the fourth information box.
- Ask a volunteer to read the example sentences.
- Point out the indent and new line for each speaker.

### Activity 4

Students copy and punctuate as necessary. Remind the class that they should start a new line and indent from the margin each time the speaker changes.

#### Answer

**Note:** All these new lines are indented from the margin as the speaker has changed.

Kirsty said, "I got lots of experience as a volunteer."  
 "What sort of experience?" asked Professor Barnes.  
 "Well, making records," she replied, "and writing up reports."  
 "That's good," he said. "Make sure you add that to your CV."

## B Language use: Missing words

- Read the first information point and give students a moment to look at the example and illustration.
- 1 Elicit the full question and answer: **Are you feeling OK? No, I'm not really feeling OK.**
  - Read the next information point about more formal contexts.
  - Go through the questions with the class.
  - 2 Elicit the complete questions. **Are you just starting out? Are you still interested?**
  - 3 Students' own ideas. They should recognise that the shorter questions are a chatty spoken style. Prompt them to realise that the effect is of the writer being present, as if asking the question in an informal conversation.
  - 4 Students' own ideas but they should be able to work out that the friendly, informal style is intended to make the information approachable and appealing to users. It could have been written in a much more formal style. Ask students if they think this would have been better. Why or why not?
  - Read the information in the second box about formal writing. If you wish, ask a student to read the example.
  - 5 Give students a few moments to compare.
  - 6 Elicit that *she is excited* and *finds* are missing from the first sentence.
  - 7 Students' own suggestions. Help them to work out that the first version uses fewer words (and the writer may have wanted to shorten the article). It also avoids repetition which can make a sentence awkward.
  - Read the last information point.
  - 8 Ask a volunteer to say the complete sentence: **The archaeologists excavated the palace first then they excavated the courtyard.**  
 Point out how the first sentence avoids repetition of the verb.

## WB: Language practice (WB p41)

Students should be able to complete these exercises independently. If you wish, spend a few minutes going through the page with the class to check they understand the tasks.

### WB answers

#### A Punctuation

##### Exercise 1

- 1 "I've found this great website called Archaeology Now," she said.
- 2 The Professor asked, "How many of you are interested in archaeology?"



- 3 "Choose your subjects carefully," he advised, "and make sure you are studying science."
- 4 "You would begin on site as a circuit digger," she said. "The next step up is a dig supervisor."

### Exercise 2

"What do you know about Tutankhamun?" she asked.

"I know his tomb is in the Valley of the Kings," he said, "and that it was discovered by Howard Carter."

"Yes, I knew that," she said. "I saw it in the Cairo Museum."

He said, "I would love to go there and see it."

### B Language use

- 1 Liam is as interested in history as he is interested in archaeology.
- 2 Professor Barnes is more interested in ancient history than he is interested in modern history.
- 3 Liam found one piece of pottery then he found three more pieces of pottery.
- 4 The museum agreed to buy ten coins but it did not agree to buy twenty coins.
- 5 Kirsty worked first in Scottish sites then she worked in Irish sites, then, after that she worked in English sites.

## Lesson 6 Grammar in use SB p45

### Lesson aims

#### SB skills:

- to listen to and understand a short conversation at the stadium
- to study the use of the present continuous + *always* for habitual actions
- to restructure sentences to include the target structure
- to compose sentences from given situations using the target structure

#### WB practice:

- to practise completing sentences with the present continuous + *always*
- to rewrite sentences to include the target structure
- to compose sentences using the target structure

**EPB link:** Test 2, Grammar and Vocabulary Q1, Q2, Q3, Q5

**Time division:** a rough guide to a 40-minute lesson

► Warm-up - 3

► Activities 2-5 - 23

► Listening/Reading - 7

► Grammar box - 7

### Warm-up

Ask students if they have ever watched any event in a stadium. Which stadium and where is it? What was the event? How many people were there? What was the atmosphere like inside the stadium?

### Activity 1

#### Pre-listening questions

- 1 What is the event that the students are about to see? **The River Boys' concert**  
Who got the tickets for them? **Miss Jackson**  
Who did she contact to make the arrangements? **The River Boys' drummer**  
What is going to happen after the concert? **They are all going to go backstage afterwards to meet The River Boys.**
- 2 Play track 1.15. Students listen and follow in their books.
- 3 Point out the use of the present continuous + *always*. Ask individuals to find and read those sentences again aloud.

### Activity 2

Go through the statements with the class. Encourage them to remember without taking a quick look at the text. Elicit oral answers.

**Answers** 1 T 2 F She has never been to a rock concert before. 3 F She is always begging her mum to let her go to a big concert. 4 F Rudi has bought a *River Boys* T-shirt. 5 T

### Grammar box

Go through the information in the box with the class. Write the first example sentence on the board and point out its meaning.

Write the second example sentence and point out the meaning.

Read the next information point.

Explain that with the emphasis on *always*, the sentence can express criticism of the action, or annoyance, especially with a related remark.

Go through the examples with the class.

### Activity 3

- 1 Go through this activity with the whole class working together to ensure they have understood how to change the sentences.
- 2 Ask two students to read the first sentence then the changed sentence. Point out that *always* always comes between the verb *to be* and the present participle.
- 3 Ask individuals to change the sentences. Check with the class that they are correct. Encourage other students to help make corrections if necessary.



### Answers

- 2 Todd is always telling jokes.
- 3 Rudi is always wearing the same things.
- 4 Lucie's brother is always going on about football.
- 5 Tasha is always being mean to Rudi.
- 6 You're always getting to school late.
- 7 The students are always texting each other.
- 8 I'm always losing my keys.

### Activity 4

- 1 Students work in pairs and make up their own sentences.
- 2 Go around while they work and check for accuracy.

### Activity 5

- 1 Ask different pairs to say their sentences for each statement in turn.
- 2 Try to make sure every pair in the class says at least one sentence.

### WB: Grammar in use (WB p42)

Students complete this work independently.

### WB answers

**Exercise 1** 1 are ... complaining 2 is ... forgetting  
3 are ... having 4 is ... spreading 5 are ... making  
6 is ... boasting 7 are ... arguing 8 am ... trying

### Exercise 2

- 1 That child is always telling lies.
- 2 The boys are always playing computer games.
- 3 I'm always making mistakes.
- 4 My brother and I are always squabbling.
- 5 He is always being mean to me.
- 6 Aunt Eliza is always taking holidays.
- 7 My friend is always texting me.
- 8 Why are you always missing classes?

### Exercise 3

#### Example answers

- 1 It's always barking.
- 2 They're always arguing/squabbling.
- 3 He/She is always asking for money / is always spending it.
- 4 Joe's grandparents are always travelling.
- 5 My aunt is always giving us things.
- 6 We are always listening to it.

**Exercise 4** Students' own sentences

## Lesson 7 Listening and speaking SB p46

### Lesson aims

#### SB skills:

- to learn and practise ways of expressing certainty, probability and possibility
- to complete listening comprehension tasks based on a dialogue
- to discuss a stadium; pop and rock concerts and music videos

#### WB practice:

- to order words in sentences expressing certainty, probability and possibility
- to complete a text based on the listening comprehension dialogue

**EPB link:** Test 2, Listening Q3, Speaking Q1, Q2

**Time division:** a rough guide to a 40-minute lesson

► Warm-up – 5

► Listening comprehension – 15

► Functions of English – 20

### Warm-up

Ask students for the negatives of these words: *certain, likely, probable, possible, definite, sure*.

Answers: *uncertain, unlikely, improbable, impossible, indefinite, unsure*

## Functions of English: expressing certainty, probability and possibility

### Activity 1

- 1 Point out the phrases in the box that express certainty.
- 2 Ask one or more students to read them out.
- 3 Ask which ones students are familiar with.
- 4 Ask if anything is new. Check students understand all the phrases.
- 5 Students list five certain things.
- 6 Give them a time limit to compare their lists and see if they agree that their partner's items are certain or not.

### Activity 2

- 1 Go through the next two boxes in the same way as the first.
- 2 Students complete the task and compare with a partner as before.

### Activity 3

#### Group conversation

- 1 Students talk together and agree or disagree with each others' ideas.
- 2 Go around listening as they discuss.



- 3 Allow them to keep a fluent conversation going. Only interrupt if they start to discuss the issues and forget about the expressions.

## Listening comprehension

### Activity 1

- 1 Explain the task. Give students a minute or two to look through the questions.
- 2 Play track 1.16. Students listen and circle.
- 3 Check answers together.

#### Audio script

#### Track 1.16 Activities 1 and 2

Miss Jackson: Hello? Can we come in?  
 Monty: Of course! Come in! Come in! Hello, Miss Jackson! Hi, guys!  
 Miss Jackson: Hello, Monty! Lovely to see you again.  
 Jake: How did you enjoy the show?  
 Monty: This is Jake, by the way. He's our keyboard player. Ricky and Spike are doing an interview for some magazine. It won't take long. They're bound to be along soon.  
 Jake: So ... How was it? Did you have fun?  
 Tasha: I don't know what to say! It was amazing! Brilliant!  
 Ramon: Thank you so much for our VIP tickets. We had a perfect view of the stage.  
 Todd: The lights were fantastic!  
 Rudi: And the fireworks were just awesome!  
 Lucie: And, of course, the music was ... I mean, you were ... The band was ... Well, ...  
 Todd: What she means is: she really enjoyed it!  
 Monty: I'm glad you had a good time.  
 Miss Jackson: Monty, you mentioned that you wanted to ask the guys something.  
 Monty: Yeah, that's right. We've seen the DVD that you put together about the arts festival and there are some really good shots of our concert.  
 Todd: It was Tasha who filmed the concert.  
 Monty: Really? Congratulations! You did such a good job. So professional.  
 Tasha: Do you really think so? Thanks!  
 Jake: Yes, it's great. I really like the shots of the crowd. You caught the atmosphere of that night absolutely perfectly ...  
 Monty: And the close-ups of the faces in the crowd ... Superb.  
 Tasha: Oh ... I don't know what to say.  
 Monty: Well, we have something to ask you.  
 Jake: We've got a new record coming out soon ...

Monty: A night like this – the first song we played tonight.  
 Jake: And, of course, we're going to make a music video to go with the song ...  
 Monty: And we'd like to ask you if we could use some of your film on our music video.  
 Tasha: What?  
 Jake: You don't like the idea?  
 Tasha: No! I mean, yes! I mean, no! Oh, what do I mean?  
 Rudi: She means, yes. She loves the idea.  
 Monty: Great! We're all absolutely convinced it's going to be a huge success.  
 Lucie: Tasha! You're going to be famous!

**Answers** 1 Miss Jackson 2 Jake 3 Monty  
 4 Tasha 5 Tasha

### Activity 2

- 1 Give the class a few moments to read through the questions.
- 2 Tell them they will only have time to write two or three words for their notes.
- 3 Play track 1.16 again. Students listen and note answers.

#### Answers

- 1 an interview
- 2 Ramon – perfect view
- 3 the lights and fireworks
- 4 the crowd shots, close-ups
- 5 their new record, the first song they played at the concert
- 6 a music video
- 7 Tasha's film
- 8 Students' own ideas, e.g. surprised, embarrassed, confused.

### Activity 3

- 1 Students discuss the questions in groups. If you wish, appoint a note taker and ask the groups to report back.
- 2 Give them a few minutes to talk together.
- 3 Go around listening as they speak.
- 4 Ask the groups to share their ideas with the rest of the class.

## WB: Listening and speaking (WB p43)

Students complete these exercises independently.



## WB answers

### Functions of English

- 1 I am absolutely convinced that the performance will be a huge success.
- 2 The concert is bound to be well-received by the audience.
- 3 At least ten thousand spectators must have watched the show.
- 4 It is extremely probable that future festivals will be cancelled.
- 5 It is highly unlikely that the governors will change their minds.
- 6 The students might have found a solution to their financial problems.

### Listening comprehension

The students met Monty, the **drummer** and Jake, the **keyboard** player. The other two **members** of the band were **busy** giving an **interview**. The students **told** Monty and Jake how much they had **enjoyed** the **show** and **thanked** them for the VIP **tickets** which had given them such a perfect **view** of the **stage**. Monty **congratulated** Tasha on the film she had **made** and said she had **done** a really **professional** job. Jake said that she had **caught** the **atmosphere** of that night **absolutely** perfectly. Monty **especially** liked the **close-ups** of the **faces** in the crowd. He asked Tasha if the **band** could **include** parts of her **film** in their new music **video**. Tasha was very **surprised** but she loved the **idea**. The band were **convinced** that the video would be a **huge** success.

(They will look at this further in the Checklist but it will help the writing task if they think about them together now.)

## Writing features: Information and advice

Read the summary statement in the box at the top of the page.

### Checklist

- 1 Go through the Checklist with the class.

**Note:** The examples and the tasks in this are based on the Career advice section of the website only, as information and advice is the Writing assignment.

- 2 Read each item and the information about it.
- 3 When you have gone through the information in the item, read the activity that asks students to apply the information in practice.
- 4 Give the class time to think of or find answers. Elicit their ideas and go through them with the class working together.
- 5 Use the following answer notes for guidance in the class discussion of the Checklist.

### ► Layout

#### heading and introduction

Read the sentence about the heading. Ask: **What is the text about?** *archeology*

**What section is highlighted in the menu bar:**

**on the first page** Career advice

**on the second page** Articles, Blogs

**What information does the first paragraph give you?**

Elicit a brief summary, e.g. *Archaeology is competitive and careers can be difficult so the advice and information will help users to decide if they really want to do it.*

#### presentational devices

Students should be very familiar with all of these from other text types and from creating their own projects.

**Find examples of:**

**sub-headings** *Just starting out? Still interested?*

**bullet points** *under the sub-headings; in the Top tips box*

**bold text** *in the Top tips box; in the Blogs section*

**coloured text** *in the Career advice*

**boxed text** *the Circuit digger pluses and minuses and Top tips*

**Discuss why these presentational devices are used.**

Invite ideas from the class. They should know that:

sub-headings: *help to organise information and make it easier for the reader to find*

bullet points: *make information easier to read and find*

bold text: *emphasises certain key words or headings making the text easier to read*

coloured text: *emphasises headings and picks out important words and sub-headings*

boxed text: *sets particular points apart from the main text making the information clear.*

## Lesson 8 Writing features SB p47

### Lesson aims

#### SB skills:

- Writing features: to investigate features of information and advice
- Writing assignment: to research and write advice for another career

#### WB practice:

- to complete the planning sheet for the SB Writing assignment

**EPB link:** Test 2, Writing Q1, Q2

**Time division:** a rough guide to a 40-minute lesson

► Warm-up – 3

► Writing assignment: SB explanation – 5

► Checklist – 17

► WB planning in class time – 15

### Warm-up

Ask the students to think of all the expressions that they can for giving advice.



## ► Style

### information

**Find other examples of information in the text.**

There are a lot of points of information in the Career advice, e.g.

*Jobs are not always secure*

*It's hard physical work*

*Government officer: advising, e.g. on the impact of a new road on a site*

### imperative verbs / modals

Make sure students understand that imperatives are very strong advice; the writer is telling the reader what to do; *should* and *ought to* are also quite strong; other modals are more suggestive.

**Find other examples of imperatives and modals in the text.**

Imperatives: *all the points in the Top tips box*

*If you want to be rich, don't be an archaeologist!*

Modals: *... you might want to think again.*

*You might want to consider ...*

*... you could move on to being a researcher ...*

### precise detail

1 Make sure students understand the difference between the two examples: the first is clear and strong; the second is wordy and not very exact.

2 Make sure students look carefully for the exact advice that is given in place of the imprecise statements:

**What precise advice is given instead of:**

**If you are under fifteen, do a bit of archaeology.**

*If you are under 15 It's a good idea to join a local Archaeology Club.*

*Go on ... digs ... Visit sites ...*

**You don't get paid much.**

*There's an oversupply of graduates who will all work for peanuts and pay can be very low.*

**As an archaeologist, you can do a few different jobs.**

*... there are many different careers: Academic ... Circuit digger ... Dig supervisor ... Government officer ...*

*Museums officer*

### conditionals

Make sure students understand that not all aspects of all advice will apply to all readers, so the conditional invites them to select what is appropriate for them.

**Find more examples of conditionals in the text.**

*If you want instant results, ...*

*If you don't like discomfort, ...*

*If you are 15+ ...*

### advice phrases

**Find the advice phrase in the section If you are still at school ...**

*You might want to consider ...*

### personal / direct

**Find more examples of the second person in the text.**

*The advice and information on this page could help you ...*

*You spend a lot of time kneeling ...*

*You should also ask to help ...*

*(you probably need a first class degree)*

## Writing assignment

- 1 Read through the Writing assignment with the students to ensure they understand what is required. Give them time to write down their chosen career and exchange it with another student.
- 2 Ask students to turn to pp44–45 in their WBs.
- 3 Make sure they complete the subject straight away and check that they know they are to research their partner's career not their own.
- 4 Discuss the research sources students can use and check that they have access to at least one of these.
- 5 Go through the kind of information they need to collect.
- 6 Point out the space for making notes when they do their research.
- 7 Ask students to look at p45.
- 8 Point out that there is help on this page with how to set out the advice and what kind of language to use.
- 9 Advise them to read and follow this planning sheet carefully as it will help them do a better piece of writing.

## WB: Unit 4 Self-assessment (WB p46)

- 1 This page is for students to complete in their own time.
- 2 Choose your own time and method of monitoring completion of this page and students' overall progress.
- 3 See detailed notes at the end of Unit 1 for an outline of a round-up lesson, checking on finished and unfinished work as well as monitoring progress.

## Revision 2 (Units 3 and 4) (WB pp47–48)

Use these pages as a more or less formal test in class time or for independent practice.

### WB answers

#### Exercise 1

- 1 Though the car was going fast, we recognised the driver.
- 2 Although my little brother likes looking at books, he can't read them.
- 3 Even though you might think your essay is neatly written, I don't.
- 4 Ben still went to school, although he was feeling unwell.
- 5 Anna decided to buy the dress, even though it was extremely expensive.
- 6 They set off through the forest, though it was already dark.



**Exercise 2** 1 Apart from making 2 Thanks to (your) clumsiness 3 In addition to (your) laziness 4 Because of (its) perfection 5 In spite of running 6 In the process of giving

**Exercise 3** 1 will have been burning 2 will have been growing 3 will have been living 4 will have been racing

#### Exercise 4

- 1 will have finished, have been constructing
- 2 will have been sailing, will have reached
- 3 will have taken, will have been studying
- 4 will have been working, will have achieved

#### Exercise 5

- 1 Politicians are always speaking in public.
- 2 My grandmother is always sewing.
- 3 My sister is always talking.
- 4 Dad is always playing chess.

#### Exercise 6

- 1 After a lot of discussion they reached an agreement: the debate would be about scientific experiments.
- 2 It wasn't difficult to find the reasons for his success: a sharp intelligence frequently used; an aptitude for hard work; a creative mind with a rich imagination.
- 3 My uncle repairs cars; my father sells them.
- 4 Last year we visited my favourite country: Italy.

#### Exercise 7

- 1 The boy yelled, "Look out! The rocks are falling!" At once everyone ran into the cave.
- 2 "Could you tell me the time, please?" asked the girl.
- 3 "Would you like a drink?" the waiter enquired. "We have orange juice or cola."
- 4 "I think I'd like orange, please," answered Anna, "because cola is bad for your teeth."

#### Exercise 8

- 1 The driver exploded in fury when he saw the damage to his car.
- 2 When Ben went up to get his prize he felt as if he was floating on air.
- 3 The rainwater gushed down the street like a small river.
- 4 Our grandmother's kindness to us was our greatest treasure when we were young.

#### Exercise 9

Have you got the time (, please)?  
It's four thirty.  
Is it exactly four thirty?  
It's almost four thirty

#### Exercise 10

- 1 Anna didn't like spiders any more than she liked snakes.
- 2 We sell the best jewellery but we do not sell the cheapest jewellery.

**Exercise 11** 1 unaffordable 2 appreciatively  
3 analysis 4 competitive 5 security 6 specialist

## Life skills 1: Creating your CV

SB pp48-49

### Aims

To learn about the purpose of a **CV** and how to write one:

- what information is required
- how to organise the information
- how to style it clearly.

Students may not yet have been asked to write and present a CV to somebody but they are likely to need to do it in the next few years. It is a skill that takes practice to get right and students will benefit from learning about what to include and how to structure it while their details are still quite simple. Later, they will find it easier to add more information into a structure with which they are familiar.

### Page 48

- 1 Read the information box to the class.
- 2 Ask if any of them have already been asked to write a CV or if they know anyone who has.
- 3 Explain that it is very usual to be asked to write a CV and this request can be made of quite young people, even before they leave school.

### ► Getting started – the first draft

- 1 Read through the information about **the first draft**.
- 2 Point out that a CV has a main heading and several sub-headings.
- 3 Read through this information with the class. Explain anything that is not clear to them.

### ► Proofreading

- 1 Read about **proofreading**.
- 2 Emphasise the necessity of correcting all mistakes before sending it to anyone.
- 3 Explain that most students ask someone else to check the final draft of their CVs: another person is likely to spot mistakes that the writer has missed.

### ► The final copy

- 1 Read about **the final copy**.
- 2 *The look*: remind the class that computer-generated information must also be laid out correctly with attention to detail.
- 3 Go through all the points and make sure the class is familiar with all the information.
- 4 *The content*: read the advice on both aspects. Length is less likely to be a problem for younger students but it is an important rule to remember for the future.



- 1 Go through Kurt's CV with the class.
- 2 First, ask students to look at the CV as a whole. Ask, e.g. Does it look well-organised? Is it easy to see the different sections? Does the information look clear? Does it look neat and well laid out?
- 3 The answers to these questions should all be: **Yes**.
- 4 Tell the class you are going to go through the CV and the notes on the right to see exactly what has been done to create a well-presented document.
- 5 Ask different students to read out each element of the CV and the accompanying note.
- 6 In addition, make use of the following information and suggestions if you wish:

**under Personal details**, point out that Kurt has given his address, two phone numbers and his email address. These are the usual contact details that are needed on a CV.

**under Education**, explain that it is usual to list the most recent education first, and previous education second, ending with the first education at primary level. It is not necessary to list kindergarten education.

**under Work experience**, explain that the most recent job should be listed first and any previous jobs listed in order, ending with the first job the person ever had.

Explain that work experience is important because it shows ability to function in the adult world and to be responsible.

**under Interests**, explain that it is important to express these in a way which shows a personality likely to be of interest to a university or employer. When you go through the notes, point out how Kurt has made the most of his interests and given detail to show himself as both an active and thoughtful person. Younger students often feel they have nothing to say about themselves so encourage them to think of all the roles and duties they have carried out in school, in their class or in any clubs or groups.

**under Skills**, explain to the class that they should list any specific qualifications they may have gained but they can also describe any particular skill they have, as Kurt has done under *Languages*, e.g. they could list computer programs with which they are familiar even if they do not yet have a recognised qualification.

page is for them to enter the details neatly. They should go over the pale grey type which is there to help them make sure they get things in the right place.

- 4 It is advisable to check all students' notes pages before they enter the details on p119.
- 5 Go around helping individuals as they complete p118.
- 6 Write any useful advice that could apply to many students on the board, e.g. membership of sports teams, participation in performances, organising or helping to organise events, etc.
- 7 When students have a good set of notes on p118 that you have checked, they should complete the next page.
- 8 As a homework task, you may wish to ask students to key in their CVs on computers and print them out. If they have the opportunity to do this, remind them to look back at the layout, fonts and presentation used in Kurt's example CV in their SBs.

**Note:** If you are not planning a 9th lesson (see Unit 1, p39), see the Start-up preparation work to be completed before Lesson 1 of Unit 5.

## WB: Life skills 1 (WB pp118–119)

- 1 This section is best done in class so that you can check students understand how to do the task and can make the most of learning this Life skill.
- 2 It is not appropriate to treat the pages as an independent activity testing students' knowledge. They are likely to need guidance and feedback as they work.
- 3 Point out that the left-hand page gives them space to make notes about what they can and must include. The right-hand



# Look what they did!

# 5

In this unit, students will:

- discuss achievement; talk about famous people; discuss different kinds of achievement; complete Start-up tasks in preparation for all work in the unit
- read and understand three pieces of discursive writing
- develop a close understanding of the texts, their purposes, audiences and vocabulary
- learn and practise correct use of inversion of subject and verb
- learn how to present quoted words in a piece of writing; learn more about styles in formal writing
- learn and practise the correct use of articles with geographic terms
- listen to a talk about Norway; talk about a foreign country of interest
- discuss the features of discursive writing; write their own discursive piece

## Lesson 1 Start-up SB pp50–51

### Lesson aims

#### SB skills:

- to read information about people of achievement
- to discuss who students admire
- to discuss different types of achievement
- to check Start-up tasks
- to listen to a conversation about achievers then talk in groups about achievements that are admirable or inspiring
- to identify people students admire for their achievements

#### WB practice:

- to have completed all the tasks before the lesson in preparation for the class discussions and other activities in Lesson 1

**Time division:** a rough guide to a 40-minute lesson

- |  |   |
|--|---|
| ▶ Warm-up – 2  | ▶ Check Grammar in use and Listening/Speaking tasks – 6 |
| ▶ Reading and General discussion – 5   | ▶ Conversation focus – 8                                |
| ▶ General questions – 5  | ▶ Writing, discuss achievers – 4                        |
| ▶ Read and check Reading, Vocabulary, Grammar and Language practice tasks – 10 |   |

### Warm-up

- Play *Who is it?*
- Think of three famous people you know your students are well aware of, living or dead.
- Prepare three sentences about each one. The first sentence should not make the person very easy to identify but possible with a good guess; the second sentence should be a stronger clue; the third is a clear clue.

Read the first statement to the class. If they guess who the person is correctly, they win and you move onto the next person. If they do not guess, read the second sentence. If they still do not guess, read the last statement.

Example: *This person lived about 5,000 years ago.*

*This person was a king and died young.*

*This person's tomb was discovered by archaeologists nearly 100 years ago.*

Answer: **Tutankhamun**

You start with three points for each person. If students guess on the first clue, you give them three points. If they guess on the second clue, you give two points; if they guess on the third, you give one point. If they cannot guess the answer at all, they get nothing.

If students gain more than half of your points by the time you have read the sentences about the third person, they win.

## Start-up: Look what they did!

Check that students have their WBs.

### General discussion

- 1 Ask different students to read the information that is with the photos and illustrations.
- 2 Discuss the information and the photos/illustrations with the class. Ask appropriate questions for your students, e.g. *Have you heard of Hippocrates before? Did you know about the Hippocratic oath?*

**Note:** If students are interested in medicine, explain that this is a promise made by new doctors, and reputed to have been written by Hippocrates more than 2,000 years ago, to treat patients according to particular standards. Many new doctors still make this promise, though it was modernised in the last century. In particular, doctors promise not to break patient confidentiality and not to knowingly prescribe medicines that will kill the patient.



- 3 Did you know that Mozart died young? Does that surprise you? Why or why not?
- 4 Do you know any other facts about Florence Nightingale? Students may know that she nursed soldiers abroad in wartime and that she was known as *The Lady with the Lamp*.
- 5 Can you guess how long ago Marie Curie was working? **more than 100 years ago**  
How is her work still being used today? Students should know that X-rays are in constant use. Ask if anyone has broken a bone and had an X-ray.
- 6 Ask: Do you know how old Mandela was on his release from prison? **71**  
Explain that four years after his release, he went on to lead his country for five years, stepping down at the age of 80.
- 7 Ask: Do you think space exploration requires bravery? If they do not know, tell them that more than 20 astronauts have died on space missions.

### General questions

- 1 Ask the first question. Remind students the question is *What kind of people?* not *What people?* precisely.
- 2 Elicit their responses. If you wish, note their ideas on the board.
- 3 Ask the next two questions. Elicit responses. If you wish, ask additional questions, e.g. *Can you admire people but not be inspired by them? On the other hand, are you inspired by people you do not consciously admire?*
- 4 Ask the fourth question which invites students to say what they think real achievement is.
- 5 The fifth question allows students to explain how they view these people.

### Reading

- 1 Read about the debate between three people.
- 2 Elicit the order students expect: based on their knowledge of persuasive writing, they should know that points for are made first and points against are made second.

### Vocabulary

- 1 Ask the class which words in the list they needed to look up.
- 2 Ask volunteers to explain the phrases.
- 3 Students should be able to find out simple explanations, e.g.

pack ice: **the thick ice over the Arctic Ocean in winter**

human race: **all the people in the world**

human being: **one person**

### Grammar

Read the statement. Elicit two other features of formal language, e.g. **full forms, complete sentences, complex sentences.**

### Language practice

- 1 **Punctuation** Read the statement and ask for the definition of to quote: **to repeat the exact words that somebody said or wrote.**

- 2 **Language use** Read the statement and elicit three types of formal writing, e.g. **a letter of application, a scientific paper, an encyclopaedia entry.**

### Grammar in use

- 1 Read the statement. Elicit students' ideas for the festival finances.
- 2 Ask the students to name two oceans, two countries, capital cities and two rivers.

### Listening and speaking

- 1 Read the first statement. Elicit facts students have found about Norway.
- 2 Read about the presentation. Ask students to name the three countries they find interesting.

### Conversation focus

#### Track 1.17

- 1 Follow your usual procedure for introducing this track and playing it while the class listens.
- 2 Check answers together.

### Audio script

#### Track 1.17 Unit 5 Start-up

#### Conversation focus

Mimi: That was fantastic!

Florence: They were even better than last year!

Gustav: Brilliant! I agree.

Mimi: So many new songs.

Giorgio: They get better and better.

Florence: I think they're the best group in the world.

Liam: Steady on! That doesn't leave much room for anyone else.

Florence: Why, don't you think they're a truly great group of people?

Liam: Erm ... No, actually.

Mimi: No? Why ever not?

Liam: Well, I think they're excellent musicians and I'm sure they'll achieve a lot more success ...

Mimi: Of course they will.

Liam: OK, but I don't think they'll ever be on the same level as some other people I could mention.

Florence: Like who?

Liam: Like the pioneers of the world, for instance.

Mimi: What sort of pioneers?

Kurt: You know, Mimi, people who have led the way in some field or other.

Mimi: Huh. Well, who then?

Kurt: Erm ... Hippocrates, for example.

Giorgio: I know about him, the father of Western medicine.

Liam: And how about Avicenna, also known as Ibn Sina?



- Kurt: His medical books were used for hundreds of years throughout Europe and the East.
- Mimi: Well, I'm sure that was a very great achievement.
- Kurt: And don't forget women like Florence Nightingale.
- Liam: We have good hospitals because of her.
- Kurt: Or the scientist, Marie Curie. She pioneered the use of X-rays.
- Liam: Think how useful they are.
- Mimi: Well, I'm sure both those ladies have been very important but they didn't inject a lot of fun into the world, did they?
- Liam: Huh! So, it's fun you want, is it?
- Mimi: Perhaps I mean inspiration.
- Florence: You're right, Mimi. Great artists inspire people by creating beautiful things, pictures and music.
- Mimi: And by making you think, too.
- Florence: That's right. Great artists show us what we are.
- Giorgio: What about achievement in sport?
- Florence: You mean people who push themselves to the limits?
- Mimi: They're inspiring too, aren't they?
- Gustav: And so are some pop groups.
- Liam: Oh, no. I don't see any of them as being the same as someone like Nelson Mandela.
- Mimi: Well, his achievements are truly inspiring.
- Kurt: He showed incredible courage.
- Giorgio: But explorers show courage, too. What about space explorers?
- Mimi: Yes, like Neil Armstrong, the first man on the Moon.
- Florence: You've got to be brave to do something that no one has ever done before.
- Kurt: True, but the really great people are the ones who make a difference to the world.
- Liam: And you can't say that a pop group does that!
- Gustav: Ah, you can never tell how things are going to turn out!

### WB answers

- 1 Hippocrates, Florence Nightingale, Marie Curie
- 2 Nelson Mandela
- 3 Neil Armstrong

### Group conversation

- 1 Students work in small groups or pairs and talk about people who have made significant achievements.
- 2 Remind them they may use the photos, illustrations and word prompts to help them with ideas.
- 3 Go around listening as they work.

- 4 Invite one or two groups to speak while the rest of the class listens.

### Writing

Read the statement. Elicit the names of people students have thought of.

#### Homework task

Students check the Unit 5 Word list at the back of the WB. They should look up any completely new words and check any they recognise but are not entirely sure of.

## Lesson 2 Reading SB pp52-53

### Lesson aims

#### SB skills:

- to discuss the debate speeches before reading
- to read and understand the speeches
- to understand the structure of the speeches
- to discuss aspects of the speakers in the debate

#### WB practice:

- to practise vocabulary from the unit
- to use words from the unit to revise and extend students' vocabulary

#### Time division: a rough guide to a 40-minute lesson

- |                   |                         |
|-------------------|-------------------------|
| ▶ Warm-up – 4     | ▶ Vocabulary check – 5  |
| ▶ Pre-reading – 4 | ▶ Gist questions – 10   |
| ▶ Reading – 7     | ▶ Reading practice – 10 |

### Warm-up

- Ask students what they know about hot-air balloons. Elicit any facts they can give. Ask any of these questions if they have not already been covered and give the answers if students don't know:
- How long ago did the first one fly? **more than 200 years ago***
- How do they fly? **The balloon is inflated with hot air that makes it rise up.***
- How is the air kept hot? **by bursts of burning gas***
- What do people travel in? **a basket under the balloon***
- How high can they fly? **over 21,000m – more than twice as high as the highest mountain in the world***

### Reading: A Balloon Debate

- 1 Give the class a moment or two to look at the two pages without discussion.
- 2 Read the explanatory paragraph at the top of p52.

#### Pre-reading questions

- 1 *How many speeches are there? **three***



- 2 Do you recognise any of the people in the balloon?
- 3 Are they from the modern era or before? Students should be able to guess they are from before the modern era.
- 4 Can you guess who they are?
- 5 Can you guess what they did?

### Reading

- 1 Play track 1.18 or read the debate to the class. Students listen and follow.
- 2 Check understanding of the vocabulary. Explain anything necessary to understand the speeches.
- 3 It is important not to spend time on detailed vocabulary work during the lesson.

### Reading text vocabulary list for Unit 5 (in the order that the words appear in the text):

rapidly adv abandon v expedition n insanity n lay up v  
companion n nightmare n endure v frostbite n  
meticulous adj ensure v permanent adj bear v tribute n  
bag v pitiful adj publish v genius n despite adv  
illiterate adj immodest adj quote v backer n fraud n  
liar n boast v cork n twirl v rotor n angle v gasoline n  
poverty n starvation n deny v fellow adj

### After reading

#### Gist questions

- 1 How many speakers are in this debate? **three**
- 2 What happens to the winner of the debate? **He/She stays in the balloon.**
- 3 What happens to the other two? **They have to jump out.**
- 4 Which famous people are in this balloon? **Roald Amundsen, Jane Austen, Wilbur Wright**
- 5 What were their professions? **Amundsen – explorer, Austen – writer, Wright – inventor**
- 6 What do the speakers talk about for most of their speeches? **themselves and their achievements**
- 7 What do they want the audience to think? **that they are the best person in the balloon and should be saved by the audience's vote**
- 8 What do they talk about in the last part of their speeches? **the other two people in the balloon**
- 9 What do they want the audience to think about them? **that they are not worth saving**

### Reading practice

- 1 Divide the class into pairs. Give each pair one of the speeches to read. They take turns reading the paragraphs.
- 2 If there is time, pairs read one more or both the other speeches.
- 3 Go around as they read and monitor the fluency and accuracy of reading.
- 4 Remind students they can improve their reading by listening again to the debate, following and reading along with the recording.

### Homework after Reading

Students complete the WB Vocabulary page independently. Remind them to have dictionaries with them so that they can check definitions and spelling.

### WB: Vocabulary (WB p50)

#### WB answers

**Exercise 1** 1 pitiful output 2 left nothing to chance  
3 from a very early age 4 to some extent 5 a hero's welcome

**Exercise 2** imaginable – adjective; imaginary – adjective; imagination – noun; imaginative – adjective  
Students' own sentences

**Exercise 3** 1 equipment 2 explorer 3 invention  
4 leader

**Exercise 4** Students' own sentences

**Exercise 5** 1 extremely 2 brave 3 chance  
4 expedition

### Lesson 3 Reading comprehension SB p54

#### Lesson aims

#### SB skills:

- to ensure a good literal understanding of the debate
- to scan for details
- to discuss the structure of the speeches
- to discuss ideas and issues related to the speeches
- to give a personal opinion about the personalities in the debate that students have read

#### WB practice:

- to re-read the debate independently
- to check literal understanding of the debate through true/false/not stated information
- to match words and phrases to the correct meaning

**EPB link:** Test 3, Reading Q1

**Time division:** a rough guide to a 40-minute lesson

► Warm-up – 3

► Re-reading – 5

► 1 Multiple choice – 5

► 2 Facts and details – 5

► 3 Structure discussion – 7

► 4 Inferences discussion – 10

► 5 Personal views – 5



### Warm-up

Divide the class into small groups. Give them two minutes to choose three people they would like to put in a hot-air balloon and listen to their speeches about themselves and their achievements. These can be from the past or the present.

Ask the groups to name their people. List them on the board. See if any of the groups have chosen the same people.

### Re-reading

Read the text again or play track 1.18.

### Activity 1

- 1 Ask the literal questions to check understanding and elicit the correct oral answer.
- 2 Students will need to look back and scan the text to find the more detailed answers.

#### Answers

- 1 a Jane Austen b Roald Amundsen c Wilbur Wright
- 2 leading the first expedition to the South Pole
- 3 Hampshire in the south of England
- 4 a Wilbur Wright b Jane Austen c Roald Amundsen
- 5 Amundsen, the sea; Austen, reading; Wright, how things worked
- 6 a Wright b Amundsen
- 7 Amundsen 1872 Wright 1867 Austen 1775
- 8 a Austen b Amundsen c Wright
- 9 a a famous critic b an inventor c a famous author
- 10 Amundsen

### Activity 2

- 1 Let the class work in pairs to scan the texts and find these details.
- 2 Give them a time limit to note answers then check them together by asking different pairs to respond.

#### Answers

- 1 Amundsen
- 2 fans of Jane Austen
- 3 Wright's last of four flights
- 4 the temperature on Amundsen's expedition to the South Pole
- 5 Jane Austen's first novel was published.
- 6 the journey to and from the South Pole
- 7 Amundsen led his first expedition sailing through the Northwest Passage; Wright made his first flight
- 8 Wright's last of four flights on December 17th, 1903

### Activity 3

- 1 Divide the class into groups of 3-6 to discuss questions about the structure.

- 2 Give them a time limit to discuss the questions.
- 3 Tell all of the group to note the answers. Remind them they must write in very short note form and write the key words only.
- 4 For question 4, tell students to look carefully at the phrases in context and work out a definition.
- 5 Ask different individuals from different groups to answer about the different characters.
- 6 Invite other groups to add any other details to the first answer.

### Example answers

- 1 Amundsen – born, Norway 1872, father – ship owner; fascinated by the sea, studying to be a doctor, became a seaman 1893, made voyages, 1896 joined the Belgium Antarctic Expedition, 1903 led first expedition through the Northwest Passage  
Austen – born Hampshire 1775, educated by father and elder brothers; great reader, learned French, spelling, needlework, music, dancing; first novel published in 1811  
Wright – born America 1867, interested in how things worked, played with toy helicopter, invented things with brother – printing press, bicycle; experimented with gliders
- 2 Amundsen – South Pole expedition, started Norway June 1910; left base camp October 1911, cold -58 degrees, 45 days to Pole, 45 days back, killed and ate dogs to survive  
Austen – first novel 1811, most famous *Pride and Prejudice* 1813, millions of fans, novels translated, made into films, TV serials  
Wright – December 17th, 1903, four flights in *The Wright Flyer*, last one lasted 59 seconds went 260 metres
- 3 Amundsen – Austen's novels just about being happy, getting a rich husband, not adventurous or brave role model; Wright – he probably wasn't the first to make a powered flight  
Austen – Amundsen, a fraud and a liar; Wright – airplanes have polluted the planet  
Wright – Austen's books not serious enough;  
Amundsen – expedition to South Pole didn't achieve anything
- 4 a I was braver and mentally stronger. b realised how talented and clever I was c the effort and commitment to get something done

### Activity 4

- 1 Students discuss their answers. These questions require them to infer or deduce answers from the text.
- 2 Advise them that if they are stuck on one question, they should move on to the next and return to it if they have time.



- 3 Give them a time limit to discuss then check answers together.

### Example answers

(Students use their own words and phrases.)

- 1 because it was the first one ever made to the South Pole
- 2 made sure that everything was properly prepared and organised and that he did not rely on luck to be successful
- 3 because she is already so well known
- 4 because she says she has millions of fans, the books are translated, seen in film and on TV
- 5 He feels he was responsible for the invention more than his brother was.

### Activity 5

- 1 For question 1, elicit as many individual opinions about the characters as there is time for.
- 2 For question 2, elicit some responses then take a class vote if you wish.
- 3 For question 3, invite responses from volunteers.
- 4 If you wish, ask students to write answers to these questions as part of their independent homework.

### WB: Comprehension (WB p51)

Students should be able to complete all these exercises working independently.

Check they understand *only child* – the only child in the family.

### WB answers

#### Exercise 1

Amundsen: 1 true 2 not stated 3 false 4 false

Austen: 1 false 2 false 3 true 4 not stated

Wright: 1 not stated 2 false 3 true 4 false

#### Exercise 2

- 3 He successfully sailed through the Northwest Passage.
- 4 The journey from base camp to the South Pole took 45 days.

- 1 Jane Austen had brothers.
- 2 She wrote *Sense and Sensibility* before *Pride and Prejudice*.

- 2 Wright was born in 1867.
- 4 His successful, powered flight was 260 metres.

**Exercise 3** 1e 2c 3g 4a 5j 6b 7h 8f 9d 10i

## Lesson 4 Grammar SB p55

### Lesson aims

#### SB skills:

- to read and understand a short text using inversion of subject and verb in formal writing
- to understand the structure and use of inversion in formal writing
- to invert subject and verb in given sentences
- to complete sentences with inversion

#### WB practice:

- to practise inversion in given sentences
- to complete sentences with inversion

### Time division: a rough guide to a 40-minute lesson

► Warm-up – 5

► 2–4 Practice activities – 20

► 1 Reading – 5

► Grammar box – 10

### Warm-up

- Ask students to look at the photograph on p55.
- Give them a time limit to think of five words or phrases to describe it.
- Remind them of similes and metaphors as well as adjectives for descriptions.

### Activity 1

- 1 Ask one or more volunteers to read the text to the class. Other students follow in their books.
- 2 Point out the clauses in bold. Ask individuals to read these sentences aloud again.

### Activity 2

- 1 Ask the questions to check understanding.
- 2 Elicit oral answers from around the class in full sentences, if you wish, to practise comprehension skills.

### Answers

- 1 When they arrived in Antarctica, Amundsen and his team prepared for their long walk to the South Pole and waited for weather conditions to improve.
- 2 They travelled to the South Pole on foot / by walking.
- 3 The weather conditions were appalling.
- 4 Their journey there and back was 90 days.
- 5 Today Amundsen is remembered with admiration.



## Grammar box

Go through the information with the class.

Read the first set of words. Ask a volunteer to read the example sentence. Write it on the board. Ask another volunteer to underline the inverted subject and verb.

Continue in the same way with the other words/phrases and example sentences.

Point out the examples where the auxiliaries *do*, *does*, *did* are used with simple tenses.

Make sure students understand that this inversion is not usually a conversational form. It is found in some non-fiction and fiction with a formal style. It is suited to more descriptive and narrative texts.

## Activity 3

- 1 Go through this activity with the class working together. Point out the first example. Ask a pair to read the first sentence then the changed example.
- 2 Read the next sentence and ask a volunteer to change the sentence. Write it on the board.
- 3 Ask the rest of the class if it is correct. Let other students try to help correct it if necessary.
- 4 Continue with the other sentences.

### Answers

- 2 Not only did they endure lack of food but also frostbite.
- 3 So remarkable was the achievement that it will never be forgotten.
- 4 Seldom do we hear about such courage.
- 5 So meticulously did Amundsen plan the expedition that it had to succeed.
- 6 Only now do I appreciate the achievement.
- 7 Barely can we appreciate the difficulties of that journey.
- 8 Under no circumstances will I travel on foot to the South Pole!

## Activity 4

- 1 Let students work together in pairs to complete these sentences. They may note down their ideas for the endings.
- 2 Give them a time limit then ask different pairs to say their sentences. Write each one on the board and ask the rest of the class to check. Ask them to correct any mistakes they notice.
- 3 Point out anything they do not notice if necessary.

## WB: Grammar (WB p52)

Students should be able to complete these exercises independently for homework.

## WB answers

### Exercise 1

- 1 Never have I seen such a spectacular performance.
- 2 Rarely do such extraordinary events get reported in the papers.
- 3 Under no circumstances must you open this letter.
- 4 Only now does John regret his bad behaviour.
- 5 Not only did the athlete win the race but he also broke the world record.
- 6 So beautifully did she sing the song that some people were moved to tears.
- 7 No sooner had we arrived than it was time to leave.
- 8 So negative were the reviews that the play had no chance of succeeding.

### Exercise 2

 Students' own ideas

## Lesson 5 Language practice SB p56

### Lesson aims

#### SB skills:

- A Punctuation: to learn how to set out and punctuate quoted words in a text
- B Language use: to consolidate knowledge of formal styles in writing

#### WB practice:

- A Punctuation: to practise different ways of setting out and punctuating quoted words
- B Language use: to rewrite an informal paragraph in a formal style; to rewrite a formal paragraph in an informal style

**EPB link:** Test 3, Grammar and Vocabulary Q4, Q6

**Time division:** a rough guide to a 40-minute lesson

► Warm-up – 5

► B Language use – 20

► A Punctuation – 15

### Warm-up

Ask students the meanings of some words and phrases from the texts, e.g.

*bagging a rich husband, illiterate, a fraud and a liar, depression and even insanity, meticulous planning, not the life I wanted, tribute, laid up stores, master's ticket.*

## A Punctuation: Quotation marks

- Go through the information in the box.
- Ask individuals to read the example sentences.
- Point out the relevant punctuation in each example.



## Activity

- 1 Students write out and punctuate the sentences.
- 2 They may do this in pairs.
- 3 Remind them to look back at the box and check their work.
- 4 While they are working, write the sentences on the board.
- 5 Check answers by asking students to put in the punctuation.

### Answers

- 1 Writing about Wilbur Wright, the author stated that 'Will was the leader' of the two brothers.
- 2 Amundsen reported that 'the going was splendid' and they covered 31 miles over the next three days.
- 3 One reader wrote: 'I think *Pride and Prejudice* is an excellent novel.'
- 4 When Orville crashed his plane and was badly injured, he was asked if he was afraid.  
'Oh, do you mean will I be afraid to fly again? The only thing I'm afraid of is that I can't get well soon enough to finish those tests next year.'

## B Language use: Formal styles

- Read the information to the class.
- Remind them that if they ever need to write a formal letter, they need to know what not to do as well as what they should do, to help them achieve the correct tone.
- Explain that the tasks in this section involve changing sentences from formal to informal. In comparing them, it will help them to recognise the different styles.
- Ask the class to read down the list of sub-headings and tell you what the list of formal styles includes. Write them on the board in a list.
- Read through the information about each style with the class, asking them to complete each task as you go.
- After completing the first item, ask two volunteers to read out the formal and informal versions. Ask the class if they can hear the difference.

### Answers

- 1 I've no doubt you'll save me rather than the others.
- 2 I was studying to be a doctor. But I realised this was not the life I wanted.
- 3 I have scarcely heard anyone as convincing as he is.
- 4 Example answers: I don't want to seem ..., I know that ..., From the start ...
- 5 Example answers: endure = survive / put up with; pitiful = feeble, pathetic; meticulous = careful, thorough; insanity = madness

## WB: Language practice (WB p53)

Students should be able to complete these exercises independently. If you wish, spend a few minutes going through the page with the class to check they understand the tasks.

In particular, you may wish to remind them where to check for formal and informal styles. Advise them to refer to dictionaries to help them with Language use, Exercise 2.

## A Punctuation

- 1 Students complete the sentences in the correct style for each type of quote.
- 2 Item 2: This quote ends with a full stop so completes a sentence. Students should write some reporting words then use a colon before writing the quote inside quote marks, e.g. (students' own reporting words): 'Amundsen was very brave.'
- 3 Item 3: This quote should appear inside quote marks in the students' own sentences like the example sentence 1.
- 4 Item 4: This quote is more than a single sentence so it should be preceded by the students' own sentence to introduce it, then be indented with quote marks at the beginning and at the end, after the full stop.
- 5 Item 5: as number 2.

## B Language use

### Exercise 1 informal to formal

- 1 Students rewrite the sentences and attempt to achieve a formal style and tone.
- 2 They should put all short forms into full forms.
- 3 They should change any words they recognise as being conversational or colloquial and replace with a more formal choice, e.g. *really* = *extremely*, *I bet* = *I am sure*, *anyway* = *in any case*.
- 4 They should know that formal writing does not address the reader directly, so any use of second person should be removed, e.g. *You don't need to be*.
- 5 No sentences should begin with a conjunction.
- 6 Exclamations are not used in formal writing.
- 7 All sentences should be complete (contain a complete verb).

### Exercise 2 formal to informal

- 1 Students may find this more challenging.
- 2 They can create an informal tone immediately by using short forms wherever possible.
- 3 They should look for words that are not conversational and replace them with expressions that are used in speaking, e.g. *I am accustomed to* = *I'm used to*, *generally* = *usually*.
- 4 They should try to rewrite long sentences with clauses as two sentences or more.
- 5 They may also use:
  - conjunctions to begin sentences
  - incomplete sentences
  - exclamation marks.



# Lesson 6 Grammar in use SB p57

## Lesson aims

### SB skills:

- to listen to and understand a short conversation between the students and the band
- to learn about using articles with geographic terms
- to practise using articles with geographic terms

### WB practice:

- to practise using articles with geographic terms
- to complete a geographic quiz
- to write about students' own countries using geographic terms

**EPB link:** Test 3, Grammar and Vocabulary Q1, Q2, Q3, Q5

**Time division:** a rough guide to a 40-minute lesson

► Warm-up – 3

► Activities 2–4 – 20

► Listening/Reading – 7

► Grammar box – 10

### Warm-up

Give students a time limit to name the seven continents and the five oceans.

Ask: *What is the difference between oceans and seas?*

***oceans separate continents; seas separate countries***

### Activity 1

#### Pre-listening questions

- 1 Point out the phone text and tell students to read the message.
- 2 Ask: *Whose phone do you think this is? How do you think the sender is feeling? How do you know? Which continent do you think the photograph shows? How do you know?*
- 3 Play track 1.19. Students listen and follow in their books.
- 4 Ask them to scan over the words in bold type.
- 5 Ask one or more individuals to read out the words and phrases in bold type.

### Activity 2

- 1 Go through this activity orally with the whole class to check understanding of the dialogue.
- 2 Make sure students try to answer without taking a look back at the dialogue.
- 3 Elicit corrections to the false sentences as you go.

**Answers** 1 T 2 F They wondered if they could help.  
3 F They will pay for using Tasha's film. 4 F They would like to play for free. 5 T

## Grammar box

Go through the information in the box with the class. These rules are reasonably consistent so students can learn from these lists.

Make sure they realise that there are exceptions, some of which are given at the end.

Draw their attention to names of countries beginning with *United*.

Explain that the Hague is a city in Holland; the Matterhorn is a mountain in Europe. The Isle of Man is an island off the north-west coast of England.

### Activity 3

- 1 Students do this activity in pairs or small groups.
- 2 Advise them to do the ones they are certain of first then to go back to ones they are not sure of and try to guess.
- 3 Give them a time limit then check answers together.

**Answers** 1 the Nile 2 Oslo 3 the Seychelles  
4 the Atlantic 5 The Kalahari 6 the Rockies 7 Asia  
8 Holland 9 Windermere 10 Popocatepetl

### Activity 4

- 1 Students may do this activity in pairs or groups.
- 2 Tell them to note their answers.
- 3 Ask a volunteer from several pairs or groups to stand up and talk about their country.

## WB: Grammar in use (WB p54)

Students complete this work independently. Remind them that the Grammar reference section at the back of the WB will help them with the rules if they cannot remember them all.

Make sure they realise that the blanks are to be filled with the definite article or X, not with any other word.

### WB answers

**Exercise 1** 1 The, the, the 2 the, X, X 3 X, the, X  
4 X, X 5 The, X, the 6 X, X, X 7 The, X, X  
8 X, the, X, X 9 The, the 10 X, X, the

**Exercise 2** 1 Mount Fuji 2 Lake Baikal 3 the  
Caucasus 4 Amsterdam 5 Holland 6 the Atacama  
Desert 7 the Danube 8 the Suez Canal 9 Sicily  
10 the Mediterranean

**Exercise 3** Students' own writing



## Lesson 7 *Listening and speaking* SB p58

### Lesson aims

#### SB skills:

- to complete listening comprehension tasks based on a travel programme about Norway
- to discuss interesting foreign countries

#### WB practice:

- to complete a text based on the travel programme that students heard
- to prepare an individual spoken presentation on a foreign country of interest

**EPB link:** Test 3, Listening Q1, Q2, Speaking Q1, Q2

**Time division:** a rough guide to a 40-minute lesson

► Warm-up – 5

► Individual speaking – 15

► Listening comprehension – 15

► WB preparation – 5

### Warm-up

In groups, students name as many European countries as they can think of.

## Listening comprehension

### Activity 1

- 1 Give the class a few moments to look at the map and the pictures.
- 2 Play tracks 1.20 and 1.21. Students listen and circle.

### Audio script

#### Tracks 1.20 and 1.21 Activities 1–3

Mark: So today we're talking about Norway! And with me I have Lindy Roberts who's a big fan of the country. Isn't that right, Lindy?

Lindy: Absolutely! It's a marvellous place for a holiday.

Mark: Well, let's start at the beginning ... Where exactly is Norway? There might be one or two people who aren't sure!

Lindy: OK. Well, Norway is in the north of Europe. It has land borders with Russia and Finland in the far north and it borders on Sweden in the east. It's part of Scandinavia along with Sweden, Finland, Denmark and Iceland.

Mark: Right. And the capital of Norway is?

Lindy: Oslo – a wonderful city in the south of the country.

Mark: So ... why should we spend our holidays in Norway?

Lindy: Well, if you're a person who loves spectacular scenery, then Norway is the place for you. Inland there are magnificent high mountains, clear lakes, waterfalls and icy glaciers – absolutely beautiful in the summer if you enjoy hiking.

Mark: And ideal for winter sports in the winter months, I suppose.

Lindy: Yes, indeed. There's always lots of snow in the winter so it's perfect for skiing and snowboarding.

Mark: What about the coast? What's that like?

Lindy: Extraordinary! Amazing! It has to be the most beautiful coastline in the world. There are thousands of islands all the way along the coast and then, of course, there are the fjords.

Mark: Ah, yes. The famous Norwegian fjords. Tell us about those.

Lindy: Well, the fjords were formed millions of years ago during the Ice Age when huge glaciers cut deep into the rock. When the ice melted, the deep valleys that the glaciers had made were flooded by the sea leaving what we can see today: the beautiful fjords with their steep cliffs rising up out of the water. They're quite breathtaking.

Mark: What's the best way to explore the fjords?

Lindy: By boat, definitely. You can have holidays on large cruise ships or on smaller sailing yachts. That's what I like best.

(Activity 1: Listen to the whole dialogue without a break. Activity 2: Listen up to here. Activity 3: Listen from here to the end.)

Mark: With all that long coastline I imagine Norwegians are really into sailing.

Lindy: They are, indeed. They love it. And, of course, they have always been a proud seafaring nation. Don't forget, they're descendants of the Vikings!

Mark: Ah, yes, the Vikings. I learned about them at school. They were a very adventurous bunch, weren't they?

Lindy: Indeed they were. Did you know that in the 11th century a Viking, called Leif Erikson, discovered America – 500 years before Christopher Columbus? The Vikings were great explorers. They travelled in their longboats all the way down the west coast of Scotland and the west coast of Ireland. They even sailed as far as the Mediterranean. They definitely enjoyed adventure.



Mark: Like a more recent Norwegian explorer, Roald Amundsen, who led the first expedition to the South Pole.

Lindy: Yes, he certainly inherited the Vikings' adventurous spirit, didn't he?

Mark: Well, let's leave the South Pole for another day and get back to Norway! When's the best time to visit, do you think? In the summer?

Lindy: It depends what you want to do. In summer the days are very long. June is a glorious month I always think ...

### Answers

- 1 B (If you wish, ask if they know what the other countries are.)
- 2 c
- 3 Leif Erikson 1; Christopher Columbus 2; Roald Amundsen 3

### Activity 2

- 1 Give students a minute or two to look at the questions.
- 2 Play track 1.20 again. Students listen and note answers.
- 3 Be prepared to play the track a third time for them to check or write answers they missed the first time.
- 4 Check answers together.

**Answers** 1 (magnificent) high mountains, (clear) lakes, waterfalls and (icy) glaciers 2 skiing, snowboarding 3 thousands of islands, fjords 4 glaciers cut into rock, ice melted, deep valleys flooded by sea 5 by boat

### Activity 3

- 1 Give students a moment to read through the questions.
- 2 Play track 1.21.
- 3 Students listen and complete the sentences.

**Answers** 1 proud, nation 2 descendants 3 bunch 4 century, discovered 5 explorers 6 inherited, spirit

## Individual speaking

Explain the task to the class.

### Preparation in groups:

- 1 Divide the class into groups of 3–6. Either appoint one note taker in each group or tell all students to make notes in their copy books.
- 2 Ask one or more students to read out the four questions.
- 3 Give the groups a time limit to discuss each question and note ideas.
- 4 Ask each group in turn to tell the rest of the class about their discussion. Ask the note taker to do this.
- 5 Alternatively, if the class is small, ask different individuals from each group to answer different questions.

## WB: Individual speaking (WB p55)

- 1 Ask students to look at the bottom half of p55.
- 2 Explain that these questions are to help them prepare a short talk about the country they find interesting.
- 3 Tell the class to think about as full an answer as possible to each question but to write it in note form.
- 4 All students should speak from notes instead of writing full sentences and reading them out.

## WB: Listening comprehension (WB p55)

- 1 Ask students to look at the exercise at the top of the page.
- 2 Ask one or more students to read the words in the box.
- 3 Remind students to use their dictionaries to look up any single words they cannot remember.
- 4 Students complete the exercise for homework.

### WB answers

Norway is in the north of **Europe**. It **borders** on Russia and Finland in the **far** north and **Sweden** in the east. It is one of the five **nations** which form **Scandinavia**. Its **capital** is Oslo. Norway is **famous** for its spectacular **scenery**. **Inland** there are high mountains, **deep**, clear lakes, magnificent **waterfalls** and **icy** glaciers. It is a perfect **destination** in the **summer** if you enjoy **hiking** and **ideal** in the **winter** for skiing and **snowboarding**. Norway's **coast** is famous for its **islands** and fjords with their steep **cliffs** rising up out of the water. They are quite **breathtaking**. The best way to **explore** them is on a **cruise** ship or a smaller sailing **yacht**.

## Lesson 8 Writing features SB p59

### Lesson aims

#### SB skills:

- Writing features: to investigate features of a balloon debate
- Writing assignment: to prepare a balloon debate in groups of three

#### WB practice:

- to complete the planning sheet for the SB Writing assignment

**EPB link:** Test 3, Writing Q1, Q2

**Time division:** a rough guide to a 40-minute lesson

- |                  |  |
|------------------|--|
| ► Warm-up – 3    | ► Writing assignment: SB explanation – 5 |
| ► Checklist – 17 | ► WB planning in class time – 15         |





## Warm-up

Ask students what words they can think of for these word families:

discuss: **discussion, discursive, discursively**

admire: **admiration, admiring, admiringly, admirer**

compete: **competition, competitive, uncompetitive, competitively, competitor, competing, competitiveness**

## Writing features: Discursive writing

- 1 Read the summary statement at the top of the page.
- 2 Remind the class that discursive writing can come in different forms: an essay, an email, a magazine article, for example.
- 3 Remind them that they have looked at some of these features before when writing some of these text types.

### Checklist

- 1 Go through the Checklist in the usual way.
- 2 Read the information about **Research**.
- 3 Remind the class that they will need to find negative points to make about their companions as well as good ones about their own character.
- 4 Go through each section under the heading **Structure**.
- 5 Ask students to read out the examples.
- 6 Make sure students understand all the information.
- 7 Elicit answers to the tasks.
- 8 Students look back to find the right information in the Reading texts. If you wish, let students work in pairs: one has the SB open at the Reading texts, the other has the SB open at the Writing lesson page.

### ► Structure

#### introduction

**How do Jane Austen and Wilbur Wright introduce themselves?**

Elicit the two introductions:

*I am sure, ladies and gentlemen that I need no introduction.*

*I am, of course, Jane Austen, the famous novelist.*

*People always speak of 'the Wright brothers' as inventors and builders of the first successful airplane. To some extent, that is correct but I, Wilbur Wright, am here today to win your votes by explaining that it was much more my invention than ours.*

#### body of speech

**Find examples of how Jane Austen and Wilbur Wright try to impress the audience.**

Help students to identify at least one statement for each character:

*Jane Austen – ... I have millions of fans all over the world.*

*My novels have been translated into numerous languages and made into films and TV serials.*

*... a famous critic ... said that I was 'the greatest artist that has ever written' and many people agree with him.*

*Wilbur Wright – I travelled 260 metres and the flight lasted 59 seconds! You cannot deny – an amazing achievement! quoting James Tobin: 'He (Will) was the leader, from the beginning to the end.'*

### final paragraphs

**What other negative comments are made about the characters?**

Encourage students to find as many of the following comments as possible:

*Amundsen on Austen – ... showing how the only happiness for women is bagging a rich husband!*

*... should have used her talent to give young women brave, adventurous role models.*

*... pitiful output – only six novels in a lifetime!*

*Amundsen on Wright – There is evidence that supports these people as the first to make powered flight long before Wilbur flew for 59 seconds!*

*Austen on Amundsen – A fraud and a liar ...*

*Austen on Wright – ... gave us the airplane ... resulted in many deaths ... polluted our planet.*

*Wright on Austen – ... why didn't she write about really important things, ...?*

*Wright on Amundsen: ... but what good did that do? Perhaps he would ... become a doctor!*

### ► Style

#### first person

**Find more examples of the first person in the text.**

Elicit a few of the many examples in the text, such as the following:

*Amundsen – I was fascinated by the sea. I was studying to be a doctor ...*

*I had my master's ticket, ...*

*Austen – ... I was a great reader. ... I lived with my parents all my life ...*

*Wright – I remember being given a toy helicopter ...*

*... my greatest ambition ... I experimented with gliders.*

#### third person

**Find more examples of the third person in the text.**

Elicit an example from each speech, e.g.

*Amundsen – Miss Austen should have used her talent ...*

*Austen – ... he didn't tell you the whole truth!*

*What exactly did he do for the human race?*

*Wright – ... why didn't she write about really important things, ...?*

#### second person

**Find more examples of the second person in the text.**

Students should find one example in each speech, e.g.

*Amundsen – The airplane, I hear you say.*

*Austen – ... he didn't tell you the whole truth!*

*Wright – You cannot deny ...*



### facts / details

#### **Find other examples of details in the text.**

There are many examples students could find. Elicit one from each speech, e.g.

Amundsen – ... *began our historic journey from Norway in June 1910, ...*

Austen – ... *born in Hampshire in the south of England in 1775.*

Wright – *From 1900 to 1902, I experimented with gliders. I travelled 260 metres and the flight lasted 59 seconds!*

### persuasive language

#### **Find more examples of persuasive language in the text.**

- 1 Check students understand what makes language persuasive in this context: the characters making strong statements about themselves, each one putting himself/herself forward as the best candidate for survival.
- 2 Give students time to find suitable phrases, e.g.  
Amundsen – ... *a tribute to my great achievement. So great was my achievement ...*  
Austen – ... *people eventually recognised my genius ...*  
... *I found the time to be a great help ...*  
Wright – ... *it was much more my invention than ours. ...*  
I ... *was determined to find out about how things could fly.*

## Writing assignment

- 1 Read through the Writing assignment with the students to ensure they understand what is required.
- 2 Ask students to turn to pp56–57 in their WBs.
- 3 Make sure they complete the first stage – writing the three characters before the lesson ends.
- 4 Point out that the rest of the page is note space for the characters.
- 5 Tell them to read carefully through p57, taking note of the structure and features they should include.
- 6 If you have time, you may wish to read through the page and check that students understand the instructions and examples.

### WB: Unit 5 Self-assessment (WB p58)

- 1 This page is for students to complete in their own time.
- 2 Check progress at a convenient time or during a round-up lesson which could also accommodate Individual speaking presentations.

**Note:** If you are not planning a 9th lesson (see Unit 1 p39), set the Start-up preparation work to be completed before Lesson 1 of Unit 6.



# In performance

6

In this unit, students will:

- discuss live performance; talk about different kinds of performance; discuss their own experience of it; complete Start-up tasks in preparation for all work in the unit
- read and understand a discursive magazine article
- develop a close understanding of the text, its purpose, audience and vocabulary
- learn and practise correct use of articles in place names in a town or city
- learn the use of brackets and dashes in writing; learn about the use of *It matters / It doesn't matter* and *who, what, when, which, where, how + ever*
- learn and practise the correct use of repetition of comparative adjectives and adverbs, verbs and nouns
- practise language for making and accepting apologies; listen to conversations including apologies
- discuss the features of discursive writing; write their own discursive essay

## Lesson 1 Start-up SB pp60–61

### Lesson aims

#### SB skills:

- to read information about various kinds of live performance
- to discuss different kinds of performance
- to talk about their experience of live performance
- to check Start-up tasks
- to listen to a conversation about live and recorded performances then talk in groups about which they prefer and why
- to discuss personal views on films in the cinema vs films on DVD at home

#### WB practice:

- to have completed all the tasks before the lesson in preparation for the class discussions and other activities in Lesson 1

#### Time division: a rough guide to a 40-minute lesson

- |  |   |
|--|---|
| ▶ Warm-up – 2  | ▶ Check Grammar in use and Listening/Speaking tasks – 6 |
| ▶ Reading and General discussion – 5   | ▶ Conversation focus – 8                                |
| ▶ General questions – 5  | ▶ Writing, discuss views on DVDs, etc. – 4              |
| ▶ Read and check Reading, Vocabulary, Grammar and Language practice tasks – 10 |   |

#### Warm-up

- Give students a time limit in pairs or groups to make up as many words as they can from the letters in *performance*.  
The first group to get 20 correct words is the winner.

## Start-up: In performance

Check that students have their WBs.

### General discussion

- 1 Ask different students to read the information that is with the photos.
- 2 Discuss the information and the photos with the class. Ask appropriate questions for your students and elicit their ideas. Accept any that make sense and use the following example answers to guide the class as necessary, e.g.  
 Why do you think opera costs a lot to put on? **because there are so many performers**  
 What else has to be paid for? **costumes, set, lighting**  
 Do you think a play with lots of actors is always better than a play with only a few? Why?  
 Why do you think pop concerts have a massive sound system?  
**Because the sound is what people have come to hear so it has to be good quality and audible to everyone even people at the back.**  
 Why do you think street performers ask everyone to pay a little? **They can't afford to perform for free.**  
 What things need to be paid for when you put on a school concert? **posters, printing of tickets, programmes**  
 Why can poetry recitals be done for free? **Probably people recite their poems for free and it might be a small audience with a small programme and no need to print tickets.**

### General questions

- 1 Ask the first question. List on the board any that students have been to.
- 2 Elicit the one most students prefer.
- 3 Ask the third question. List on the board performances that students say they have not been to. Find out if there are any that no one in the class has ever been to.



- 4 Ask if anyone has seen any of them on TV. Ask: *Do you think the event would be better live or not? Why?*
- 5 Elicit which live performances students would like to go to. Ask for reasons.
- 6 Ask the last question. Ask the class to think of all kinds of performances they have ever been to that are not mentioned on the pages. Elicit responses.

### Reading

- 1 Read the statement and ask the questions. Elicit responses from individuals.
- 2 Take a quick vote to find out: those who prefer live music; those who prefer listening to recorded music; those who don't know or don't have an opinion.

### Vocabulary

- 1 Ask: *Which words did you recognise or work out without looking them up? Which words did you look up?*
- 2 Ask volunteers to explain the phrases as well as they can. Elicit meanings, e.g.  
*to feel at home: to feel comfortable and relaxed*  
*close-up: very near to*  
*electric atmosphere: very excited and tense with anticipation.*

### Grammar

Read the first sentence. Elicit all the places students know in London.

### Language practice

- 1 **Punctuation** Check students know what these are. Ask an individual to write them on the board. Ask the class if they agree.
- 2 **Language use** Read out the language point for study. Ask the question and elicit responses from several students.

### Grammar in use

- 1 Read about the discussion. Ask the questions and elicit responses. Write up the kind of music videos students enjoy.
- 2 Read about repetition. Ask for an example of a comparative adjective and comparative adverb. Write them on the board. Ask why they might be repeated in conversation. Elicit any suggestions students might have. Explain they will find out exactly how and why repetition is used later in the unit.

### Listening and speaking

- 1 Read about the language for apologising. Ask for a definition of *apology: a statement that says you are sorry for something*. Elicit the simplest apology: *Sorry*.
- 2 Read about the conversations students will listen to. Elicit responses to the questions about apologies from the class.

### Conversation focus

#### Track 2.01

- 1 Follow your usual procedure for introducing this track and playing it while the class listens.
- 2 Check answers together.

### Audio script

#### Track 2.01 Unit 6 Start-up

#### Conversation focus

- Liam: Hi, Mimi.
- Mimi: Oh, hi, Liam. Do you want to use the computer?
- Liam: No, I want to read today's paper.
- Mimi: Is it OK if I carry on putting up this notice?
- Liam: Of course. What is it?
- Mimi: It's about volunteers for the next festival. Tasha asked me to put it up.
- Liam: Oh, right.
- Giorgio: Hi, Mimi. Is that the festival notice for volunteers?
- Mimi: Yes. Are you going to volunteer again?
- Giorgio: You bet. Have you heard that *The River Boys* are going to play – for free?
- Mimi: Yes, I know. They really love our festival.
- Giorgio: Did you like the concert, Liam?
- Liam: The concert was good but I didn't enjoy being in such a huge crowd. Hi, Kurt.
- Kurt: Hi. Is that today's paper?
- Liam: It is, yes.
- Kurt: Can I have a look at the arts page? I want to look at the theatre reviews.
- Giorgio: Did you enjoy *The River Boys'* concert, Kurt?
- Kurt: Yes, but I prefer listening to *The River Boys* on my music player when I'm on my own.
- Mimi: Oh, I listen to their CDs all the time.
- Giorgio: And did you know? The video for their new single has got some film that Tasha took at the festival.
- Mimi: It's going to be great. I'll buy it as soon as it comes out.
- Kurt: Well, if I'm going to pay money I prefer the theatre.
- Giorgio: Watching plays on TV is much better. You can see the actors close-up.
- Kurt: But you don't feel the atmosphere in the same way.
- Mimi: Hi, Florence.
- Florence: There you are, Mimi. I've been looking for you everywhere.
- Liam: I agree with Kurt. A live theatre performance can be much more powerful.
- Florence: Lucie says they might have a professional theatre performance in the next festival.
- Kurt: Really? That's great!
- Florence: And there might be a poetry competition as well, ending with a recital.



Kurt: That would be good. Then lots of students would get the chance to perform their own work.

Kurt: Hi, Gustav.

Gustav: Hi, everyone. Is there room for this orchestra notice, Mimi?

Mimi: Yes, in a minute.

Liam: Anyway, a poetry recital is a different kind of performance altogether, much smaller, not really spectacular.

Gustav: If you want a really spectacular live performance you should go to the opera.

Giorgio: It's much too expensive!

Gustav: We could put on our own opera for the festival. That wouldn't be expensive.

Florence: How could we possibly put on an opera, with all those costumes and everything?

Gustav: Operas don't have to be long and complicated. We could perform our own opera.

Florence: Are you serious? We'd be competing with *The River Boys'* concert.

Mimi: Would people want to come to both?

Liam: Everyone will want to see *The River Boys*.

Liam: I know what! Get *The River Boys* to be in your opera.

Giorgio: Very funny, Liam.

Gustav: Actually ...

Florence: Actually what, Gustav?

Gustav: Actually, they are interested in collaborating with us.

Florence: With us? Really?

Mimi: How exciting!

Liam: What, *The River Boys* in your Mozart opera?

Gustav: I don't think so.

Gustav: I don't think so either. But they could make a short appearance in a rock opera.

Kurt: What rock opera?

Gustav: Our rock opera.

Liam: Gustav, you've got this all thought out, haven't you?

Gustav: And it's written, too.

Florence: Fantastic!

Liam: Do *The River Boys* think it's fantastic?

Gustav: Well, they've heard it and they're going to be in it.

Giorgio: Wow! You mean the orchestra is going to perform a rock opera with *The River Boys*?

Liam: So that's what you were talking to them about after the concert.

Kurt: Clever stuff, Gustav!

Florence: It's brilliant! I'll play in it.

Mimi: I'll sing in it!

Giorgio: I'll produce it.

Florence: Gustav, you're a genius!

Mimi/Giorgio: Yes! Well done, Gustav!

Gustav: Oh ... Well ... I try my best ...

**WB answers** 1 Liam 2 Kurt 3 Mimi 4 Kurt  
5 Giorgio 6 *The River Boys*

### Group conversation

- 1 Students work in small groups or pairs and talk about preferences in live performance.
- 2 Remind them they may use the photos and word prompts to help them with ideas.
- 3 Go around listening as they work.
- 4 Invite one or two groups to speak while the rest of the class listens.

### Writing

Read about the writing task. Ask the question and elicit a few responses. Take a quick vote to see which students prefer: watching films at the cinema or at home on DVD.

### Homework task

Students check the Unit 6 Word list at the back of the WB. They should look up any completely new words and check any they recognise but are not entirely sure of.

## Lesson 2 Reading SB pp62–63

### Lesson aims

#### SB skills:

- to discuss the magazine article before reading
- to read and understand the magazine article
- to discuss the features and evaluate the general effectiveness of the article

#### WB practice:

- to practise vocabulary from the unit
- to use words from the unit to revise and extend students' vocabulary

### Time division: a rough guide to a 40-minute lesson

► Warm-up – 4

► Pre-reading – 4

► Reading – 7

► Vocabulary check – 5

► Gist questions – 10

► Reading practice – 10



## Warm-up

Remind the class that they are going to read a magazine article.

Ask the class: What magazines do you know of (in any language)? List any titles they mention on the board.

Ask: Do you read any of these magazines?

Ask: What sort of articles do you find most interesting?

## Reading: Let's go live!

Give the class a moment or two to look at the two pages without discussion.

### Pre-reading questions

- 1 How is this article divided up? **Into paragraphs** (Make sure students understand that the numbers are to help when discussing the article; they are not a presentational feature of the writing.)
- 2 Remind the class this is a discursive piece of writing. Ask: Can you suggest why new paragraphs are started? Elicit suggestions, e.g. **so that the writing is divided up and easier to read**. If they do not come up with the answer straight away, ask: What about the content of each paragraph? Prompt them, if necessary, to suggest that there is a separate point (or argument) in each paragraph.
- 3 Ask: What do you expect the opening paragraph to do? Elicit suggestions. Prompt, if necessary: **to tell the reader what the whole article is about**.
- 4 Ask: What do you expect the final paragraph to do? Elicit suggestions. Prompt, if necessary: **to summarise all the points in the article**.
- 5 Students should be becoming familiar with the structure for a discursive piece of writing and should be able to anticipate the structure of the article with some help.

### Reading

- 1 Play track 2.02 or read the article to the class. Students listen and follow.
- 2 Check understanding of the vocabulary.
- 3 Where possible, encourage other students to explain or suggest meanings of unknown words not given in the list. Explain them yourself, if necessary, to assist understanding.
- 4 It is important not to spend time on detailed vocabulary work during the lesson.

### Reading text vocabulary list for Unit 6 (in the order that the words appear in the text):

freelance adj lecturer n condense v album n  
abundance n underestimate v combination n  
venue n spontaneity n connection n dedicated adj  
atmosphere n tangible adj exhilarating adj  
enthralled adj ecstatic adj discerning adj frankly adv  
amplification n manufacture v literally adv hit adj  
vanguard n heighten v

## After reading Gist questions

- 1 What magazine does this article appear in? **Bay Views (the student magazine of Bay City College)**
- 2 What is this article based on? **a lecture (by Jackie Chang)**
- 3 Who gave the lecture that the article is based on?  
**Jackie Chang**
- 4 Who wrote the article? **Jed Vinny**
- 5 What was the lecture about? **whether live or recorded music is better**
- 6 What is Jackie Chang's view? **live music is better**
- 7 How many reasons does she give for her view? **five**
- 8 How many points does she make against live performance?  
**five**
- 9 What does she say about each of the points against? **She explains why it's not a good reason.**
- 10 What does she write about in the last paragraph? **her conclusions**

### Reading practice

- 1 Divide the class into groups of 3–4. Tell half the groups to read the first page and the other half to read the second page.
- 2 Ask individuals from the two halves to read paragraphs in turn on the pages they have just read. The rest of the class follows.
- 3 If there is time, groups read the page they did not read before.

### Homework after Reading

Students complete the WB Vocabulary page independently. Remind them to have dictionaries with them so that they can check definitions and spelling.

## WB: Vocabulary (WB p60)

### WB answers

#### Exercise 1

circle: lecturer, album, venue, vanguard  
underline: abundance, combination, spontaneity, connection, atmosphere, amplification

**Exercise 2** 1 album 2 vanguard 3 venue 4 lecturer

**Exercise 3** 1 combination 2 abundance  
3 spontaneity 4 atmosphere 5 amplification  
6 connection

**Exercise 4** 1 dedicated 2 condensed 3 discerning  
4 exhilarating 5 ecstatic 6 freelance 7 tangible  
8 enthralled

**Exercise 5** 1 directly 2 frankly 3 literally  
Students' own sentences



## Lesson 3 Reading comprehension SB p64

### Lesson aims

#### SB skills:

- to ensure a good literal understanding of the magazine article
- to check understanding of colloquial phrases and expressions
- to discuss the structure of the article
- to discuss inferential and deductive questions related to the subject of the article
- to give a personal opinion about the article that students have read

#### WB practice:

- to re-read the article independently
- to check literal understanding of the article
- to identify statements in support or in opposition to the writer's argument
- to complete a cloze exercise

**EPB link:** Test 3, Reading Q2, Q3

#### Time division: a rough guide to a 40-minute lesson

- |                           |                              |
|---------------------------|------------------------------|
| ▶ Warm-up – 3             | ▶ 3 Structure discussion – 6 |
| ▶ Re-reading – 5          | ▶ 4 Group opinions – 10      |
| ▶ 1 Literal questions – 6 | ▶ 5 Personal views – 5       |
| ▶ 2 Vocabulary check – 5  |                              |

#### Warm-up

Ask students to spell new words from the Reading text.

#### Re-reading

Read the text again or play track 2.02.

#### Activity 1

- 1 Ask the literal questions to check understanding and elicit short oral answers.
- 2 Students will need to look back and scan the text to find the more detailed answers.

#### Answers

- 1 New York
- 2 Broadway, the Shea Stadium, Greenwich Village
- 3 the power/effect of pop music in live performance
- 4 the Hollywood Bowl
- 5 when the performer feels a strong connection with the audience
- 6 electric
- 7 by watching the big screen
- 8 by standing or taking a seat at the back
- 9 they started small
- 10 a close-up view, great sound

#### Activity 2

- 1 Students work in pairs to find the phrases in the text and match them to their meanings.
- 2 Give them a time limit then check answers together by asking different pairs to read out the meanings then the numbered phrase that matches it.

**Answers** a5 b3 c2 d6 e4 f1 g8 h7

#### Activity 3

- 1 Students discuss the structure in small groups or pairs.
- 2 Ask them to note answers.
- 3 Give them a time limit.
- 4 Check answers by asking individuals from different groups to answer on behalf of their group.

#### Answers

- 1 Live performance is better than recordings.
- 2 five
- 3 Sharing the listening experience with a huge crowd is thrilling.
- 4 five
- 5 The stage can be too far away.
- 6 Without recordings, the work of some groups would never become known.
- 7 to repeat all the arguments in favour

#### Activity 4

- 1 Divide the class into groups of 3–6 to discuss questions about the article.
- 2 They will need to use their deductive and inferential skills.
- 3 Go around as they discuss their views and remind them to note their answers.
- 4 Ask different groups to answer each question. Give opportunities for those groups or individuals in groups who have a different opinion to say what they think.

#### Example answers

- 1 Probably not as she mentions that the first live music performance she ever saw was in the Hollywood Bowl which is in California.
- 2 Students' own ideas. Encourage their suggestions and accept anything sensible.
- 3 Students' own ideas
- 4 Students' own ideas. They probably know that the sound quality can be improved and mistakes removed.
- 5 If they are new, you don't know whether they are any good or not.

#### Activity 5

- 1 Elicit individual opinions in answer to these questions.
- 2 Ask several students to respond and encourage as wide a variety of opinion and comment as possible.



If you wish, ask students to write answers to these questions as part of their independent homework.

## WB: Comprehension (WB p61)

Students should be able to complete all these exercises working independently.

### WB answers

**Exercise 1** 1 F 2 F 3 NS 4 F 5 NS 6 T 7 F  
8 NS 9 T 10 F

**Exercise 2** 1 S 2 O 3 S 4 S 5 O 6 O 7 S  
8 O

**Exercise 3** 1 writer 2 the Hollywood Bowl  
3 connection 4 perfect 5 stars 6 hit 7 hear  
8 album

## Lesson 4 Grammar SB p65

### Lesson aims

#### SB skills:

- to read and understand a short text using articles with place names in a town or city
- to understand the use of articles with place names
- to practise using articles when necessary with place names
- to create a city map with place names

#### WB practice:

- to complete sentences with place names when necessary
- to label a map with place names correctly
- to write a paragraph describing where places are in the city

### Time division: a rough guide to a 40-minute lesson

- ▶ Warm-up – 3
- ▶ 1 Reading – 5
- ▶ 2–5 Practice activities – 15
- ▶ 6 Discussion – 10
- ▶ Grammar box – 7

### Warm-up

- Ask students what they can remember about New York (which they also heard about in level 8).
- Hold this quick quiz.
- What is the name of the big square where all the theatres are? **Times Square**
- What big New York stadium did Jackie Chang mention? **the Shea Stadium**
- What is the big museum on Fifth Avenue called? **the Metropolitan Museum of Art**
- What area did Jackie Chang mention that has 'village' in its name? **Greenwich Village**

- What is the name of the big park in the centre of the city? **Central Park**
- What is the name of the island on which the city is built? **Manhattan Island**
- What is the name of the tall building with the spike at the top? **the Empire State Building**

### Activity 1

- 1 Ask one or more volunteers to read the text to the class. Other students follow in their books.
- 2 Point out all the names in bold. Give students a moment to look through them.

### Activity 2

- 1 Ask the questions to check understanding and practise the target language.
- 2 Elicit oral answers from around the class.
- 3 Encourage them to try to remember the names of places without having to look back.

**Answers** 1 London 2 Hyde Park 3 Oxford Street  
4 Elicit as many as students can remember out of: Trafalgar Square, Buckingham Palace, the Tower of London, the British Museum, the National Gallery. 5 She went out to dinner then a show. 6 both 7 at the Globe Theatre  
8 Yes, she says she was uplifted, blown away and she enjoyed the Shakespeare play.

### Grammar box

Go through the information with the class.  
As with geographic names, these rules are reasonably consistent so it is worth learning them.  
Point out there are no rules for districts.  
Stress that there are some exceptions and read out the examples.

### Activity 3

- 1 Students work in pairs to complete this activity.
- 2 Given them a time limit then ask different pairs to answer.

**Answers** 1 the 2 X 3 X 4 the 5 the 6 X 7 X  
8 the 9 X 10 X 11 the 12 the

### Activity 4

- 1 Students talk in pairs about the places.
- 2 If they wish, they can ask and answer with: *Have you ever been to ...? I'd like to visit ... Shall we meet tomorrow at ...? No, let's meet at ... This is a photo of ...*
- 3 Go around listening as they speak and monitor for fluency and accuracy.

### Activity 5

- 1 Students work in pairs and follow the instructions.



- 2 Make sure they realise this can be an imaginary city and they only need to mark the places they are asked for.
- 3 Make sure they do not spend a long time drawing and not much time writing.

### Activity 6

- 1 They talk about the places on the map with another pair.
- 2 If there is time, ask one or two pairs to stand up and talk about the places on their map while the class listens.

### WB: Grammar (WB p62)

Students should be able to complete these exercises independently for homework.

#### WB answers

**Exercise 1** 1 The, X 2 X, X 3 X, the 4 The, X  
5 The, X 6 The, the 7 X, X 8 The, X 9 X, X  
10 The, X

**Exercise 2** Students' own ideas

## Lesson 5 Language practice SB p66

### Lesson aims

#### SB skills:

- A Punctuation: to learn about correct use of brackets and dashes
- B Language use: to learn correct use of *It matters / It doesn't matter*; to learn correct use of *who, what, when, which, where, how + ever*

#### WB practice:

- A Punctuation: to punctuate sentences correctly using brackets and dashes
- B Language use: to complete sentences with *It matters / It doesn't matter*; to complete sentences with *who, what, when, which, where, how + ever*

**EPB link:** Test 3, Grammar and Vocabulary Q4, Q6

**Time division:** a rough guide to a 40-minute lesson

► Warm-up - 5

► B Language use - 20

► A Punctuation - 15

### Warm-up

Say a definition of a word from the unit. Students tell you what the word is.

### A Punctuation: Brackets and dashes

- Read the first information box.
- Check students understand.

### Brackets

- Read the second information box.
- Ask volunteers to read the example.
- Point out how the brackets are used to enclose extra information that could be left out.
- Ask a volunteer to read the sentence without the bracketed information.
- Check the class agrees the sentence still makes sense.
- Point out that the full stop comes after the bracket because that is the end of the sentence.

### Activity 1

- 1 Students may do this work in pairs.
- 2 Explain that they must look for the extra information that could be left out. They write the sentence and enclose the extra information in brackets.
- 3 Tell them they can check their work by reading the sentence without the bracketed information and seeing if it still makes sense.
- 4 Give them a time limit. While they are working, write the sentences on the board.
- 5 Check answers by asking pairs to write in the brackets on the board.
- 6 Check the class agrees and invite students to help correct if necessary.

### Answers

- 1 Recorded music (much of it done to a very high standard) is not the same as a live performance.
- 2 *The River Boys* (stars of the festival) give amazing live performances.
- 3 Many people have never been to a concert (they don't know what they're missing).

### Dashes

- Read the information box about dashes.
- Ask a student to read the example.
- Point out how the sentence still makes sense without the extra information within the dashes.
- Ask another student to read the sentence leaving the extra information out.

### Activity 2

Follow the same procedure as for Activity 1.

### Answers

- 1 Going to a live performance to watch it on a big screen – how pointless – is not what I would call value for money!
- 2 The Hollywood Bowl – huge, impressive and amazing – is my favourite live venue.
- 3 Live music – classical, pop, indie, country – is better for being heard live.



- Read the next information box about dashes.
- Ask for a definition of *afterthought*: **an idea you have after making the main point.**
- Ask a volunteer to read the example.
- Ask: *What is the afterthought? **not that I think she is right!***

### Activity 3

- 1 Follow the same procedure as for Activity 1.
- 2 Tell students they must look for the afterthought.
- 3 Check answers on the board.

#### Answers

- 1 Modern technology means you can see from anywhere – being at the front is an advantage though.
- 2 I go to many live performances – it costs me loads!
- 3 I hate live performances – I'm not good in crowds.

### B Language use: *It matters / It doesn't matter*

- Read the information in the box.
- Ask volunteers to read the examples.
- Check they understand the different meanings.

#### Activity 1

- 1 Students may complete these sentences in pairs.
- 2 Give them a time limit.
- 3 Ask as many pairs as possible to say their complete sentences.
- 4 Check with the class each time that the sentence makes sense.

#### *who, what, when, which, where, how + ever*

- Read the information in the box.
- Ask volunteers to read the examples.
- Point out the sentences could be rephrased using *It doesn't matter* and the *wh-* words, e.g. *It doesn't matter how fast I run, I never win.*
- The *wh-* words + *ever* replace the phrase.
- Point out that *where* drops the last *e* when the suffix *-ever* is added.

#### Activity 2

- 1 Students look at the sentence endings and write the correct word.
- 2 Give them a time limit. Check answers together.

**Answers** Whatever, However, Whoever

- Read the next information box.
- Ask volunteers to read the examples.
- Ask: *Which phrases could replace the words in bold in each sentence? Elicit: **Any person who** ..., ... **at any time that** ..., ... **any one that** ...*

### Activity 3

- 1 Give students a time limit to note answers.
- 2 Check them together.

**Answers** 1 Wherever 2 whenever 3 Whoever

- Read the next box. Ask individuals to read out the examples.

### Activity 4

- 1 Students complete the sentences.
- 2 Check answers.

**Answers** 1 Whoever 2 wherever 3 Whatever

- Read the last information box.
- Ask an individual to read the two examples.

### WB: Language practice (WB p63)

Students should be able to complete these exercises independently. If you wish, spend a few minutes going through the page with the class to check they understand the tasks.

#### WB answers

##### A Punctuation

##### Exercise 1

- 1 In my opinion (I am sure most sensible people will agree) hearing live music is an amazing experience.
- 2 Classical composers – Mozart, Schubert, Bach – are still listened to all over the world today.
- 3 Recorded music means you can listen in the comfort of your own home (which is what I prefer to a crowded concert hall).
- 4 I went to my first music festival in the summer – won the tickets in a competition!

##### Exercise 2 Students' own sentences

##### B Language use

**Exercise 1** 1 it matters 2 It doesn't matter  
3 It won't matter 4 it didn't matter 5 it wouldn't have mattered

##### Exercise 2 Students' own ideas

**Exercise 3** 1 Whoever 2 whenever 3 however  
4 Wherever 5 Whatever 6 whatever 7 whichever  
8 Whoever 9 Whatever 10 However



## Lesson 6 Grammar in use SB p67

### Lesson aims

#### SB skills:

- to listen to and understand a short conversation between the students
- to learn the correct use of repetition of comparative adjectives and adverbs, verbs and nouns
- to understand the meanings of sentences using this repetition

#### WB practice:

- to complete sentences using repetition of comparative adjectives and adverbs, verbs and nouns
- to reconstruct sentences to include the target structure
- to write complete sentences using the target structure

**EPB link:** Test 3, Grammar and Vocabulary Q1, Q2, Q3, Q5

#### Time division: a rough guide to a 40-minute lesson

► Warm-up – 3

► Activities 2–5 – 25

► Listening/Reading – 7

► Grammar box – 5

#### Warm-up

Ask for the comparative form of these adjectives and adverbs: *wildly, loud, cheerful, dirty, old, badly, quiet, enthusiastically*.

#### Activity 1

##### Pre-listening questions

- 1 Ask students to look at the text message.  
*Who is it to?* **Flo = Florence**  
*Who do you think sent it?* **her sister, Lucie**  
*Why was the sender watching The River Boys' new video?*  
**because it contained some film shot by Tasha at the last festival**
- 2 Play track 2.03. Students listen and follow in their books.
- 3 Point out the phrases in bold. Ask individuals to read these phrases aloud.



#### Activity 2

- 1 Elicit oral answers from individuals around the class.
- 2 They should be able to answer these questions from memory quite easily.
- 3 Encourage them to use the target language as much as possible. Point out relevant words on the board rather than letting them look back at the text.

#### Answers

- 1 watching *The River Boys'* music video
- 2 because it won't be on TV for a couple of weeks
- 3 the bit in the middle where the drums get louder and louder
- 4 dancing more and more wildly
- 5 because Rudi looked so funny
- 6 because *The River Boys* are the best rock band

#### Grammar box

Go through the information with the class.

Make sure they understand it.

Use the examples to help explain what the repetitions express.

For the nouns, when you have gone through the information and examples, if you wish, explain that this repetition expresses a subtle comment in condensed language, e.g. *There are students and (there are other) students (who are different so not all students can be seen as being the same).*

Point out that where an adjective is included in the phrase, the meaning is more clearly comparative, as in the second noun example: some students are more talented than others.

#### Activity 3

- 1 Either go through this activity with the whole class working together or, alternatively, let students work in pairs first.
- 2 Go around checking for accuracy.
- 3 Give them a time limit then check answers by asking pairs to say sentences.

**Answers** 2 darker and darker 3 more and more frantically 4 higher and higher 5 more and more fiercely 6 more and more nervous 7 better and better 8 faster and faster

#### Activity 4

- 1 Go through this activity orally with the whole class.
- 2 The change required is simple but students need to feel confident of an unusual style of repetition.
- 3 If you wish, ask students to repeat the activity in pairs to consolidate the correct structure.

#### Answers

- 2 The audience didn't stop laughing and laughing at the comedian.
- 3 It continued to rain and rain all day.
- 4 The audience cheered and cheered for ages at the end of the gig.
- 5 I pleaded and pleaded with my parents for a long time but they still said no.
- 6 The men worked and worked for a long time to finish the building on time.



## Activity 5

- 1 Students work in pairs and note their ideas in their own words.
- 2 Remind them to look back at the noun examples in the Grammar box for help with meanings if necessary.

### Example answers

- 1 Some good friends are better than others.
- 2 There's bad weather and then there's really bad weather.
- 3 Not all chocolate is the same (some might be much better quality).
- 4 Not all prizes are the same (some might not be worth having).
- 5 There's bad behaviour and then there's seriously bad behaviour. or There's bad behaviour and then there's bad behaviour which isn't quite so bad.
- 6 There's good news and then there's really good news which is much better.

## WB: Grammar in use (WB p64)

Students complete this work independently.

### WB answers

**Exercise 1** 1 more and more expensive 2 more and more fluently 3 harder and harder 4 more and more elegantly 5 worse and worse 6 fatter and fatter 7 more and more famous 8 more and more confidently

### Exercise 2

- 1 They continued to run and run ...
- 2 She went on knocking and knocking ...
- 3 He was so tired that he continued to sleep and sleep ...
- 4 It continued to snow and snow ...
- 5 The audience clapped and clapped ...
- 6 She carried on dancing and dancing ...

**Exercise 3** Students' own ideas

### Exercise 4

- 2 There are good teachers and good teachers.
- 3 There are summer holidays and summer holidays.
- 4 There are pizzas and pizzas.

## Lesson 7 Listening and speaking SB p68

### Lesson aims

#### SB skills:

- to practise language for apologising and accepting apologies
- to listen to conversations containing apologies
- to discuss situations and reasons for apologising

#### WB practice:

- to order words in apologies correctly
- to complete dialogues based on the dialogues students heard

**EPB link:** Test 3, Listening Q3, Speaking Q1, Q2

### Time division: a rough guide to a 40-minute lesson

► Warm-up – 5

► Listening comprehension – 20

► Functions of English – 15

### Warm-up

- In pairs or small groups, students think of two situations in which an apology is necessary.
- Give them a time limit. Ask each group to tell the rest of the class their situations.

## Functions of English: apologising and responding to apologies

### Activity 1

- 1 Go through the expressions for making apologies in the box with the class.
- 2 Ask which ones they already know.
- 3 Point out that the first three examples are in order of intensity: *Sorry* is a casual expression; *I'm sorry* is a stronger apology; any of the apologies formed from: *I'm so/ really/terribly/awfully/dreadfully/ever so sorry* are strong conversational apologies.
- 4 Ask a volunteer to complete the last two examples, e.g. **Sorry about the window. Sorry for breaking the window.**
- 5 Go through the more formal apologies.
- 6 Again, they are in order of intensity. The second line of expressions are stronger apologies than the first line. Expressions with *Please* as the first word are strong formal apologies.
- 7 Students discuss appropriate apologies in pairs. Depending on students' perceptions of the situations they may give a more or less strong apology. Explain that these situations are intended to be less formal, requiring an informal apology.
- 8 Give them a time limit to agree on the appropriate response.
- 9 Accept apologies that are grammatically correct.
- 10 As above but remind students that the final four situations are more formal requiring a more formal apology.



## Activity 2

- 1 Go through the information about responding.
- 2 Ask students if any of these are new. Make sure they understand them all.
- 3 In pairs, students note down apologies for certain things. (They may use situations from the warm-up if they wish.)
- 4 Students work in small groups, taking turns to apologise and accept the apology.
- 5 Go around listening as they speak.
- 6 If you have keen actors in your class, invite them to stand up and perform the situation in front of the class.

## Listening comprehension

### Activity 1

- 1 Explain the task to the class.
- 2 Give them a moment or two to look at the pictures.
- 3 Play track 2.04. Students listen and match speakers to pictures.
- 4 Check answers together.

### Audio script

#### Track 2.04 Activities 1 and 2

Miss Bennett: And what time do you call this, James?  
 James: Sorry I'm late, Miss Bennett.  
 Miss Bennett: Everybody else managed to get here on time, James. I hope you have a good excuse.  
 James: Well, the thing is ... You see ... The thing is ... Umm ...  
 Miss Bennett: Yes, James? The thing is ...?  
 James: The thing is ... To tell the truth ...  
 Miss Bennett: I'm waiting, James ...  
 James: The thing is ... I overslept and missed the bus.  
 Miss Bennett: I thought as much. And in your hurry to get to school you also forgot to brush your hair, I see. Well, never mind. As it happens, I also was a few minutes late this morning so we'll say no more about it. Just don't let it happen again.  
 James: Yes, Miss Bennett. I mean, no, Miss Bennett. I'm ever so sorry, Miss Bennett.  
 Miss Bennett: Just sit down, James ...  
 Mr Kemp: Hello, Jenny! This is a nice surprise. How are you?  
 Jenny: Hello, Mr Kemp. I'm OK, thanks, but ...  
 Mr Kemp: Whatever's the matter, Jenny?  
 Jenny: I've got a confession to make.  
 Mr Kemp: Oh, dear! What have you done?  
 Jenny: Look!

Mr Kemp: Right ... What am I looking at exactly?  
 Jenny: There. That terrible scratch. I was trying to squeeze past with my bike but there wasn't enough room. I'm terribly sorry, Mr Kemp.  
 Mr Kemp: Oh, don't worry about it, Jenny. It doesn't matter.  
 Jenny: I'll pay for the damage.  
 Mr Kemp: Certainly not! Look at all the bumps and scratches on that old thing! One more won't make any difference.  
 Jenny: Are you sure? I'm so sorry.  
 Mr Kemp: Forget about it, Jenny. It really doesn't matter at all. It's my fault, actually. I parked much too close to the building. It's no wonder you couldn't get past. I should be apologising to you!  
 Lady: Oh!  
 Man: Oh, my goodness! I'm so sorry! I don't know how that happened.  
 Lady: Quite. Neither do I ...  
 Man: I really do apologise. I'm so clumsy sometimes.  
 Lady: So I gather ...  
 Man: It's all over the table. I'll ask the waitress for a cloth.  
 Lady: Thank you.  
 Man: Oh, dear! Has it gone on your dress?  
 Lady: Just a bit ...  
 Man: I hope it won't leave a stain.  
 Lady: Don't worry about it. I'm sure it'll wash out.  
 Man: I really can't apologise enough.  
 Lady: It's all right. There's no harm done.  
 Man: Well, at least let me get you another drink. What was it? Hot chocolate?

**Answers** Speaker 1 c Speaker 2 d Speaker 3 a

### Activity 2

- 1 Give the class time to read through the questions.
- 2 If you wish, ask different students to read the questions about each conversation aloud while the class follows.
- 3 Play track 2.04 again. Students listen and note answers.
- 4 Be prepared to play the track a third time for students to check answers or note any they missed the first time.

### Answers

#### Conversation 1

- 1 in a classroom
- 2 he's late
- 3 he overslept and missed the bus
- 4 he looks untidy
- 5 not very angry because she was a bit late as well



### Conversation 2

- 1 Students' own ideas, e.g. a neighbour.
- 2 because she scratched Mr Kemp's car
- 3 She was trying to get past with her bike but there wasn't enough room.
- 4 No, because the car already has a lot of bumps and scratches.
- 5 because he parked too close to the building

### Conversation 3

- 1 in a café or restaurant
- 2 spilt the lady's hot chocolate
- 3 on the table and on her dress
- 4 Students' own ideas
- 5 buy her another hot chocolate

### Activity 3

- 1 Students discuss in groups.
- 2 Give them time to exchange experiences then ask any volunteers to tell the class their individual experience.
- 3 If you are short of time, ask the questions of the whole class and elicit individual responses.

### WB: Listening and speaking (WB p65)

Students complete these exercises independently.

#### WB answers

##### Functions of English

- 1 I'm awfully sorry about the broken window.
- 2 I'm ever so sorry for damaging your car.
- 3 We're terribly sorry we didn't arrive on time.
- 4 I do apologise for keeping you waiting.
- 5 I can't apologise enough for my impolite remarks.
- 6 Please, accept my sincere apologies for behaving so thoughtlessly.

#### Listening comprehension

##### Exercise 1

- Ben: Sorry  
Amy: all right, rehearsing  
Jack: make  
Ben: terribly, about, afraid, script  
Amy: worry, borrow  
Ben: kind, a lot  
Amy: problem, know, words, heart

##### Exercise 2

- Guest: dreadfully, knocked, vase, sitting room, gone, floor  
Host: mind, clear, up, cloth  
Guest: apologise, quite, happened, clumsy  
Host: matter  
Guest: made, mess, smashed, enough

## Lesson 8 Writing features SB p69

### Lesson aims

#### SB skills:

- Writing features: to investigate features of discursive writing
- Writing assignment: to write a discursive essay

#### WB practice:

- to complete the planning sheet for the SB Writing assignment

**EPB link:** Test 3, Writing Q1, Q2

#### Time division: a rough guide to a 40-minute lesson

► Warm-up – 3

► Writing assignment: SB explanation – 5

► Checklist – 17

► WB planning in class time – 15

#### Warm-up

- Ask students to spell some new words from the Reading text.

### Writing features: Discursive writing

- 1 Read the summary statement in the box.
- 2 Check students understand *pros and cons*: **the points for and against**.
- 3 Point out that this + the conclusion is the basic structure of discursive writing.
- 4 Explain that you are now going to go through the features in detail.
- 5 Use the answers below to help you guide the class through the process of thoroughly understanding and identifying the features in the text they read.

#### Checklist

##### ► Subject

**What is the subject of Let's go live!**

*live music as against recorded music*

**What is the writer's opinion?**

*Live music is better.*

##### ► Purpose

**Discuss the purpose of Let's go live!**

*to persuade readers that live music is better*

**How is the writer hoping readers will react?**

*by going to live music performances themselves*

##### ► Opening paragraph

**Explain how the writer does this in the opening paragraph.**

Encourage/Prompt students to recognise the following, in any order:

**What is being discussed**

*She mentions live performance in the opening statement.*

*She mentions examples of live performance.*



She talks about her experience of recorded music.  
She contrasts live and recorded music: *In spite of ..., etc., ... it's clear to me that ..., etc.*

#### Attitude

The last statement: *In my view, live performance is vastly superior to recordings*, is a clear statement of her attitude.

#### ► For and against

Look at paragraphs 2 to 6. Discuss what the writer argues are the advantages of live performance.

paragraph 2: it's the real thing – the artist's actual music

paragraph 3: the performance can be different, unrepeatable

paragraph 4: unique artist/audience connection

paragraph 5: an amazing atmosphere

paragraph 6: thrilling being in a crowd

Why does the writer use five paragraphs?

one paragraph for each point

Look at paragraphs 7 to 11.

What disadvantages of live performances does the writer consider and what reasons does she give for dismissing them?

paragraph 7: performers too far away / but now have big screens

paragraph 8: recording quality is perfect / but is not the real sound

paragraph 9: cost / but not compared with other things and can get cheaper tickets

paragraph 10: need to travel to big venue / but local performances are available

paragraph 11: recordings get bands known / but better to see them live when known

Why does the writer use five paragraphs?

one paragraph for each point

#### ► Final paragraph

What points does the writer repeat to show that hearing music live is better than a recording?

artist's true quality; unique format; unique relationship; close-up screen view/great sound; cheaper tickets or local performances available

What appeal does she make to the reader?

to try live music for themselves

#### ► Persuasive language

Obviously, the writer wants readers to agree with her point of view.

Find other examples of persuasive language in the essay.

Encourage students to find as many examples as they can, e.g.

#### For

exhilarating, thrilling, inspirational

unique experience, unrepeatable experience, it's always fun

#### Against

exactly the same, just downloading

#### ► Appeal to readers

Find other examples of questions in the essay that ask readers to stop and think.

... wouldn't you agree that it's worth missing a few drinks and your favourite magazine ...?

... remember, all the big stars started small. Why not take a chance on going to hear a new band play?

#### ► Facts

Find other examples of facts used to support the writer's opinion.

The first live performance I ever saw was in the Hollywood Bowl.

... pyrotechnics as part of the performance.

... modern amplification means that you'll be able to hear perfectly, too.

### Writing assignment

- 1 Read through the Writing assignment on SB p69 with the students and ensure they understand what is required.
- 2 Ask students to turn to pp66–67 in their WBs.
- 3 Go through the first notes on *Subject and Purpose*.
- 4 Point out the structure: Opening paragraph and three points for. They should be familiar with this.
- 5 On p67, make sure they know they must think of points against their arguments and be able to say why they disagree with them.
- 6 Remind them that the final paragraph summarises all their points for and the points against and why they disagree.
- 7 Advise them to complete the persuasive language notes properly before writing.
- 8 It is obviously good for students to practise writing a discursive essay independently. However, if you think your students would benefit from planning together, allow groups of students who have the same opinion to think of points for, points against and why they disagree. This shared planning will help weaker students to tackle the essay and not feel defeated by being unable to think up points by themselves.

### WB: Unit 6 Self-assessment (WB p68)

- 1 This page is for students to complete in their own time.
- 2 Check progress as time allows or in a 9th round-up lesson before starting Unit 7.

### Revision 3 (Units 5 and 6) (WB pp69–70)

#### WB answers

#### Exercise 1

- 1 On no account must you go into the room once the meeting has started.
- 2 Only after they had been analysed did the scientists realise the importance of their results.



- 3 Hardly ever have they had to work so hard.
- 4 So complicated is this document that no one can understand it.
- 5 Little did people know of what was about to happen.
- 6 So rapidly was the city abandoned after the eruption, that many possessions were left, too.
- 7 Not only was there little chance of escape but there was also little chance of survival.
- 8 No sooner had they escaped the eruption than they were faced with starvation.

### Exercise 2

- 1 The weather was absolutely terrible and it rained and rained all day.
- 2 The comedian was so funny that the audience laughed and laughed all the time he was speaking.
- 3 Alarmingly, the balloon grew bigger and bigger so we were afraid it would burst.
- 4 Gradually, the bus went slower and slower until it stopped completely.

### Exercise 3

(The article is included in the text where it is needed. A line space indicates no article.)

Hundreds of years after the discovery of **the** West Indies (islands off the coast of    Central America) the interior of    South America was still largely unknown. In the nineteenth century, expeditions went into **the** Amazon basin and also along **the** Nile, the longest river in    Africa. The twentieth century saw Amundsen explore both **the** Arctic and **the** Antarctic. Around 100 years ago, non-stop flights across    America and **the** Atlantic Ocean were undertaken. More risky flights included crossing **the** Sahara Desert, **the** Great Australian desert and **the** Pacific Ocean. Now flights go daily to holiday islands around    Europe including **the** Balearic Islands in **the** Mediterranean Sea, and islands off the coast of    Greece. Those wanting a more adventurous visit can fly to    India and visit **the** Himalayas. **The** British Isles themselves have many lakes and mountains, including    Lake Windermere and    Ben Nevis, the highest mountain in    Scotland. If    London itself is your destination, be sure to visit **the** British Museum and **the** Tower of London.    Oxford Street is good for shopping and there are several hotels in nearby    Park Lane, including **the** Dorchester Hotel, opposite    Hyde Park.

**Exercise 4** 1 F 2 F 3 F 4 I 5 F 6 I 7 F  
8 F 9 I 10 F

**Exercise 5** 1 F 2 I 3 F 4 I 5 I 6 I 7 F 8 I

### Exercise 6

- 1 I'm excited because my cousin – he's studying English – is arriving next week.
- 2 The early history of the site (which dates from the first century) is not well known.
- 3 The motor (without which the machine does not operate) is presently unavailable.
- 4 My sister doesn't know the way – nor do I – so I'm sorry, we can't help you.

**Exercise 7** 1 It doesn't matter 2 it didn't matter  
3 it will matter 4 It wouldn't matter

**Exercise 8** 1 insanity 2 illiterate 3 immodest

**Exercise 9** 1 wealth 2 careless 3 temporary  
4 stupidity 5 acknowledge 6 slow

**Exercise 10** 1 unimaginable 2 achievements  
3 poverty 4 pitiful 5 inventive 6 courageously  
7 extensive 8 equipped

## Study skills 2: Dictionary overview SB pp70–71

### Aims

To consolidate **dictionary skills**:

- finding correct definitions, phrases and phrasal verbs
- developing vocabulary through word families and synonyms
- developing language skills through Grammar boxes and example phrases/sentences.

- 1 These pages summarise and give practice in all the uses of a dictionary that students have covered. It reminds them of the ways in which a dictionary can support their learning of English beyond looking up meanings and checking spelling.
- 2 When students have completed these pages, they will have a firm grounding for using more complex dictionaries in their future studies.
- 3 The SB pages are best worked through together with students completing the tasks in pairs, using their dictionaries. Remind them that they have seen all this work before and the information should be familiar. Nevertheless, be ready to explain anything that the class may have forgotten or have not understood well in their previous work.
- 4 The pages may be completed in one or two lessons with students completing the WB pages, which are written for unsupervised practice, independently.
- 5 If you wish, complete SB p70 in one lesson then students complete WB p120, Exercises 1–6 for homework. Complete SB p71 in the following lesson; students complete WB pp120–121, Exercises 7–11 for homework.



## SB answers

### Parts of speech

**Activity 1** 1 opportunities 2 people 3 priorities  
4 oxen

**Activity 2** 1 luckier, luckiest 2 earlier, earliest  
3 lonelier, loneliest 4 better, best

**Activity 3** 1 cancelling, cancelled 2 planning,  
planned 3 transferring, transferred 4 prevailing,  
prevailed

**Activity 4** 1 wrote 2 sent 3 threw 4 learnt/  
learned

**Activity 5** 1 enthusiastically 2 impressively  
3 uniquely 4 hideously

### Words with more than one meaning

#### Activity 1

- report: 1 a spoken or written description 2 an article  
or broadcast about something in the news  
3 a document written by a teacher about a  
student's work
- revision: 1 changing, improving or making additions to  
something 2 the work of studying for an exam
- executive: 1 a senior manager in a business  
2 a group of people responsible for decisions  
in organisations

#### Activity 2

- disc: noun 1 a flat circular object or shape  
2 a computer disk 3 a round flat piece of cartilage  
between the vertebrae in the back
- study: noun 1 the process of learning about something  
2 a research project 3 a room in a house for reading  
and working in quietly  
study: verb 1 to learn about a subject 2 to do work  
such as reading or homework 3 to read or look at  
something carefully 4 to find out about a problem or  
subject using scientific methods
- challenge: noun 1 something that needs a lot of  
skill and energy to achieve 2 an action or idea that  
questions whether something is true 3 an occasion  
when someone tries to win a game or competition  
challenge: verb 1 to question whether something is  
true, etc. 2 to invite someone to compete or fight
- exile: noun 1 a situation in which someone is forced  
to live in a foreign country 2 someone who has been  
forced to live in another country  
exile: verb to force someone to live in a foreign country

#### Activity 3

- act: noun 1 a single thing someone does 2 behaviour  
hiding truth 3 performance 4 part of a play 5 a law
- interest: noun 1 a need to know 2 a quality attracting  
you 3 an activity you enjoy 4 money paid/received  
5 an advantage/benefit
- subject: noun 1 something you discuss 2 something  
taught at school 3 a grammar item 4 somebody in a  
scientific test 5 something/somebody in a picture  
6 somebody ruled by a king/queen
- immediate: adjective 1 without delay 2 urgent  
3 directly before/after 4 next to somebody/  
something 5 closely connected

### Information boxes

#### Activity 1

- colour: coloured, adj; colourful, adj; colourless, adj;  
multicoloured, adj; discoloured, adj; colourfully, adv;  
colouring, n
- able: ability, n; ably, adv; disabled, adj; enable, v;  
disability, n; unable, adj; inability, n
- education: educate, v; educator, n; educated, adj;  
educational, adj; educationally, adv; uneducated, adj
- criticise: critic, n; critical, adj; critically, adv; criticism, n;  
uncritical, adj, critique, n

#### Activity 2

- excited: *excited* describes how you feel; *exciting*  
describes things or situations that make you  
feel excited
- take: you eat food and drink drinks but take solid or  
liquid medicine
- little: *little* means *not much / not enough*; *a little*  
means *some*
- neither: when *neither* is the subject of a sentence it is  
usually used with a singular verb; in spoken English a  
plural verb is sometimes used

#### Activity 3

- picture: drawing, graphics, illustration, painting,  
photograph, portrait, sketch
- talk: chat, discuss, gossip, speak
- dislike: not like, not be crazy about; not be keen on,  
hate, can't stand, can't bear, detest, loathe
- job: work, career, profession, post

### Phrases and phrasal verbs

#### Activity 1

Students find phrases according to the dictionary they are  
using, e.g.

- exclusive: exclusive of something



- 2 company: to be good company, to keep somebody company
- 3 better: for the better, had better do something, the sooner the better

### Activity 2

- 1 think: think back, think something over, think something up
- 2 put: put something across, put something aside, put something away, put something back, put something down, put somebody off, put somebody off somebody or something, put something off, put something on, put something out, put somebody up, put something up, put up with somebody/something
- 3 carry: carry on, carry something on, carry something out
- 4 interfere: interfere with something

### In the definition

#### Activity 1

Students find phrases/sentences according to the dictionary they are using, e.g.

- 1 exceed: a claim exceeding £500; drivers who exceed the speed limit
- 2 exquisite: an exquisite hand-painted vase
- 3 protect: The hat will protect his face from the sun. The jacket protected him against the cold.

#### Activity 2

- 1 sculpture: art
- 2 concert: music
- 3 calligraphy: art

#### Activity 3

- 1 insulin: diabetes
- 2 legume: pea, pod, nitrogen fixation
- 3 cell phone: mobile phone

## WB: Study skills 2 (WB pp120–121)

### WB answers

**Exercise 1** a salmon b geese c remedies

**Exercise 2** friendlier, friendliest livelier, liveliest curlier, curliest oilier, oiliest

**Exercise 3** 1 fuelling 2 eavesdropping 3 marvelling  
4 stirring

**Exercise 4** 1 dreamt/dreamed 2 shook 3 forgot  
4 tore

**Exercise 5** 1 briskly 2 extravagantly 3 ruthlessly  
4 absent-mindedly

**Exercise 6** 1 iron, interview 2 iron 3 inverse  
4 just

**Exercise 7** 1 explanatory 2 explanation  
3 inexplicable 4 unexplained 5 inexplicably

### Exercise 8

- 1 Someone had left a piece of luggage in the taxi.
- 2 My parents live in Georgia.
- 3 She put a scarf over her hair.
- 4 He gave me some useful advice.
- 5 It was an agreement between the two of us.

**Exercise 9** marched, shuffled, strolled, tiptoed,  
trudged, staggered

**Exercise 10** Students' own answers

**Exercise 11** 1 for 2 up 3 of 4 apart 5 on

**Note:** If you are not planning a 9th lesson (see Unit 1 p39), set the Start-up preparation work to be completed before Lesson 1 of Unit 7.

