QSE
QUICK SMART ENGLISH

Intermediate

TEACHER’S GUIDE with Photocopiable Resources

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**QSE Intermediate** Common European Framework Level B1-B2

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<td>9 Book extract: Philip Pullman’s Dark Materials Trilogy, The Subtle Knife SB65</td>
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<td>15</td>
<td>Think big!</td>
<td>The world of work Would you like to make a million?</td>
<td>24 Expressing likes and dislikes SB69, WB53</td>
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<td>10 How student Geoff Cook made a million SB69</td>
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<td>Throw away the key</td>
<td>Crime and punishment Is prison the best way to stop crime?</td>
<td>25 Expressing regret SB73, WB53</td>
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<td>11 Drugs: therapy in Holland or the death penalty in China? SB73</td>
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<td>12 Two applicants interviewed for a job building a hospital in India SB70, WB70</td>
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<td>17</td>
<td>Surviving disaster</td>
<td>Risk and adventure Are you a survivor?</td>
<td>27 Evaluating past actions / course of events SB77, WB54</td>
<td>should / could + present perfect SB76, WB40 It is said that; he is said to… PR203</td>
<td>13 Did climber Aron Ralston have to cut off his arm to save his life? SB77</td>
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<td>Alone in space</td>
<td>The supernatural Are we alone in space?</td>
<td>28 Hypothesising SB81, WB54</td>
<td>must / might / could / can’t + present perfect SB80, WB42 To have / get something done; it’s time we… PR204</td>
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<td>Extended reading 3</td>
<td>Adventure and achievement</td>
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<td>15 The Roswell incident: have aliens visited the Earth? SB81</td>
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YOUR TOPIC: Survey and report on people’s eating habits SB53

Would you live in a building that is 1.6 km high? CONTROVERSY: Is it a good idea to build mega projects like the transatlantic tunnel? SB56, WB60
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Reporters interview hunters CONTROVERSY: For and against hunting wild animals SB60, WB61
CONVERSATION: Right to bear arms in USA and shooting tragedy at Columbine High School SB61

Presenting your ideas on recycling SB62
Making a summary SB62

Your own ideas about fantasy writing CONTROVERSY: Do you prefer fantasy movies or horror movies? SB66, WB61
CONVERSATION: Which stories would make good films? SB67

What kind of job do you want? Is it right to have help with college essays? CONTROVERSY: Interview each other for jobs SB70, WB62
YOUR TOPIC: Present your ideas on a subject connected with work SB71

Attitudes to drug problems CONTROVERSY: Debating the Three Strikes Law SB74, WB62
INTERACTIVE TASK: Human rights: which are most important? SB75

What should people do in emergencies? CONTROVERSY: Emergency at sea-to-the rescue! SB78, WB63
INTERACTIVE TASK: Discussion about dangerous adventures SB79

Do you think that UFOs are real? CONTROVERSY: Have we been visited by aliens, or is there a scientific explanation? SB82, WB63 SB83
YOUR TOPIC: Do ghosts exist? SB84

Success and failure; optimism and pessimism SB84
News report SB84

Progress check 2 WB32-33
QSE Intermediate MATERIALS MAP
• **Quick Smart English** is a topic-based English language course at various levels in line with the CEF (Common European Framework).

• **QSE** uses affective, topical and sometimes controversial reading and listening material to present and revise structures and vocabulary and to develop communication skills.

• The language structures are those found in widely-accepted international curricula.

• The topic-based vocabulary is wide-ranging and based on real-life ideas and issues.

• The learning tasks include integrated skills activities, with a particular focus on speaking.

• Integrated CLIL (Content and Language Integrated Learning) activities are in each Unit.

• Although **QSE Intermediate** is not a dedicated exam preparation course, the structure and vocabulary practice, skills work, question types and supplementary test materials are all designed to help students prepare for international ESOL examinations.

• **QSE Intermediate** is designed to cover a 70-90 hour course, although it can also be used in modules for skills development, in particular speaking practice.

**QSE and the CEF**

The structure and approach of the course are based on the Council of Europe’s Common European Framework of Reference (CEF). Like the **CEF**, **QSE Intermediate** takes a very broad view of what language students need to learn in order to use a foreign language and what knowledge and skills they need to develop in order to communicate effectively. **QSE** aims to provide the widest possible cultural context, using examples from the great cultural diversity of global English (British, American, Australian, South African and others).

**QSE** helps to provide learners with strategies to activate general and communicative competences in order to carry out the activities and processes involved in the production and reception of texts and the construction of discourse dealing with particular themes.

The objectives, content and methods of **QSE** follow the guidelines of the **CEF**, aiming to equip students to deal with communicating in English, not only in English-speaking countries, but also in using the language as a *lingua franca* in other countries. **QSE** helps students to exchange information and ideas and to communicate their thoughts and feelings. Its wide range of topics, many of which are unusual in EFL courses, help students to achieve a wider and deeper understanding of the way other people live and think and of their cultural heritage. The methods of language teaching and learning with **QSE** are based on the needs, motivations, characteristics and resources of the learners themselves. The course is above all student-centred. The language learning activities are based on action-orientated tasks and relevant authentic texts (oral and written).

The topics (including the CLIL materials) help students to face the modern challenges of international mobility and closer co-operation, not only in education, culture and science but also in trade and industry. **QSE** aims to promote mutual understanding and tolerance, respect for identities and cultural diversity through more effective international communication.

The course visits all four Domains identified by the **CEF**. The Public Domain, for example, is represented in many Units including Environmental issues in Unit 7, Society and Living Standards in Unit 10 and Crime and Punishment in Unit 16. The Personal Domain is visited in Unit 1 (Youth Culture) and Unit 14 (Dreams and Nightmares) among others. The Educational Domain features in Unit 8 (Exam Pressure) and the Occupational Domain appears in Unit 15 (Think Big!).

The **CEF** is a framework not only for language learning, but also for assessment, which is central to the methodology of **QSE**. Trinity College London recognises that **QSE** makes a valuable contribution to preparation for the Graded Examinations in Spoken English (GESE) and Integrated Skills Examination (ISE). **QSE Intermediate** is also compatible with preparation for the Cambridge ESOL suite of
examinations, featuring a special set of exam preparation materials at FCE (First Certificate in English) level. Other levels of QSE are coordinated with other Cambridge exams – QSE Pre-Intermediate with PET level and QSE Intermediate with CAE and IELTS. The chart below shows how the various levels of the QSE course have been planned to match the levels of the CEF and the requirements of international examinations.

**QSE levels, the CEF and international examinations**

<table>
<thead>
<tr>
<th>QSE</th>
<th>Common European Framework (CEF)</th>
<th>UCLES (University of Cambridge ESOL)</th>
<th>Trinity College, London ESOL</th>
<th>Michigan / HAU</th>
<th>TOEFL (New TOEFL)</th>
<th>IELTS</th>
<th>Edexcel London Test of English</th>
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<tbody>
<tr>
<td>Quick START English</td>
<td>A1-A2</td>
<td>KET (Key English Test)</td>
<td>GESE Grade 1, 2, 3</td>
<td>BCCE</td>
<td>3.0 to 4.0</td>
<td>Level 1-2</td>
<td></td>
</tr>
<tr>
<td>QSE Pre-Intermediate</td>
<td>A2-B1</td>
<td>PET (Preliminary English Test)</td>
<td>ISE 0, ISE I, GESE Grade 4, 5, 6</td>
<td>ECCE</td>
<td>450-525 Target 485 (NT 163)</td>
<td>Level 2-3</td>
<td></td>
</tr>
<tr>
<td>QSE Intermediate</td>
<td>B1-B2</td>
<td>FCE (First Certificate in English)</td>
<td>ISE II, GESE Grade 7, 8, 9</td>
<td>ALCE</td>
<td>Target 525 (NT 197)</td>
<td>5.5 to 6.5/7.0</td>
<td>Level 3-4</td>
</tr>
<tr>
<td>QSE Advanced</td>
<td>B2-C1</td>
<td>CAE (Certificate in Advanced English)</td>
<td>ISE III, GESE Grade 10, 11</td>
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**QSE Intermediate** takes students from Level B1 to B2. These are the CEF Reference Levels Global Descriptors for the two levels. There are more detailed examples of the CEF Can-do Statements in the four skill areas in the self-assessment charts on pages 251-255 of this book.

<table>
<thead>
<tr>
<th>B1</th>
<th>B2</th>
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<tbody>
<tr>
<td><strong>Listening</strong></td>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td>• I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.</td>
<td>• I can write a short, simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td><strong>Spoken production</strong></td>
</tr>
<tr>
<td>• I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.</td>
<td>• I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.</td>
</tr>
<tr>
<td><strong>Spoken interaction</strong></td>
<td><strong>Spoken production</strong></td>
</tr>
<tr>
<td>• I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (eg family, hobbies, work, travel and current events).</td>
<td>• I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</td>
</tr>
<tr>
<td>• I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.</td>
<td>• I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.</td>
</tr>
<tr>
<td>• I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.</td>
<td>• I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news current affairs programmes. I can understand the majority of films in standard dialect.</td>
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</table>
QSE for exams

QSE is not designed to be a specific exam-preparation course. But no teacher or class these days can ignore the fact that exams are a very important and almost unavoidable presence in the language classroom. All international exams today have been written or have been calibrated to fit into the levels and requirements of the CEF. Styles of examination differ, however. As QSE is a course with a very strong emphasis on spoken English and the development of oral skills, the authors decided to use the syllabus of the Trinity College, London, GESE (Graded Examinations in Spoken English) and ISE (Integrated Skills in English) examinations. However, we are aware that many students will take other exams, so there are many question types, tasks and exercises in the Student’s Book and Workbook that provide exam practice in all four skills for several exam types. In addition, there are special photocopiable pages in this Teacher’s Guide that practice the University of Cambridge ESOL First Certificate in English – see details below. This makes QSE an ideal course for general study at the end of which students may go on to take a variety of exams, including those of Trinity and Cambridge.

QSE and Cambridge FCE exam practice

QSE is not an exam-practice book, and students taking any examinations, including the Cambridge FCE, should prepare by using actual sample papers before they sit any exams. However, QSE does provide a great deal of practice in every skill necessary for the FCE exam.

FCE Paper 1 Reading:
Throughout the book there are many reading comprehension tasks, some of which are in the exam format, and some of which practice the same skills in other formats. For example, the format of Paper 1 Part 1 is specifically used in Units 4 and 15. The Progress Check pages provide questions in exactly the exam format for Parts 1, 2 and 3 of the Reading Paper.

FCE Paper 2 Writing:
The Portfolio Writing section provides practice in FCE-style writing tasks, as does the Portfolio Writing section in the Workbook. In particular, the Photocopiable resource pages for Units 3, 9 and 16 provide guidance and tasks in the precise format of the FCE exam.

FCE Paper 3 Use of English:
In every Unit of the Workbook there is practice in FCE-style Use of English tasks. These are in abbreviated form, as it is not necessary to practice a complete exam paper for every activity. Each of the FCE exam practice pages provides tasks in the precise format of the Use of English paper, and covers all question types.

FCE Paper 4 Listening:
Many of the listening activities in the Units are based on FCE-style tasks. With 140 minutes of Audio material, QSE provides ample listening material.

FCE Paper 5 Speaking:
All the speaking activities in the Units practise the skills and functions necessary for the FCE exam. In particular, FCE exam practice pages for Units 3, 9 and 16 offer both guidance and tasks in the precise format of the FCE exam.

FCE Exam Practice Pages:
In this Teacher’s Guide there are 22 photocopiable pages for FCE Exam practice. There are also 15 pages of Grammar Supplement consisting of explanations and exercises which round out the FCE syllabus. The photocopiable FCE exam practice material is in the format of the Use of English Paper. In addition, Units 3, 9 and 16 focus on the FCE Speaking Paper 5 and Writing Paper 2. You can use these pages at the same time as the main Units, or separately for homework. Each set of materials can be marked by the teacher (or students themselves – the answers are in this Teacher’s Guide). There is a score box on each activity, so students can keep account of their progress. The Photocopiable resources also include a Quick Smart Test for each Unit. There is a full list of Photocopiable resources on page 188.
QSE and the Trinity College, London GESE and ISE exams

Because they are based on the structures, functions and subject areas of Trinity’s Intermediate (Grades 7, 8, 9) Graded Examinations in Spoken English (GESE) and Integrated Skills in English (ISEII) Examination (covering CEF levels B2 to B2+), the Units in the QSE Intermediate coursebook provide a thorough preparation for students wishing to take either oral or integrated skills examinations at these levels.

The READING (Activity 3 of each Unit) and LISTEN IN (Activity 5 of each Unit) sections in the book offer the opportunity to become familiar with the vocabulary specific to the subject areas in the Trinity examinations. Students then learn how to present and discuss their knowledge and ideas with the examiner in CONTROVERSY (Activity 6) and YOUR TOPIC (Activity 9) in each Unit, using the structures and functions of the appropriate grade. This preparation applies to the topic and Conversation phases of the interview component of both GESE and ISE examinations.

In the GESE and ISE interviews, Trinity examiners will be looking for candidates to show their ability to use a good range of the communicative skills, grammar, lexis and functions in the syllabus for the appropriate grade, while having a sufficient grasp of English pronunciation to be intelligible to the examiner and a more confident, fluent use of the language than at the previous level.

Students will need guidance in selecting a topic, which may be any theme that they are interested in, knowledgeable about and able to talk readily about. In preparing the topic, candidates should be actively discouraged from producing and memorising a written text, as this will have an adverse effect on the candidate’s pronunciation and ability to use spontaneous spoken English. Candidates are also advised to think carefully about the amount of material necessary for their topic, bearing in mind the time available. They should prepare enough material to sustain a discussion of the topic for up to five minutes, but not more. The discussion should provide opportunities for the candidate to use the language of the specific grade, eg at Grade 8 or ISE II, exponents of reported speech and the present perfect continuous tense.

In the Topic phase of the Trinity Intermediate exams the candidate needs to be prepared to:

- communicate facts, ideas, opinions and viewpoints linked across a series of extended turns
- maintain coherence and cohesion throughout the phase by organising the discourse
- engage the examiner in discussion of the topic
- ask and answer questions about the content of and views about the topic

Candidates may like to take with them into the exam one or more pictures, photos, models or other suitable objects to illustrate their prepared topics.

The INTERACTIVE TASK in the coursebook (Activity 9 in some of the Units - see the Speaking column of the Contents list on pages 4-7 of the Student’s Book) gives students the opportunity to prepare for the Interactive Task phase of the GESE and ISE exams at this level. Here candidates are expected to be able to:

- initiate the discourse (after a preliminary prompt by the examiner)
- maintain the discourse by asking for information and commenting on the responses
- take, give up and offer turns as appropriate
- take the opportunity to use exponents of the functions of the grade

This task in particular marks the transition from the Pre-Intermediate stage by putting more responsibility on the candidate for initiating and maintaining the discourse.

QSE Intermediate also provides ongoing guidance in the writing skills needed to tackle the Portfolio tasks and Controlled Written examination of the ISE. On page 6 of this Introduction, under the heading PORTFOLIO WRITING (Activity 7) you will find details of what this element of the ISE consists of. There is also a requirement for candidates to talk to the examiner about one or more of their pieces of Portfolio Writing, giving more details about what they have written. In the ISE Controlled Written examination, which takes place at the candidates’ place of learning, before the examiner comes to mark the Portfolio and interview the candidates, they are expected to complete a Reading into Writing task which requires them to read a text of about 300 words and use their understanding to complete the accompanying Writing task, as well as an additional writing task of one of the types covered in the Portfolio.

Rosemary Harris, Trinity Examiner
**QSE and CLIL**

One of the most significant aims of recent educational thinking in many countries has been to make learning a relevant preparation for the students’ real lives in the widest sense. This can mean relevance not just to vocational training but also to personal development, citizenship, further education and the use of information technology. In addition, education reforms in many countries now encourage a greater emphasis on political, economic, historical and cultural world awareness, as globalisation affects everyone’s lives.

**QSE** features a cross-curricular **CLIL** (Content and Language Integrated Learning) topic as part of every Unit. Some of these are traditional school subjects like chemistry, physics, geography and history. Others reflect the nature of the modern syllabus with subjects like economics, literature, design and media studies. The course approach to **CLIL** also reaches out more widely to embrace a range of topics that interest and are useful to students even if they are not being formally studied. These include ideas such as Psychology, Ecology, Human Rights, Astronomy and English for Academic Purposes. In **QSE**, **CLIL** is truly integrated so that it becomes a natural part of what we use language for – talking about the things that interest us.

The objective of the cross-curricular sections in this book is not to add to the students’ own knowledge of science, history or geography. Instead it is to equip students with an English language strategy (and the relevant conceptual and linguistic tools) so that they can extend their understanding of the world through the use of a foreign language. It is not aiming to teach geography to the students – they are probably already learning that separately. It is intending to give them the equipment to combine their language studies with their other subject areas.

“**CLIL** is an approach to bilingual education in which both curriculum content – such as science or geography – and English are taught together….. Hence it is a means of teaching curriculum subjects through the medium of the language still being learned….. **CLIL** can also be regarded the other way round – as a means of teaching English through study of a specialist content. … **CLIL** is compatible with the idea of **JIT** education (‘just in time learning’) and is regarded by some of its practitioners as the ultimate communicative methodology” (David Graddol, *English next*, British Council, 2006).

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**QSE and Multiple Intelligences**

The theory of Multiple Intelligences, first posited by Dr Howard Gardner in 1983 and modified many times since then, has divided teachers and educators as much as it has brought them together. But this is really a matter of the details. Most educational theorists now agree that the long-established methods of teaching and testing, which only appealed to a learner’s linguistic or logical-mathematical intelligences, work well for some students but exclude others whose intelligences are of a different type.

What we have tried to do in this book is address certain other aspects of the theory, particularly the distinction between interpersonal and intrapersonal intelligences. Students do not always want to interact with each other and provision needs to be made for ‘lone’ activities as well as pair and group work. However, we also feel that the notion of bodily-kinaesthetic intelligence is a key factor in language learning and enjoyment of the process. But as these are choices and decisions which are best made by the teacher, activities that involve sharing, moving around to find the answers with other students, participating and mingling have been included here in the **Teacher’s Guide** rather than on the pages of the **Student’s Book**.

Auditory learners will find plenty of stimulation in the 140 minutes of varied audio material on the two CDs. Visual learners will find that **QSE** is lavishly illustrated with photos that make the texts come alive. Most of the photographs are authentic news pictures and there are **Picture notes** that
describe the back story to many illustrations in the Unit-by-Unit part of the guide.

We have also tried to balance giving teachers and learners what they like, expect and are used to and giving them something new and different, without making them alarmed or uncomfortable. The principles of Accelerated Learning also inform what we write, particularly ideas of multi-sensory teaching and learning and, in particular, how teachers can pay more attention to their students’ physical and emotional well-being. Many of these ideas are here in the Teacher’s Guide rather than on the Student’s Book pages.

English as a meme

Content and Language Integrated Learning (CLIL) represents an evolution in second language acquisition. It is an idea that is changing the way people learn English. One of the key concepts of CLIL is that, by changing the context in which a foreign language is learned, teachers can make it more relevant to the students’ needs and thus more readily acquired.

In 1976, Professor Richard Dawkins of Oxford University suggested that there are units of cultural inheritance and transfer which he called ‘memes’. He suggested that they work in a way that is similar to the way that genes pass on biological information. Memes are ideas (such as the ‘Earth is flat’) or fashions (like short skirts) or skills (such as skiing), which can be rapidly transmitted from one person to another.

The skill of speaking English as a foreign or second language is now a globally successful idea, or a meme. Over a billion people worldwide are learning English as a Foreign Language. Dawkins and others think that memes reproduce by both mutation and recombination, rather like genes in process of biological evolution itself. A mutation in thought may take centuries to take root. For example, Leonardo da Vinci’s ideas on mechanical flight never caught on in the fifteenth century because the technical environment of the time could not support them. Five hundred years later, the meme of flight is so commonplace we hardly question it.

Memes are also propagated by recombination, such as when existing ideas and skills come up against a new environment and adapt rapidly to suit it. Thus, mobile phones and the internet have dramatically changed the ways in which people communicate. We still talk and write, but now we do this instantly with people anywhere in the world. The result is an explosion of global communication - an extremely successful meme, evolved to fit the 21st century environment.

CLIL may be another example of memetic recombination. The learning environment is filled with subjects like geography, history and physics. If language learning moves into these new environments, it becomes an improved meme — one that combines old ways of teaching with new situations and thus provokes students to acquire improved skills and new ideas.

Students not only learn about the subject of geography or maths with CLIL, they also turn the process upside down and learn the language from the subject. If they are already learning geography, discussing it in English enables them to recombine the subject with the second language, producing a form of learning that is better adapted to their environment. It’s more fun, more relevant and more motivating, and like a gene or a meme, more successful.
**QSE Intermediate – the course at-a-glance**

*QSE Intermediate* consists of 18 separate Units of six-pages each, plus various additional materials, such as **Extended Reading**, **Exam Practice** and **Language Banks**. Every Unit of the course works in the same way. The same ingredients appear in the same order in each Unit. The activities are explained with an intentionally limited repertoire of rubrics, which are repeated throughout. The activities are varied, but the instructions are kept as simple and similar as possible. This means that students only have to learn how to use the course once in the first Unit, and can then expect the same structure in the rest of the Units. This makes it exceptionally clear and user-friendly, further defining the student-centred approach of the whole course.

Scope and sequence of the course:

Every Unit consists of:

- **4 Student’s Book** pages in colour
- **2 Workbook** pages
- **Role cards** for every Unit
- **2 Audio CDs**
  - Listening on CD1 (Blue)
  - Reading on CD2 (Red)

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*Student’s Book Contents p4-7*  
*Teacher’s Guide Materials Map p4-7*  
*Workbook p3*
Photocopiable Resources (in this Teacher’s Guide) for each Unit:

**Supplementary Grammar (pages 190-204)**

**Cambridge FCE Exam practice materials (pages 205-225)**

**Quick Smart Tests 1-18 (pages 226-243)**

Plus various other resources:

**28 Language Banks**, on the Student’s Book cover flaps

**The Language Banks are also in the Workbook with exercises**

**3 Extended Reading sections**

**3 Progress Checks**

**Audio texts** (CD 1 Listening)

**Unit-by-Unit Glossary in the Student’s Book**

**Wordlist in the Workbook**
QSE Intermediate – guide to the Unit structure

The 4 pages of each Unit in the Student’s Book consist of:

**Student’s Book Page 1:**

**What’s new?**
Subjects, functions and language introduced in the Unit.

**1 The BIG question**
Grabs the attention of the students.

**FACT**
An amazing or amusing fact to engage immediate attention on the topic.

**2 PREVIEW**
**Words**
Pre-teaching of new vocabulary using word fields and collocations. Developing new and wider lexis for the students is an important element of the course.

**Language**
Inductive grammar activities, cross-referenced to grammar explanations and exercises in the Workbook.

**Cross-reference to Workbook grammar Explanation and exercises.**

**Ideas**
Personalised and intercultural speaking activities based on the new vocabulary. Introduction to thinking about the reading text on the next page.
Comprehension questions on the reading texts(s).

Texts are from authentic sources. Some have been adopted to reflect the structures, functions and vocabulary of the Unit.

The photographs and illustrations are an important aid to learning. They provide talking points, aid understanding and motivate students to read the text.

Pre-reading questions (reading for gist; prediction, personal reaction).

Reading for gist, specific information and reading for detail.

3 READING

Text(s) with track number (❿) for audio CD 2 Reading. Students can either just read or follow the CD. High degree of authenticity in all the texts.

4 TALK ABOUT IT

Discussion and chance to activate new language functions with the help of Language Banks.
Student's Book Page 3:

5 LISTEN IN
Listening material with track number for audio CD 1 Listening.

Illustrations aid understanding and improve motivation to listen and also form the basis of activities.

Pre-listening activities (pre-discussion of the general topic, prediction, pre-teaching of vocabulary).

Listening comprehension questions (listening for gist and listening for detail; personal reactions and opinions).

6 CONTROVERSY
Role play and discussion using the language and functions introduced in the Unit, based on the Role cards in the Workbook.

7 PORTFOLIO WRITING
Writing activities in the style of the Trinity examinations, with guidance to help students get the most out of the questions.
8 CLIL TOPIC in English
A cross-curricular topic connected with the Unit. Comprehension, specialist vocabulary questions and other CLIL activities using the cross-curricular material presented. Charts, diagrams, maps and illustrations in the style used in the cross-curricular subject area.

9 CONVERSATION, YOUR TOPIC, INTERACTIVE TASK
Speaking activities based on three different parts of the Trinity GESE exam. Each Unit has one of the three possible types of activity. The Language Banks help with functions.

10 Your answer:
Questions with suggested models to help answer The BIG question that opened the Unit.
Workbook Page 1:

Unit number
Page cross-reference to Student’s Book

1 Language

Grammar explanations and examples with exercises based on language presented in the Unit. Presentation in the Student’s Book Unit is inductive. Students can then refer to these pages for explanations and exercises. In some cases there is more than one grammar point explained and practiced. There are Supplementary Grammar points (explanation and exercises) available as photocopiable pages in this Teacher’s Guide.

Workbook Page 2:

2 Use of English

This section uses the various formats of the Cambridge FCE Paper 3 Use of English. There are shortened versions of exercises from all five parts of the Paper. Sentences and structures are based on material in the Unit.

3 Portfolio Writing

Exam-style writing activities.

4 Connections

Prepositions and opposites, language awareness, idioms, collocations and vocabulary building.

Photocopiable Resources for each Unit:

Role cards

6 CONTROVERSY

In every Unit of the Student’s Book, in Activity 6 there is a brief description of a Role play. This description is set out in full in the Workbook, where each student in the pair or the group is given a part to play.
**QSE Intermediate** – how the sections of each Unit work

**Map of the course**

**Student's Book**, Contents pages 4-7. See also **Teacher's Guide**, Materials Map pages 4-7.

The syllabus of **QSE Intermediate** is based on an extensive survey of current international standards in EFL teaching. Increasingly these are based on the CEF, or, if non-European, they are now being aligned with it (for example the **University of Michigan** examinations). The functional, structural and topical basis of the course is the syllabus of **Trinity College, London**, but it also takes into account the requirements of the **University of Cambridge ESOL** syllabus.

Given that **communicative competence** is one of the main aims of the **QSE** course, care has been taken not to overload the students with grammar. However, extra language work is available in the **Teacher's Guide**, with a photocopiable page of Supplementary Grammar for each Unit.

The **Student's Book** takes care to concentrate on skills work, particularly **speaking**.

The Contents pages show the scope and sequence of the whole book as well as each Unit, with headings for **Topic** (or Subject), **The BIG question**, **Functions (Language Banks)**, **Grammar**, **Reading**, **Listening**, **Speaking**, **Writing** and **CLIL**. These pages can be used as a quick reference for both students and teachers, including a list of **CD tracks** for both CDs.

**Student's Book Units**

The colour pages of the **Student's Book Units** contain all the main language input material of the course. The authors have chosen to have many short Units, rather than a few long ones, so there is lots of variety and interest for students of widely different tastes. There are 18 Units, plus three **Extended Reading** sections. There is also a series of **Language Banks**, examples of functional language presented in meaningful and useful written or spoken examples. The **Language Banks** are on fold-out cover flaps for easy reference in class when students are working on any Unit. The functions chosen for these **Language Banks** are taken from the **Trinity College GESE** syllabus, Grades 7, and 9. The format of each Unit is as follows:

**Unit title and What's new?**

**Student's Book Page 1**

The title gives a clue to the Unit topic, and the **What's new?** box tells you what the Unit covers. All three areas – Subject, Function and Grammar – are in the **Trinity College GESE** syllabus, and they are also to be found in many other curricula and the CEF.

Before you open the book …

At the beginning of the notes to every Unit in this **Teacher's Guide**, there is a suggested activity for something you can do before you open the book. We appreciate that teachers all have their own ways of approaching new material, and that they have an unrivalled awareness of how their students cope best when confronted with new lexis and grammar. However, we have added a suggestion here which we feel will enhance the students' interest in and appreciation of the material they find in the opening spread of the Unit.

**The BIG question and FACT box**

Every Unit begins and ends with an important question related to the topic. The question is intended to immediately grab the attention of the students. They are not asked to give an opinion at this stage. It is simply there to make them think. At the end of the Unit, after considering the evidence in the Unit and consultation with other students about their opinions, the class will be much more prepared and confident to answer question.

**Using The BIG question:**

- Read the question out. Check students understand it by asking questions.
- Elicit answers.
- Ask students to write a 1-2 sentence answer in their notebooks.
- Tell them that at the end of the Unit you will ask them to reread their answers and see if they have changed their minds.
There is also a boxed **FACT** at the beginning of the Unit. Wherever possible, the **FACT** is informative and / or surprising. There are occasionally amusing facts, such as in Unit 3 *Fame and fortune*, which reads as follows:

*A series of robberies at the houses of rich and famous people became known as the Hello! Burglaries, because celebrities were robbed after appearing in Hello! Magazine.*

**Using the FACT box:**
- Read the **FACT** out or ask students to read it silently.
- Teach new vocabulary items and ask questions to check comprehension.
- If you do not want to exploit the **FACT**, you can simply tell students it is something for them to think about.
- Alternatively, you can use the question to stimulate interest in the topic by asking questions, for example: *What's your reaction to this? Does this surprise you? Why / why not?* If you do this, spend only one or two minutes eliciting answers and don’t worry about correcting mistakes.

**2 PREVIEW**

The **PREVIEW** section prepares students for the reading and speaking tasks on the next page. It consists of three parts, **Words**, **Language** and **Ideas**.

**Words**

This section presents and highlights words that appear in the **READING** text on page 2, and also adds other related vocabulary. This is vocabulary that the students need to help them deal with the Reading text and it appears with words from the same context, providing students with a wider lexical set. Students are often encouraged to provide words they already know at this stage, as well. The words section is accompanied by two to four interesting photographs, which provides stimulus for activation of the new words.

**Using PREVIEW Words:**
- Put students into pairs and ask them to work through the activities, looking up new vocabulary where necessary.
- Elicit answers and teach new vocabulary, writing new language on the board.
- Alternatively, go through the activities with the whole class. Either read out the activities yourself or ask different students to read them out. As you go through the activity, ask questions to check comprehension and teach new vocabulary. Give students time to think about their answers before eliciting them.

**Language**

In this section, sentences from the Reading text on page 2 are highlighted because of the grammatical structure(s) they contain. Wherever possible, new grammar items are dealt with inductively. This means that we offer clues about how the structure works, and students embark on a voyage of discovery. Not all grammar can be taught in this way, but when it can be, students can only benefit from discovery learning. By working it out for themselves they are much more likely to put the ideas into their long-term memories.

It may be that the structure material is new to the students, or it may be revision. It is possible that the structure items in the first few Units (*should / ought to*, comparatives, *may / might*) are revision items for your students, and structure items later in the book are new. Only you know the realities for your class. Therefore, we will make a suggestion for the aspects of the structure item that you need to revise or present in order that students can deal with the material they encounter later in the Unit.

This section is cross-referenced to the **Workbook**, where there is an explanation with exercises. If you wish, you can at this point spend some time working on the structure practice material you will find there.

**Using PREVIEW Language:**
- If the language is new to the students, it’s probably best to read out the sentences and questions that follow. Ask questions to check comprehension and teach any new vocabulary. Ask students to think about their answers to the inductive questions. You may want to put them in pairs to discuss their answers. Then read out the questions again and elicit answers. If necessary, give the answer yourself. Use the answers to highlight both the concepts behind
the structures and the way the structure is formed.
• If the language is revision, you can simply ask
students to read the section and think about
their answers. Again, you may prefer for
students to do this activity in pairs. Then
continue as outlined above.

Ideas
Other phrases and sentences from the Reading text
are highlighted here, for their ideas content rather
than for any grammatical structure they may
contain. In other words, students are given a
preview of some of the facts and opinions that may
appear in the Reading text. In this way, we balance
the preparation of the structure content and ideas
content of the Reading text.

The Reading texts are often about controversial
subjects, so students should be aware that the ideas
expressed here are not necessarily mainstream, and
are certainly not intended as standard opinion in the
English-speaking world. For example, in Unit 3
Fame and fortune, the following sentence appears in
the Ideas section: Fans may decide that they have a
’special’ relationship with you. They may stalk you and
climb into your bedroom. This may read like an
endorsement of stalking and similar behaviour! This
of course is not the intention. Students may express
surprise at the ideas expressed in this section. The
important thing is, as with the Language section
before it, this activity will allow them to read the
Reading text with more confidence.

In many places throughout the book, students
are invited to speculate on the possible meaning of
an idea, why the writer said it. The language of
speculation can become complicated: The writer
might be describing or The writer might have been
unhappy about… Students of this level may have
problems with this kind of utterance. We
recommend that you encourage them simply to
start their replies with, Maybe….. In the example
just quoted, the student could say: Maybe the writer
is describing… or Maybe the writer was unhappy
about …. It helps if you the teacher do the same
thing when you are offering your ideas.

Using PREVIEW Ideas:
• Read out the sentences and questions, or ask
students to read them out. Ask questions to
check comprehension and teach new
vocabulary.
• Put students in pairs to discuss their answers.
Alternatively, give them time to think about
their answers.
• Elicit answers. Encourage brief discussion and
correct major errors.

3 READING (1)
Student’s Book Page 2
Each of the next three pages of each Unit has a
main feature, plus one or two other activities. The
main feature of this page is the Reading text. There
is a red CD symbol (1) next to the title of this
section. It shows the CD track number for the
audio recording of the text on CD 2 Reading.
At the beginning of the Unit-by-Unit teaching
notes on this section, there is a box of Key words
and expressions. These are words your students
need to know, or will have to work out the
meanings of, in order to get the most out of the
activity. There are occasional notes with this box,
suggesting words and expressions that you may
want to focus on before the students read the text.
There are similar boxes for the listening and CLIL
activities later in the Unit (Activity 8). It is possible
that teachers may skip one or more of the activities
in a Unit and, for this reason, the same words may
appear in more than one box. Words may appear in
key words boxes in more than one Unit.
• The text is designed to give students practice in
the skill of reading. It also aims to present the
target structure and vocabulary in context, and
provide students with material to help them
deal with later activities in the Unit, including
YOUR ANSWER (Activity 10) to The BIG
question at the end.

The reading topics have been chosen in line
with the specifications of the Trinity College
spoken exams and other curricula. The text is
sometimes divided into sections to make reading
more manageable. Thanks to the PREVIEW
preparatory work, students should be in a position
to deal with the passage confidently, so first reading
can be done quite quickly. Students should try to
grasp the overall gist of the text and not worry at this stage if they don’t understand everything. There is usually a reading for gist exercise to help students with the overall meaning. The exercises which follow are designed to get students to re-read the passage for more detailed understanding.

The material in the Reading texts is mainly from authentic sources – print and online (newspapers, magazines, websites, advertising). In some cases, the material has been modified so that it contains the target structure items. These modifications never change the original flavour and feel of the text, and we avoid forcing multiple examples of a structure into a Reading text, to avoid what is sometimes called TEFLese.

We have chosen Reading texts which may occasionally shock or surprise, but which will always draw the attention of the reader. Students want to find out more after seeing the visuals and reading the headline and the first few lines of text. The notion of grabbing the attention of the reader through the triple attraction of image, headline and affective first paragraph is a fundamental principle behind all kinds of journalism and creative writing. It also provides a strong motivation to read ELT materials as well.

Some of the texts offer a variety of different political, moral and philosophical standpoints. For example, one part of the reading material in Unit 13 is an advertisement for bear-hunting in the Kamchatka Peninsula in Eastern Russia. It contains the line: *Kamchatka gives you a unique opportunity to shoot a huge brown bear, the dream of every real sportsman.* Lines like this in QSE are always authentic!

The Reading text is accompanied by standard examination-style activities and exercises.

**Using the comprehension activities:**

- Read out the questions or ask students to read them silently. Ask questions to check comprehension.
- Put students into pairs or small groups to discuss their answers. Alternatively, give students time to think about their answers individually. Elicit answers, giving the answer yourself if necessary. Where appropriate, ask students to justify their answers by quoting the relevant sentence(s) from the text.

**Reading in class:**

Most students like reading in class. It’s more predictable and less challenging than listening, speaking and writing. Often it’s a chance for them to work by themselves, which is a welcome break for the ones who find the whole English-only classroom process a bit overwhelming. Plus, they can always do some pre-reading work of their own, which usually means going through a reading text with a bilingual dictionary. You can often see students doing this at the start of the class. There’s absolutely nothing wrong with this. It shows a commendable desire to be ready for the activity.

From our experience of watching classes in many different countries, there are some techniques for reading activities which we really admire and some we aren’t sure about.

All the activities listed below are things we’ve seen. Just because we aren’t sure about something doesn’t mean you shouldn’t do it!

**We like these reading ideas:**

- When students are asked to read a text at home and do some preparatory work of their own, and then come to class with questions about the content.
- When the teacher pre-teaches certain words and expressions in a dialogue of discovery with the class, and then the students read the text in silence.
- When students work in pairs or groups with a new text, using prior knowledge, dictionaries, and questions to the teacher.
- When the teacher cuts the text into small pieces, a paragraph for example, and gives each piece to a different group. The different group work on their fragment of text and then tell the rest of the class about it. One of them can read it aloud, as long as the others can’t see the text themselves (see below for more thoughts about reading aloud in class).

The aim of all the above activities should be to bring the class to a point where they can deal with the reading tasks in the book. Several of our pre-reading tasks in the book aim to help the above processes.
We are not sure about these ideas:

• Asking students to read aloud in class – particularly when they are sitting in rows so that all most of the students can see are the backs of the heads of the students in front of them. It’s impossible to understand what people are saying, even if they are speaking clearly, which most students don’t. It is a very dispiriting experience to sit in a class where this is happening if you haven’t got a book. Does this mean students shouldn’t read in class? No. But it’s better if they read to each other in small groups, and when one student is reading, the others should close their books.

• Sometimes teachers read a passage, or ask students to read, and stop after a sentence containing a new or unknown word. The teacher asks, ‘What does X mean?’ Again, there is nothing wrong with the principle behind identifying problem vocabulary. But sometimes the words defy simple definition – even by a native speaker.

How to solve this problem? Read the ideas that we like (above)!

4 TALK ABOUT IT

This section is an innovative way of combining the chance to discuss the topic and also activate some key functional language. TALK ABOUT IT offers various ways of giving your opinion, and is cross-referenced to the numbered Language Banks (LBs) which appear on the covers of the book and in the Workbook with exercises.

Before you ask students to try to carry out this task, go through the relevant LB with them. But bear in mind that the LB function will probably only be appropriate for one of the questions in this section.

It is also important to bear in mind that with any productive task, speaking or writing, successful completion of the task is more important than actually using the target functional language. In other words, if students carry out the task successfully, but don’t use any of the target expressions, this is not a reason to criticise them!

Using TALK ABOUT IT:

• Go through the relevant LB. Either read out the sentences yourself or ask students to read it out. Teach new language.

• You may want students to complete the short exercise that follows the LB in the Workbook, as a check on comprehension. Check their answers.

• Read out the questions or ask students to read them out. Check comprehension by asking questions.

• Put students in pairs or small groups to discuss their answers. As students talk, walk round and listen to students, noting major errors. Alternatively, give students time to think about their answers individually.

• Elicit answers and encourage discussion. Make notes of students’ major errors, particularly errors involving the target structure and vocabulary items. It’s probably best to point out major errors after the discussion and write the correct versions on the board.

• It can prove to be very helpful, in a follow-up session, to briefly go through the activity again as a way of revising the language.

5 LISTEN IN

Student’s Book Page 3

The main features of this page are the activities which relate to the listening text. There is a blue CD symbol (☉), next to the title which shows the track number on CD 1 Listening. The Audio script for each of the recordings is in the Workbook. In the Unit-by-Unit notes of this Teacher’s Guide, there is a box of Key words and expressions, the words your students need to know or will have to work out the meanings of in order to get the most out of the activity. There are notes suggesting words and expressions that you may want to focus on before the students listen.

Listening is a vitally important language skill and it is important that listening material should sound authentic as well as interesting. However, we appreciate that listening can be quite arduous for the students. To begin with, listening to a CD player on the teacher’s desk is not the same as
listening to a real native speaker. Also, the quality of the sound may be affected by the machine it is played on and the room it is played in. Often the speed of the delivery is daunting for students, and sometimes they lose the thread of the meaning and find it hard to pick it up again. Students may be helped by downloading the audio recordings from the CD to their own personal stereos.

Slowing down the texts to an artificially degree is not the answer – this does not prepare students for real listening experiences. What we try to do in QSE is present focused pre-listening activities, which make the listening experience a successful one. Often there is more than one pre-listening task.

In our view, it is pointless to make the listening tasks so challenging that students lose both confidence and motivation. As with the presentation of the reading material, the listening preparation tasks are designed to motivate students to listen with a purpose.

Whilst the listening texts are all studio-recorded, the text types are authentic and varied – from street vox pop, where members of the public give their opinions, to interviews with experts, radio reportage and discussions. Whilst all factual information in the listening is to the best of our knowledge accurate, the texts may contain some non-standard opinions. For example in Unit 2 Bright lights, big city, people in the street give their views on immigration, some of which are quite extreme.

There are usually four to five activities in the LISTEN IN section. The first activity prepares students for the listening passage, often by focusing on key vocabulary items that will appear in the passage. The second and third activities are comprehension activities based on the listening passage. The first of these activities focuses on the gist of the passage, while the second deals with more detailed comprehension. The final activity / activities are speaking activities based on topics arising from the passage.

Using LISTEN IN:
- Pre-listening activity / activities: Ask students to go through the activity, either singly or in pairs. If you want, ask them to look up new vocabulary in their dictionaries. Then check answers, teaching new vocabulary where necessary.
- Listening for gist activities: Read out the questions and check that students understand them. Play the tape – you will probably need to play it twice. Elicit answers. If necessary, play relevant sections of the tape to elicit the correct answers.
- Detailed comprehension activities: Go through the procedure described above.
- Speaking activities: Put students in pairs or small groups to discuss the questions. Walk round and listen to students. Alternatively, give students time to think about their answers. Then elicit answers and encourage discussion. Make notes of major errors and offer corrections after the discussion.

6 CONTROVERSY
This is one of the most innovative sections of the QSE Student’s Book. It is essentially an opinionated Role play, on a subject related to the listening passage or topic of the Unit. The roles are explained in abbreviated form on the page of the Student’s Book, and in more detail but in simple language on Role cards, which are in the Workbook. The cards also suggest useful phrases that students can use in their roles. Students need to have the Role cards in front of them to be able to familiarise themselves fully with their role. There is a cross-reference from the Student’s Book to the Workbook. If you do not want the students to know the roles of others, it is a good idea to photocopy the Role cards and cut them up, so that each student only receives his or her actual role.

There are two general points to make about this activity. The first is, how do you end an open-ended discussion, argument or Role play situation? In Unit 4 for example, the roles are of an animal rights activist and a medical research scientist. In this case, the roles mirror the characters that the class heard having an argument in the listening activity. It is clear that these people will never agree about anything. The answer to this question is in
the timing. Give students a very small amount of time to do the activity. You can tell them that they only have say five minutes (in fact you may give them more, especially if they are doing well), but it concentrates the mind to know that time is limited.

The second point can be more problematic. In almost every case, students are being asked to take on the role of someone who may be outside their experience and, more important, who may have opinions and beliefs which are not be the same as their own. There are two ways to deal with this: (a) tell students that they don't have to play the role if they feel uncomfortable with it; (b) tell them to try the role anyway, as it will be good communication skills practice and may come in useful in an examination.

The problem with the first of these solutions is that a lazy class can end up doing nothing at all! The problem with the second is that students may feel upset about having to express certain opinions, especially if there are cultural reasons why they object to taking a certain role. The teacher will know where there are sensitivities, and could opt to omit this activity, if it is too controversial. But controversy is the name of the activity!

Even so, we feel that the second option is the better one, and students can be mollified by knowing that the tasks are designed in a very systematic way to help them with their fluency.

**Using CONTROVERSY:**
- Make sure each of the students has his or her Role card, either in the *Workbook*, or as a photocopy.
- Read out the rubric, which summarises the Role play.
- Divide students into pairs or groups, according to the numbers needed in the Role play. Assign students roles as A, B or C, as suggested on the Role card.
- Teach new vocabulary necessary for the Role play.
- Ask students to read the Role cards. Ask questions to check comprehension.
- Point out the suggested phrases on the Role cards and ask students to read them carefully. But tell them they don't have to use them! They can use their own words if they like.
- Students perform the Role play. Encourage them to enjoy themselves! Walk round and listen.
- Ask one or two groups to perform their Role play for the class. While they do this, ask students to note down two things that they really liked about the Role play and two mistakes that they noticed.
- Ask the class for their comments, both positive and negative.
- Ask students for their real opinions!

**7 PORTFOLIO WRITING**

This section provides guidance for the students to carry out writing tasks. The tasks include emails, postcards, letters, articles, reports and creative writing. The key word here is guidance. There are clear examples of the kind of writing required on the page itself, especially at the beginning of the book. It is our belief that there is no value in asking people to write if you don't offer them a model to work from. PORTFOLIO WRITING is a student-centred activity that many teachers and learners will find motivating and creative.

**Using PORTFOLIO WRITING:**
- Explain the task.
- Go through the guidance section, asking questions to check comprehension.
- You may want students to do the writing task in class. It can be very helpful for them to do the task in pairs. Alternatively, you can give it to them for homework. If students do the writing in class, walk round and offer help where necessary. Encourage students to use their dictionaries. Set a certain time limit, for example 10 minutes.

With regard to correction, try these approaches:
- Put students into pairs and ask each one to correct their partner's work.
- When you go through student's answers, make notes of sentences containing major errors.
- In a follow-up session, write these sentences on the board or hand them out as a photocopy (without the name of the person who made the error). Ask the class to correct the sentences.
- When correcting written work, devise symbols
for different types of errors, for example G for grammar, and Sp for spelling. Give students a photocopied handout of these symbols. Make sure that students write out incorrect sentences correctly.

- These tasks make ideal homework activities.

8 CLIL in English
Student’s Book Page 4
In this section, the cross-curricular aspects of the central theme of the Unit are explored. The title of each CLIL (Content and Language Integrated Learning) section makes this connection clear. Titles include PSYCHOLOGY in English, ECOLOGY in English and PEACE STUDIES in English, as well as traditional curriculum subjects such as PHYSICS in English and HUMAN GEOGRAPHY in English.

At the beginning of the notes in the Teacher’s Guide on this CLIL section, there is a box of Key words and expressions. These are words your students need to know, or will have to work out the meanings of, in order to get the most out of the activity. There are occasional notes within this box, suggesting words and expressions that you may want to focus on before the students read the text.

The input material is presented in a variety of forms – statistics, charts, graphs or lists, for example – as well as more conventional reading texts. Often the reading is more dense and challenging (although it is always short), and we recommend that the class should deal with it in a different way from the READING texts on page 2. Group work, with students supporting each other and adding their own prior knowledge, is important here. These sections are not expected to add seriously to the students’ store of knowledge on geography or history. It is more a question of them realising what they already know and putting it into the new context of learning English. As with the more conventional reading texts on the second page of each Unit, the texts are accompanied by vocabulary and comprehension activities.

Cross-curricular material is more and more in demand by teachers and syllabi. We think there is great value in cross-curricular study, with students using English to accomplish tasks which refer directly to other aspects of their studies or work.

Students who excel in the particular subjects under discussion in this section may of course find them easier to deal with. They will even be able to help the rest of the class who may not be as expert at chemistry, for example, as they are. In fact the CHEMISTRY in English information in Unit 7 may be quite easy for students who are scientists and they should be encouraged to show the rest of the class (and the teacher) what they know – as long as it is in English. The advantage of this is that these students can then help other students, for whom chemistry is more complex.

Using the CLIL section:
- Pre-reading activity: The first activity often prepares the student to read the text, by teaching relevant vocabulary items or asking questions that will focus students’ minds on the topic in question. Explain the task and check comprehension. Students work individually or in pairs or small groups to complete the task. You may want them to look new vocabulary up in their dictionaries. Elicit answers, teaching new vocabulary where necessary.
- Comprehension activities: Make sure students understand the questions before reading the text. Tell them not to worry about understanding every word. They should just try and answer the questions. Elicit answers, correcting where necessary.

9 CONVERSATION / YOUR TOPIC / INTERACTIVE TASK
This section is based on the speaking tasks in the Trinity College GESE exams. In each Unit there is one of three tasks: CONVERSATION, YOUR TOPIC or INTERACTIVE TASK. Students are often referred to a Language Bank in this section, since it will practise a function that is relevant to the task. Go through the Language Bank with students, reading the language out and asking students to repeat it. Ideally, students should then do the exercise that follows.

Using CONVERSATION:
As its title suggests, this requires students to discuss
certain aspects of a topic in pairs for up to five minutes.

- Make sure that the students understand the questions they are going to discuss.
- Pre-teach any new vocabulary and expressions necessary for the discussion.
- In order to integrate the Language Bank function into the conversation task, it can be helpful to choose two students to discuss the questions. Encourage them to use phrases from the Language Bank as a model for other students.
- Put students into pairs to discuss the questions. Walk round and listen and note major errors.
- Ask one or two pairs to re-enact their conversation in front of the class. Ask students to listen and note two things they liked about the conversation or agreed with, and two mistakes that they heard.
- Go through major errors and write the correct versions on the board.
- In a follow-up session, ask students to go through the conversation again with a different partner. This is a good way to revise the language.

Using YOUR TOPIC:
Students are progressively prepared to talk on a given subject for up to two minutes. They are taught to make notes and then give their talk, and also to listen attentively to others in their group as they do the same.

- Go through the relevant Language Bank as outlined in CONVERSATION above. Elicit from students ways of incorporating the functional language into their talk.
- Pre-teach any new vocabulary and expressions necessary for the talk.
- Put students into pairs or groups to make notes in preparation for their talk.
- Students give their talks in pairs or groups. Walk round and note major errors.
- Ask two or three confident students to stand up and give their talk. Ask students to listen and note two things they liked about the conversation or agreed with, and two mistakes that they heard.
- Go through major errors and write the correct versions on the blackboard.
- For homework, ask students to write up their talk.

Using INTERACTIVE TASK:
A student is required to take the responsibility for maintaining interaction in a discussion for up to five minutes.

- Go through the relevant Language Bank as outlined in CONVERSATION above. Elicit from students ways of incorporating the functional language into their talk.
- Put students into pairs or groups to make notes in preparation for the task. It can be helpful to ask one of the more confident groups to go through the task. As they do so, make notes of helpful new vocabulary and phrases.
- Afterwards, elicit / teach these items.
- Students then go through the task.
- Proceed as outlined above at the same stage in the CONVERSATION notes.

10 Your answer:
And finally, we come back to The BIG question which started the Unit. Students will now be in a much better position to answer it. To prove this, we recommend that, before you start using the book with your class, you experiment by reading The BIG question of a particular Unit and making a note of what your answer would be on first reading. Then read and listen to the Unit content, and read the question again. Is there anything you would change or add? We think so, and we are sure that students will benefit from this approach.

As usual with QSE activities, this section offers guidance, and even lists opinions that the students might feel happy to express themselves. Some students will of course prefer to express themselves in their own words, but the ‘example opinions’ are valuable for equally opinionated but less articulate students.

Using YOUR ANSWER:
- Ask students to look back to The BIG question and the answers that they noted down. Ask them to think about their answers for a few minutes and whether their opinions have changed.
• Read out the questions and the answers or ask students to read them out. Explain that the answers are just examples – they don’t have to agree with them.
• Put students into groups to discuss the questions. Walk round and listen, noting major errors.
• Afterwards, or alternatively, have a whole class discussion, encouraging students to reply to each other.
• Point out major errors and write the corrected versions on the board.
• Ask students if their opinions have changed since they first answered The BIG question, and if so, why?
• For homework, ask students to write one or two paragraph answers to the questions.

Extended reading
The three Extended Reading Units are situated after Units 7, 13 and 18. The reading texts here are longer and more substantial than the texts on page 2 of the other Units. In QSE, the texts are an extract from a novel, a newspaper article and a biography. All three are authentic texts without adaptation. Apart from the text itself, these two-page Units provide activities and strategies for coping with longer texts and encourage learners to read for pleasure. They are paired with Progress Check pages in the Workbook.

Glossary
At the back of the Student’s Book there is a monolingual Glossary section. This contains approximately 800 head words, with English-language explanations in the style of popular learner’s dictionaries. This does not replace a dictionary, which students will need and should use frequently, but it does provide a quick reference to the most difficult vocabulary in a lexically rich book. There is a fuller Unit-by-Unit Wordlist without explanations at the back of the Workbook.

Language Banks
There are 28 Language Banks (LBs) on the cover flaps of the Student’s Book. In this way they can be kept open in front of the students for constant reference. These Language Banks (LBs) also appear in the Workbook, with accompanying exercises. There is one LB for each of the Functions listed in the scope and sequence of the course (see Contents pages 4-7 of the Student’s Book). The functions chosen for the QSE Intermediate Language Banks equate to CEF levels B1-B2.

Students should be encouraged to use the LBs for ready reference in speaking activities particularly. Each LB can be used in conjunction with many different Units of the book. However, each one is introduced and practised for the first time in the order of Units shown in the Contents list. Reference to the new LB for each Unit is usually made for the first time in Activity 4 TALK ABOUT IT and followed up in Activity 6 YOUR TURN TO SPEAK. Thereafter students are expected to be able to use the LBs on their own initiative, and when prompted in the text.

Workbook Units
The QSE Intermediate Workbook is designed to be used in class or for self-study, making it ideal for homework. The contents follow those of the Student’s Book Units, the aim being to reinforce knowledge of the main themes as well as provide further practice with vocabulary, language structures and writing skills. There are also three Progress Check activities, located at the same position in the Workbook as the Extended Reading Units are in the Student’s Book, namely after Units 7, 13 and 18. There are four sections to each workbook Unit. The Progress Checks use Cambridge FCE-style exercises.

1 Language
The main grammar item is presented in diagrammatical form, with information about rules and explanations. This is in contrast to the Student’s Book grammar presentation, which is inductive. Following this, there are practice exercises. In addition, there is usually information and exercise material relating to a secondary grammar item, which featured in the Student’s Book reading text but was not focused on in the page 1 grammar presentation.
2 Use of English

This section has exercise material in the format of the Cambridge FCE Examination Use of English paper, mainly based on sentences from the core texts (reading, listening or cross-curricular themes text) of the Student's Book Unit.

3 Writing

The writing activity is also in Cambridge FCE format, with of course no writing model to help the students. The choice of tasks is of the length and type specified in various exams. The writing tasks are diverse and include conversations, interviews, letters, emails and for / against opinion pieces. We hope to encourage students to appreciate the differences in register and style that are needed when writing for different purposes. The tasks here are useful ideas for homework, as they follow-up work already undertaken in the Student's Book Unit.

4 Connections

This is another innovative and useful vocabulary activity, which follows on from the lexis-building activities on page 1 of the Student's Book Units. There is not only more practice with the lexis of the main topic but also an opportunity for students to widen their awareness of related words – how words connect. Synonyms, collocations and chunks are highlighted here.

Role cards

This section contains the Role cards which are required to carry out the speaking task in Activity 6 CONTROVERSY on the third page of each Student's Book Unit. There is more about using the Role cards in the section on Activity 6 CONTROVERSY above.

Audio scripts

Transcripts of the listening material are provided with track numbers of CD 1 Listening.

Wordlists

Finally, there is a list of words and collocations. The words are listed Unit-by-Unit, alphabetically and with a page reference.

QSE methodology

The Units are topic-based. The topics we have chosen are genuinely affective – stimulating, controversial and designed to make students want to express their own views in speaking and writing and to help them do it. Activities promote the sharing of ideas and opinions, the aim being to present both sides – or sometimes many sides – of a highly debatable issue. The issues chosen are those that affect everyone in our globalised society – from the highly personal (exams, ambition, education, finding a partner), to the most public of debates (environment, oil, peace, fame).

Vocabulary enrichment

Because all the topics are real life issues, and the input materials for them are from authentic sources, the vocabulary range is challenging. QSE is intentionally a rich source of new vocabulary for students’ use. The benefit for students is that they have to deal with language they would actually meet in genuine written or spoken exchanges with native English speakers.

In addition, we provide activities to help students understand and activate new terms or concepts, both before they read or listen and afterwards. Then, after they have worked through the Student's Book activities, the Workbook recycles and practises vocabulary items. This too helps learners to consolidate their knowledge and to become more confident in using the structures and expressions they have learnt.

Using vocabulary sections:

Students may encounter new vocabulary items in all sections of a Unit. For example, the sentences in the PREVIEW Language section on the first page of every Unit may have words and phrases that are new to students. Here are two approaches to dealing with new vocabulary:

- Pick new words and phrases out beforehand and pre-teach them. Writing these items on the board in sentences is a good way to contextualise them.
- Ask students to use their dictionaries to look up
any words they do not know as they work through the activity.

• For each lesson it can be helpful to decide on your target vocabulary items. Then towards the end of the lesson you can briefly revise them, making sure that students have noted the items in their notebooks, preferably in sentences.

Unit development
There is a systematic and structured development in each Unit which follows a logical cognitive pattern – words, ideas, grammar awareness, reading, discussion, listening, writing, followed by the cross-curricular (CLIL) information which relates the topic to other subjects the students may be studying. Finally, the wheel comes full circle and students, older and wiser, answer the question that started the whole thing off.

QSE illustrations
The illustrations in this book have been carefully chosen to be an affective resource in their own right. They are almost entirely news-style photographs, not included simply to decorate the page, but to be used as a resource. As in the best of printed and online competitive media, the pictures are designed to draw students' eyes when they open the book at a particular spread.

We suggest that, especially when you look at the opening double-page spread of the Unit, you should start with an activity about the photos. Students can describe them but they may also want to comment on them. There are suggestions for exploiting these photos in the Unit notes.

However, there may be some photos that you may not want students to comment on, so we have drawn your attention to the more controversial ones. For example, the photo on page 12, a scene-setter for the reading text about San Francisco, shows a gay and lesbian march through the city. This could be a talking point in its own right. Alternatively, you may want to avoid using it. Similarly, in Unit 4 there are photographs of a dog used in laboratory experiments and a Gorilla's head ready for cooking. In some cultural contexts it may not be suitable to emphasise these pictures. In the CLIL sections there are often graphics, diagrams and charts. Students going on to business English qualifications, such as the Cambridge BEC and IELTS for academic qualifications, have to be familiar with describing and using graphics in English.

Where it is useful and appropriate, there are separate notes with some extra information about the photographic material in the Unit-by-Unit section of this Teacher's Guide, under the heading Picture notes.

Many forms of testing today require students to discuss and comment on images, and the pages of QSE provide ample opportunities for students to develop this form of visual awareness which is such an important part of modern literacy and communication.

Internet sources
There are lists of Internet references for further research in each of the Unit-by-Unit sections of this Teacher's Guide. We also recommend that teachers and students take advantage of the fantastic research and study opportunities offered by search engines such as Google. Online sources are correct at time of print. The publishers cannot guarantee that websites will not change. This is the reason why the internet links have not been printed in the Student's Book. Both teachers and students should be aware that all websites and online resources are constantly changing. They should be checked before they are used for educational purposes. The contents of any online references cited in this book do not represent the opinions of or any manner of endorsement from the publishers, who cannot be responsible for any online content beyond their control.

Using the Photocopiable resources
There is a full list and user notes on pages 188-189 of this Teacher's Guide.

We hope you enjoy using Quick Smart English Intermediate and find the ideas in this Teacher's Guide useful.

Ken Wilson and Mary Tomalin, 2006
Nearly a quarter of Japanese high school students regularly visit online dating websites.

Before you open the book …
Tell students that one of the main topics of the Unit is internet dating. Ask: Have you ever visited an online dating website? Write the question on the board and elicit the meanings of the words online / dating / website. Students write Yes or No on a slip of paper. A student then collects up the pieces of paper and divides them into a Yes pile and a No pile. Count up the answers and announce them to the class. Are the students surprised by the answer?

1 The BIG question: IS THE INTERNET A GOOD PLACE TO MEET PEOPLE?

Picture notes / Background information
If students use a search engine such as Google to look for internet dating agencies they will find about 61 million references (at the time of publishing). Great care needs to be taken with such sites. For information about the dangers of online dating websites, go to this website: www.kno.org.uk/internetdating.php
The pictures on this page show:
(a) an art gallery
(b) a pop music festival
(c) an internet café
For information on Glastonbury Festival: http://www.glastonburyfestivals.co.uk
For information on the Tate Modern (an art gallery in London) go to this site: http://www.tate.org.uk

This page is mostly preparation for the reading passage on the opposite page, so do not feel that you need to spend a lot of time in discussion. There will be plenty of discussion on the following pages! Check students understand the word internet. Ask them if they use the internet and why they use it. Check students understand the word online by asking: How often do you go online?

2 PREVIEW

Words
A To check comprehension, ask students which of these places they have been to, eg Have you been to an art gallery / an internet café / a pop music festival? What did you do there? When did you go? Did you meet new people there?
B Students may disagree amongst themselves here. For example, some students may think that an art gallery is a great place to meet people. Encourage students to justify their opinions.
C Students will probably enjoy learning these words! Teach collocations, such as to have a relationship / to make friends / to be involved in a romance / to go on a date.
D This could develop into quite a lengthy discussion. Decide how long you want to spend on the questions. You may only want to spend a short time as there will be plenty of time for discussion later in the Unit. Use the questions to teach the vocabulary. Encourage students to answer the questions, without overcorrecting them. However, make sure that students use the language in the activity correctly.
Language

If this is mostly revision work for students, they will go through the activity very quickly. Elicit more sentences from students using should / ought to. As an example, ask them:

*What should you do if you have a bad cold?* Point out that *should* is used with all persons (*I / he / they etc*). The question form is *Should I / should you?* The negative form is *should not / shouldn’t*. Similarly, *ought to* is used with all persons. The question form is *ought (you) to…?* The negative form is *ought not to / oughtn’t to*.

Students may not know the use of *you could* in suggestions. To give them more practice, say: *The old lady next to me lives alone and is very lonely. What could she do, or what could I do to help her?*

Elicit suggestions, for example:

1. She could get a pet.
2. She could join a club.
3. She could ask volunteers to visit her.
4. You could visit her more often.

*You’d better* is used to give advice only in particular situations, not in general ones. For example, we might say:

- *It’s late, I’d better go to bed.*
- However, we can’t say as a general comment:
- *You’d better go to bed earlier.*

Instead we must say:

- *You should / ought to go to bed earlier.*

Refer students to the *Workbook Unit 1* (page 4 WB), where they will find clear explanations as to the difference between *should / ought to* and *you’d better*.

### Ideas

Encourage students to express their opinions in answer to question B. Elicit the fact that the word *hard* (in question C) means *difficult*. At this stage, don’t expect students to express their opinions in completely correct English. However, in answering question B, encourage students to use the words *should* and *ought to*. 

### 2 PREVIEW Words A / B / C / D Answers

**A** Picture (a) 4 Picture (b) 5 Picture (c) 1

**B** 1, 2 and 3 are probably the best. But you could meet people at the other places.

**C** 1 the way in which people are connected to each other (although it usually means a romantic connection between two people)

2 a relationship between two people who are friends

3 an exciting relationship between two people who are in love with each other

4 an arrangement to meet someone who you are having a romantic relationship with

**D** Example answers

1. These are websites where people place personal ads in which they describe themselves in the hope of meeting new friends. Other people read the ads and can reply to them online. Personal advertisements of this kind are sometimes called *lonely hearts ads* and websites or newspaper pages are called *lonely hearts websites*, or *lonely hearts columns*.

2. In online personal ads, people describe themselves and their interests. Often they also post a photo of themselves as well.

3. It’s a very easy way to meet people. You don’t have to pay a lot of money. You can meet a lot of different people online in a very short time. It’s easy to end the relationship (at least if you are only meeting online).

4. People can lie about themselves, for example, their age, and their job. They can even use a photo that isn’t really them at all! You don’t know anything about them except what they tell you – and it may not be true.

### 2 PREVIEW Language A / B / C / D Answers

**A** Sentences 1, 2 and 4.

**B** Sentence 3.

**C** ought to

**D** Yes. *Should* is more common than *ought to*.

**E** 1
2 PREVIEW Ideas A / B / C  

A  In an online personal ad (or its printed equivalent in a newspaper or magazine).  
B  Because you will find out what they are like. You must decide if you are happy to meet this person and if you will feel safe with him / her.  
C  Example answer: Yes, it can be very hard, especially if you work with only a few people or work on your own.

3 READING  

CD 1 (Red) track 1, page 9 SB

Key words / expressions
- partner  
- search  
- mate  
- independent  
- passionate  
- adventure  
- identity  
- secret  
- honest  
- internet services = businesses offering services on the internet  
- (the US) market = a particular place (in this case the USA) or group of people that a product is sold to  
- there’s a lot under the surface = things that a person doesn’t immediately show about themselves

Point out that there are three texts, all relating to different aspects of online dating. Pre-teach key vocabulary items. Alternatively, during the detailed reading that accompanies questions C and D, students can look up new words in their dictionaries (see comments on 3A and 3B below).

Background information / Internet references
As the internet has become more and more popular, so have online dating websites. The basic procedure for all dating websites is the same: The user signs on and chooses a user name and password. He / she then answers a questionnaire and this information (profile) is entered into the website database. A photo is often posted. The user then has access to other users’ profiles and can email them, or talk in an online chat room. More and more, specialist websites cater for people with different interests: there are websites for gym-users, university graduates and people over 50. Recent research shows that websites with chat rooms where users can talk to each other online in real time provide the best way of getting to know someone before meeting them. Research also shows that online dating is a successful way of finding a potential partner for many people. For general information on online dating websites go to this website:  
http://en.wikipedia.org/wiki/Online_dating  
For information on recent research into online dating websites and also descriptions of people’s experiences of online dating, go to this website:  
news.bbc.co.uk/2/hi/uk_news/education/4250281.stm

3A  Ask students to read the questions and check they understand them. They should then read all three texts without looking up words they don’t understand. Say that their job is simply to answer the questions, which will show that they understand the main idea of each text.

3B1  Explain that the next question helps students deal with unfamiliar vocabulary without using their dictionaries. Make sure that students understand that in bold means ‘in heavy black print’. Tell students to try and guess the meaning from the context.

3B2  Suggest that students write the questions down. Make sure that they all find the answers in the passage and understand why the questions are correct. Write the correct answers on the board.

3C  Ask students to point out the words that show the answers are correct. They can use dictionaries.

3D  Elicit answers. Allow students to disagree! You might want to teach some new vocabulary here, eg safety / safe / danger / dangerous.

3 READING A / B / C / D  

A  1 3  2 1 3  2a, 2b, 2c  
B  1  (a) is likely to  (b) posted  (c) surfed  (d) the word is getting around  (e) according to research  
2  (a) How many men did Leeane have a date with before she met Mr Right?  
(b) What per cent of US internet users have surfed a personal website?
(c) How much are single people willing to pay in order to find a mate?
(d) What do people think the US market for online personal ads will rise to by 2007?

C 1 2c 2a 3 2b

D Example answer: I think the fourth piece of advice is the most important. Safety is the most important thing of all!

4 TALK ABOUT IT

Using the Language Banks
There are 28 Language Banks (LBs) on the cover flaps of the Student’s Book. These LBs also appear in the Workbook (pages 46-54), with accompanying exercises. There is one LB for each of the Functions listed in the scope and sequence of the course (see Contents pages 4-7 of the Student’s Book).

Students should be encouraged to use the LBs for ready reference in speaking activities. Each LB can be used in conjunction with many different Units of the book. However, each one is introduced in the order of Units shown in the Contents list. They can fold out the flaps of the book in class, so they can see the LBs, no matter which page they using in the SB.

4A This exercise practises the function of giving advice. Direct students to Language Bank 1 (LB1) on the fold-out cover flaps, and in the Workbook, where the LBs are repeated with exercises. Either read out the questions (in the left hand column of LB1) and the answers (in either the centre or right hand column of LB1) or ask students to read them out. Note that the answers are general examples and not meant to be exact replies to each of the questions. Point out that the natural answer to What shall I do? is an imperative, for example:

• Phone him / Don’t phone him.

Explain and practise.

<table>
<thead>
<tr>
<th>The imperative is often used when giving advice.</th>
<th>Then elicit advice, for example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have difficulty sleeping. What shall I do?</td>
<td>Have a hot drink.</td>
</tr>
<tr>
<td></td>
<td>Don’t watch TV before you go to bed.</td>
</tr>
</tbody>
</table>

Students should not find question A difficult as the answers are all clear in Text 3. If you think students need help, choose one or two pairs to demonstrate the conversation before the rest of the class do the activity, and ask the class to offer corrections and suggestions afterwards.

4B Explain that the point of not talking about your own experiences, or about anyone else in the class is in order not to embarrass anyone. However, students may be happy to talk about their own experiences – or they may choose to talk about their own experiences using another name. If students can’t think of any stories to tell, then they can make up a story. Students can then vote for the best story.

5 LISTEN IN

CD 1 (Red) track 2, page 10 SB

The picture on this page shows the presenter of a radio programme at a mixing desk. He is hosting a phone-in chat show and wearing headphones so that he can talk to members of the public live on air. Use the photo to teach vocabulary items, phone-in programme / to phone in / host.

Key words / expressions
- attractive
- slim
- considerate
- sense of humour
- superhero
- sociable
- guy
- single
- nasty
- sensitive
- make conversation
- stare
- miserable
- darling
- phone-in = radio programme in which people call the host to discuss a topic or talk about themselves
- caller = the person telephoning
- fit = healthy and physically strong (in BE slang it means attractive)
- go on (about something) = to talk in a boringly way for too long
- go out with (someone) = have a date with someone

The Audio text is in the Workbook (page 64). In the listening passage, a woman called Michelle telephones a midnight phone-in programme to ask for advice about how to find the right man. The host is called Jason Lynch. Michelle talks about the different kinds of men she meets and her problems with them. The presenter seems to understand...
completely. His words at the end suggest that he might possibly be gay: ‘Some of us know just what you're talking about, darling.’ However, if you or the class are sensitive about this kind of issue, there is no need to point this out (and it is only noticeable on the audio to native speakers or the most experienced listeners).

5A This is preparation for the listening passage, as all these words and phrases appear in the listening. Elicit / teach the word partner, and explain that it is a useful general word for someone you live with and have a sexual relationship with – you may or may not be married. Here are some useful phrases when describing an ideal partner:
- He / she needs to be (sensitive).
- I’d like him / her to be (sensitive).
- My ideal partner has (a sense of humour).

5B This activity asks students to understand the main ideas of the passage. In fact, Michelle points out more than three problems and the class may be able to describe most of them.

5C To help students with this exercise, pause the audio CD after each of the listed sentences, and ask them to repeat the sentence as they heard it. You may need to play the sentence two or three times. Write the corrected sentences on the board. Students can then explain whether the new words change the meaning, and if so, how they do this.

5D This activity practises the function of suggestions. Direct the class to LB1. Point out that How / what about …….? can be followed by either a noun, or verb+ing.

Before students do the activity in pairs, elicit advice and suggestions on how to meet people, for example:
- Get a dog and take it for walks. That’s a good way to meet people.
- Why don’t you go on an educational course, for example, a painting course?

If the class are not very confident, choose one or two more confident pairs to perform the role play first. You and the class can offer corrections and suggestions, making sure they include some of the advice / suggestion structures (see LB1). You can then put students into pairs to perform the role play.

5E Again, if students are not confident in voicing opinions, elicit opinions from the whole class before putting them into groups. Point out that we often use I (don't) think… when giving an opinion. If you choose to do group work, afterward have a whole class discussion. Some possible opinions:
- I don’t think she’s being fair at all.
- There are a lot of nice men out there!
- Women can be awful too!
- She obviously doesn’t like men.

5F This practises the function of asking for and giving opinions. Direct students to Language Bank 2. Point out that the phrases in my opinion / in my view / as I see it are quite formal. Make sure students understand these phrases:
- to live together = to live in the same house and have a sexual relationship with someone.
- arranged marriage = when parents choose their daughter / son’s marriage partner.

Teach the following phrases:
- it’s a good thing / idea.
- to marry someone / to get married (to someone).

Useful structures for the questions:
- I think it’s a good thing, because if you live with someone before you marry them you find out if you really like them.
- It’s not necessary to get married these days.
- It’s better to marry later, in my opinion.
- I think they can work (= be successful).

5 LISTEN IN A / B Answers

B 1 She’d like to get married and have children but she can’t find the right man.
2 Some men talk too loudly or don’t wash enough. Others go on about sport too much. Some are gay, or if they are attractive, they’re probably going out with three women. Some can’t make conversation.
C 1 Do you have a picture in your head of Mr Right? (The extra words don’t change the meaning.)

2 In fact, I think he sounds rather like me. (The word nice is wrong and completely changes the meaning.)

3 But the really nice guys are all taken. (Taken in this context means more or less the same as married).

4 They get this kind of light in their eyes. (The extra words completely change the meaning, suggesting that the men become interested and excited, whereas, to get light in your eyes suggests that there is an outside light shining on your eyes.)

5 Or if they are really attractive, you can be sure they’re going out with three women at once. (The words three women at once change the meaning to some extent.)

6 CONTROVERSY See Role cards, page 56 WB

Read the notes about this section in the Introduction. For each of the Units there are Role cards in the Workbook (pages 56-63). These can be photocopied and given to students separately so that they cannot see each others’ cards if you wish to use them as information gap activities. The Role cards offer a variety of tasks, some for just two students, some for three or more students and some for larger groups. For this particular role play, start by checking that students understand these vocabulary items:

- potential = possible
- give up = stop doing something

Remind students that this role play practises the functions of asking for and giving advice and asking for and making suggestions. They should use Language Bank 1. You may want to go over these functions again before students perform the role play.

7 PORTFOLIO WRITING

You may want to do this writing task over two sessions. In the first session students write their questionnaire. After the class, appropriate numbers of students’ questionnaires are photocopied, either by you or the students. In the second session, they are handed out and students answer them. The questionnaires are then collected and collated. Groups’ reports can then be written.

First session: Put the class into groups to prepare their questions. If you think ten questions are too many, lower the number. It will help students if you then elicit their questions and write them on the board, using the opportunity to teach relevant vocabulary: boyfriend / girlfriend / to go out with someone = to have a sexual or romantic relationship with someone / steady (boyfriend) = someone who you go out with for a long period of time.

Groups then decide on their questions and write their questionnaire. Below is a list of possible questions:

1 Have you got a steady boyfriend / girlfriend? If not, would you like to have one?

2 How did you meet your (previous) boyfriends / girlfriends? eg Were they at your school / a friend of a friend / a neighbour?

3 What’s the longest time you’ve ever been out with someone?

4 Do you think it’s alright to go out with more than one person at the same time?

5 Have you ever visited an online dating website?

6 If so, how many times?

7 Have you ever had a date with someone you met online?

8 Do you think online dating websites are a good way to meet people? Briefly explain why / why not.

9 What’s the best way to meet someone, in your opinion?

10 How do you feel if you don’t have a boyfriend / girlfriend? For example, do you feel unhappy or do you feel fine?

Second session: Each group hands their questionnaire out to students in the class, who write their answers. They then gather in the questionnaires. Elicit answers from the class for each question and offer corrections where necessary. Then in their groups, students can read out the different responses and make notes.

Read out the examples of language in the example of a Survey Report shown on the page. Point out
that the report should have four clear sections: introduction, questions asked, results and comments on results, and the general conclusion.

Give students some more useful phrases:

- We found that (most students) …
- Almost no one …
- Only one person says (that) …
- Ten per cent of students said (that) …

Students write their report, either in class or for homework. If they write it in class, allow them 15-20 minutes. See the Introduction for ways to correct. The Writing model below can be used either before or after students have written their report. See the Introduction for ways of using the **Writing model**.

**Writing model**

This is a report on a survey of students’ dating habits. A group of us gave a questionnaire to five students. These were the questions that we asked:

(See questions above)

The results were very interesting. We found that most students met their boyfriends or girlfriends through friends. Almost no one has been out with someone they met online and only one person says they would like to meet someone online. Six people say that they don’t want to try online dating websites because they are afraid people will not tell the truth about themselves.

It is clear from the survey that in our class most people prefer to meet people through other friends.

---

**Background information**

The experiment described in the passage is well-known to all Psychology students. It demonstrates that many people have a strong desire to conform, and that they will change what they think is true and right in order to gain the approval of others. A similar but even more frightening experiment was carried out in 1961 by Stanley Milgram. Psychologists asked volunteers to give electric shocks to subjects if they did not perform a task correctly. Volunteers were encouraged by the psychologists to give bigger and bigger shocks each time subjects got the task wrong. Subjects often cried out when they received the shocks and asked the volunteers to stop. When the shocks got really bad some even seemed to pass out. What the volunteers were not told was that the ‘subjects’ were actors and the shocks were not real. The volunteers were the true ‘subjects’ of the experiment, whose aim was to discover how people reacted when asked by an authority figure to punish someone. The study revealed that many of the volunteers (but not all of them) were happy to punish someone if ordered to do so by someone in authority. Note: This experiment is described in the Unit 1, First Certificate Exam practice page, Use of English, activity A. These activities are photocopiable pages in this Teacher’s Guide (see pages 205-225).

8A Explain that this activity will help students with the meaning of some key words used in Psychology. When students read the text, tell them not to try and understand every word, but simply to try and match the words in bold with the definitions.

8B Question 1 is a more detailed comprehension activity – students will need to read the text more closely to answer the questions. Check students understand the word *task* (something that you have to do). Elicit answers and point out the words in the text that give the answers. Questions 2 / 3 are opinion questions. Elicit answers (see suggested answers in Answers box below). For question 3, students may point out that many people are very frightened of being ‘different’ in some way – it takes courage to be different. Most people try to be the same as other people – if their friend buys a new
gadget, they buy one too.

8 PSYCHOLOGY in English A / B Answers

A 1 to conform 2 confederates
3 experiment 4 majority
5 results 6 trial
7 psychologist 8 subject

B 1 a) The idea was to test people’s desire to conform.
b) to say which of three lines on a card matched the line on another card.
c) Other people in the experiment gave a different (and obviously wrong) answer.
d) 76% of the subjects agreed with the incorrect opinion of the majority in at least one trial. The subjects conformed to the incorrect majority in 35% of the trials.
e) To choose the wrong line.

2 Example answer: Yes, they do. I think it’s astonishing that people can choose the wrong answer when they’re certain that it’s wrong.

3 Yes, if you look around, it’s very clear that people need to conform. For example, teenagers all wear the same kind of trainers and clothes.

9 CONVERSATION

Read the notes about this section in the Introduction to this Teacher’s Guide.

Language Bank 3 practises phrases that we use to fill in pauses in a conversation, for example when we hesitate or pause to think. Before the class looks at LB3, elicit from them words and phrases that they use when they hesitate or pause to think.

9A Some interesting stories may come out of this. Students can tell the best ones to the class. Suggest that they write their parents’ stories for homework.

10 Your answer:

These questions focus on the big issues dealt with in the Unit. Either read out the questions and answers or ask students to read them out. Ask students to be really honest in their answers. They can look back to their original answer to The BIG question, and write a second answer. Ask some students to read out both their first and second answers.

WORKBOOK answers Pages 4-5 WB

1 Language: should, ought to, could, you’d better

1A 1 should 2 should 3 shouldn’t 4 shouldn’t 5 should 6 should

1B 1 ‘d better 2 shouldn’t 3 should 4 ‘d better 5 should

1C 1 You could work abroad for a while. 2 How about taking up a new sport? 3 What about learning a new language? 4 You could study an interesting subject. 5 Why don’t you join a gym?

1D Example answers
• You could get a part-time job.
• You could work in the evenings.
• You could ask your boss for a rise.
• You could work as a taxi driver.

2 Use of English

2A 1 The internet dating market will probably grow a lot.
2 She hasn’t had a boyfriend since February.
3 My boyfriend and I broke up last month.
4 You don’t have to give your name.
5 Is card 1 the same as card 2?

2B 1 (j) behave 2 (d) if 3 (e) also 4 (f) that 5 (g) because 6 (h) to 7 (i) especially 8 (c) important 9 (b) like 10 (a) while

3 Portfolio writing

Students’ own answers

4 Connections

4A 1 (d) had 2 (a) asked 3 (b) went 4 (c) lived 5 (e) lasted

4B 1 (a) 2 (a) 3 (b) 4 (a) 5 (b)

4C adolescent / teenager
baby / infant
man / guy
young person / youth
adult / grown up
What’s new?

<table>
<thead>
<tr>
<th>Subject:</th>
<th>Country and city life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Function:</td>
<td>Comparing and contrasting</td>
</tr>
<tr>
<td>Grammar:</td>
<td>Comparatives with modifiers</td>
</tr>
</tbody>
</table>

Before you open the book ...
If your students live in a city, ask them to write down a single word that describes what living in the country would be like. If they live in the suburbs, a smaller town or the countryside, they can write a word to describe what living in the city centre would be like. They can then either read their word out and explain why they used it, or you can put all the words in a box, asking different students to pick a word out of the box and say if they agree or disagree with it.

1 The BIG question: IS LIFE BETTER IN THE CITY?

FACT: More people live in the cities of China, Brazil and India (such as Shanghai, Sao Paulo and Mumbai), than in all the cities in the rest of the world.

As explained in the Introduction, The BIG question is intended to immediately grab the attention of the students. However, when it first appears, they are not asked to give their opinion or respond in any way. It may be that very few students have actual experience of living in both the country and the city, but if there are any who have done both over an extended period of time (ie not just on holiday), encourage them to give their personal experience at this point.

As always, the FACT box contains something informative and, we hope, surprising. Everyone knows that there are a lot of people in China, Brazil and India, but to think that the urban populations of these three countries exceed the urban population of the rest of the world is astonishing. Students only need to read and think about this fact, but if they wish to comment on it further, encourage them.

Internet reference
For up-to-date information about world population, Google “World population” or go to this United Nations website:
http://esa.un.org/unpp/
Picture notes
The pictures on this page show:

Top — a rural scene from Montana, one of the least densely-populated states in the US. Below — a street parade through San Francisco.

Background information
San Francisco is the gay capital of the US, and one of the few cities in the world where gay people set the agenda for the cultural life of the city. You may or may not want to discuss this fact. The city’s gay community was portrayed in literature by Armistead Maupin in his series of best-selling novels called Tales of the City. For more information on Armistead Maupin go to: http://www.talesofthecity.com/.

If you do wish to discuss this, there are lots of websites about gay life in San Francisco. Information about events and the changing cultural face of the city is available at www.sfpride.org.

2 PREVIEW
This section prepares students for the reading and speaking tasks on the next page.

Words
As with all Units in this book, the link between lexis, topic and structure has been carefully worked out. The words that we present here are the words we think students need, to compare life in the city
and the countryside. We realise that students may wish to use other words, but we always provide some base lexical material to get them started.

A The opening activity asks students to use words from a list to describe the images in two photos. One photograph is of the remote countryside, the other is of a street parade in the city centre of San Francisco. Most or all of the words should be known to students at this level. We don’t wish to force opinions on them, so there are no right or wrong answers for this exercise.

B Another feature of the book is our regular attempts, in the main Unit pages and also in the workbook, to encourage students to think about and learn the possible variations on root words. In this case, students have to modify a list of adjectives to complete sentences.

2 PREVIEW Words B Answers
1 bored 2 noisily 3 excited 4 colour

Language
Another five adjectives are introduced, and this time they are used to complete a series of comparative statements. Comparisons are the featured structure item of the Unit. Do your students know comparatives? To complete this exercise, they need to know how to make comparatives using as … as / less / more. This means that they must understand that when you make a comparison with less, the form is the same with short or long adjectives – less hot / less expensive. Students should also be reminded that certain collocations with less are unlikely – this street is shorter than that street, rather than less long.

If you want students to do more structure practice work before they proceed, they can do the structure exercises in the Workbook (page 6).

2 PREVIEW Language A Possible answers
Note: the answers are all sentences from the Reading text (Exercise 3), but alternatives are possible.
1 less expensive 2 hotter 3 angrier / more angry 4 less exotic 5 as hectic

Ideas
This section also contains extracts from the reading text. In this case, students are invited to consider the ideas that they contain, not the structure content. There are three questions to consider. Here are some notes about the questions:
• The quote about San Francisco – Freedom sips a cappuccino in a sidewalk café in San Francisco – is a wonderful image about life in a city which takes its freedom for granted. The quote is by a writer named Joe Flower, who has written a lot about future change. He is the author or co-author of several books, including China’s Futures (2000) and The Encyclopaedia of the Future (1996). For more information on Joe Flower go to www.imaginewhatif.com
• The second quote creates an image that can be seen as paradise or hell, depending on your point of view. This should be clear from the reactions of the students.
• This extract is different. It describes both what happened to someone and how they reacted. Encourage students to think about ways the clothes could have been ruined. Maybe the writer took them to a dry-cleaners. As students will find out, it actually describes what happened to someone who was involved in the New York power cut in 2003.

3 READING CD 1 (Red) track 3, page 13 SB
Picture notes
The pictures on this page show:
1 Old and new San Francisco architecture. The city is built on a series of small but steep hills and the older houses are made of wood.
2 People emerging from the New York subway on the day of the power cut (blackout) in August 2003.

Key words / expressions
• advertising agency • afford • cappuccino • exhausted • groan hectic • parking lot • sidewalk café • manhole = opening in the road big enough for a man • bohemian = enjoying an alternative lifestyle • sip = to drink slowly • clams, crabs and lobsters = types of seafood
The reading texts are about living in San Francisco and New York. The texts are different in style. Text 1 consists of four quotations about San Francisco from (mainly) famous people.

**Background information / Internet references**

John Lennon (1940-1980) and Yoko Ono (1933-)

John Lennon was a member of The Beatles. Yoko Ono, a Japanese musician and artist, was his second wife. Many people thought that Lennon’s relationship with Ono led to the break up of the group. Lennon was shot dead aged 40 by a deranged fan outside his apartment in New York on 8th December 1980.

http://en.wikipedia.org/wiki/The_Beatles

Oscar Wilde (1854-1900) was an Irish dramatist and poet, who angered polite society in 19th century London with his flamboyant lifestyle. He is famous for a large number of memorable quotations, such as “The only thing to do with good advice is pass it on; it is of no use to oneself.”


Dylan Thomas (1914-1953) was a Welsh poet who wrote many great poems. Encourage your students to read *Do not go gentle into that good night*, or listen to the Richard Burton recording of the play *Under Milk Wood*.

http://www.bbc.co.uk/wales/dylanthomas/bibliography/pages/under_milk_wood.shtml
http://www.dylanthomas.com/

Note: There is information about Joe Flower in 2 Preview Ideas A above.

Text 2 is the true story of a woman who was caught in the New York power cut in August 2003. Ask students to think about what it would be like to be stuck underground for several hours on a hot summer afternoon.

The power cut of August 2003 didn’t just affect New York. It extended from the north east of the United States to parts of eastern Canada, including the city of Toronto. It was the largest blackout in North American history, affecting 40 million people in the US and more than a third of the population of Canada. The financial loss was estimated at 6 billion US dollars.

3A As with many first reading activities in this book, this one is quite easy. Students scan both texts to decide whether the people love or hate San Francisco. The quotes indicate that the people love San Francisco. The woman who has the nightmare journey home on the subway hates New York.

3B This is a scanning activity for Text 1. There is a choice of possible meanings for key words, which should be clear from the context.

### 3 READING B Answers

1. (a) sea creatures  
2. (b) an artist or writer  
3. (a) a place to leave cars

3C Students now read the quotes about San Francisco and decide which they think is the key word in each one.

3D Text 2 contains a lot of phrases in CAPITAL LETTERS. The text is written like this to indicate the extremes of emotion felt by the writer, both positive and negative. Each capitalised phrase refers to a different topic.

### 3 READING D Answers

1. **The center (US spelling) of the world – New York**
2. **There was a blackout – the result of a power cut**
3. **There was no way I could afford – cost of city accommodation**
4. **It was really hectic – city life**

### 4 TALK ABOUT IT

As we explained in the Introduction, this section is an innovative way of combining discussion on the topic and also some key functional language. This section is always cross-referenced with the **Language Banks**, in this case, **Language Bank 4 (LB4)** – Ways of Comparing and Contrasting.

Ask students to look at LB4 and then encourage them, in groups or as a class, to discuss the three questions which are listed here.

The first question concerns their response to the two texts. The second asks them to say how the information about New York and San Francisco has affected them. However, the texts about San Francisco are all positive, and the
experience of the New Yorker is negative. Encourage the class to add any more they know about the two places to balance the discussion. The third question takes the conversation into the more general area of city v country. Students should not only be able to use the comparative forms they find in LB4, but also the vocabulary they learnt or revised in 2 Preview Words. The conversation can be judged successful even if students fail to use the functional language and/or the target vocabulary. Don’t criticise them if they have a good conversation without using a comparative form!

### Key words / expressions
- economic migrants
- immigrant
- ethnic minorities
- immigration
- multi-cultural society
- political refugees
- unemployed

### 5 LISTEN IN

#### Picture notes / Internet references
The picture on this page shows a street in New York where there is a great deal of ethnic diversity. It happens to be a picture of the same blackout event as shown on the previous page. As there was no power, people had to walk instead of taking the subway. For more information on immigration in America go to: [http://en.wikipedia.org/wiki/Immigration_to_the_United_States](http://en.wikipedia.org/wiki/Immigration_to_the_United_States)

The Audio text is in the Workbook (page 64). As we pointed out in the Introduction, listening activities can be quite arduous for the students. We have devised a series of pre-listening activities, which we hope will make the listening experience a successful one. As mentioned earlier, we think it is pointless to make the listening tasks so challenging that students lose both confidence and motivation. This listening text is what is known as a vox pop, a series of three short interviews with members of the public, who are asked for their views on immigration.

#### 5A The first pre-listening exercise requires students to familiarise themselves with four expressions:
- Economic migrants = people who move to a new country or society for economic reasons.
- An ethnic minority = an ethnic group who are in the minority in the society in which they live – Asian British people for example, or the Chinese community in San Francisco.
- A multi-cultural society = a place where several different ethnic groups live in harmony in the same place.
- A political refugee = someone who has to leave his or her own country because he / she is in danger of persecution by the authorities.

#### 5B The second pre-listening task requires students to look at a photo, a street scene from a clearly multi-ethnic society and consider two questions. The first question is about whether there are ethnic minorities in your country. Obviously, the students will have similar answers to this. The advantage of this kind of question is that students who are more confident about speaking can answer for the whole class. The second question, on the other hand, requires students to give an opinion about immigration and freedom of movement between countries.

#### 5C The first listening task is to find general information about the three people who are interviewed.

#### 5 LISTEN IN C Answers

Sarah: for immigration  
Craig: mixed opinions  
Mike: against immigration

#### 5D In their own words, students now try to give more specific details about the opinions of the three interviewees.

#### 5 LISTEN IN D Answers

1. **Sarah (a)** it’s right that we should share what we have  
   **(b)** we should help them  
   **(c)** immigrants do the jobs no one else wants to do

2. **Craig (a)** we should help political refugees  
   **(b)** some people want a better life in a richer country  
   **(c)** ethnic minorities sometimes don’t mix

3. **Mike (a)** foreign people take our jobs  
   **(b)** they also take our houses  
   **(c)** they send their children to our schools and they can’t speak the language
5E There are three sentences here which have been changed slightly from the original. Students should identify what is different and how it changes the meaning. If at any time, students seem to have difficulty remembering the details, offer to play the tape again.

5 LISTEN IN E Answers
The corrections are as follows:
1 We should help people who are IN DANGER IN their own countries (the changed version suggests these people are the ones who are posing the danger).
2 Ethnic minorities often live in their own COMMUNITIES, not countries. (The danger here is in thinking that ethnic communities have another country which is their own. Often they were born in the country where they now live).
3 I can see you feel quite STRONGLY about the subject. (Not wrongly! Whatever the interviewer's own feelings, it would be wrong to say that the Mike's views are wrong).

6 CONTROVERSY See Role cards, page 55 WB
Read the notes about this section in the Introduction. In this section, students work in groups and act out a scenario, which is explained to them in the instructions. In this case there are three students. Student A is a refugee and spills some coffee over Student B, who responds in a racially unacceptable way. Student C tries to mediate.
There are three role cards for the students to read in the Workbook. However, if possible, it's better to photocopy the role cards so that students don't read each other's. This role play is simple to stage. A spilt cup of coffee leads to an aggressive, potentially racist response. Teachers who have different ethnic groups in their classes will know that they have to be careful with this activity.

7 PORTFOLIO WRITING
The writing task is a postcard home from someone who has moved to live in a new country. An extra detail is that the immigrant lived in a big house in the old country and now lives in a small city apartment, giving another chance to practice the main structure item of the Unit, comparatives.
As always, with the first example of a particular type of writing, there is plenty of help in an accompanying box. In fact, there are enough ideas to complete half of the required 120 words quite easily.
If the students have any problems with this activity, you can show the following, more complete model. Remember to tell the students that this is just one of many possible ways to write this.

Writing model
Informal postcard
Dear Mum and Dad,
I'm writing to you from my new apartment in Leeds. It's much colder here in the north of England than it is at home. And this little apartment is much smaller than our house! People here aren't as friendly as they are back home.
But I mustn't complain. I have a job and the people I work with are OK. I also have somewhere to live and there is a lot to see and do here. There are some wonderful shops, and lots of cinemas, although all the films are American, and I find American English harder to understand than British English.
So, please don't worry about me because I'm doing fine.
Take care. I miss you all so much!
Edwin
This is the Content and Language Integrated Learning (CLIL) section of the Unit, where the aim is for students to deal with tasks which connect them to other areas of their study or work. As with many CLIL sections, this one does not consist of a conventional reading text, but begins with a list of the world’s largest cities and urban areas. Many countries have super cities that are so large that they dominate the rest of the country. In Europe, Athens, Paris and London, for example, all dominate their home nations. By contrast, some countries such as Italy and Germany, have many smaller cities, which do not individually have such a large effect on the nation as a whole. The growth of mega-cities is a feature of rapidly developing nations, such as China, India, Brazil and Egypt. If any members of the class have studied this aspect of human geography in their other classes, they may be able to use their specialist knowledge for the benefit of the whole class (and the English language teacher). Becoming the teacher is often an excellent way for the student to learn the language.

Push factors and pull factors mean things that encourage people to move in (attract them into) or out of (repel them from) a particular area. After looking at the list, students discuss three questions.

**8A1** This question asks them if they know the difference between a city and an urban area. The official definition, which appears on the World Resources website ([http://pubs.wri.org](http://pubs.wri.org)) states that all cities are urban areas, but not all urban areas are cities. Urban is a statistical concept defined by a country’s government. A city, on the other hand, is more than just large numbers of people living in close proximity to one another; it is a complex political, economic, and social entity. Cities around the world symbolise their nation’s identity and political strength. Cities are also centres of economic production, religion, learning, and culture. It should be enough for students to realise that an urban area includes cities where there is no real distinguishing line between the city and its suburbs.

**8A2** This question asks them to say which of the cities are in the developed or developing world. This is a tricky question with a constantly changing answer but should start an interesting exchange of views. Are all cities in Asia developing? What about Sao Paulo, Brazil?

**8A3** This question allows the students to discuss the relative sizes of the different cities, considering why some are so much larger than others.

**8B** The second text illustrates and describes ‘push’ and ‘pull’ factors, the factors that encourage some people to leave cities and others to move to them. The task is to find specific words and expressions that describe certain things.

<table>
<thead>
<tr>
<th>Key words / expressions</th>
</tr>
</thead>
<tbody>
<tr>
<td>congestion</td>
</tr>
<tr>
<td>lack (noun)</td>
</tr>
<tr>
<td>push factors</td>
</tr>
</tbody>
</table>

Possible answers

1 Poverty in rural areas.
2 Rich people want space and a clean environment, so they move.
3 Shops and entertainment are better in the city.

Now students read the text more carefully and answer questions.

**8C**

**8 HUMAN GEOGRAPHY in English B**

Possible answers

1a) push factor  b) pull factor  c) pull  d) pull
2a) city  b) country  c) city or country

**9 YOUR TOPIC**

Read the notes about how to develop a YOUR TOPIC activity in the Introduction. Students work in groups of four, comprising two pairs. One pair prepares a short talk on something they have read about in this Unit. Here are some possible topics which have been dealt with or alluded to:
1 The gay community in San Francisco
2 The dangers of being dependent on a city transport system
3 Racism
4 Cities that get bigger and bigger
The pair who have prepared the talk take it in turns to make their points. The listeners are encouraged to ask for clarifications, and to this end are directed to LB4, which provides them with this information.

10 Your answer:
Finally, we return to the question that set things off in the Unit. Students have more information to form their opinions now. They have read about San Francisco and New York, they have heard a variety of opinions and attitudes about immigration, and have seen the vast size of the world's largest cities.

As stated in the Introduction, we feel that students still need guidance in this section, so we include a set of subsidiary questions, with possible answers, which constitute opinions. We don't expect students to repeat these opinions as if they were their own, but we feel that they may gain confidence by seeing sentence structures which they can use to articulate what they want to say.

WORKBOOK answers, Pages 6-7 WB
1 Language: comparatives with modifiers
1A Suggested answers
1 much more dangerous
2 even noisier
3 much cheaper
4 a bit more modern
5 much hotter
6 far more quickly
1B Students' own answers
Example: New York is much more crowded than Boston. Kyoto is far more beautiful than Tokyo.
1C 1 I don't think London is as beautiful as Paris.
2 OK
3 OK
4 I travel farther than you to work.
5 People say that New York is the most exciting city in the world.
6 Which is the oldest building?
7 This is the worst part of my journey
8 Is there as much noise in the suburbs as there is in the city centre?

2 Use of English
2A1 It was tiny, it was noisy, but it belonged to me.
2 I couldn't find anywhere to sit down.
3 When I came out on Houston Street, I was covered in oil.
4 I tried hard to look good today.
2B Choose a word from the box to fill the gaps.
1 (h) 2 (f) 3 (d) 4 (e) 5 (c) 6 (j) 7 (i) 8 (b) 9 (a) 10 (g)

3 Portfolio writing
Students' own answers

4 Connections
4A Words
1 a) same b) different – urban = city; rural = countryside
c) same d) different – suburbs are outside the city
e) different – an emigrant leaves a country; an immigrant comes into a country

4B Useful phrases
1 a) peace and quiet b) bustle c) get away from it all
Before you open the book ...
Tell students that the title of this Unit is *Fame and fortune*. Elicit the fact that *fame* is the noun of *famous* and explain that *fortune* means *a large amount of money*. Ask: *Do you want fame and fortune?* Elicit answers (*eg I want fortune but not fame*).

Ask students to name their favourite celebrity. Teach the word *celebrity* if necessary. As you elicit celebrity names, write them on the board. You’ll almost certainly find that the same names come up and it will be interesting to see who the class’ favourite celebrity is.

If possible, bring in a copy of *Hello!* Magazine (or any similar publication featuring the lives of celebrities). Hold up the magazine and/or pass it round. Ask if anyone reads it. If students do, ask them to explain why (*eg I enjoy reading about celebrities / I enjoy reading gossip about celebrities*). If no one reads it, ask students what they know about the magazine (*eg It’s a celebrity gossip magazine*).

### 1 The BIG question: WHAT IS THE PRICE OF FAME?

#### FACT: A series of robberies at the houses of rich and famous people became known as the *Hello!* Burglaries, because celebrities were robbed after appearing in *Hello!* Magazine.

The phrases, *What is the price of fame / a successful career / having children?* etc mean, *What are the bad things you have to accept when you have fame / a successful career / children?* To check students understand *The BIG question*, elicit answers such as *The price of fame is no privacy*.

Ask students what their reaction is to the FACT. They may reply that it’s rather amusing! Ask why they think the burglaries took place. Perhaps criminals read *Hello!* in order to find wealthy people to rob!

### 2 PREVIEW

**Words**

**Picture notes / Background information**

**Nelson Mandela (1918-):** Black South African statesman and president (1994-99). Trained as a lawyer, for 20 years he campaigned against the racist policies of the South African government (Apartheid). In 1964 he was sentenced to life imprisonment for political offences. Released from prison in 1990, he is famous for presiding over a peaceful change of regime from white minority government to a multi-racial society with equal rights.

**Nicole Kidman (1967-):** Australian film actress, who has become a top Hollywood star. Her films include *Dead Calm*, *To Die For*, *Moulin Rouge* and *The Hours*, for which she won an Oscar. She was married to film star Tom Cruise; they divorced in 2001.

**Queen Elizabeth II (1926-):** Queen of the United Kingdom, head of the Commonwealth, and daughter of George VI. Elizabeth was crowned Queen in June 1953. Married to Prince Philip, the Duke of Edinburgh, she has three sons, Charles, Andrew and Edward, and a daughter, Anne.

**Albert Einstein (1879-1955):** Mathematical physicist, born in Germany, he took Swiss nationality in 1901. Einstein developed the theory of relativity, which caused physicists to rethink the laws of physics. He became a
US citizen in 1940. After the war, he urged international control of atomic weapons.

Tiger Woods (1976-): Real name Eldrick Woods, in 1997 he won the US Masters (the top US golfing championship) at the age of 21, the first Afro-American to do so as well as the youngest. Since then he has consistently remained at the top of his profession.

Bill Gates (1955-): American computer engineer and entrepreneur. At the age of 22 he co-founded Microsoft, a company that produces basic operating systems for computers. By the 1990s Microsoft had become the world’s leading computer company, and by the late 1990s, Bill Gates had become the wealthiest man in America. Gates and his wife Melinda give enormous sums of money to charity, particularly in the area of world health, and have set up their own charitable institutions.

To find Hello! Magazine online, go to: www.hellomagazine.com

A First, ask students to match names with pictures. They may not be able to name all the people in the pictures. Then ask students to say why each person is famous. Fill in the gaps in students’ knowledge.

B The words in italics are key words connected with fame. Questions 1 and 4 focus on the fact that more and more, people are becoming celebrities who have no real talent – for example, perhaps they have been on a TV reality programme. What is strange is that people seem to become celebrities so easily. You may want to quote American Pop Art artist Andy Warhol (1927-87), who said, ‘Everyone will be famous for 15 minutes.’ Someone might point out that the media has a habit of ‘building up’ celebrities (writing a lot about them and saying how wonderful they are), and then ‘knocking them down’ (taking advantage of their vulnerable aspects). For example they might expose their love life and be very cruel about them.

2 PREVIEW Words A / B Answers

A Page 16, left to right:
Nelson Mandela, Nicole Kidman, Queen Elizabeth II of Great Britain

Page 17, top down:
Albert Einstein, Tiger Woods, Bill Gates

B 1 A celebrity is a famous entertainer or sports personality. Traditionally, people become famous because of a talent that they have. But recently, people have become famous for appearing in reality TV programmes or for modelling in newspapers and magazines.

2 The media are radio, television, newspapers, the internet and magazines, considered as a group. The media are very interested in celebrities because celebrities ‘sell’ newspapers etc. Paparazzi (media photographers) pursue celebrities so that it can be difficult for them to find privacy.

3 A stalker is someone who follows and watches someone in a way that can be dangerous and obsessive. People probably become stalkers because they are lonely.

4 If you are talented, you have a natural ability to do something well. More and more these days, it seems that famous people are not necessarily talented.

Language

Point out that we use may / might to express possibility, either in the present or the future. I may see him = Perhaps I will see him. Elicit the fact that we use may and might interchangeably. To present or revise, elicit from students what their possible plans are for the weekend (eg I may go away for the weekend. I’m not sure).

2 PREVIEW Language Answers

A / B / C / D / E

A a)

B The last three sentences

C The first sentence

D Example answers:
I may go to the cinema tomorrow. I may stay in tomorrow evening.

E I might go to California for a holiday. I might leave my job.
Ideas

Check that students understand the words autograph and privacy. There is a lot to discuss in these questions, and you need to decide how much time you want to devote to discussion. You could usefully use the discussion to teach new vocabulary connected with fame.

Question C is explored in detail in the reading text on page 17, so you may not want to spend too long on it here. However, you could teach the phrase An advantage / disadvantage of fame is that…

Students should also find question D very interesting. If they haven’t met anyone famous, perhaps their parents or family friends have – almost certainly one or two students will have an interesting story to tell. If they have, then the class can write the story up for homework.

Background information

Bono is the lead singer of the famous Irish rock group, U2. Bono uses his celebrity to try and diminish world poverty, and is in constant talks with leading politicians.

Nobel Prizes: important Swedish prizes awarded each year to those who have contributed most in the fields of physics, chemistry, physiology, medicine, literature and peace. The prizes were founded by Alfred Nobel, Swedish scientist and businessman who invented dynamite explosive in 1866.

The Rolling Stones are an English rock and roll group that became world-famous in the 1960s and have remained one of the world’s biggest rock bands. The band’s lead singer is Mick Jagger.

This passage takes a light-hearted look at the advantages and disadvantages of fame.

Extension activity

Ask students to go online and print out an article from Hello! Magazine - give them the magazine website (above). Students then bring the article to class, describe it and give their opinion of it. Alternatively, print out an article yourself and use it as a basis for comprehension activities and discussion.

3 READING CD 1 (Red) track 5, Page 17 SB

Key words / expressions
- the high life
- in the long run
- to admire
- to pretend
- attention
- power
- influence
- Bono (U2)
- achievement
- public
- worthwhile
- the Nobel Prize
- disguise
- the Rolling Stones

- trash cans (AE)
- to beware
- the high life = a life lived in a very expensive and exciting way
- in the long run = in the end
- speed dial = a way of dialling fast / automatically on a phone
- backyard = a garden behind a house (American English)
- to lose interest = not to be interested any more
Unit 3

(a) all the trappings = all the possessions that show someone is rich, powerful or important
(b) if it doesn't work out = if it doesn't end well or successfully
(c) in the limelight = in a situation in which you are getting a lot of public attention
(d) power and influence = when someone has the ability to change things
(e) public recognition = when people in general know who you are and admire you
(f) adopt a disguise = if you adopt a disguise, you wear things that change your appearance.
(g) beware of stalkers = be careful of people who may watch and follow you
(h) keeping up appearances = to make things appear as they have always been, even if the situation has changed for the worse

3C / D These activities focus on more detailed comprehension.

3 READING A / B / C / D Answers
A plus factors / advantages: (a) (c) (d) (e)
minus factors / disadvantages: (b) (f) (g) (h)

B 1 (f) 2 (h) 3 (a) 4 (c) 5 (d) 6 (g) 7 (c) 8 (b)

C 1 Bill Gates house near Seattle has 24 bathrooms
2 When you’re famous, people ask for your autograph.
3 Bono has Nelson Mandela’s phone number and Mandela has his. This means Bono has power and influence.
4 Albert Einstein won the Nobel Prize for science.
5 In order to get away from photographers, in the 1970s the Rolling Stones got into a television studio by hiding in trash cans (rubbish bins).
6 Nicole Kidman married Tom Cruise. Ten years later they divorced.

D 1 He or she might hide near your vacation home.
2 They might climb over your five-metre garden wall and into your bedroom.
3 You should accept that you may not be a celebrity ten years from now. Just enjoy your fame while you have it.

4 TALK ABOUT IT

Language Bank 6 gives ways of expressing possibility and uncertainty. Elicit sentences from students that begin with: *It's possible that ... / You can't be certain that ...*. Encourage students to focus on the questions that they find most interesting.

To give more practice with *may / might*, ask: *Which celebrities do you think will still be famous in ten years’ time? Possible answers: I think (Brad Pitt) will still be famous. But Orlando Bloom, for example, may not be famous in ten years’ time. People may forget him.*

4B Other advantages of fame: You get the best table in a restaurant, the best seats in the theatre, it’s good for your self-esteem and successful people have better health than other people. Other disadvantages: You may feel that you’re not as good as people say you are. You may be afraid that your next book/film will not be as good as your last one.

4C / D Encourage students to give reasons for their opinions.

4E Check that students understand that if the price of fame is too high, then there are too many disadvantages, so that you may not want to be famous.

Extension activities
Most students will know the story of Diana, wife of Prince Charles (heir to the British throne), and her tragic death in 1997 as a result of a chase by paparazzi (celebrity photographers) through Paris. Ask students to research this story online and write an article reporting it as if it had just happened. This could then lead to a discussion on the paparazzi and their relationship with celebrities. Celebrities love them because they give them publicity and hate them because they destroy their privacy.

For a fun talking exercise write the names of famous celebrities on pieces of sticky paper and stick them to the foreheads of your students so that they cannot see the name that is written there. Then tell students to walk around the room asking each other questions in order to guess what celebrities they are. Questions might include: *Am I a singer? Am I an actor in Hollywood movies? Am I very handsome / pretty?*
Internet reference
For articles on the tragic death of Diana, Princess of Wales, go to these websites:
http://news.bbc.co.uk/onthisday/hi/dates/stories/august/31/newsid_2510000/2510615.stm
http://www.cnn.com/WORLD/9708/30/diana.de
www.lospettro.it/pagina751.htm

5 LISTEN IN
CD 1 (Red) track 6, Page 18 SB

Key words / expressions
• newcomer • studio • drummer • fan
• album • serious • pub
• in the charts = the charts are the official list of the most popular songs, produced each week.
• single = a musical record with only one song or piece of music on each side.
• gig = a public performance of pop music or jazz.
• (on) tour = a journey in which a person or group visits several different places in order to perform.
• to come out = to become available to buy or see, eg The album is coming out in February.

The Audio text is in the Workbook (page 65). The listening passage is a radio interview with two members of a pop group called Dark Star. Sharon, the singer / songwriter, is clearly very competent, but the drummer Dave seems to have no idea about what is going on.

5D The bulleted sentences are examples of things students might say about their favourite band. You may want to expand on this activity and take the opportunity to teach / revise vocabulary connected with pop music. If this is the case then ask a student who his / her favourite band is. Write the name of the band on the board – teach the word band (pop group) if necessary. Ask students to tell you as much as they can about the band, who the lead singer / lead guitarist / drummer is etc. Teach these words if necessary. Ask questions, like What was their first / latest album / single? When did it come out? What’s the highest they’ve been in the charts? Have they ever been on tour? Have you been to any of their gigs? Then elicit the name of another favourite band and put students into pairs to ask and answer similar questions.

5 LISTEN IN A / B / C Answers
A 1 (c) drummer 2 (h) appear on TV 3 (a) album 4 (f) come out 5 (d) gig 6 (g) in the charts 7 (b) single 8 (e) on tour
B 1 Because he doesn’t seem to know much about the band or about Sharon.
2 He doesn’t know that she wants to be an actress, and that she’s been asked to appear in The People Next Door.
C 1 False. The band’s first single went into the charts at number 26.
2 False. They’re writing material for a new album.
3 False. They may go to Scandinavia and Germany.
4 False. It may come out in the autumn.
5 False. She has been asked to appear in The People Next Door.

6 CONTROVERSY See Role cards, page 56 WB

Key words / expressions
• to release (an album) • to publicise
• publicity • manager • chat show
• PR (public relations) = the job of giving people information about something and making it popular.
• (to need) a break = a period of time when you are not working and can rest and enjoy yourself.

Read the notes about this section in the Introduction. Begin by eliciting / teaching the phrase PR manager. Ask students to say what kind of thing a PR manager does for a pop star (arrange interviews with the media, give information to the media about the pop star, and create publicity). Allow students to choose whether to be the pop star or the PR manager. Suggest that the students playing the pop star should behave like a typical pop star, ie demanding and selfish!
Optional activity
When students have performed the role play, choose one or two of the most confident pairs and ask them if they would be willing to be recorded performing their role play for the class. If they are willing, go ahead and record them. Explain that you will use the recording as a basis for a future language session.
When preparing the session, transcribe the recording, and make photocopies for the class. During the session, hand out the photocopies, and put students into pairs to correct and improve on the dialogue. Elicit corrections and suggested improvements and write the improved dialogue on the board. Finally, students can perform the role play again, acting different roles.

7 PORTFOLIO WRITING
When students have written their questions, elicit them and write them on the board, with corrections. After they have written their answers, ask certain students to read them out. Some answers could be the basis for an interesting discussion. For homework, students could write one or two paragraphs in answer to the most interesting questions.
For a variation on this, put students into groups of four and get each student in the group to choose one of four categories: music, film, politics and fashion. Every student must choose a different category. Students then think of a famous person from that category and tell the rest of the group. If a student’s category is music, for example, she might choose Madonna as a celebrity. If a student’s category is politics, he might choose Nelson Mandela.
Now ask students to split into pairs and write questions together for the two celebrities that the other pair chose. Each student must then take it in turns to imagine they are their chosen celebrity, while answering questions from the other pair as if they were in an interview. Ask students to write down answers as if it were a real interview. If a pair has chosen Madonna, the questions and answers should be very different to questions asked of, for example, Nelson Mandela.

Writing model
Example questions
• Why do so many people want to be famous?
• Can fame be a burden?
• Do you think fame makes people happy?
• What is the price of fame?
• Do you think it is true that the media likes to destroy famous people? If so, why?
• Why are people so fascinated by celebrities?
• Are you interested in reading about celebrities? Say why / why not. Be honest!

8 MEDIA STUDIES in English

Key words / expressions
• editor • image • select
• Democratic Party • candidate
• military • technique
• camera angle • location
• to influence
• particular = a particular thing or person is the one you are talking about and not any other
• point of view = one way of thinking about a situation
• to manage the news = to select the information that is given out so that a particular point of view is presented
• message = the main idea that is contained in something such as a speech or advertisement

Picture notes / Background information
Media studies: A communication social science which studies the nature and effects of mass media upon individuals and society. Media Studies uses techniques from cultural studies, psychology, art theory, sociology, information theory and economics.
Democratic Party: one of the two main political parties in the US. The other party is the Republican Party.
George W Bush (1946- ): Known as George Bush Junior, he is a member of the Republican Party and the 43rd US president (2001-2008). He is the son of George Bush Senior, the 41st US president. His election as president in 2000 was marked by five weeks of complex legal
argument over the voting procedures. He was eventually judged to have won the election over Al Gore, the Democratic Party candidate, by a US Supreme Court decision in his favour.

**John Kerry:** US politician who opposed George W Bush in the 2004 presidential elections as the Democratic candidate. He narrowly lost the election.

Both these photographs were taken during the 2004 presidential election campaign, as both candidates attempted to show that they were fit to be President, and hold his title of Commander-in-Chief.

**2003 war in Iraq:** a coalition headed by the US and Great Britain invaded Iraq (without United Nations support) with the intention of removing Iraqi president Saddam Hussein from power and finding and removing the weapons of mass destruction (WMD) believed to be possessed by Iraq. Saddam was removed and eventually captured. No WMD were found. The coalition troops have remained in occupation in Iraq due to widespread unrest and violence in which many civilians and soldiers have died.

Begin by asking if any students are doing Media Studies. Elicit from students what is studied in Media Studies (see Background information above.) You may want to use the photos to briefly ask students’ opinion of George Bush (students may be vociferous in their opinions!), and what they know about John Kerry (see Background information above).

8A **This activity focuses on the photos in preparation for the text. Briefly ask students what they know about the US occupation of Iraq. (See Background information above.) Elicit answers to the questions and teach any new vocabulary that arises.**

8B **Students should have fun writing the captions. Write the best ones on the board.**

8C It is good practice for students to use their dictionaries to look up words from time to time in class. If dictionaries are not available, teach the phrases instead.

**Optional extension activity**

In preparation for a future session, ask students to choose a current news story they are interested in. Pick two newspapers that demonstrate different attitudes to the same story. You can find British newspapers online – The Daily Mail, The Guardian and The Daily Telegraph all have very different points of view. Make copies of two articles that express
different points of view on the same story and appear to ‘manage the news’ very differently. Do comprehension activities based on the articles and then go on to ask how the articles differ in their attitudes and how the news is ‘managed’.

Alternatively, having chosen an interesting news story, ask students to bring in an article (in their native language) about the story. Put students into pairs to talk about their articles and compare the different points of view.

9 INTERACTIVE TASK
Read the notes about this section in the Introduction. Go through Language Bank 7.
Briefly revise Language Bank 3 and elicit the fact that the phrases in Language Bank 7 are longer and more sophisticated. Explain that How can I put it? / What’s the best way of putting it? both mean How can I explain it? / What’s the best way of explaining it?

Write the title of the topic on the board – How the media works. To teach the meaning of to work in this context, point to a machine or a gadget like a mobile phone or a computer, and ask: How does this work? You could also point to your mobile phone and say: It's no good, it's broken – it doesn't work.

If you feel that students need help in preparing their talk, hold a discussion on the topic first. In this case, elicit points from the class and write notes on the board. Ask: Do you think the media manages the news? If so, how do they do this? Why do you have that opinion? Elicit answers from students. They will probably talk about newspapers they read in their own country and how they notice the lack of objectivity.

Students may go on to explain that the point of view of a newspaper depends on the politics of its owner and which political party he / she supports. If possible, elicit specific examples of bias in various newspapers or TV channels. Teach new vocabulary where necessary. If the students simply want to repeat the content of the text Making News rather than come up with their own ideas, tell them that is fine.

When explaining the Interactive Task, make sure students understand that Pair B are acting as interviewers, and that they should really feel that they are controlling the situation. Once students have performed the role play, they should then swap roles. However, you may want to do this in a following session as revision.

10 Your answer:
Check that students understand the phrase public figure (well-known person). Something that may come out of this final discussion (if it hasn’t emerged before) is the fact that the less responsible newspapers and magazine sometimes (often?) print stories about celebrities that simply aren’t true. This is an extreme example of ‘managing the news’!

Workbook answers Pages 8-9 WB
1 Language: may, might
1A 1 In ten years’ time, people may not remember her.
2 You may meet someone famous at the party.
3 I might go to the concert tomorrow.
4 Michael Jackson might sell his home.
5 Madonna’s next book may be a big success.
6 He may not ever be famous.
7 We might go to New York or L.A.
1B 1 Might this photo not be genuine?
2 Do you think he might not be telling the truth?
3 Might this house belong to someone famous?
4 Might he get a job in TV?
5 Do you think it might only be a rumour?
1C Example answers
1 I might start work immediately after university, or I might travel for a year.
2 I may not go for a swim this evening, instead, I might see my friend Maria.

2 Use of English
2A 1 Almost no one recognised him.
2 It is more likely that people will listen to the opinions of famous people.
3 He has been famous for five years.
4 What are the requirements of fame?
5 If you are famous, you can become very rich.
2B 1 won  2 made  3 famous  4 of  5 Sadly
  6 more  7 fears  8 problems  9 In
  10 fame

3 Portfolio writing
   Students’ own answers

4 Connections
4A 1 celebration (n) celebratory (adj)
  2 influence (n) influence (v)
  3 publicise (v)
  4 talented (adj)
  5 famous (adj)
  6 privacy (n)
  7 reality (n)
  8 fortunate (adj)
4B 2 (j)  3 (i)  4 (h)  5 (a)  6 (b)  7 (c)
  8 (g)  9 (c)  10 (f)
4C 1 in the public eye  2 fortune  3 fans
  4 in disguise  5 keeps herself to herself
  6 autograph
Apart from humans, the ten most intelligent animals are: chimpanzees, gorillas, orang-utans, baboons, gibbons, monkeys, whales, dolphins, elephants, pigs.

1 **The BIG question:** **DO ANIMALS HAVE FEELINGS?**

It is likely that initial answers to *The BIG question* will vary according to where the students are from. People who live in the city tend to anthropomorphise animals (think of them as having similar feelings to humans) a lot more than people who live in the country. In other words, city people give animals some ‘human’ characteristics and emotions. And, of course, they give affectionate names to their pets! People in the country, especially if their livelihood has something to do with the raising and killing of animals for food or sport, may have different ideas. However, everyone should be in the same position when it comes to the facts about the intelligence of animals.

**Picture notes**
There are seven photos on the opening spread; they are of the following creatures:

**On the left-hand page:** a group of chimpanzees, a pig, a flock of sheep, a tree frog. If you wish to discuss the idea of ascribing human emotions to animals, you could ask students what they think each of the animals in these four pictures is thinking!

**On the right-hand page:** whales, elephants and a very distressing photo of some dolphins being killed by hunters. Many of these creatures are mentioned in the FACT box.

2 **PREVIEW**

**Words**
The lexical set for this Unit is words which express emotions, like *joy* and *grief.* There are grammatical factors involved with abstract nouns like these, particularly for students who speak Latin languages – we only use the definite article with them in certain restricted uses: *joy is a wonderful thing; I can't express the joy I felt when I saw her again.*

Note that abstract nouns which are preceded by the definite article are usually followed by some kind of relative clause, often a contact clause involving a person – *the joy I felt, the disappointment they suffered, the anger he displayed etc.*
Language

The target structure is relative clauses with *which*, *who* and *that*. As usual, the examples are taken from the reading text on the next page. The relative pronouns in each sentence are highlighted and the first activity requires the students to turn them into two sentences again. When they read the two sentences, it becomes clear why the idea is better expressed in its combined form! Relative clauses may be a nuisance to learn, but they help to make a student’s speaking and writing more sophisticated.

The difference in the use of *who* and *that* when referring to people, and *which* and *that* when referring to things is partly a matter of personal style, although some people say that *that* is more informal in both cases. This is true for defining clauses. For non-defining clauses, which this phrase is an example of, you have to use *who* for people and *which* for things, of course.

The Language section on this page is an inductive activity. In other words, the activity is designed to help students discover the rules of usage for themselves, or hopefully to remind themselves of the rules they already know. For students at this level, relative clauses like this should be revision. But, as all teachers know, there are some structures which you simply can’t revise too much! If you want students to do more structure practice work before they proceed, at this point, they can do the structure exercises in the Workbook section.

2 PREVIEW Language A / B / C / D / E

Suggested answers

A  The sentences, written as two sentences, are as follows:
*She found a young chimpanzee. It had starved to death after its mother died.*
*There are so many kinds of food. We can eat them.*
*He’s an environmentalist. He regularly observes whales.*

B  In these sentences *that* refers to things (chimpanzee) and people (the scientists; *which* refers to things (food) and *who* refers to people.

C  In every sentence except the last one (about the scientists), the words in bold are the subject of the verbs which follow.

D  In the last sentence (about the scientists), the word in bold is the object of the sentence.

E  You can omit *that* in this phrase and say simply: *the scientists I interviewed*; this is called a contact clause.

Ideas

There are three sentence-extracts from the reading text on page 21, each one describing actions by animals that suggest very ‘human’ emotions. Students read about the emotional responses of whales, female sea lions and elephants, and then there are three questions to guide their discussion, and activate the words such as *love*, *fear* and *grief* which were presented in the earlier *Words* section.

3 READING

CD 1 (Red) track 7, page 21 SB

The three reading texts are about animal behaviour. Text 1 is about amorous whales off the coast of Argentina. Text 2 is about dolphin-hunting in Japan. Text 3 is about the response of various creatures to the death of a mate or family member.

Activity A requires a general reading of all three texts, and then activities B–D concentrate on the individual texts. You can, if you wish, divide the class into groups of three, and ask each member of each group to read just one text and then describe the contents to the others.
3 READING A / B / C / D Answers
A The most appropriate headlines from the five which are offered are: 1 Deeply in love? 2 The blood red sea 3 Death in Africa. Students should be encouraged to think of their own headlines.
B 1 the female 2 yes 3 scientists disagree about this
C 1 F 2 T 3 T
D 1 grief 2 starve 3 trunk

Internet references
Right whales are one of many different kinds of whales. For more information about all the different kinds of whales, go to these sites:
42explore.com/whale.htm
http://www.enchantedlearning.com/subjects/whales/
You can find out more about the work of Izumi Ishii and his campaign to stop the killing of dolphins on his personal website:
http://www.gjallarhorn.com/dolphin/
Other websites about the Taiji dolphins:
http://news.bbc.co.uk/1/hi/programmes/this_world/3956355.stm
http://www.seashepherd.org/taiji/taiji.html
This website is in Japanese but it has some interesting pictures:
http://homepage2.nifty.com/KOHKAIMARU/

4 TALK ABOUT IT
The content of the three reading texts offers very different evidence that animals feel emotions. From the calmness of the right whales to the slaughter of the dolphins, there is a lot of information, some of which is quite depressing. However, the texts provide the class with material they can refer to in this discussion phase. As usual, there is a Language Bank reference, where students will find useful language for expressing their own feelings after reading the information about the animals.

5 LISTEN IN CD 1 (Red) track 8, page 22 SB
Picture notes / Background information
The pictures on this page deal with the things that humans do to animals. On the left-hand page is a dog which is being used to test for burns in a laboratory experiment; on the right-hand page is the head of a gorilla. The gorilla has been killed to provide meat and parts of it, including the head, are being sold as souvenirs. For more information on the bush meat trade and Karl Ammann who took this photograph, see the Internet references box in section 8 ECOLOGY In English below. Activity 9B invites students to comment on the photo of the gorilla’s head.

Key words / expressions
• Alzheimer’s disease
• animal rights (activist) • ape • come on!
• cosmetics • cruel • drug company
• embarrassment • endangered species
• experiment (verb and noun) • extinction
• mammal • medical scientist • mosquito
• non-essential • primate • properly
• research • resemble
• sophisticated behaviour • vivisection

The Audio text is in the Workbook (page 65). The listening text is a radio debate about the rights and wrongs of vivisection. Apart from the interviewer, the two people taking part in the debate are Tony Cavell, an animal rights activist, and Carla Robinson, a medical scientist who uses animals in her research.

As we said in the Introduction, in this book, we aim to give students as much help as possible with the listening texts. We would rather have a lot of pre-listening activities than slow the exchanges on the tape down so much that they no longer sound like real English.

Before the class listens to the debate, make sure that everyone understands clearly what vivisection means. Vivisection is the process of operating on living animals for scientific research. In case animal rights and animal rights activists are rare or unheard of in the students’ countries, you may want to bring some information about animal pressure groups. There is plenty of information on the internet about these groups, in the UK, the US and worldwide.
humans and in animals. And ask them if they know of any campaigns to save certain creatures from extinction.

5C This prediction activity allows the students to read the main arguments that they will hear before they listen. It seems likely that Tony Cavell, the animal rights activist, will have opinions 1 and 4, and that Dr Carla Robinson, the medical research scientist, will have opinions 2 and 3.

5D When students listen to the tape, they will hear the opinions expressed in activity C, and they will hear the opposite view expressed as well. For example, when Tony Cavell says ‘Animals have many of the same feelings (or emotions) that we do’, Carla Robinson replies by saying that only mammals have these emotions, and uses the classic line: Mosquitoes don’t feel pleasure or grief and they certainly don’t feel embarrassment. Students are not expected to remember the opposite view word for word, and they should try to express what they heard in their own words.

5E Students now have to recall the arguments that they heard for and against three specific things.

5 LISTEN IN E Answers
E1 For – animals feel pain like we do. Against – human lives are more important.
E2 For – they are our closest relations. Against – nothing is said against the rights of primates.
E3 For – they save endangered species. Against – they resemble prisons.

6 CONTROVERSY  See Role cards, page 56 WB
Read the notes about this section in the Introduction. As usual, the instructions direct students to the section of the book where the role cards are located. In this case, the role cards are for two characters that mirror the roles and attitudes of the two people we heard in the discussion on the tape. If possible, give the students a photocopy of just their role, so they can concentrate on what they have to say, and not be distracted by the other student’s role.

As we mentioned in the introduction to this
book, some students may not be happy with certain roles. Decide whether you should accept their concerns, or suggest to them that it will help their fluency if they try to act the part out.

7 PORTFOLIO WRITING

The writing task is a formal letter, the first one in the book, so a writing model is given below. The positioning of the addressee’s address, the date and the sender’s address are standard usage. If the writer is using headed notepaper, the positions are the same for the addressee’s address and the date.

A useful guideline for students writing a formal letter is that they should avoid contractions (I’m, he’s etc) and try to use formal expressions (In my opinion is more formal than I think). As with all letter-writing (especially for exam purposes) the key is NOT to repeat any of the useful phrases and expressions that we give you. If you are going to use In my opinion, only use it once! If you are required to write a formal letter of 120-180 words, this does not include the address and your name at the end.

Writing model

35 Queen’s Road
York YK1 8BH
The Guardian
119 Farringdon Road
London ECI R 3ER
25th September 200X
Dear Editor,
I’m writing in connection with the article that appeared in your newspaper last week about building more zoos in this country. I believe that zoos are not a good thing, and the animals which have to live in them are not kept in suitable conditions.

In my opinion, the argument that zoos are important for helping endangered species is not a good one. Why are the species endangered? I think the reason is almost always because of what humans have done to their environment and habitat.

I agree with your correspondent who says that zoos in some countries are improving, but I don’t think this is true in every country in the world. And I certainly don’t agree with the idea of capturing animals in the wild and bringing them to zoos in countries where they do not normally live.

I hope that the government will not continue with its idea of building more and bigger zoos.

Yours faithfully,
Tom Donovan

8 ECOLOGY in English

Internet references
For more information on Karl Ammann, the Swiss photographer and conservation activist who took the photograph on this page go to this website: http://www.karlammann.com/
Karl Ammann has devoted his life to trying to protect endangered species from being killed for meat. For more information on the Bushmeat Campaign go to this website: http://www.bushmeat-campaign.net/engsite/
For more information about the Ruwenzori mountains of East Africa go to this website: http://www.worldwildlife.org/wildworld/profiles/terrestrial/at/at1013_full.html

Key words / expressions
• competition • deforestation • DNA • ecosystem • habitat • rainforest • resources • survival • to threaten

The text in this cross-cultural activity is a standard reading text. The subject matter is deforestation and destruction of habitat. Most of the words in this key word box are activated in activity A.

8A To help students with problem words, the pre-reading task is a gap exercise which highlights the new vocabulary.

8B Students read the text again and then, in their
own words, talk about the effect that a number of people and organisations have on gorillas.

8 ECOLOGY in English A / B Answers
A 1 ecosystem 2 threatened
3 competition 4 resources
5 survival 6 habitat
7 deforestation 8 DNA
B Suggested answers
1 farmers – threaten survival by cutting down trees
2 timber companies – threaten survival by cutting down trees
3 hunters – threaten survival by killing the gorilla for meat
4 tourists – help survival by providing funds; threaten survival by introducing diseases
5 national parks – help survival by protecting gorillas
6 diseases – threaten the gorillas with extinction

9 CONVERSATION
Read the notes about this section in the Introduction.

9A There are three discussion starters and a reference to Language Bank 9 (LB9), where students will find words and expressions they can use for agreeing and disagreeing. This is the first reference to LB9, but students will be able to refer to it many more times in this book, when there are activities where they need to give their opinion.

9B This activity deals specifically with the photo of the gorilla’s head. Again, we have given students a series of possible responses to the picture. They don’t have to choose one, and of course it is preferable for them to give their opinion in their own words.

10 Your answer:
Finally, the question that started the Unit. Now you can find out what the students have learnt from the reading, listening and cross-curricular material and also the discussions and role-plays that they have generated. The BIG question is here sub-divided into three different aspects, and suggested responses are given to answer each one.

Workbook answers Pages 8-9 WB
1 Language: relative clauses; the definite article
1A 1 The farmers who / that need the land are cutting down the forest.
2 Ecology is an interesting subject which / that I’m studying at university. Ecology, which I’m studying at university, is an interesting subject.
3 Uganda is a country in Africa which / that has a lot of wildlife parks. Uganda, which has a lot of wildlife parks, is a country in Africa.
4 She is the medical scientist (that) I told you about.

1B 1 This is a type of medicine used on many small animals.
2 The dolphins following our boat have been rescued.
3 It’s an experiment carried out many years ago.
4 The man giving the lecture is an animal rights activist.

1C 1 The animal we have been watching is a rare type of monkey.
2 My uncle is leading an / the expedition to Uganda.
3 Gorillas are the creatures with the highest intelligence.
4 The primates in this park are protected from hunters.
5 The first time I saw a lion, I felt fear and pleasure.

2 Use of English
2A Example answers
1 The animals spent a long time swimming together.
2 It is important that animals have rights in the same way that people do.
3 It is wrong to experiment on animals and put them in zoos.
4 We must stop using live animals for experiments and (even) cutting them up.
2B 1 c 2 a 3 g 4 f 5 e 6 i 7 d 8 j 9 h 10 b

3 Portfolio writing

Students’ own answers

4 Connections

A Words:

1 trunk

2 Students’ own answers

B Idioms:

1(a) the lion’s share (= most of it)
(b) a whale of a time (= a good time)
(c) a wolf in sheep’s clothing (= he’s more dangerous than he looks)

2(a) A white elephant is something that you can’t sell or get rid of; it’s useless and takes up too much space.
(b) A dog’s life means not a very nice life.
(c) The cat’s whiskers is something that’s nice and smart. This suit is the cat’s whiskers.
(d) A red herring is something which is a deliberate distraction and not relevant to an argument or investigation. It may be derived from the habit of hunt saboteurs, who drag a herring (a fish) across the path of hunting dogs so that they lose the scent of the animals they are following (a fox, for example). The expression dates back to the late 1600s.
Memories are not stored in our brains like books on shelves. When we remember something, we re-make the memory from many words, images and experiences kept in different parts of our brains.

FACT:
Memories are not stored in our brains like books on shelves. When we remember something, we re-make the memory from many words, images and experiences kept in different parts of our brains.

Before you open the book ...
Ask students to write a short note describing their earliest memory. Invite them to exchange their notes with a partner and ask questions about their partner’s memory. At the end of the activity, ask them to say how confident they are that the memory is correct.

1 The BIG question: HOW WELL DO WE REMEMBER THINGS?

How well do we remember things? The question seems like a simple one, but in fact memory is a very uncertain thing. You can prove this to the class by asking them to remember details of something that they all remember, an event which took place in your town, or what they did on the first day of the course, for example. Very quickly, they will realise how imprecise their memory of quite recent events can be.

Picture notes
There are three photos on page 24. They depict infancy (top left), childhood (below) and adolescence (top right), and the dominant relationships of those eras, with parents, school friends and adolescent friends. Everyone in the class will have memories or experiences of these periods in their lives. Ask them to comment on the difference in their memories of each of the ages. Activity 1C is directly related to these photos.

2 PREVIEW
Words
2A This section starts by focusing on words that will be very important in any discussion of memory. There are two lists of words, one of verbs, the other of nouns. Start the lesson by using all the words in context. Elicit examples, if possible. Draw the class’s attention to the future use of remember – I must remember to do my homework – as well as the past use – I remember doing my homework last week.

2 PREVIEW Words A / B Answers
A1 (a) Remember and recall mean more or less the same thing, when referring to the past. But you can also remember to do things in the future; you can’t recall things in the future. You remind someone else to do something, or someone / something reminds you of something; this picture reminds me of my holiday in France. Imagine is the odd one out; you imagine things that haven’t happened.

(b) A memory of something and a recollection of something are similar; but memory is also the word we use to refer to the part of your brain that remembers things. A reminder is something that helps you remember to do something, or reminds you of things in the past; again, imagination is the odd one out.

B 1 reminds 2 recollection 3 imagine 4 remember

2C This activity is directly related to the three photos on the page. If there are any students in the class who knew each other as children, it will be interesting to hear their separate memories of the events in their lives and places that they remember.
Language

There are two structure items focused on in this Unit, used to / would and the past perfect. As usual, we have some inductive concept questions for the students to answer. It’s quite easy to explain or demonstrate the concept of used to – We used to live in Canada. Conceptually, it is clear: we lived in Canada for a long time. We don’t live there any more. Used to can’t refer to a single event, and is rarely used with a definite time period: We used to go to Canada for our holidays is OK: we used to go to Canada for our holidays during the 1990s is OK, although the past tense would work just as well. But we used to go to Canada for our holidays for the last five years is not OK and we used to go to Canada for our holidays last year is definitely not OK.

The use of would in this context is a little more complicated. But the simple rule you can tell the class is that you can use used to or would for repeated events or actions in the past, but not for states. Therefore, the following two sentences are possible:

• We used to go to the beach every day.
• We would go to the beach every day.

However, in the following sentences, you can’t use would:

• We used to live in Canada.
• We used to have a dog.

In addition to this, and this is not so easy to convey to students, would is often used to give a flavour of nostalgia or colour to a sentence. For example, When we were on holiday in Canada, we would go for a walk in the forest every day. This sounds as if you enjoyed it! If you replace would with used to in that sentence, the meaning is the same, but it sounds more matter-of-fact. However, would can also evoke memories that are not necessarily pleasant ones.

Here is an extract from the reading text: When the workers returned home, they would complain and we would be whipped. Students will find this sentence when they read the text on page 25.

The secondary structure item in this Unit is the past perfect tense, and specifically its use to indicate that one action happened before another one in the past. If the structure is new to the students, give a few examples that make the concept clear. By the time is a very useful expression to use in a marker sentence. Use an example from their own experience to present it for the first time.

Teacher: Tell me three things you did before you left home this morning.

Student: I ate some breakfast, I listened to my MP3 player and I played a video game

Teacher: So … by the time you left home, you had (already) eaten breakfast, listened to some music and played a video game.

Ideas

There are three sentences from the text and students are invited to imagine what the context is. Knowing that the lines are taken from the reading text on the next page, they will of course combine their understanding of the words with the message given by the images on the next page. This conceptualising from images and words is to be encouraged.

2 PREVIEW Language B Answers

B 1 The second event in the sentence happened first.

2 The use of had + past participle indicates an action that happened before another action in the past.

2 PREVIEW Language A Answers

A 1 The sentences refer to things that happened many times.

2 They don’t refer to things that still happen.

3 used to and would mean the same thing (use the explanation above to indicate how and when they are different)

If you want students to do more structure practice work before they proceed, they can at this point do the structure exercises in the Workbook.

2 PREVIEW Ideas A / B / C

Suggested answers

A The children appear to have lived in crowded and poor conditions. The students may want to make suggestions about where they might have lived and in what country.

B The idea of selling a human being is usually connected with slavery.

C The father is definitely someone that the child doesn’t live with. We don’t know yet if he was a stranger.
3 READING

The reading text consists of three parts. The first is some biographical information about Annie Burton, a slave in the 1850s. The second and third parts are extracts from her autobiography, Memories of Childhood’s Slavery Days. The extract comes from the first section of the book which is entitled Recollections of a Happy Life.

Picture notes
On page 25 are two very evocative images, one of a slave market, and the other of Annie Burton, a former slave who wrote an autobiography during the second half of the nineteenth century. When they read the text, the class will find out more about her, including the fact that she is very positive, despite the terrible things that happened to her. But before reading, students might want to take a minute to discuss what it must have been like to be a slave.

Key words / expressions
- bones
- carefree
- (American) Civil War
- debt
- exclaim (=shout)
- marriage ceremony
- oyster shell
- plantation
- wander
- to whip
- mistress = female boss / owner

Background information / Internet reference
The American Civil War (1861-1865) was fought between the Union of States which called itself the United States, and the Confederate States of America, a coalition of southern States that declared itself independent. There were many complicated reasons why the two sides went to war, but slavery was a key cause, because cotton plantations worked by slaves were essential to the economy of the South. The South wanted to protect their right to own slaves, and the North wanted to end it. There is information about slavery and the slave trade in the cross-curricular activity on page 27. For more information about Annie Burton go to this site:
http://www.spartacus.schoolnet.co.uk/USASburton.htm
You can find the entire text of the book on this site:
http://digilib.nypl.org/dynaweb/digs-

For more information on the history of slavery in America go to these sites:
http://www.innercity.org/holt/slavechron.html
http://en.wikipedia.org/wiki/History_of_slavery_in_the_United_States

3A Ask students to read the text quickly and make a note of any words or expressions they find difficult. Even if they don’t understand every word, they should be able to give a title to each of the three sections.

3B Students now read the text more carefully to find the answers to the comprehension questions.

3 READING A / B Answers
A
1 c
2 a
3 b
B Suggested answers: 1 Mistress means the woman of the house; probably the wife of the owner of the house, and therefore the wife of the person who owns the slaves.
2 They ate the food on the way, and were punished for it later.
3 Definitely not! They only ate a little in the morning.
4 Slaves were sold to pay off debts; women slaves who didn’t have children were also sold.
5 No. He obviously didn’t want to have anything to do with her.

4 TALK ABOUT IT
The discussion task is designed to do three things. (1) to describe the life of Annie and the other slaves; (2) to imagine for yourself what slavery must have been like; (3) to add any prior knowledge the students might have about slavery in America. Students are also directed to Language Bank 10, where there are words and expressions they can use to talk about life in the past.

4A Students really have to use their imagination to understand how Annie can possibly have thought that her life was happy. She was a slave, she was whipped for misbehaving, she had hardly anything to eat, and she was always in danger of being sold. Plus her real father
British life, the time when many large houses had servants. It is important to note two things –

1. the difference between servants and slaves.
2. that domestic staff are today no longer called servants – even if they work for the Queen!

They are known by their job title (a nanny, who looks after children; a cleaner, a cook, a gardener, a chauffeur (driver), even a butler – a few still exist). Domestic staff who work for the British Royal family today are notoriously badly paid, in some cases little more than the national minimum wage.

This is a pre-listening pair work activity, to help students engage with the period. There is a list of occupations and students have to decide if the people would work or live in a house like the one in the picture. Housemaids, chauffeurs and cooks work in the house, lords and film stars live in them. In order to imagine the kind of work the servants did, students have to think about what these big houses were like. In Victorian times, there was no running water (maybe one cold tap in the kitchen), no electricity, so no electric light and no central heating. How did they see anything? How did they heat the house? How did they do any washing? This is a very useful activity for the iPod generation to imagine what life was like in the past!

Students now listen to the tape and answer the questions.

The second listening activity requires students to listen for specific information.

For this section, students must really try to envisage themselves living a life where whipping, starvation and family separation were always possible.

Students can offer their prior knowledge of the slave trade to help this discussion. Those who have read the following pages may have picked up some information from there. There is nothing wrong with students reading later parts of the Unit and finding information for themselves. We feel that this attitude to the book should be encouraged.

5 LISTEN IN CD 1 (Red) track 10, page 26 SB

Picture notes / Internet references
The two photographs on this page relate to Listening activity A. They show Manderston House, a large country mansion near Edinburgh in Scotland.

http://www.manderston.co.uk/default.asp

Houses like this in Britain are usually referred to as stately homes. You can find all you need to know about other houses like this at this website: www.stately-homes.com

The second picture is of a group of servants in a Victorian house. The lady in the centre was the House Keeper, the boss of the servants.

Key words / expressions
• chauffeur • domestic service
• housemaid • inherit • servant
• tiny • passage

The Audio text is in the Workbook (page 66). The listening text is an interview with a woman who used to work as a housemaid in a stately home when she was a girl. The listening text does not contain too many new words, but it is about a kind of lifestyle which has more or less disappeared in
5D In this activity, there is a transcript of a section of the listening, showing all the hesitations and lubrication expressions which are typical of spoken English, but can be deleted without affecting the meaning of the utterance. These are the words and phrases which can be deleted.

Julie: Was it very hard?
Mary: Er… well, it depended on the job. I worked in… oh I can’t remember… in five different houses. I think. They were all, how shall I say?… great houses – stately homes – that I worked in, with lots of servants.

Julie: U-huh… How much were you paid?
Mary: For my first job, I was paid … um, let me see, I THINK it was eighteen pounds a year.
Julie: A YEAR?

6 CONTROVERSY See Role cards, page 57 WB
Read the notes about this section in the Introduction. This is an activity known colloquially as ‘Chinese whispers’, although this is not an expression that we recommend you teach to your students! There are many expressions like this in English that give a nationality to something (French windows), but many of them are not now politically correct. This is essentially a simple activity, where the students work in groups. One student whispers a story to the next student, who whispers it to the next student. The last student retells the story, which has often changed beyond recognition, as it is passed from one student to the next. There are two stories in the Role cards, so two different groups can do different stories. The activity helps students with their narrative and listening skills.

7 PORTFOLIO WRITING
The writing style we want to practise here is essay-writing, a major feature of most examination formats, rather than an example of authentic writing. There are extensive instructions on the Student’s Book page of this Unit about the process of writing an essay. A feature of some examinations is that they want to see evidence of the notes you make before you write, so we also recommend that here.

**Writing model**

**Title**: Memories of my childhood

**Notes**
- I’m the youngest of three children; older brother and sister.
- Age 0-5 – lived in Oxford; dad teaching at university; mum also academic, but didn’t work full-time; my first memories are of my kindergarten.
- 5-12 – lived in Paris – dad doing PhD at university; mum taught English; I went to international school.

**Essay**
I have strong memories of my childhood, because we lived in two very different cities, Oxford and Paris. My father worked at the university in Oxford. He was an English lecturer. My mother didn’t work very much. She had decided that she wanted to be a full-time mother and not work too much.

I’m the youngest of three children. My sister Martha is four years older than me and my brother Duncan is a year older than Martha. My first memories are of them going to primary school. I remember wanting to go with them.

Then one day, my mother took me to a kindergarten, where there were hundreds of children. Well, there were probably only 10 or 12, but I remember it was very noisy! I cried all day, but eventually I began to like it.

Then suddenly, when it was time for me to go to primary school, we moved. I remember that it was very hard for all of us. Duncan was about to move to secondary school and Martha was unhappy to leave her friends. We went to an international school in Paris. At first, it was really difficult, because it was a very organised place, and we weren’t used to that. But eventually, we liked it.

It was an unusual childhood, and I think it gave me the desire to travel and experience new things.
the reading text will tell them when slavery started.

8B Now they read the text and check their answers.

8C This is a true or false activity based on the reading text.

8 HISTORY in English A / C Suggested answers

A 1 The slave trade started in 1490.
   2 Most of the slaves came from West Africa.
   3 They ended up in the Caribbean, Brazil,
      Spanish America and the United States.
   4 Slavery in the US ended after the American
      Civil War.

C  1F  2T  3T  4T  5T

9 INTERACTIVE TASK

Read the notes about this section in the Introduction. This is a group work activity, and offers students the chance to practise discourse skills which will also come in useful in certain oral examination situations. Students work in groups of four, divided into two pairs, Pair A and Pair B. Pair A prepare a topic, and Pair B listen to what Pair A have to say, but also try to take control of the situation. As we pointed out in the Introduction to this Teacher’s Guide, the key to an interactive task is the interaction between the two pairs, one wishing to make points about the topic, the other wishing to take control. The important thing for both pairs to realise is that the interaction must take place in an atmosphere of polite mutual respect. In other words, Pair B must take control without being rude.

10 Your answer:

As always, the Unit ends with a re-consideration of The BIG question and, as we often do, we divide the original question into two or three subsidiary questions. We ask students to recall their earliest memories. We have chosen three questions which your students may have common memories of, especially if they have known each other since they were children.

If they HAVE known each other for a long...
time, the lesson may end with them disagreeing about, for example, what their first teacher was like, when and where a memorable event took place and who was responsible for certain things happening. As the FACT at the beginning of the Unit points out, memories are not as simple as we think they are!

Workbook answers  Pages 12-13 WB

1 Language:  would, used to, past perfect
1A 1 ✓ 2 ✓ 3 ✓
1B 1 didn’t use to love  2 used to live
   3 used to have  4 would / used to play
   5 would / used to climb  6 used to live
   7 would / used to go  8 would / used to walk
   9 would / used to

1C 1 When we got to the station, the train left. (= It waited until we got there before leaving.)
   When we got to the station, the train had left. (= It left before we got there.)
   2 After we had eaten, we went for a walk.
   After we ate, we went for a walk.  (The meaning is the same.)
   3 When I turned around, the dog disappeared.
   (= It waited until I turned before disappearing.)
   When I turned around, the dog had disappeared. (= It disappeared as I was turning round.)
   4 I asked him what he thought of the film, but he hadn’t seen it. (didn’t see it not possible.)
   5 Before he bought the car, he checked it carefully.
   Before he bought the car, he had checked it carefully. (The meaning is the same.)
   6 I woke up at eight. I had slept very badly.
   (= refers specifically to that one night)
   I woke up at eight. I slept very badly.  (= This could be a common problem for me.)
   7 Maria opened the fridge and saw that Brian and James had eaten all the food. (ate is not possible.

2 Use of English
2A Variations are possible
   1 Fifteen children had to share one bowl of food.
   2 We used to eat all the food that was meant for the workers.
   3 We children didn’t use to have any supper.
   4 ‘You should speak to your darling child,’ my mistress would say.
   5 Do you remember swimming in the river?

2B 1 ✓ 2 the  3 so  4 ✓ 5 ✓ 6 ✓ 7 for  8 ✓
   9 that  10 ✓ 11 ✓ 12 to

3 Portfolio writing
   Students’ own answers

4 Connections
4A 1 (a) memorise – to commit something to memory because you need it (a telephone number or the answers for an examination, for example, remember – to recall an event).
   (b) souvenir – something you buy to remember a place; memory – a purely mental image.
   (c) recollection – a memory; collection – when something is collected, for example the post from a post box.
   (d) to have a good memory – you are good at remembering things; remember something well – an event left a strong impression on you.
   (e) imagine – to form a picture of something or someone in your mind, possibly in circumstances that haven’t arisen yet; fantasise – to imagine something pleasant or exciting happening to you.

4 A 2 Example answers
(a) I memorised all the dates of the kings for the examination.
   I remember falling asleep during his speech.
(b) I have a souvenir from the holiday – an ashtray from the hotel!
   I have the most wonderful memory of a little beach in Spain.
(c) I have absolutely no recollection of what happened.
   There is a post collection at 5pm.
(d) I imagine they’re living in a nice place now.
   He’s always fantasising about being a professional soccer player.
Before you open the book …
Write the title of the Unit on the board and ask students: What does this mean to you? Elicit reactions and teach new vocabulary as it arises. Students may answer, for example, There are cameras everywhere. Ask: What are these cameras called? Elicit / teach the phrase CCTV cameras (closed circuit television cameras). Then ask: How do you feel when you are walking along a street or train platform, and you see a CCTV camera? Elicit reactions and teach new vocabulary as it arises. Typical answers might be, I feel safe / I feel angry because it means I have no privacy.

1 The BIG question: IS SECURITY MORE IMPORTANT THAN PRIVACY?

FACT:
Surveillance cameras can find the face of one person in a crowd of 50,000.

Write The BIG question on the board. If you want to explore the question a little, ask: What does security mean to you? Give a model answer such as, Security means that I have a job with regular money. Elicit answers. Similarly, ask: What does privacy mean to you? Elicit answers such as, Privacy means that people don’t know too much about me. Students will have an opportunity to respond to the FACT in activity B below.

Picture notes
(a) This picture shows people on a train platform (it happens to be on the London Underground). They are obviously being monitored by a surveillance camera.
(b) This picture shows a security officer monitoring images from CCTV cameras.
(c) In this picture, a road sign tells motorists that there are speed cameras on the road. This photograph was taken in Australia, where speed limits on roads are strongly enforced — even in the remote outback. Australia and Canada use kilometres per hour. Britain and the USA use miles per hour. The general speed limit in Australia is 100 kph, even slower than the usual speed limit in the USA of 65 mph (about 105 kph). In Britain the general speed limit is 70 mph (112 kph).

2 PREVIEW
Background information / Internet references
CCTV stands for Closed Circuit Television. CCTV is the use of television cameras for surveillance. It was first used as a way of increasing security in banks. Airports and casinos, that had a similar need for high security, then started using them. Surveillance cameras are now increasingly used in public places, for example, on the high street, in shopping malls, in underground stations. They can also be used as part of a home security system.

There is a lot of argument about whether CCTV deters criminals. However, it is clear that CCTV use reduces crime in certain places such as car parks. It is also agreed that surveillance cameras can be effective in detecting crime. CCTV is now routinely used to track missing children. In London, the 2005 July 7 suicide bombers were identified through the use of CCTV. However, the use of CCTV in shopping streets, housing estates and on roads is regarded by many as a worrying form of social control. Britain now has more CCTV cameras than any other country in the world. In some places, people can connect their own domestic TV sets to the CCTV network and watch everything going on in their own community area.
Some people think this an important way of improving local security, and others think it is giving neighbours power over each other which might lead to blackmail. To find out about the advantages and disadvantages of surveillance, see:

http://news.bbc.co.uk/1/hi/uk/2071496.stm
http://www.findarticles.com/p/articles/mi_m0EPF/is_2_103/ai_107896318
http://www.newscientist.com/article.ns?id=dn3725
http://63.135.115.158/article.asp?id=569
http://www.secureeng.co.uk/cctvfacts.htm

Words

A After students have matched the photos with the sentences, check they understand these words: to track (to follow someone by using special equipment), to monitor (to regularly check or watch something or someone). Instead of using the sentences to teach new language, you could instead ask students to describe the pictures. Example answers:

(a) This picture shows people on a train platform. There are circles round their heads. This probably means that there are cameras on the platform.

(b) In this photo, a man is watching CCTV screens.

(c) In this picture, cars are going along a road. There is a sign that says there are speed cameras on the road.

Use the photos to teach these words and phrases: speed camera, security officer.

B These adjectives may need explaining: horrified (very shocked), reassured (made to feel less worried about something). Ask students to explain their reactions, eg I feel reassured because it means the police can find criminals.

C One way to do this activity is, for each question, to ask those who agree to put up their hands. Count the numbers and write the result on the board. Then ask those who disagree to put up their hands. Again, count the numbers and write the result on the board.

Language

This section introduces the present and past simple passive. If the structure is new to the class, you may want to present it before doing the activities in the book. Here is a suggestion for how to present it. Ask the students: Where do they grow rice? Elicit and write on the board: They grow rice in (India). Follow on by asking and eliciting answers to similar questions, writing the answers on the board:

- Where do we find diamonds? We find diamonds in Africa, Russia…
- Where do they make the best cars? They make the best cars in …
- Where do they produce the best leather? They produce the best leather in …
- Where do they catch the biggest fish? They catch the biggest fish in …

Now ask the students who we are referring to when we say they / we in these sentences. Do we know? Is it important? Elicit the fact that this information is not important. Now write the first two sentences as passives:

- Rice is grown in India.
- Diamonds are found in South Africa.

Ask students if these sentences mean the same as the first two sentences on the board. Point out that they do, but that now, the objects of the first two sentences have become the subjects, and the most important words in the sentences are rice and diamonds.

Point out that is / are are the present simple of to be and that grown / found are the past participles of the verbs in the first two sentences. Explain that this structure is called the passive voice and that we use it when we are not interested in the subject of the
This article describes how an electronic surveillance system called Poseidon saved a young Frenchman from drowning in his local swimming pool. The story is true and was reported all over France. Since then, there have been other instances in other countries including Britain, of this system saving lives in swimming pools. See the whole story (in French) from the company which developed the system:

Before students read the passage, ask them to look at the diagram and pictures and then try to deduce what the article is about. Use the diagram and pictures to teach relevant vocabulary items, eg lifeguard, save, drown, signal, electronic surveillance.
With regard to the question, How do you feel about it? students may give answers such as I think surveillance systems are a good idea, they keep us safe. Before you start the discussion, you may want to tell students a bit about a famous novel called 1984, which describes the abuse of surveillance in a police state (see Background information below.)

If students are not very confident about performing this role play, choose two of the most confident students to act it out. Afterwards, the class can offer corrections and improvements and you can write these on the board. The class will then go into the role play feeling more confident.

Background information / Internet reference
The world-famous novel 1984 by George Orwell was first published in 1949. It describes a future social system that allows no privacy — people are even watched in their own homes. There are police known as the Thought Police and their job is to monitor what you think. The book is a warning of how systems of surveillance could be misused in a police state. The novel had and still has an enormous effect on people’s attitudes towards surveillance. In the book, the government authorities are known as Big Brother, and there are placards everywhere that warn, Big Brother is watching you. To find a summary of the plot of 1984, go to this website: www.online-literature.com/orwell/1984

4 TALK ABOUT IT
Break the discussion into two halves. In other words, elicit answers to the first question before going on to the second. With regard to the first question, ask students to quote any sentences that show how the writer really feels. The final sentence, ‘They’ll know all about us,’ does in fact suggest that the writer is worried that there may be too much surveillance at some time in the future.

Key words / expressions
• consumer • issue • consultant
• to take place • store • CD • constant
• radio signal • to link • unique • to identify
• shoplifting • shoplifter • item
• shop assistant • to trigger • security system
• manufacturer • business • baggage
• efficient • service • constant
• tag = a small piece of paper or plastic that is fastened to something and gives information about it.
• microchip = a very small piece of silicon (a chemical element) that contains the electrical connections for making a computer work.
• smart tag = RFID tag (that communicates with a computer).
The Audio text is in the Workbook (page 66).

5A  Begin by using the picture on the left to explain what an RFID (radio frequency identification) tag is. Explain that it is a very small object that can be placed in objects, animals or even people. It sends out a signal to a computer, so that the computer can follow it wherever it goes – each signal is unique and is easily identified.

Now ask the class to describe the pictures. In the middle picture a boy is shoplifting.

The picture on the right shows baggage at an airport. Use the pictures to teach the vocabulary items to shoplift, shoplifter, baggage.

Ask students how they think RFID tags can end shoplifting and find lost airline baggage. Elicit answers but don’t tell students if they are right or wrong. Tell them they will listen to a passage about RFID tags and this will give them the answer.

5B  Tell students to use their dictionaries in order to match the words with their definitions. Alternatively, teach the meaning of these words and other key words and expressions from the box above. It will probably be helpful to students if they are taught some of the more difficult words that appear in the listening passage.

Picture notes / Background information

The full name for RFID tags is radio frequency identification tags. An RFID tag is a small object that can be attached to or incorporated into a product, animal or person. Each RFID tag contains a computer chip and antenna which can be read by a scanner — each item contains a unique identification number. The picture on the left is of an RFID tag. The picture in the middle shows a boy shoplifting. The right hand picture shows airline baggage piling up in the baggage hall of an airport. When the baggage arrives from the plane it is put onto a carousel (named after the fairground entertainment), from which passengers collect their own suitcases.

RFID tags have many uses. In libraries, security gates can check that a book with an RFID tag in it has been properly checked out.

The tags can be used to sort goods into different categories. Wherever a piece of airline luggage is in the world, if it has an RFID tag, it can be found by a scanner which sends a signal back to the computer. Tags are commonly used for animal identification, buried under a dog’s skin for example. Similarly, the tags can be used to monitor prisoners on parole.

Although RFID tags are undeniably of great potential benefit, those who oppose their use fear their potential for misuse. For example, companies or governments could make everyone carry a card (or even insert the tags under peoples’ skins) as a means of discovering what they are doing at any time of day or night. The potential for using the tags as a way of controlling people is very great and needs to be thought about.

On the other hand, tags can be very useful, enabling companies to keep track of deliveries and stocks over entire distribution networks.

For articles and information on RFID tags, go to these websites:

http://news.bbc.co.uk/1/hi/technology/4247275.stm
http://www.theregister.co.uk/2003/06/27/rfid_chips_are_here/
http://www.rfidjournal.com/

5 LISTEN IN B / C / D / E  Answers

B  1 (h) microchip  2 (c) unique
   3 (e) to shoplift  4 (d) manufacturer
   5 (f) consumer  6 (a) to trigger  7 (g) constant
C  1 (f)  2 (a)  3 (b)  4 (d)  5 (e)  6 (c)
D  RFID tags can end shoplifting in the following way: If a shopper pays for an item, the shop assistant ‘kills’ the tag so that it no longer sends out a signal. However, if you don’t pay, the signal from the smart tag will trigger the security system as you walk out of the store. RFID tags can find lost airline baggage because each RFID tag signal sends out a constant radio signal to computers. Each signal is unique and is easily identified. If a piece of luggage has an RFID tag, it is very easy to identify it, wherever it is.
E  1 RFID tags will make it very easy to catch
shoplifters. Also, when an item with an RFID tag is bought from a shop, a computer can recognise this and quickly order another from the manufacturer. This will keep prices down.

2 RFID tags can follow your airline baggage round the world so that it doesn’t get lost.

3 If the tag signal is not killed at checkout, every time you wear the item with the tag, manufacturers will know exactly where you are. Many see this as an invasion of privacy. They ask who will use this information? The police? Other interested people?

6 CONTROVERSY  
See Role cards, page 57 WB

Read the notes about this section in the Introduction. This is a general debate about the use of both RFID tags and CCTV cameras. Divide the class into small groups – group A and group B. Group A and B should sit next to each other so that they can work together. Ask them to write down their arguments. Elicit the arguments and write them on the board as notes. Students can then have their debate. Below are suggestions of arguments for and against.

**Arguments in favour of RFID tags and CCTV cameras:**

1 CCTV cameras help to catch criminals and terrorists. (Give examples). They are caught on camera and the police are able to identify them.

2 RFID help to catch shoplifters. This is really helpful to shop owners.

3 RFID tags help to track luggage and any product being delivered anywhere in the world.

4 They tell manufacturers how many of their products they have sold so they can order more in time.

**Arguments against RFID tags and CCTV cameras:**

1 RFID tags and CCTV cameras provide a huge amount of information about us. Criminals (and possibly the government) can find this information and misuse it.

2 If the use of RFID tags and CCTV cameras grows, we will find that we are watched everywhere we go. Do we want to lose our privacy?

3 Technology is not always reliable. Mistakes can be made with disastrous results.

4 These methods provide a way to control people. Governments and the police may misuse these methods.

7 PORTFOLIO WRITING

Tell students to write the story in the present simple tense. Explain that the present simple tense can sometimes be used to tell a story – it is a way of making it more dramatic.

If you think they will have difficulty inventing a story, put them into pairs or small groups, to come up with an idea. Elicit the ideas, and write the best ones on the board in note form. You may want to use the writing model below as a way of providing a stimulus for the class.

**Writing model**

Sophia unlocks her front door and walks inside her small flat. She puts her hands to her face and starts to cry. Then she remembers that a camera is watching her. She doesn’t want them to see her crying. Where can she go? The only place is the bathroom – but at least she has privacy there.

She has a warm bath and lies in the water and cries. Her boyfriend has left her. They have been together for five years and only two months ago they were talking about marriage. Her life seemed perfect. Then this morning he rang her at work. ‘I’m leaving you,’ he said. ‘Our relationship isn’t working.’ She couldn’t protest because there were people all around her, listening. Also, there were others listening – she knew that. It was routine for her bosses to listen to their employees’ telephone calls.

Sophia dries herself and dresses. The phone rings and she answers it. It’s her boyfriend, Matt. ‘I meant it,’ he says. ‘I’m leaving you. I’m coming round this evening to pick up my things.’ The idea is unbearable. Sophia goes and stays with her parents for the night so that she won’t see Matt – he has a key to the flat.

The next evening, after work, she returns...
to her flat. The phone rings and she picks it up, hoping that it is Matt. ‘I hear your boyfriend’s left you,’ says a voice. ‘Well, there are lots of other men available. Me, for example.’

8 PHYSICS in English

Key words / expressions
- image • to record • cable • signal
- analogue / digital • reflect
- video cassette • to store • to transmit
- to link • curve
- wave = the way in which sound, light, a radio signal etc travels.
- radio waves • short / medium / long wavelengths • ground / sky / space waves
- ionosphere = the region of the earth’s upper atmosphere.
- satellite = an object that is sent into space to travel round the Earth in order to receive and send information.

Elicit the fact / explain that physics is the science that deals with heat, light and other forms of energy and how they affect objects. Find out from the class who enjoys / enjoyed Physics and was / is good at it.

The class will probably feel that this text looks very difficult at first sight. Reassure students and tell them that they will find the diagram very helpful in explaining the text. Explain that the numbered words in bold in the text refer to the diagram numbers, and that the illustrations help to explain the meaning of the words.

To make the text as easy as possible for students, it will be helpful to pre-teach / check students understand these words: image, to record, cable, to store, to transmit, wave(length), curve, ionosphere, reflect, medium, space, satellite. Students can then read the text, using the diagram to help them. They should then find activity A quite easy to do.

If there are students in the class who have taken physics at school, they will have covered topics such as waves in their own language. This could be an opportunity to allow the scientists in the class to explain their speciality to everyone, including the teacher. As scientists they will already know that a great deal of scientific literature is in English and they may need the skill to explain scientific concepts in English later in their careers. English for Special Purposes (ESP) was once regarded as merely a bank of specialist vocabulary, but recently teaching ESP has developed into discourse competence – marshalling arguments, describing diagrams and processes, for example. Parts of the IELTS exam for entry into English-speaking universities concentrate on these skills.

8 PHYSICS in English A / B Answers
A 1 produce 2 Computers 3 signal 4 two
5 digital 6 ground waves, sky waves and space waves
7 Space 8 transmitted
B 1 A camera produces an image.
2 Computers store digital signals.
3 A video cassette records the image.
4 The ionosphere reflects sky waves.

9 CONVERSATION

Read the notes about this section in the Introduction. The Language Bank connected to this activity, (Language Bank 12, Ways of asking about and describing pictures) may be important for students who are taking exams. To practise the language, bring in a good assortment of pictures. Put students into pairs and ask them to describe the pictures to another pair, who do not see the pictures. The pictures can then be displayed and the second pair can say if the picture was as they imagined it.

Explain that the task is not only to describe the picture. It is also to use the subject matter of the picture as a basis for discussion. If you feel that you would like students to discuss something other than surveillance and privacy, use the pictures you have brought in or other pictures in the book.

10 Your answer:

Students should now have a very good idea of their own opinion on the matter.

Optional activity: Obtain a copy of 1984 by George Orwell, and choose three or four short passages, through which the storyline becomes
clear. Put the passages in the wrong order. Ask students to decide what the correct order for the passages is.

**Background information**

**Benjamin Franklin (1706-90):** US statesman, writer and scientist. He proved that lightning and electricity were identical. In 1776 he was actively involved in writing the American Declaration of independence (from the British).

**London terrorists of July 2005:** On the morning of July 7, four suicide bombers attacked three different trains on the London Underground, and a London bus. Their bombs all went off, killing all the bombers. 52 commuters were killed and 700 people were badly injured. All the bombers were later identified, thanks to CCTV cameras that filmed them outside a station preparing for a trial run some days before the attack. The bombers were not foreign terrorists — they were British.

**Workbook answers Pages 14-15 WB**

1 Language: present and past tense passives

1A 1 Camera phones are used for many different things.
   2 For example, a new car is taken by a customer for a test drive.
   3 But first, a photo is taken of the customer by the car salesperson.
   4 Sometimes the car isn’t returned by the customer.
   5 The thief is found easily, thanks to the photo on the camera phone.

1B 1 A man was bitten by a poisonous spider.
   2 A photograph of the spider was taken by the man.
   3 He started feeling ill and was taken to hospital by a friend.
   4 The spider was identified by experts from the photo on the man’s phone.
   5 He was then treated by the doctor with the correct medicine, and his life was saved.

1C 1 Were CCTV cameras installed in schools?
   2 Where are students observed from?
   3 Students are not filmed in the classroom.
   4 Is the film shown to students and their parents?
   5 Letters of complaint were not written to the head teachers.
   6 How was smoking in schools reduced?

2 Use of English

2A 1 There are other jobs that RFID tags can do.
   2 While he was doing this, he became unconscious.
   3 When an item is bought from a shop, the RFID tag is recognisable by the computer.
   4 Are RFID tags something that we really want?
   5 The doctors didn’t send him home until he was completely well.

2B 1 (c) try 2 (f) ruining 3 (a) chip 4 (h) stadium 5 (g) scanner 6 (d) identify 7 (i) technology 8 (j) problem 9 (b) however 10 (e) privacy

3 Portfolio writing

**Students’ own answers**

4 Connections

**A** 1 (b) notice 2 (c) recognise 3 (e) identify 4 (f) study 5 (a) glimpse 6 (d) watch

**B** 1 watch 2 glimpse 3 study 4 recognise 5 notice 6 identify
What's new?
Subject: Environmental issues
Function: Speculating, future time expressions
Grammar: When, unless, in case, zero and first conditionals

Before you open the book ...
Write the words Oil crisis on the board and ask students what the phrase means to them (crisis = an urgent and difficult or dangerous situation). Elicit answers, for example:
1 Only certain countries have oil and that means they have a lot of power over other countries that need oil.
   They can put up the price of oil and make it very expensive.
2 Oil is becoming more and more expensive because it's difficult to find new supplies and we are using more and more of it.
Tell the class that this Unit is about the oil crisis and about different kinds of energy. Ask students to name as many sources of energy as possible. Some examples are: oil, petrol, gas, electricity, coal, hydrogen, wind energy, solar energy, wave energy. Write these words on the board. Tell the class that in this Unit they will learn more about alternatives to oil. Finally, write the following chart like this on the board:

<table>
<thead>
<tr>
<th>Over the last</th>
<th>we have used</th>
<th>of the world’s total oil supplies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 150 years</td>
<td>(a) 15%</td>
<td></td>
</tr>
<tr>
<td>2 100 years</td>
<td>(b) 23%</td>
<td></td>
</tr>
<tr>
<td>3 50 years</td>
<td>(c) 35%</td>
<td></td>
</tr>
</tbody>
</table>

Ask students to choose what they think are the correct answers. Then tell them to open their books and check the answer by reading the FACT.

1 The BIG question: WHAT WILL WE DO WHEN THE OIL RUNS OUT?

FACT: Over the last 150 years we have used over 23% of the world’s total oil supplies.

Check students understand the phrasal verb to run out (We’ve run out of coffee / milk).
Briefly elicit answers to The BIG question and tell the class that they are going read more on the subject. Take the opportunity to teach the words optimistic (think things will be OK) and pessimistic (think things will end badly). Ask who feels optimistic / pessimistic about the oil crisis and count the show of hands.

Picture notes
The pictures on this page show:
Left – an oil well in Siberia. Russia has some of the world’s greatest reserves of oil and natural gas, which gives it a great deal of political influence in the world. It has also brought enormous wealth to some Russians, especially since the oil price rises of 2005-2006.
Top right – a wind farm in which turbines are producing electricity from wind energy. Many countries, such as Germany and Denmark are developing wind power.
Bottom right – a house with solar panels on its roof. The solar panels produce electricity which is used to power the house.

2 PREVIEW
Words
Teach the meaning of these phrases: fossil fuels, alternative energy sources, renewable energy sources. Elicit the fact that alternative energy / renewable energy mean more or less the same thing. Use the
pictures to elicit students’ knowledge about oil, wind energy and solar energy (see **Background information** notes below.) You may want to elicit the fact that solar panels placed on the roofs of a house can generate electricity, and that hydrogen can be used to power cars.

Ask if any forms of energy have been left out. Students will probably point out that nuclear energy and hydropower have not been included. Explain that these are not viewed as alternative energy sources, but that many governments are in favour of their use (France has 56 nuclear plants producing 76% of its electricity). The fact that hydro power is renewable but not alternative may be elicited during the discussion and show up the difference between the two expressions.

**Background information / Internet references**

**Fossil fuels:** A fossil is the remains of a once-living organism. Fossil fuels are fuels made from the fossilised remains of plants that lived millions of years ago. Oil, natural gas and coal are examples of fossil fuels. Fossil fuels are a non-renewable source and burning them contributes significantly to pollution and global warming.

**Alternative energy sources:** Alternative energy sources do not rely on burning fossil fuels or nuclear power to provide energy. Pollution is rarely a problem with alternative energy sources. Alternative energy sources include solar power, tidal power, hydroelectric power and wind power. As yet most alternative energy sources are not fully economic.

**Renewable energy sources:** Renewable energy sources, as their name suggests, can be used without danger of exhaustion. They include solar power, wind power, tidal power and hydroelectric power. They are not without problems. For example hydroelectric dams mean flooding very large areas of land, for example the Three Gorges Dam in China, which is creating a lake 600 km (375 miles) long and displacing between 1 and 2 million people from their homes.

**Wind energy:** The energy of the wind is harnessed by means of tall towers supporting turbines. Many of them are needed to provide power and collectively they are known as wind farms. Many people object to wind farms on the grounds that they look terrible on the landscape. Another disadvantage is that the weather is not always windy.

**Solar energy:** The sun can provide energy to make electricity and heat. Solar panels are placed on the roofs of houses. The panels extract energy from the light of the sun, using photovoltaic cells that produce electricity, or from the radiant heat of the sun which heats water or air in the panels. Like wind energy, solar energy is limited by its dependence on sufficient amounts of sunshine.

**Hydrogen:** Hydrogen can be used as a source of clean power for transport and houses. In the most favoured method, hydrogen is turned into electricity through fuel cells which then power electric motors. However, at the moment producing hydrogen uses large amounts of electricity.

For more information on alternative energy sources:

- www.greenenergy.org.uk
- http://www.carbonfootprint.com/
- http://www.foe.co.uk/

<table>
<thead>
<tr>
<th>2 PREVIEW Words A / B</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 1 All of them</td>
<td></td>
</tr>
<tr>
<td>2 Petrol, oil, and hydrogen are fuels used in cars. The most commonly used fuels in houses are oil, gas, electricity, coal, and solar energy.</td>
<td></td>
</tr>
<tr>
<td>3 Coal, oil, petrol, natural gas</td>
<td></td>
</tr>
<tr>
<td>4 sun / wind / wave energy, hydrogen</td>
<td></td>
</tr>
<tr>
<td>5 sun / wind / wave energy, hydrogen</td>
<td></td>
</tr>
<tr>
<td>B 1 America, Russia, countries in the Middle East, such as Saudi Arabia, Kuwait, Iraq, Libya</td>
<td></td>
</tr>
<tr>
<td>2 America, China</td>
<td></td>
</tr>
</tbody>
</table>

**Language**

A  These sentences introduce two types of *when* clauses:

*when* + present simple + present simple, used to refer to general truths, for example:

- **When** cars burn petrol, they **give out** carbon dioxide.
Unless means except if or if not, for example:

- **Unless** we do this, the world will face major energy problems.

To provide more practice, ask students to complete this sentence in several different ways:

- **Unless** we find alternative energy sources, 

Use *in case* to refer to the things we do, so that if a certain situation happens, we are ready for it, for example:

- We need to find alternative energy sources *in case* the oil runs out.

We can use *in case* to refer to the past, present or future, for example:

- I took an umbrella *in case* it rained.

To provide more practice, ask students to complete these sentences:

1. Bring some warm clothes *in case* …………
2. I took some money *in case* ……………
3. Let’s take a small tent *in case* …………
4. Buy some more milk *in case* …………

2 PREVIEW Language A / B Answers

**A**
1. The second sentence (When cars burn petrol…)
2. The first sentence (When oil production starts…)
3. The first sentence (… prices will go up dramatically)

**B**
1. No
2. The first sentence. The present simple is used in both parts of the sentence.
3. The last three sentences

**Ideas**

**A**
The first quotation refers to the oil-rich states in the Middle East, such as Saudi Arabia.

- My father rode a camel.

People in these places lived a nomadic life (moving from place to place) in the desert, living on very little and riding camels.

- My son flies a jet plane.

With the discovery of oil, these countries have become very rich.

- His son will ride a camel.

However, one day the oil will run out and the
country will be poor again.

- A drop of petrol in war…

This second quotation refers to the First World War, when petrol first became very important as a fuel for military vehicles and aeroplanes.
- The Oil Age will end…

In the third quotation, the suggestion is that countries will find alternatives to oil long before oil supplies run out.

B Ask students to talk about their emotional reactions to these statements. How would it affect them if the Middle-Eastern states ran out of oil? How do they feel about the second statement?

C Plastics are made from petroleum and consequently many everyday goods are ultimately made from oil such as plastic bags, combs, plastic components of computers, plastic bottles.

3 READING CD 1 (Red) track 13, page 33 SB

**Key words / expressions**
- barrel • to consume • dramatic
- drop(n) • major • minister • crop
- to add • petrol • to pollute/pollution(n)
- carbon dioxide • limitless
- quantity • vapour
- to run on = to use something as a fuel, eg most cars run on petrol / computers run on electricity.
- peak (n) = the time when something is at its highest level, eg The artist was at the peak of his career.
- economic = providing a satisfactory profit, eg It’s not economic to sell the product at this price.
- The Stone Age = a period of pre-history when man’s existence was characterised by the use of polished stone tools.
- biofuel = fuel made from plant material, eg wood, straw and ethanol from plant matter.

**Background information / Internet references**

Bio-fuel is any fuel that is made from recently living organisms. Agricultural products grown for use as bio-fuels include sugar, corn (maize) and soybeans. Waste from industry, agriculture, forestry and households can also be used to produce bio-energy. Bio-fuels can be used for the production of electricity. Sweden and Finland supply around 20% of their energy needs with bio-energy. Over half of new cars sold in Brazil can run on bio-fuels, mainly alcohol made from sugar cane. The picture on this page shows a hydrogen powered car designed and built by students at the University of California, Los Angeles (UCLA) in 1972. Several car companies are now building hydrogen powered cars and buses. In 2005 California passed a law to start a Hydrogen Highway project. For information on the UCLA Project and California’s Project: http://www.engineer.ucla.edu/history/hydrocar.html
http://hydrogenhighway.ca.gov/
For information on bio-fuels:
http://www.biofueloasis.com/
http://www.biodiesel.co.uk/
http://news.bbc.co.uk/2/hi/business/4581955.stm

This reading passage discusses the oil crisis and possible solutions to it with regard to alternative energy sources.

3A Students will not need to understand every word in order to match the paragraph headings with the paragraphs. Point out to students that in some cases, the first sentence in a paragraph is a direct answer to one of the questions. However, this is not always the case!

3B Encourage students not to use their dictionaries but to try and guess meanings from the context.

3C The answers are all in the text with the exception of question 3, where students need to think about the answer.

<table>
<thead>
<tr>
<th>3 READING A / B / C Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>A  (a) 6  (b) 4  (c) 1  (d) 5  (e) 2  (f) 3</td>
</tr>
<tr>
<td>B  1 barrel  2 crisis  3 crops  4 carbon dioxide  5 economic  6 bio-fuel  7 drop  8 use up  9 run on  10 The Stone Age</td>
</tr>
<tr>
<td>C  1 The USA uses a quarter of the world’s oil.  2 Experts fear that it will be sometime between 2010 and 2020.  3 Because oil-rich countries will become poor again, either because the oil is all used up or</td>
</tr>
</tbody>
</table>
because the world no longer needs oil (the latter seems unlikely!).
4 In case the oil runs out sooner than we expect.
5 Wind farms, bio fuels, hydrogen
6 It is made from electricity and water and can be produced in limitless quantities. Also, it produces no pollution.

4 TALK ABOUT IT

4A / B An obvious answer to these questions is that it depends on what a country’s government has done to set up alternative energy sources. In Britain, for example, there is debate about whether a new generation of nuclear power stations should be built, or whether wind farms can provide sufficient energy. Those against the use of nuclear power cite Chernobyl, a city in the Ukraine which was the scene of the world’s largest nuclear disaster in 1986. They also point out that nuclear power plants could become targets for terrorist attacks, and there is also the problem of where and how to dispose of the nuclear waste.

4C During the discussion, students may well point out that although America is the world’s largest consumer of oil at present, China’s fast-growing economy means that it too is using greater and greater amounts. India’s economy, also growing fast, is not far behind. America has recently begun a drive to consume less oil. One of the ways in which it aims to do this is by producing hydrogen-powered cars.

4D One option is to use the car less and take public transport, walk or bicycle.

5 LISTEN IN

The Audio text is in the Workbook. The listening passage involves a discussion between a journalist, Tony Forbes, and Professor Sopian of the Advanced Engineering Centre in Malaysia. The Professor has built an Eco-house that uses energy from the environment to create electricity and power. Solar panels create electricity, and rainwater is collected in a water tank. The electricity from the solar panels is then used to convert the rainwater into hydrogen and oxygen. A gas pipe takes the hydrogen into the house, where it powers the central heating, cooking and hot water.

Picture notes / Background information

The picture on this page shows the actual Eco-house built for Professor Kamaruzzaman Sopian’s project at the Advanced Engineering Centre of the Universiti Kebangsaan in Malaysia. There are quite a few references on the internet to this project (Google Universiti Kebangsaan Eco-house).

Ecology is the study of the interaction of living organisms with the environment. The 1960s saw the beginning of the ecological movement, which argued that the Earth only has a finite supply of resources, and that people must learn to live within these limitations. The argument also is that humanity is dependent on its environment and must respect it. So far, governments have paid little attention to these arguments, but as the oil and global warming debates continue, the arguments of the ecological movement grow stronger.

5A Begin by getting students to look at the picture and asking what an eco-house is (see Background information notes above.)

How is the name made up? (=a combination of the words ecology and house). Elicit or provide a simple, easily comprehensible answer:
• a house that uses the energy in the environment to provide electricity and power. Emphasise to the class that the house (and professor) actually exist. By this point in the Unit, students may have learnt enough to give a very general answer to 5A1:
• the house has solar panels in order to create electricity and a hydrogen tank in order to power the heating etc…

Even if students’ answers aren’t correct, it
doesn’t matter. Encourage them to speculate. They may suggest, for example, that rainwater is collected in order to drink or water the garden – both very reasonable answers!

5B / C Since the description of how the house’s energy system works is fairly complex, the comprehension activities are at a fairly simple level.

5D In order to help students with this activity, it could be helpful to play the listening passage one more time in order for students to understand how power is created:
• the solar panels create electricity
• the electricity converts the rainwater into hydrogen and oxygen
• the hydrogen powers the house’s central heating, hot water, air conditioning, etc.
The pair should argue that the environment has limited energy resources, and that is why eco-houses, which use energy from the environment, are a good idea. The opposing pair can argue that eco-houses sound very complicated and are a lot of hard work. They can question whether eco-houses actually work. What would happen if the system broke down in the middle of winter? Supposing there isn’t enough rainwater or heat from the sun. They can point out that eco-houses are too dependent on the environment.

5 LISTEN IN A / B / C Answers

A 1 (a) To make electricity from the sun
   (b) To store hydrogen gas for powering the house
   (c) Water is needed to make hydrogen
2 It is a mixture of modern technology and traditional design

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

C 1 True  2 False. It’s the first house in the world to run on hydrogen.  3 True
   4 True  5 False. It’s cold.  6 False. The air conditioning works too well.

6 CONTROVERSY See Role cards page 58 WB

Read the notes about this section in the Introduction. Students may find it hard to play the part of oil executives who are not worried by or do not believe there is an oil crisis. If so, they may be more enthusiastic about a debate between those in favour of nuclear power stations as a primary source of electricity and those in favour of renewable energy sources such as wind power. If you decide to go this route, it will help students to elicit the arguments beforehand. Some of the main arguments are outlined below:

<table>
<thead>
<tr>
<th>Arguments in favour of nuclear energy</th>
<th>Arguments against nuclear energy</th>
</tr>
</thead>
<tbody>
<tr>
<td>It’s very efficient and can provide electricity for large numbers of people. In France, 76% of the energy comes from nuclear power stations.</td>
<td>Nuclear energy’s radioactive waste takes thousands of years to become safe. Deciding where to safely bury nuclear waste is a huge problem.</td>
</tr>
<tr>
<td>It does not cause short-term pollution.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Arguments in favour of wind power</th>
<th>Arguments against wind power</th>
</tr>
</thead>
<tbody>
<tr>
<td>It’s cheap.</td>
<td>Wind farms destroy the beauty of the landscape. Many see this as a very powerful argument.</td>
</tr>
<tr>
<td>It’s a renewable energy source.</td>
<td>The wind doesn’t blow all the time. Many experts believe that wind farms are able to provide only limited amounts of electricity.</td>
</tr>
<tr>
<td>It doesn’t pollute the environment.</td>
<td></td>
</tr>
</tbody>
</table>

If students choose to debate the advantages and disadvantages of nuclear energy over wind power, take a vote on the matter at the end of the discussion – it will be interesting to see the result!
7 PORTFOLIO WRITING

Explain to the class that their task is to write an article for an environmental magazine on the oil crisis and environmental solutions to it. In preparation for writing the article, take the class through the Journalist’s Notes, eliciting suggestions and writing them up on the board in note form.

Writing model

Many countries are realising that they have a big problem. They depend on oil for their energy, but there is an oil crisis. If you live in a country that produces huge amounts of oil such as Saudi Arabia, then there is no real problem yet, although the oil will run out one day. However, if you live in a country that does not produce oil, then you are dependent on oil-rich countries for your oil supplies, and sooner or later the oil will become more and more expensive.

The solution is to start using alternative energy sources, because they are renewable and do not pollute the environment. There are many different kinds of alternative energy. Wind energy is cheap and we can certainly use it to supply some of our energy needs. Scientists are developing hydrogen-powered cars and people will probably start using them in the next ten years. We will also see the use of cars that run on biofuel, which is cheap and does not pollute the air. The problem at present is that alternative technologies are not yet good enough. This is not a reason to ignore alternative technologies. It simply means that we must invest a lot of money in these technologies now so that we can develop them quickly.

In conclusion, I believe that if we invest the necessary money in alternative energy sources, in ten years’ time we will no longer find that we have an ‘oil crisis’.

8 CHEMISTRY in English Page 35 SB

Begin by asking who has studied chemistry and to what level. Tell the class that although the text may look scary, it’s not as difficult as it looks and the diagram will help. Also say that during this session classes will learn the words for some basic concepts in chemistry.

Write the words hydrogen and oxygen on the board and elicit the fact that they are gases. Explain that they are elements and cannot be divided further (except, in the case of hydrogen, by nuclear fission!). Elicit examples of substances that are not elements such as water (H₂O), or carbon dioxide (CO₂). Teach the word atom, and the fact that elements, like oxygen, only have one kind of atom.

Ask students what they know about greenhouse gases, acid rain, air pollution and global warming. You will probably find that they know quite a lot. Teach key vocabulary items. Ask students to look at the diagram. Teach the phrase oil refinery. Ask students to try and explain the diagram. They should be able to explain that when crude oil is heated, different substances are produced at different temperatures. Explain that these different substances are called fractions. You may now decide to teach certain key words in the text, for example, microscopic creatures/plastics. However, students should now be ready to approach the text with confidence.

Background information / Internet reference

Greenhouse effect: a term used to describe the heating of the atmosphere due to the presence of greenhouse gases such as carbon dioxide. The presence of these gases means that the sun’s heat is unable to escape back into space. Instead, the gases absorb some of heat and this heat warms the Earth. This effect is similar to what happens in a greenhouse, where the glass traps heat and warms the air.

Global warming: the gradual increase in temperature of the Earth’s lower atmosphere as a result of the increase in greenhouse gases.

Air pollution: Pollution of the air caused by waste gases from vehicles, factories etc.

Acid rain: polluted rainfall caused by the burning of fossil fuels. Acid rain damages forests, soils and lakes.

For more information on the greenhouse effect: http://www.newscientist.com/channel/earth/climate-change
9 Your Topic

Read the notes about how to develop a **Your Topic** activity in the Introduction.

This task gives students the opportunity to give a three-minute talk in pairs. The example given as the topic for the talk does not have to be used. By this point in the Unit, students may want to talk about something different! Encourage them to choose their own topic, but say that it should be on the issue of energy and/or pollution. They may, for example, decide to discuss global warming.

Explain to students that while Pair A is preparing their talk, Pair B should be preparing their own talk, as when Pair A’s talk is finished, you will expect Pair B to give a three-minute talk too. Rather than prepare their notes for their talk in class, students may prefer to do the preparation for homework. If this is the case, and they have access to the internet, encourage them to go online to get information.

10 Your answer: **What will we do when the oil runs out?**

By now, students will be a lot more able to answer this question than they were at the beginning of the Unit and should enjoy a class discussion on the subject. One approach to the discussion is to ask the class to put themselves into one of the following categories:

1 Very worried about the oil crisis
2 Worried about the oil crisis
3 Not very concerned about the oil crisis
4 Completely unconcerned about the oil crisis

Students then have to explain the reasons for their position and the consequences of their position, for example, if they are very worried about the oil crisis, and what ideas do they have to help the situation? If they are not very concerned, what ideas do they have for transport when oil is too expensive to use?

**Workbook answers** Pages 16-17 WB

1 Language: **when, unless, in case, zero and first conditionals**

**A** 1 it creates 2 will explain 3 will  4 turns
1B 1 build / will supply 2 continues / will increase 3 drop / sinks 4 do not water / dies
1C 1 it gets cold 2 it will be too late 3 you won’t understand 4 there’s a lot of traffic 5 I had to wait

2 Use of English
2A
1 Have we got enough petrol?
2 You’d better fill up the petrol tank as it is very low.
3 There’s a tank in the garden that collects rainwater.
4 Crude oil is heated in a refinery.
5 By 2014, China may consume 14 million barrels a day.

2B 1 why 2 life 3 which 4 depends 5 and 6 gone 7 If 8 also 9 needed 10 cost

3 Portfolio writing
Students’ own answers

4 Connections
4A 1 alternative 2 used up 3 run on
4 economic 5 give out 6 resources

to convert / to change to face / to confront to give out / to emit

to carry / to transport to rise / to go up to create / to make

4B
4C 1 (d) the environment 2 (a) economy
3 (f) affect 4 (c) industrialised 5 (e) work
6 (b) developing
The Extended Reading Units contain longer and more substantial texts than in the rest of the Units. Perhaps the best use of them is to set the texts for homework for students to read in their own time. Alternatively, they can be studied in class.

The text in this Unit is an extract from the bestselling novel, Captain Corelli’s Mandolin, by Louis de Bernières, first published in 1994. In spite of his French-sounding name, the author is English. He was born in 1954 and worked as a teacher, mechanic and gardener before finding success as a novelist. This is an example of a book that became well-known through readers advising each other to try it. Initially, it was not heavily promoted by publishers. But many Reading Circles (groups of friends who meet regularly to discuss a book they have been reading) took up the book and its fame spread by word-of-mouth.

The story takes place on the Greek island of Cephallonia during the Second World War. The Italians have invaded the island and stationed their troops with the islanders. An Italian captain called Corelli is sent to stay at the house of a Greek doctor and his lovely daughter Pelagia. Although they do their best to resist their feelings, the captain and Pelagia start to fall in love. Food is scarce, and the extract describes how the doctor, Pelagia and the captain go hunting for snails to eat among the undergrowth nearby. Pelagia’s hair gets caught on briars and Corelli untangles her. They kiss for the first time …

Below are the key words and expressions that appear in the text. Ten key words are focused on in the 2 PREVIEW section for students to check their meaning. They are in bold in the text.

### Key words / expressions
- crawl
- tangle
- briars
- snail
- tunnel
- contented
- to strike (p.p. struck)
- to paralyse
- thorn
- to murder
- to press
- chest
- uniform
- to squash
- to sniff
- strand (n.)
- to wind (p.p. wind)
- vulnerable
- grateful
- to tug
- to kiss
- to reproach
- to gape
- tear (n.)
- to drown
- lousy
- filthy
- enclosed
- unpatriotic
- for God’s sake = this is an expression used to emphasise what you are saying, especially when you are annoyed
- legions (of snails) = a very large number (of snails). The actual meaning of legion = a large group of soldiers, especially in the Roman army
- shrapnel = small pieces of metal from a bomb or bullet that has exploded
- posture = position (especially how a person stands)
- irritation = a feeling of annoyance
- consternation = a feeling of shock or worry
- to yield to temptation = to allow/surrender to a strong feeling that you want to have or do something that you know you should not

### 1 The BIG read: CAPTAIN CORELLI’S MANDOLIN by Louis de Bernières

The opening box of text on page 36 contains brief background information to the novel and provides a context for the extract. Ask the class if they recognise the actors in the photo (Nicholas Cage and Penelope Lopez, stars of the film Captain Corelli’s Mandolin, released in 2001). Ask if anyone has read the book or seen the film and what they thought of them. Even if no one has actually done so, they may well know something about the story.

### Background information

Cephallonia: This Greek island (also spelt Kefalonia) is the largest of the Ionian Islands in western Greece and is popular with tourists. It is in the middle of an earthquake zone, and in 1953 suffered a massive earthquake that almost destroyed the island. This earthquake is described in Captain Corelli’s Mandolin. In World War Two, the island was occupied by the Axis powers — first the Italian army (until late 1943) and then the German army. The islanders suffered terribly under the Germans. A battle on the island between the German forces and the Italians resulted in the Germans taking full control of the island. The remaining Italian prisoners were brutally executed. These events are a main part of the novel.

### 2 PREVIEW

2A The answers to these questions provide the background to the extract.
2 PREVIEW A

Answers
1 Because the Italian army has invaded the island and the Italian soldiers have been sent to live in the islanders' homes.
2 Because the captain is part of the invading army.
3 Because there is very little food and they intend to eat the snails for supper.

2B This activity focuses on ten key words in the text. Either teach the words or ask students to use their dictionaries to check the meanings.

2 PREVIEW B

Answers

crawl = to move on your hands and knees
tangle = a mass of hair, wires etc that are twisted together untidily
briar = a bush with thorns on its branches
tunnel = a passage that has been dug under the ground
paralyse = to make someone lose the ability to move their body or part of their body
thorn = a sharp pointed part on a plant, eg a rose
strand = a single thin piece of thread, hair etc
vulnerable = easily hurt
kiss = to touch someone with your lips as a greeting or to show them love
lousy = very bad

2 READING

Explain that this text provides practice in reading a longer and more difficult passage. Tell students that they should not try and understand every word, since it takes far too long and kills enjoyment of the text. Instead, they should first try and understand the main points of the text and then try and understand it in more detail – but without looking up every word they do not know! They should also try and guess meaning from context.

If the text is being studied in class, you may decide to teach key words and expressions before students read the text. Alternatively they can use dictionaries. Set a certain time to complete the activities, eg 15-20 minutes. Depending on the class's level, consider asking them to do activity 3A without any vocabulary pre-teaching, as this provides excellent practice in reading for gist.

In this case, you would teach key vocabulary items after activity 3A.

3A This activity provides practice in reading a challenging text in order to understand the main points. Explain its purpose to students and encourage them to read the extract without using a dictionary.

To help students understand the main points, ask those who chose the correct answer to read out the sentences that helped them make the right choice.

3B This activity focuses on key phrases in the section. Key words to teach include:

- legions / shrapnel / posture irritation / cheek

Point out the following to show how meaning can be deduced from context:

Question 1: The word impossible suggests the briars were difficult to crawl through.

Question 4: The use of the words neck / backwards / on her hands and knees suggest she was not comfortable.

3 READING A / B

Answers

A paragraph 3 is the best summary

B 1 No 2 Yes 3 Shrapnel had fallen on her and hurt her.
4 No 5 Because she couldn't move.
6 Her cheek

3C These questions focus on the main points of the section. Key words include:

- chest / uniform / squash / tug / kiss / tears / gaze

3 READING C

Answers

1 Because the captain is reaching over Pelagia's shoulders so that her face is pressing into his chest.
2 Because he has untangled Pelagia's hair from the briars without hurting her.
3 He shouldn't have kissed her cheek.

3D This activity returns the reader to the whole text, focusing on Captain Corelli's feelings. If
you wish, you can add some questions focusing on Pelagia’s feelings:
1 How do Pelagia’s feelings and actions change during the extract? (First, she seems cross and upset. When Corelli kisses her cheek, she is reproachful. Then she cries, showing her real feelings for him – and finally they kiss.
2 What does Pelagia mean by the words, ‘I can’t stand it any more, not any of it. I’m sorry.’? (She has to hide her feelings for Corelli because he is an invader, and she hates doing this.)

3 READING D Answers
1 He feels very contented.
2 He is frightened that she has been hurt by falling shrapnel.
3 He is amused and laughs.
4 He thinks he might cry too.

4 TALK ABOUT IT
If the class have done the Extended Reading as homework, this section will provide a useful revision of the extract as well as providing stimulating discussion.
4A Ask students what the word romantic means to them. (romantic = related to love and with treating the person you love in a special way)
Ask what kind of things they find romantic, e.g. a candlelit meal.
Possible answer to question A: Yes, the text is very romantic. The lovers try to fight their feelings but are unable to. Finally they admit their true feelings and kiss – this is real romance!
4B Possible answer: Corelli clearly has a sense of humour. He laughs when he sees Pelagia’s problem and makes some amusing comments. He seems to really care for Pelagia and is very gentle with her.
4C You may find there is a boy / girl split here since women are far more interested in reading romance than men. If this is the case, point it out and make it a point for discussion.
4D Encourage students to speculate. If some have read the book / seen the film, ask them to briefly describe how the novel ends.

5 PORTFOLIO WRITING
Prepare the class for the task of writing the letter by establishing that Pelagia and Captain Corelli are in love with each other.

Elicit / teach useful phrases: to be in love / to fall in love / to have strong feelings for someone
Discuss with the class the problems that their falling in love creates: Corelli is part of the invading army and the islanders would never forgive Pelagia for falling in love with / marrying an invader. They will have to be very careful to keep their love a secret and it seems doubtful that there is any real future for them.

Writing model — an informal letter
Dearest Maria,

I’m writing to you because I have a problem I need to discuss. It’s a very serious problem and I must ask you not to discuss it with anyone else. This is very important and you will understand when I tell you about it.

You know that we have an Italian soldier living with us called Captain Corelli – you have met him on your visits to me. Maria, my problem is that he is an invader but I have fallen in love with him! And he feels the same about me! For the last month or two I have tried so hard to hide how I felt. But yesterday we kissed for the first time, I have never been so happy – and at the same time so frightened – in all my life.

What would people say if they knew? They would kill us, or send me from my home. I cannot see that there is any future for our love. But I have such strong feelings for him.

At the moment it is enough for me to know that he loves me. But we have to hide our feelings from other people (though it is clear my father knows.)

What will happen to us? I do not know. Please write.

Love
Pelagia
**Exam pressure**

### What's new?

<table>
<thead>
<tr>
<th>Subject:</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Function:</td>
<td>Persuading and discouraging</td>
</tr>
<tr>
<td>Grammar:</td>
<td>Second conditional</td>
</tr>
</tbody>
</table>

### Before you open the book …

Write the following on the board: *When I know I have to take an exam, I ……………*

Ask students to complete the sentence in their notebooks. Students then read out their completed sentences. Write the best sentences on the board, eg *When I know I have to take an exam, I get nervous.* Teach any vocabulary that arises.

Write the title of the Unit on the board – you will probably have to teach the word *pressure* (= a worried feeling that you get when you have to deal with a difficult situation). Explain that the theme of the Unit is education.

### 1 The BIG question: WHY ARE STUDENTS SO STRESSED?

**FACT:**

A 24-hour telephone helpline in Britain receives over 900 calls a year about exam stress. Most are from students aged 12 to 15. Thousands more ask for a leaflet about exam stress.

Read out *The BIG question.* Check students understand the word *stressed* (worried and unable to relax). Say (with a smile!), ‘*You are all students. Are you stressed?*’ Elicit answers and ask why. Teach new vocabulary where necessary.

Ask students to write down a number, on a scale of 1-5, to describe how stressed they are about their studies. They should write this figure down on a large piece of paper. Students then hold up their pieces of paper and read out their figure.

### 2 PREVIEW

**Words**

**A** Check students understand the vocabulary. They should then find it fairly easy to describe the pictures.

**B** Like activity A, this activity teaches some basic vocabulary connected with education. If students have dictionaries, they can do this activity in pairs. If not, go through the words, eliciting answers and teaching new vocabulary where necessary. Students will probably be able to explain why they have paired certain words, but their grammar won’t be too good. Don’t worry about this. You only want to check that they understand the meanings.

**C** Again, this activity introduces more vocabulary connected with education. Check students understand the phrases *full / part-time student.* Put students into pairs to answer the questions, then elicit full answers to the questions, eg *I’m studying at college / I’m studying Journalism / I intend to go to university.* Teach any new vocabulary that arises, and correct prepositions.

**Answers**

**A** Picture 1: Students are probably taking an exam.

**Picture 2:** A student has probably received the result of an exam. She looks delighted, so the exam result must be good.

**Picture 3:** A young man is looking upset. Perhaps he has failed an exam.

**B** 1 (e) Both graduates and undergraduates study at college or university. A graduate has already completed an academic degree. An undergraduate is someone who is still studying for their first degree.

**2 (d)** To revise, and to do revision mean the same thing. They both mean to study your notes and information again in order to prepare for an exam.
**Exam pressure**

3 (b) Both exams and tests ask questions to find out how much someone knows about a subject. An exam is longer and more important than a test.

4 (c) A grade gives a letter or number that shows the quality of a student’s work. A score gives the number of points.

5 (a) Both degrees and diplomas are qualifications that you get after completing a course of study at a college or university.

**Language**

If students have not met the second conditional before, give them an example of an obviously imaginary situation, eg If I were president / prime minister, I would (try to reduce global warming). It is clichéd to use the example, If I had a million pounds, I would (buy a yacht), but it is nonetheless an excellent example of a situation that is obviously imaginary!

    Make sure that students understand that although the first part of the sentence is in the past, the first conditional does not refer to the past but to something imaginary or unlikely. Invite students to complete the second half of the examples above.

    Ask students to give complete answers to these questions, beginning with if. Students may need you to write the questions on the board – the second conditional is difficult to learn first time around.

1   What would you do if you found a wallet with £1000 in it?

2   If you could meet a famous person, who would it be?

3   What would you do if you saw a bank robbery?

4   What would you do if you woke up and saw a burglar?

5   Where would you go on holiday in America?

After students have given complete answers, explain that we often answer with the second part of the sentence only, eg I’d (I would) go to California / I’d go to the police.

    Finally, write the phrase, If I were you on the board and explain that we use it to give advice. Ask students to give you advice about buying a car that is rather more than you can afford but that you like very much. Elicit sentences such as If I were you, I’d buy it / If I were you I’d find something cheaper.

**Ideas**

Explain that the third sentence refers to the S.A.T. test, the very important college entrance exam in Korea. Students may have very different reactions to these sentences, depending on their nationality. For students in Japan and Korea for example, exam results are extremely important and may more or less decide the limits of a person’s future career – hence the extreme stress that some students may feel.

    Encourage students to speculate in answer to question A, eg Perhaps she really believed that the exam result showed she was no good / Perhaps she was frightened of her parents’ reaction. Ask students to briefly describe the exam system in their countries. Encourage students to be honest about their feelings about exams. If they hate exams, get them to try and explain why.

3 **READING**

CD 1 (Red) track 15, page 39 SB

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**2 PREVIEW Language A / B / C  Answers**

A   The second sentence. Present simple and future simple.

B   The first and third sentences. After if, the past simple is used, followed by would plus verb. These sentences do not refer to the past. They refer to an imaginary situation.

C   The third sentence.

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**Key words / expressions**

- high school • distressed • commit suicide
- level • anxious • failure • to achieve
- realistic • professor • psychiatry • cause
- serious • to judge • intense • competition
- spokesman • to reform • tragedy
- high school = In American English: a school for students between the ages of 14 and 18; In British English: a school for students between the ages of 11 and 18.
- Union (Trades Union) = an organisation that is formed by workers in order to protect their rights.
- private education = when parents pay for a child’s education at a school that is not supported by government money. In Britain, private, fee-paying schools are often known confusingly as ‘public schools’.
This article describes how Korean students are committing suicide due to the pressure on them to do well in the college entrance exam which more or less determines their future career.

3A This first activity tests students’ understanding of the main points of the passage. When students have performed the activity and answers have been checked, it is probably a good idea to check students’ reaction to the passage. Some may be quite upset by the idea that a student could kill themselves because of exam pressure – they may even be feeling very stressed themselves about an exam. If any students seem upset, it may be a good idea to talk to them briefly and find out how they are feeling and why. You could give them advice on how to handle exam stress – see Internet reference notes below.

3B Students should be able to identify these words from the context without using a dictionary.

3C / D These activities test more detailed comprehension.

Background information / Internet reference

Tips for coping with exam stress
It is not just in Korea that exams cause stress for students. As a result there have been cases of student suicide in many countries. See http://news.bbc.co.uk/1/hi/health/3758359.stm

- Have confidence in yourself. Your teachers are there to help you make it.
- Don’t try to be perfect. Aim to do your best but you don’t have to get the top grade.
- If there is a problem, think about how to solve it. For example, if you don’t understand something, see your course tutor or get help from your class mates.
- Talk about your feelings. Talk to someone you trust. It will really help.
- Take the long view. Exams might seem the most important thing in the world right now, but they are only a small part of your life.

Tips for the revision period
- Leave plenty of time to revise. This will really reduce exam stress.
- Develop a revision timetable. Make sure you allow time for fun and relaxation.
- As soon as you notice that you can’t concentrate, take a short break. You will then come back to your revision able to work again.
- Experiment with different exam revision techniques. Make your revision more interesting.
- Don’t drink too much tea, coffee or fizzy drinks, as caffeine makes you think less clearly.
- Eat healthily and regularly.
- Take regular exercise. This will give you greater energy and reduce stress.
- Try some yoga or relaxation techniques. This can be very calming.

Tips for the exam itself
- Try and avoid panic. When you panic it is difficult to think clearly.
- To stop feelings of stress and panic during the exam or while studying, close your eyes and take several long, slow, deep breaths. It is important that the breaths are very slow. At the same time, say to yourself, ‘I am calm and relaxed,’ or ‘I know I will do fine.’
- If you still can’t think of the information, move on to another question, and go back later.

After the exam, don’t keep thinking about what you did wrong. Instead, think about the things you did right and learn from the bits where you could have done better. The above tips and more are on this website: www.isma.org.uk/exams.htm

3 READING A / B / C / D Answers

A 1 (b) 2 (d) 3 (c) 4 (a)
B 1 (a) unfortunately (b) commit suicide (c) fear
   2 (a) cause (b) unhealthy (c) reform
C 1 False. Five students have killed themselves in recent months.
   2 True.
   3 False. She felt she had done badly. We don’t know if she did badly.
D 1 Because the exam more or less decides the type of college a student can go to. The type of college then decides the type of job a person will have.
2 They seem to feel they have failed. They feel they have not achieved what their parents wanted them to achieve.

3 They feel that the college entrance system is a serious problem and must change.

4 TALK ABOUT IT

4A Student A may find it difficult to think of things to say, so elicit suggestions from the class. Here are some examples:

- I can take the exam next year.
- I’m going to pretend to be ill.
- I’m just going to tell my parents I’m not taking the exam.
- I know I’m going to fail so it’s stupid to take it.
- I haven’t done enough revision / work.

4B Elicit suggestions from the class in answer to this question and encourage discussion.

Since the situation is imaginary, encourage students to use would / I’d … Here are some example answers:

- I’d feel very stressed.
- I’d stop caring.
- I’d study just a few of the most important subjects.
- I’d ask friends to give me advice.
- I’d ask friends to give me photocopies of their notes.
- I’d work very hard for the next few days.

4C Put students into pairs and ask them to imagine that they are offering advice to other students. (See Background information and the Internet reference above) Elicit advice from students and teach new vocabulary where necessary. Write the best tips on the board.

Optional activity: Use the Background information above on coping with exam stress as a reading comprehension. Write a set of questions based on the tips. You could, if you wished, give the text to the class for homework. Then in the next session you could ask students which tips they found the most useful.

The Audio text is in the Workbook (page 67). In the listening passage, three foreign students, who are studying at an American university, begin a conversation about the end-of-year exams they have just taken. One of them, Lufti, (a boy) is very unhappy and stressed. He does not feel he has done well in the exam and is very homesick. He has decided not to return to university for the next semester. The other two girls (Yana and Emiko) try to persuade him to change his mind, pointing out the advantages of studying at the university, but Lufti is not to be persuaded.

5A This activity introduces key words in the listening passage. Check that students understand the words and teach them if necessary. Elicit answers to the questions but do not spend too long on them – they are simply preparation for the listening passage.

5B Explain the basic situation of the passage as outlined above. Students then listen and answer the questions. They may need to hear the passage more than once. Don’t worry if students are unable to give all the reasons for why Lufti wants to leave, so long as they understand that he is homesick and stressed and feels he has done badly in the exam.

5C This activity tests for more detailed comprehension. In question 5, you could take the opportunity to teach the words determined (Lufti is determined to leave) and frustrated (Yana and Emiko probably feel frustrated because they cannot persuade Lufti to stay).
5D The listening passage has pointed out the main advantages and disadvantages of studying abroad. If you feel students need the help, go through these before they begin the discussion:

Advantages
• Speaking a second language well
• Better qualifications
• Better job opportunities
• Job opportunities in the country where the student has studied
• Opportunity to discover another country
• Opportunity to make international friends

Disadvantages
• Feeling homesick
• Difficulties with the new language and, as a result, with the course
• Loneliness because unable to make many friends due to language problems

5E Make sure that Student C (who plays the part of Lufti) understands that he/she can allow him/herself to be persuaded to stay, if he/she finds the arguments of the other two students very persuasive. Take a show of hands at the end of the role play to see how many of the ‘Lufti’s’ were ‘persuaded’ to stay.

5 LISTEN IN B / C Answers
B 1 Lufti thinks she has probably failed an important exam. He is studying at an American university but is very stressed and homesick, and complains that he has not made any American friends. He says that his English is not fluent and that because of this he has difficulties with his studies. He has decided to go home and not return to university after the vacation.
2 Yana and Emiko try to persuade Lufti to remain at university. Because Lufti will soon have a degree from a top American university, the job opportunities will be excellent.

C 1 They say that the university facilities are excellent and that they have had a wonderful time because the university is so international.
2 Yes, she has a few.
3 She agrees with Yana that she’s had a great time.
4 She suggests that Lufti sees a counsellor.

5 Lufti is still determined that he will not return after the exam in September. Yana and Emiko probably feel a little upset that they have not been able to persuade Lufti to stay.

6 CONTROVERSY See Role cards page 58 WB
Read the notes about this section in the Introduction. Check that students understand the words temporary / disappointed / academic. If you feel that students need preparation for the role play, ask these questions:
1 How important is it to have a degree, in your opinion?
2 Can you get a good job without going to college/university?
3 Why do so many young people want to travel and see the world?

7 PORTFOLIO WRITING
Remind the class that, in a formal letter, when you do not know the name of the person you are writing to, you begin Dear Sir / Madam, and end, Yours faithfully.
When you know the name of the person you are writing to, you begin Dear Mr (Brown), and end Yours sincerely. Here are some more useful phrases:
• I understand that you (offer ESOL courses)
• I am interested in studying …..
• I would like details of these courses.
• Could you also give / send me details …? 
• I would be grateful if you would (send me details) …

Writing model - formal letter
Dear Sir
I am an Italian student from Rome in my last year at secondary school. I understand that you offer ESOL courses and I would like details of these courses. I am interested in studying English and Business Studies and feel that an ESOL course abroad could be very helpful for me. In a recent TOEFL test, my score was …
If there is a course that is suitable or me, I would like to start in September of this year. I will also need details of fees for two semesters and I would like to know about the
The text on this page concerns a topic that may be of great interest to some of your students. It focuses on the growing importance of English as the international language of academic and scientific communication and the fact that, as a result, over half a million overseas students go to American universities to study their subjects in English.

The text refers to courses offered at American universities called English for Academic Purposes (EAP). (These courses are of course offered in other countries too). As the titles suggest, these courses train students in the academic skills required for study at university, for example, Academic Reading and Writing and Critical Thinking. A course in Academic Writing would train students how to write an academic paper according to the correct conventions, and a course in Critical Thinking would help students to ask the right kind of questions when studying a novel or an academic paper. An important point to make is that different countries give different kinds of academic training to students. For example, in some countries it is more important to be able to memorise information than to think critically, and this is where a course in Critical Thinking could be helpful.

Begin the session by asking the class to look at the pictures at the top of the page and the caption. Ask students if they know what the buildings are. Harvard is a top American university and Cambridge is a top English university. Once these facts have been established, ask students if they can work out which college is which. The picture on the left shows Harvard. The picture on the right shows Trinity College, Cambridge. If the students know that Cambridge University is much older than Harvard University, they may be able to work out that the picture on the right, which shows a much older building, is Trinity College.

Continue the session by asking if anyone in the class intends to study for any length of time abroad. If the class is taking place in an English-speaking country, ask students why they came to this country to study. Also ask if any students intend to continue their English studies to a high level because they intend to be scientists, for example.

8A Either check that students understand the vocabulary items or ask students to look up the items in their dictionaries. In the latter case, ask questions to check that students have understood the meanings.

8B Write the title English for Academic Purposes (EAP) on the board, and ask students what they think it means. Elicit answers but don’t say whether they are correct. Tell students they will find the answer in the text.
8C When students have read the text and answered the question, ask the class what they think they would learn from courses entitled Academic Writing, Critical Thinking or Study Skills (See notes above and also Answers below.)

8D The answer to question 3 is implied in the text but not actually stated. (See Answers below).

You could conclude this section by asking students, If you could study abroad in an English-speaking country, which country would you choose and why? This question provides excellent opportunities to practise the second conditional, the target structure for this Unit.

8 EDUCATION in English B / D Answers

B 1 You would study subjects such as academic reading and writing, critical thinking, study skills and research.

D 1 Because English has become the language of scientific and academic communication all over the world. English is particularly important for scientific research. Scientists publish in English because they want their work to be read by their peers all over the world.

2 Because they realise that they need to speak and write English well, if they want to do work in scientific or academic subjects.

3 If students are taking a university course designed for native speakers, then they may need help with some of the language used. Also, perhaps the academic training at American universities is different to the way their country trains its students.

9 YOUR TOPIC

Read the notes about this section in the Introduction. Encourage students to think broadly when choosing a topic to discuss. Here are some suggestions:

1 Why learning English is hard
2 How to relieve stress
3 The importance of a gap* year
4 My favourite three courses
5 Why I am (not) going to university
6 Why I hate / enjoy exams

*A ‘gap year’ is the year that many students take off (often going travelling, or working) between school and university. They often use the year to travel and to do voluntary work. It is generally agreed that a ‘gap year’ is very useful in helping students to mature enough to cope with the freedom and pressures of university life.

10 Your answer:

By now students will have acquired a lot more of the vocabulary needed to discuss the questions raised here. Explain that question A, Why do students get so stressed? is to some extent a question aimed at helping students to revise the language of the first two sessions in the Unit. Questions B and C are new questions for the class and should create genuine interest. Both questions provide opportunities to practise the second conditional answer I’d (I would).

Workbook answers

Languages: second conditional

1A 1 If I found a subject really difficult, I would talk to my teachers about dropping it.
2 If I didn't want to go to university, I wouldn't have to work so hard.
3 If I went back home, my parents wouldn't be pleased with me.
4 You could finish the project in time if you started work on it right now.
5 What would you do if you won a scholarship to university in the States?

1B 1 If my exams were finished, I would feel less stressed.
2 If the book were less expensive, I would buy it.
3 If you went to bed earlier, you wouldn't be so tired in the morning.
4 If you did some exercise while you were revising, you would have more energy.
5 What would you do if you won a scholarship to university in the States?

1C 1 What would you say if someone offered you the answers to your next exam paper?
2 What would your parents do if you didn't do well this year?
3 What would you do if you thought that
someone copied your answers in an exam?

4 What would you do if you overslept and were late on the morning of an exam?

1D Example answers

1 I would refuse to look at them.
2 They would ask me to explain why I hadn’t done well.
3 I would talk to them and say that it wasn’t fair.
4 I would explain the situation to the exam supervisor.

2 Use of English

2A 1 The student had discussed her fears with a friend.
2 The university or college a student eventually attends depends on exam results.
3 Young people often feel they have failed.
4 They don’t have enough help.
5 Too much is expected of us by our parents and teachers.

2B 3 [ ] 4 [ ] 5 a 6 [ ] 7 [ ] 8 [ ] 9 [ ] 10 the

3 Portfolio Writing

Students’ own answers

4 Connections

4A 1 (c) 2 (b) 3 (e) 4 (f) 5 (a) 6 (d)
4B 1 taking / dropped out of 2 picked up
3 enrolling for 4 take up 5 passed / got
Before you open the book …

Have any of the students in your class attended a course called Peace Studies, or something similar? If they have, ask them to describe what goes on in these classes. If they have not, ask them to tell you why they think wars start, and what happens when two nations or rival groups go to war.

Secondly, do they know anything about the history of wars? Are they familiar with the causes and results of the most important worldwide conflicts of the twentieth century – the First World War (1914-1918), the Second World War (1939-1945), Korea, Vietnam, the Palestinian-Israeli conflict, or the Gulf or Iraq wars? If not, you may want them to do some internet research. Are wars different in the 21st century? Can they explain what US President George W. Bush’s ‘War on Terror’ means?

1 **The BIG question: CAN WE STOP WARS?**

**FACT:** There is one gun for every 12 people in the world. 90% of people killed by small arms are civilians. 800 people are killed by land mines every month.

**Picture notes / Internet references**

The images on the opening spread are all about war. On the first page, there’s a gun, a landmine and an aircraft carrier.

http://www.landmines.org/crisis/ Land mines are a threat to the people of about one third of the countries in the world and kill over 15,000 people every year and maim many more.

The photo of the aircraft carrier shows one of the 9 nuclear-powered US Nimitz Class ships (the tenth called George H.W. Bush enters service in 2009). Each carries a crew of more 6,000 and over 70 aircraft.

See http://www.naval-technology.com/projects/nimitz/

For information about the photograph of the Kalashnikov AK-47 rifle, see Background information box below.

On the right-hand page, there’s a picture of a smiling and rather avuncular-looking older man. These are all arresting images and the students will study them with interest. If you ask who they think the man is, they will of course quickly read the heading to the newspaper article and find out that this is Mikhail Kalashnikov, the inventor of the AK47 submachine gun. The headline I SLEEP SOUNDLY is a quote from him. Soundly means well in this context. Kalashnikov guns have their own website: http://kalashnikov.guns.ru/

At first sight, The BIG question seems rather simplistic. The answer would appear to be NO. But we hope that the target age audience for this book will have a certain amount of hope in the idea that things can change. Secondly, the information in this Unit may inform students about things they don’t know.

The shocking facts in the FACT box about guns (small arms are hand-held weapons) and landmines (bombs buried in the ground so that they explode when people tread on them) will undoubtedly be new to most students. You can start the lesson by asking them if they knew or could imagine these facts, and what they think could or should be done about it. We hope that it is an essential desire of young people to put right the violent mistakes of previous generations, and that this will be proved (or not!) in the ensuing discussions.
2 PREVIEW

Words

A. This is an activity to make sure that the students know the words for the weapons which will be mentioned throughout this Unit. The words are either illustrated, easily demonstrated or possibly even cognates in your language. Unfortunately, English is the language of the international arms business.

2 PREVIEW Words A Answers

A. People in the army, air force and navy use all the weapons, but mainly these weapons are associated with these branches of the armed forces:
The army – rifles, tanks and machine guns.
The air force – planes, helicopters and missiles.
The navy – aircraft carriers, other ships and helicopters.

B. These are wide-ranging questions about weaponry and war, which some students may know very little about. However, it is possible that some students may have a fascination for war and guns (there are certainly enough successful video games, and films about war to suggest this). These students may find themselves better able to comment on these questions than others.

It is not a problem if discussions like this are dominated by one or two students, who have a more sophisticated prior knowledge of a particular subject than the rest of the class. In other Units of the book, there will be opportunities for other students to exhibit their knowledge of subjects that they know more about.

2 PREVIEW Words B Possible answers

B. 1 Small arms like the AK-47 are used by national armies and also by guerrilla forces that operate against them. They are widely used in small-scale wars all over the world.

2 Landmines were used by many national armies in conflicts during the 20th century; now they are more commonly used by guerrilla forces.

Unfortunately, the main victims worldwide are innocent civilians.

3 There are civilian victims because they are often caught in the cross-fire between national forces and guerrilla forces; also many civilians are killed and injured by bombs and other weapons which are intended for military or official targets.

4 Students can talk here about other weapons they have heard or read about.

Language

The language focus in this Unit is words and expressions which connect ideas and sentences. These are what we call cohesive devices or discourse markers. Some of these such as however and consequently are extremely useful in spoken English. Others like furthermore and meanwhile are more useful in written English. The important point about all of them is that they add a new level of sophistication to spoken and written work, and students should be encouraged to use them in examinations.

Key words and expressions

• furthermore = used when you want to add an extra fact or argument.
He went to live in Iceland. Furthermore, he met his wife there.

• however = another way of saying but.
He was unhappy at school. However, he loved the holidays.

• consequently = indicates the result of something.
Cathy did well in her exams. Consequently, she got a place at a top university.

• on the other hand = indicates an opposite argument.
The train was very expensive. On the other hand, it was much quicker than going by bus.

• meanwhile = at the same time
John cooked dinner. Meanwhile, Jane welcomed the guests.

• even so = used before a piece of information, if that information is a surprise (given what we have already heard or read).
He has no qualifications at all. Even so, he is now a millionaire with his own company.
Students should read the examples in the list, all of which are taken from the READING text. Encourage them to try to say the same idea in different words to make the concept of the words clear to themselves. If you want students to do more structure practice work before they proceed, they can at this point do the structure exercises in the Language section of the Workbook for Unit 9.

2 PREVIEW Language A / B / C / D

A furthermore
B however, on the other hand
C consequently
D meanwhile

Ideas

There are three quite extraordinary sentences in the Ideas section. The first is about the inventor of a weapon of war being proud of his invention. The second is the comparison between designing a weapon and childbirth. The third suggests that the designer of a weapon should take no responsibility for its use. The three subsequent questions ask students to consider these opinions.

3 READING CD 1 (Red) track 17, page SB 43

The reading text is an article by Nick Paton Walsh from the British daily newspaper The Guardian, about Mikhail Kalashnikov, the inventor of the AK-47 submachine gun, the most successful small weapon in the history of war. The article contains an interview with Kalashnikov himself. Students may want to discuss the difference in meaning between terrorists and revolutionary fighters. Are they the same people, called a different name by their supporters and their enemies?

Key words / expressions

• award • combat • conflict • creation
• decade • invent • motherland
• outweigh • peasant • protect • proud of
• responsibility • revolutionary (adj) • rival
• submachine gun • terrorists • victims
• warfare • weapon
• arms = weapons in general, as in the arms industry, which makes weapons.
• small arms = personal weapons carried by soldiers.

• primary = most important (secondary is next in the list of importance).
• genie out of the bottle = once the genie (a spirit) has been released it is impossible to recapture it, with unexpected consequences.

The story of Aladdin, see Background information below.

• I sleep soundly = I sleep very well. Soundly is a rarely used adverb and sleep soundly is one of the very few collocations that it appears in.

Background information / Internet references

The expression genie out of a bottle may be new to students, but they may have heard of the story of Aladdin and his magic lamp from the story of The Arabian Nights. When Aladdin rubs the lamp, a spirit or genie appears and offers him three wishes. This is marvellous for Aladdin to begin with, but the problems come later when the genie refuses to go back in the lamp. The story has become more famous in the West because it became a Disney film. The original is a much darker and more frightening piece. You can read the whole story at this website:

www.pagebypagebooks.com/Unknown/Aladdin and the Wonderful Lamp/

It is not clear how the lamp of the original Aladdin story became a bottle in the modern expression which is so common. For example, Genie in a Bottle is the name of the first single release by American singer Christine Aguilera.

Mikhail Kalashnikov’s first job was as a technical clerk in the Turkistan-Siberian railway department but in 1938, he was called up for the Red Army. Despite the fact that he had no technical training, it was quite clear from the beginning that he was a genius with machines, and he invented several military devices, including a device to make pistol-firing through the small slits in tanks more effective. In 1941, he was transferred to Leningrad and became a tank commander. However, he was seriously wounded in battle and spent a long time in hospital. It was here that he came up with his idea for a new kind of submachine gun.

One of the most lasting symbols of his
influence on world events is the fact that various national flags, including the flag of Mozambique, have the AK-47 as a symbol. The revolutionaries who took power in those countries changed the flag, and they saw the AK-47 as the symbol of their victory, and also as the means to defend the revolution in future.

The full interview with Mikhail Kalashnikov is published at: www.guardian.co.uk/g2/story/0,3604,1059879,00.html

The Kalashnikov AK-47 assault rifle has its own website. Mikhail Kalashnikov has also launched his own brand of vodka. www.kalashnikov.guns.ru/models/ka50.html

According to Unicef, since 1975 land-mines have exploded under more than 1 million people and are currently thought to be killing 800 people a month. There seems little prospect of any end to the carnage. In 64 countries around the world, there are an estimated 110 million land-mines still lodged in the ground. www.unicef.org/sowc96/9ldmines.htm

3A The pre-reading activity requires students to tell each other anything they know about Kalashnikov and his famous invention. You can if you wish give them the extra information in the Background information box above.

3B This is a scanning exercise, which uses the numbers and dates in the text. Students can locate the numbers quite easily and then read the surrounding words to get the context.

3C Students now look at the expressions in bold in the text and explain the phrases in their own words. If you like, you can ask the students to work on this in groups, or it can even begin as a writing activity.

3D Finally, there are three more expressions from the text, with an either/or question about each one.

4 TALK ABOUT IT

Now that the students have dissected the text for meaning and language content, they can discuss the information and ideas contained in it. There are four questions for discussion and students are directed to Language Bank 17, where they will find cohesive words and expressions.

Note that these words are quite sophisticated discourse markers and they are not so easy to drop into a conversation. However (a good example!), when you listen to what your students say, you may hear a sentence where a cohesive device may have been useful. Our recommendation is not to stop the class, but to make a note and suggest it at the end of the discussion. Note also that the same discourse markers will be required to complete the writing task on the next page.
Picture notes
The two pictures reflect two aspects of worldwide peace movements. The left-hand photograph actually shows Rachel Corrie demonstrating in front of an Israeli-armoured bulldozer. You may not wish to point out to your students that this is a photograph of the actual scene that ended in her death. The right-hand picture shows the February 2003 peace demonstration passing the Roman Coliseum, where gladiators fought to the death 2000 years ago. The word on the multi-coloured flags is pace, Italian for peace. But the war started anyway in March 2003. You may want to read the Background information notes below to help you lead a discussion with the class, and also to find out more about two of the people who are mentioned in the listening text.

5 LISTEN IN CD 1 (Red) track 18, page 44 SB
The Audio text is in the Workbook (pages 67-68). It is an extract from a radio programme called Peace News. There are three items of news; the first concerns incidents involving two peace activists in Gaza, Rachel Corrie who was American and Tom Hurndall from Britain. Both Rachel and Tom were killed in separate incidents in Gaza. There is more about their stories in the Background information box below. The second news item is about Israeli air force pilots refusing to attack civilian targets in Palestine. The third is about the anti-war demonstrations that took place in the spring of 2003, just before the outbreak of hostilities in Iraq.

Background information / Internet references
The Gaza Strip is a narrow coastal strip of land in the Middle East, which is under the jurisdiction of the Palestinian authority. It is one of the most densely populated territories on Earth, with about 1.4 million residents in an area of 360 square kilometres. Parts of it were occupied by Israelis, but they were forced to withdraw from it by their government in 2005. Rachel Corrie was a 23-year-old American peace activist who was crushed to death by a bulldozer as she tried to prevent the Israeli army from destroying Palestinian homes in the Gaza Strip in March 2003. Rachel’s story has been made into a stage play. Young British photographer, Tom Hurndall, died as a result of being shot by an Israeli soldier in April 2003 in the town of Rafah, also in the Gaza Strip. He was trying to lead a child to safety.
http://www.rachelcorrie.org/
www.mynamesisrachelcorrie.co.uk/
www.tomhurndall.co.uk

In early 2003 there were mass demonstrations in many cities of the world against the invasion of Iraq by American troops, with help from Britain and a few other countries, known by the American government as the ‘Coalition of the Willing’. Italy was among the countries that took part. There was an anti-war demonstration in Rome on February 15th 2003 in which approximately a million people took part.
http://www.commondreams.org/headlines03/0215-10.htm

The Story of the 27 Israeli Defence Force pilots who refused to take part in attacks on the Palestinian Territories hit the news in September 2003. In light of the discussion and suggestions below about what is illegal and what is immoral, it is interesting to note that the pilots refused operations in the West Bank and Gaza because they considered them ‘immoral and illegal’. At the same time, the deputy chief of the Israeli air force accused the pilots themselves of ‘immoral’ action.
http://news.bbc.co.uk/2/hi/middle_east/3140032.stm

Key words
- award
- combat
- conflict
- creation
- decade
- invent
- (anti-war) demonstration
- bulldozer
- civilian target
- conclude
- illegal
- immoral
- incident
- knock down
- peace activist
- solution
- tragic
- volunteer

Note that we have identified conflict as a key word here, even though it appeared in the list of key words in the reading text earlier in the Unit. We do this because we are aware that teachers often skip items, or do them in an order, which may be different to that of the book.
You may want to start by asking students about the difference between immoral and illegal. However, we really don’t recommend approaches like this:

- ‘So … what does illegal mean? And what does immoral mean?’
- Or…
- ‘Can anyone tell me the difference between illegal and immoral?’

Instead, we would recommend something like this: Write the two words illegal and immoral on the board, allow students to use their dictionaries if they need to, and then, in groups, get them to give an example of an illegal and / or an immoral act.

5A The pre-listening activity offers students the opportunity to say what they know about the Gaza Strip. Some of your students may have heard of the Gaza Strip but be unclear about where it actually is. In our experience, some students think that the Gaza Strip is part of the West Bank, the area east of the State of Israel that is under the jurisdiction of the Palestinian authority. There is information about the Gaza Strip in the Background information box above.

5B 1 The second pre-listening activity is designed to familiarise the students with some of the key words and expressions in the listening text. Here is a reminder of what we suggest in the Introduction about ways of doing this.

The list of words and expressions here is more or less the same as the list in the Key words box (above). Decide which of them the class probably already knows. Let’s take the first word volunteer. Remember that we think that the approach of asking the question: What does the word volunteer mean? isn’t actually a very good way to activate a word, whether it’s being presented or revised.

Instead, we suggest giving examples involving the word under discussion, where an answer of yes or no from the students will indicate that they understand the meaning. Something like this:

Teacher: Let’s talk about the word volunteer. Is a teacher a volunteer?

Students: No.

5 LISTEN IN D Suggested answers

1 Rachel Corrie was run over by a bulldozer because she was trying to prevent Palestinian homes from being destroyed.

2 Tom Hurndall was trying to take children to a safe place.

3 Students should give their own opinions.

4 The London demonstration was the biggest ever seen in Britain.

6 CONTROVERSY See Role cards page 59 WB

Read the notes about this section in the Introduction. This is a formal debate. In a formal debate, four speakers speak. Two defend a motion and two oppose it. The first speaker proposes the motion (speaks in favour of it) and he / she is followed by the first opposing speaker. The third person to speak is the second speech in favour of
the motion, and the last person to speak gives the second opposing speech. There are role cards for each of the speakers.

There is a basic problem with the staging of a debate: if only four people are going to speak, when do they prepare it and what do the others do while they're preparing? There are various possible answers to this question.

1 The whole class can prepare in groups of four, and then the teacher chooses one group to actually do it.

2 The teacher invites the whole class to read the role cards and then asks for volunteers for each role. They then work on what they are going to say during free periods.

3 The teacher arranges who is going to speak, then gives the four students time to work on what they are going to say while the rest of the class does something else, *Workbook* exercises, for example. If they do this, they will have to go to another room where they can talk.

A debate can be fun to watch, and the non-speakers can think of questions to ask the speakers. The class should be required to listen respectfully to the speakers and make notes of anything they want to question them about. All four speakers should finish before the rest of the class asks questions, or give their opinions. Questions can be directed at an individual speaker, a team or the whole panel of four speakers. Encourage students to make it clear who they are directing their questions at. Give them strategies for how to put their questions. For example:

- *I would like to ask Pedro / the last speaker to explain what he meant when he said …*
- *I would like to ask all the speakers what they think about …*

## 7 PORTFOLIO WRITING

The writing task is to write an article for a magazine. There are notes about writing an article on page 34 (Unit 7), but in this case, we want students to use the target language of the Unit to express their opinions. The instructions here are quite different, so we have included a different model below.

### Writing model – article for a peace magazine

**Interesting headline:** Millions on the march

**Interesting introduction:** I spent last Saturday in Rome, a great city to spend some free time. There are amazing places to visit, great food and maybe the chance to see a fantastic soccer match. But I had more important things on my mind.

**Opinions and reason:** We went to Rome to be part of the biggest anti-war demonstration the country has ever seen. More than a million people took to the streets in protest at the military intentions of the United States and her allies, including Italy. We did it because we felt strongly that it was wrong to go to war against Iraq.

**Support your opinion:** The US government thinks that Iraq has weapons of mass destruction. Maybe they do, but in our opinion, the problem can be solved in other ways.

**Arguments for the other side:** On the other hand, it could be said that Iraq had a dangerous leader who had to be removed. However, if you start removing heads of state because you don’t like them, where will it all end?

**Conclusion:** It was great to be part of such a wonderful march. There was a great sense of purpose. Consequently, we felt that we had had a great weekend and achieved something important.

**Picture notes / Internet reference**

The picture on this page is a very evocative image of a United Nations soldier and a child in Africa. Before you do anything else, ask students what they think is going on. Why is the soldier comforting the child? Do soldiers usually comfort children? Why is the soldier wearing a blue helmet? There is more information about UN peace missions on this website: http://www.un.org/Depts/dpko/dpko/index.asp

## 8 PEACE STUDIES in English

**Key words / expressions**

- civilians
- conflict zone
- contributors
- failure
- genocide
- (military) operation
- peacekeepers
- peacekeeping
- sky-blue
### Background information / Internet references

**The United Nations** is an international organisation of nations which was founded in 1945 by 51 states. It was hoped that by uniting nations, it would be possible to prevent conflict between them. It now has more than 190 member states. UN headquarters are in New York.

**The Nobel Peace Prize** is one of five Nobel prizes, the gift of Swedish industrialist Alfred Nobel. According to Nobel’s request, the prize is awarded to ‘the person who does the most or the best work for fraternity between the nations.’ The Peace Prize is awarded annually in Oslo, Norway. The other Nobel prizes, for physics, chemistry, medicine and literature, are awarded in Stockholm.

**The Cold War** was the name given to the struggle between the United States and the former USSR — the Union of Soviet Socialist Republics, also known as the Soviet Union. The Cold War lasted from the late 1940s, after the end of the Second World War, until the early 1990s, when the Soviet Union split up into independent nation states. The struggle was widely called the Cold War because it did not involve direct armed conflict between the contestants. Even so, the years of the Cold War were the time of the largest build-up of conventional and nuclear weapons on both sides.

**The Bosnian War** was one of many conflicts that took place between the various states of former Yugoslavia in the 1990s. The population of Bosnia-Herzegovina, like the other Yugoslavian states, was a mixture of many different peoples. The Bosnia-Herzegovina declaration of sovereignty in October 1991 and independence referendum in February 1992 led to conflict between all the ethnic groups, Bosnians, Bosnian Serbs and other groups. The worst of many terrible events in the conflict was the massacre of Bosnians by Serbs at Srebrenica in 1995.

Another conflict that is mentioned in the text is the conflict in **Rwanda** in 1995, where an estimated 800,000 Tutsis and some moderate Hutus were killed by extremist Hutu militia forces.

**Peace Studies** is now established as a university course of study in many places. In the UK probably best known for this is the University of Bradford. See: [http://www.bradford.ac.uk/acad/peace/](http://www.bradford.ac.uk/acad/peace/)

The main text of this cross-curricular section is a reading passage about the work of the United Nations peace-keeping forces.

**8A1** Students are asked to share what they know about four aspects of the information which occurs in the reading text. The following is information for you to help them.

**8A2** Before reading, students are asked to predict which countries provide UN peacekeeping forces. Students who follow politics will probably guess that the Scandinavian countries or perhaps Canada provide troops and support.

**8A3** Students now scan the text to find the names of the countries which actually do provide troops. They will probably be surprised to discover that the main contributors during the 21st century have been the Asian nations of Pakistan, Bangladesh and India and also the West African nation, Ghana.

**8B** Students read the text and look for specific information.

**8 PEACE STUDIES in English A / B Answers**

| A | 2 / 3 the main contributors to the UN peace-keeping force during the 21st century have been the Asian nations of Pakistan, Bangladesh and India and also the West African nation, Ghana. |
| B | 1 The first UN peacekeeping mission was in the Middle East at the time of the 1948 Arab-Israeli conflict. |
| | 2 Peacekeeping operations were the idea of Canadian Foreign Minister Lester Pearson. |
| | 3 The UN failed in Rwanda and Bosnia. |

**8C** Finally, students are invited to comment on two statements relating to the UN and international conflict. You may want to put the students in small groups to discuss the two statements, who can then tell the rest of the class what they thought.
9 INTERACTIVE TASK
Read the notes about this section in the Introduction. The interactive task, as usual, requires students to work in groups of four, who work in two pairs. First of all, the two pairs make notes of their thoughts about two given questions. Pair A start the discussion, and the aim of the activity is for Pair B to try to take control of the situation, leading to an exchange of views. It is important for each pair to remember that when they try to take control of the conversation, they must do it respectfully and politely.

10 Your answer:
As always, the Unit finishes with a re-assessment of The BIG question. As we often do, we suggest three supplementary questions, and suggested ways of answering them. We recommend that you read out the questions one by one, let the students read the example opinions, and then offer their own.

Workbook answers Pages 22-23 WB

1 Language: cohesive words
1A Alternative answers are possible
   1 however, moreover
   2 on the other hand
   3 also
   4 however
   5 moreover, nevertheless
   6 however
1B 1 Consequently
   2 In the same way
   3 For example
   4 As a result
   5 In addition
   6 However / also

2 Use of English
2A Alternative answers are possible
   1 I’m not interested in stories about war.
   2 The soldiers don’t intend to leave.
   3 The peacekeepers managed to stop the fighting.
   4 They’ve been attacking the city since nine a.m.
2B 1 (i) go to war
   2 (b) demonstration
   3 (c) marched
   4 (d) singing
   5 (g) demonstrators
   6 (j) no
   7 (a) them
   8 (h) march
   9 (e) who
   10 (f) until

3 Portfolio writing
   Students’ own answers

4 Connections
4A 1 (b) fired
   2 (a) joined
   3 (a) made
   4 (a) shot
   5 (b) go to
   6 (a) them
4B Alternative answers are possible
   1 terrorists, civilians
   2 terrorists
   3 sailors
   4 officers
   5 prisoners
   6 officers, soldiers
4C Students’ own answers
   1 War is terrible. A war is going on in Africa.
   2 There was a civil war between different tribes in Rwanda. There was a war between Britain and Germany in the 1940s.
   3 There was an important battle at Waterloo during the Napoleonic Wars.
   4 The two countries decided to make peace. Peace is something we all dream about.
4D 1 (a)
   2 (b)
   3 (a)
   4 (a)
Before you open the book …

Write the title of the Unit on the board: *I must have one of those!* Ask the class what they think the Unit is about and elicit answers, teaching vocabulary as it arises, (eg It’s about the consumer society). Tell students that the topic is *Society and living standards* (= the way in which people live, eg how comfortable their houses are or how much money they have to spend).

1 **The BIG question: HOW MUCH IS ENOUGH?**

**FACT:** There are over 7.7 million US dollar millionaires in the world. Meanwhile over 2.8 billion people live on less than two dollars a day.

**Picture notes**

Picture 1 shows African women sharing out beans from sacks. This is food aid — basic supplies donated to people in famine areas, in this case in East Africa, where crops have failed because of wars and drought.

Picture 2 shows young boys queuing to fill buckets of water at a public water tap. Obviously there is no clean water supply to their homes. Over a billion people in the world have to drink polluted water every day.

Picture 3 shows an open sports car with two people in it.

Picture 4 shows a motor-yacht. It is often called a powerboat. The object of these two pictures is to show that even if, to some people, cars and boats are a necessity, these are plainly luxury items, playthings for people who have enough money and time to enjoy a form of consumption that is not available to many communities that do not have the basics such as food and water.

Write *The BIG question* on the board. Ask: *How many in the class think they have enough?* You may need to clarify that *enough* means enough money, enough of the things they want. Count the show of hands. Ask those who put up their hands why they feel they have enough. Elicit answers. Ask: *How many in the class don’t think they have enough and want more?* Again, count the show of hands. Ask members of the second group why they don’t feel they have enough. Elicit answers.

Read out the **FACT**. Check that students understand the difference between *a million* and *a billion* (= a thousand million). Ask students: *Does this* (the **FACT**) *surprise you?* Elicit reactions (eg *Yes, I didn’t think there were so many rich people*). Take the opportunity to elicit / teach the word **wealthy** as a synonym for **rich**.

2 **PREVIEW**

**Words**

A Check that students understand the words *luxury* (= something expensive that you enjoy but do not really need) and *necessity* (= something that you must have or must do). Ask students for their answers and see if agreement can be reached on which items are luxuries and which are necessities.

B Question 1 refers to picture 1. Elicit the fact that the African women in the picture are buying beans (you can see the words PINTO BEANS on the side of the sacks.) You may need to teach the word *beans.* Elicit the fact that beans are an important food in developing countries, and that the women in the picture probably live on very little money.
Elicit answers to question 2. Students’ answers may be very different, depending on which country they come from. An important point is that for students, who are well-known for having very little money, certain foods may be luxuries that are not regarded as luxuries by older people with good jobs.

In question 3, Students will probably know that it is Africa that has the most problems with drinking water, due to the droughts (= a long period of time when there is little or no rain) that regularly occur there.

C  Put students into pairs to discuss these questions. Question 2: The car in the photo is quite luxurious. It is a convertible. Elicit answers: eg These days a car is a necessity, you can’t get around otherwise. A yacht is definitely a luxury. You have to be wealthy to own a yacht.

Question 1: Make sure that students understand that mp3 player and iPod refer to the same thing (= a little machine that you carry with you that has headphones and can store a great deal of music). Check that students understand the phrase hi-fi (= a piece of electronic equipment that is used for playing music). The word stereo refers to more or less the same thing. Elicit answers from the class: eg I put my mobile phone first / I put the dishwasher last, and ask students for their reasons, eg I use my mobile to text my friends. That’s very important to me. Students can remain in pairs to discuss questions 2 and 3.

The answer to question 3 depends on the country. In New York, $2 will buy you very little but might buy three days’ food in some African countries.

Language

This section introduces verb patterns after hope and wish. See the Workbook for more explanation of these structures.

Verb patterns after hope

The second sentence is an example of the most common structure following hope. I hope (that) one of them offers me a place. Hope can be followed by either the present simple or the future simple, but it always refers to the future. Ask students to make sentences about their hopes, eg I hope I do well in my exams.

The first sentence – He is hoping to start a business – gives an example of the structure hope + to + verb. It is rather more formal than the second sentence and often has the meaning I hope that I can / am able to (He is hoping that he can start a business). Ask students to make sentences beginning I hope to …

Verb patterns after wish

The last sentence – I wish we hadn’t moved – refers to a past situation and is dealt with more fully in Unit 16. The structure wish + past simple, eg I wish I had a TV in my room refers to an ongoing present situation that you would like to change but do not think will change. (I haven’t got a TV, but I’d like to have one.). Hence the situation is ‘unlikely’ (Question B). Here are some more examples:

- I wish my boyfriend rang me more often. (He doesn’t ring me.)
- I wish I had more money. (I haven’t got much money.)
- I wish my flat was bigger. (It’s small.)
- I wish it wasn’t raining. (It is raining.)

Ask students to make their own sentences about present situations that they wish were different.

The structure wish + would + verb refers to a present or future situation where there is an element of choice.

- I wish he would ring. (He could ring if he wanted.)
- I wish they would explain. (They can explain if they want to.)

It is important to note that while wish + past simple always refers to an ongoing situation, or something that happens regularly, eg I wish my boss paid me more, Wish + would often refers to a future situation

2 PREVIEW Words B  Answers

B 1 Photo 1 shows sacks of beans (pinto beans). The people buying it are African women. The beans are probably sold in a local market. Beans are a staple food, eaten by people in developing countries.

2 Open answer. Some examples of luxury food for westerners: caviar, lobster, crab, truffles.

3 People have problems getting drinking water (picture 3 shows this situation) in countries where there is drought, eg in parts of tropical Africa.
that happens only once, e.g. I wish they would leave. With this latter example, you cannot say, I wish they left, as it would imply their leaving is an ongoing situation and not a single event. However, I wish my boss would pay me more, is perfectly correct.

Because of the element of choice in wish + would, we cannot say I wish + I + would, e.g. I wish I would stop smoking. (If I want to stop smoking, why don’t I? Because I have no choice – I can’t stop.) Instead we must say, I wish I could stop smoking. To give another example, we do not say, I wish my son would read (because he is having difficulty reading). Instead we would say, I wish my son could read.

To conclude, it is clear from the above notes that wish + would is a complex structure. Do not expect students to grasp all its complexities immediately. Instead, make sure that students understand that:

1. We MUST use wish + would to refer to something in the future that happens only once.
2. We cannot use the structure when there is no choice involved.

Write these sentences on the board and ask students to make sentences from them using wish + would:

1. Our guests are staying too long. (I wish they’d leave.)
2. You could help me if you wanted. (I wish you’d help me.)
3. My husband spends too much money. (I wish he’d spend less money.)
4. You should get another job. (I wish you’d get another job.)
5. My employers don’t believe me. (I wish they would believe me.)

Finally, ask students to say for which sentences from the above could one also use the structure wish + past simple. The answers: I wish he spent less money / I wish they believed me, since both could also suggest an ongoing situation.

D The final sentence.
E The first three sentences.
F The third sentence.

Ideas

Students will probably have very different reactions to the sentences, and it should be interesting to elicit their reactions. Do the students think that money can buy happiness? These sentences are taken from the text on the opposite page. Ask students to predict what they think it will be about (the pictures on the opposite page will provide some clues.) Elicit answers and teach any vocabulary that arises, but don’t tell students if they are correct, as they will find out in the next session.

3 READING CD 2 (Blue) track 1, page SB 47

This article describes the choice of two high-earning Londoners who give up their stressful jobs and expensive lifestyle, and move with their four children to a village on the coast of Wales (see Background information notes below) in order to live a simpler and less stressful life.

3A Tell students that they should be able to work out the meaning of downshifting by reading the text. Remind them that they should not try and understand every word at this point. Elicit answers and explain the meanings if necessary.

3B / C / D Activities B-D demand a more detailed reading of the text. For activity B, ask students to close their books and try and answer without looking at the text.
Picture notes / Background information
The portrait of the family group is by an artist called Luke Martineau. See http://www.lukemartineau.com/gallery/index.htm

Wales: The UK (United Kingdom) is composed of four parts, England, Northern Ireland, Scotland and Wales. Wales is in the west of the UK. It consists mainly of moorland and mountains and has an economy that is mostly agricultural, with an industrial area in the south, around the capital, Cardiff. There used to be many coal mines in South Wales, but they have been closed over the last 30 years. See http://www.welshcoalmines.co.uk/.

Since 1997, Wales has been largely self-governing, with its own National Assembly. See: http://www.bbc.co.uk/wales/storyofwelsh/content/devolutionandthelanguage.shtml

The national language of Wales is Welsh. It is an optional subject in Welsh schools and is spoken by some people as a first language and in addition to English in north Wales. There is a Welsh language TV station. See http://www.s4c.co.uk/

3 READING A / B / C / D Answers
A 1 Not really. Downshifting means to live in a less expensive and simpler way.
B 1 Because they were always stressed and spent very little time with each other or the children.
C 1 Their new house is as big as their house in London.
D 1 Daphne 2 Melissa 3 Joel

4 TALK ABOUT IT
Questions 1 and 2 give students the opportunity to use I wish...
Encourage them to complete the following sentences:
1 In the next year I hope to have ........
2 In the next five years I hope to have ........
3 In the next ten years I hope to have ........

Question 3 should lead to an interesting discussion. To help things along, ask this question: Why do we need time? Example answers: I need time to relax / I need to time to see my friends / I need time to read and watch TV / I need time to think.

Optional activity: Ask the class if they think that Rupert and Emma Woods made the right decision when they moved to Wales. Students’ answers will reveal a lot about their attitudes to money, time and also relationships.

5 LISTEN IN CD 2 (Blue) track 2, page 48 SB

Key words / expressions
• to recycle • to throw away
• tons of waste • truck • plastic (bottle)
• (computer) component • cell phone
• well-organised • to register • association
• to set up • to control • income
• massive • smell • foul • to risk
• injury • disease • medical waste
• syringe • chemicals
• economy = the system by which a country’s money and goods are produced and used.
• global economy = the idea that the world has a single economy.
• garbage (AE) / rubbish (BE) dump = a place where we throw away our rubbish
• tons of waste = a ton is a Unit for measuring weight and is equal to 1016 kilograms. We use the expression tons of (something) to say that there is a great deal of something.
• scavenger = someone who searches through things that other people have thrown away to
Note that a number of the more difficult vocabulary items are explained in activity B. The Audio text is in the Workbook (page 68). The listening passage describes the garbage economy that exists in countries such as Brazil and South Africa. The phrase garbage economy refers to whole sections of society who make a living by recycling other people’s garbage. The passage describes how these people visit vast garbage dumps and go through them looking for items that can be recycled, such as computer components, plastic bottles, white paper.

The passage describes two groups of scavengers. The first group are from Brasilia (the capital of Brazil), where more than 3,000 people live off what the city throws away. The second group is a family from Soweto, which is 15 kilometres from the centre of Johannesburg, the financial capital of South Africa.

5A Write the phrase the garbage economy on the board and check that students understand the meaning of the words garbage and economy when used separately. Then ask students to look at the photograph and elicit the fact that it is a picture of a garbage / rubbish dump – you will probably need to teach this phrase. Now ask the class to work out the meaning of garbage economy by looking at the photo. They will probably be able to work out that people make a living by finding things in the dump that they can recycle or sell. Explain that people who do this are known as scavengers (See to scavenge above). Explain that students will listen to a report about the garbage economy.

5B These vocabulary items are key words and phrases in the listening passage. Students should be able to do this exercise quite easily. If they have dictionaries, allow them to use them.

5C This activity is useful preparation for the listening passage, as it makes students think about the subject matter and how the vocabulary items are likely to fit in. Elicit answers but don’t tell students if they are correct.

5D The passage is not easy, and the class will find it helpful if you divide the questions into two parts. Questions 1-3 are fairly general, so these questions can comprise Part 1. Ask the class to listen and answer questions 1-3 only. They may need to hear the passage two or even three times in order to answer the questions. You may need to point out that the answers to question 3 are in the listening passage: Brasilia is the nation’s capital, and Johannesburg is the financial capital of South Africa (but not the capital, which is Cape Town, although we are not told this in the listening passage). Students then read questions 4-9. They listen and then answer the questions.

5E Students will probably need to listen again in order to pick up the similarities and differences between the two reports.

Similarities

Both reports describe the location of the dump, what people collect and how much money they can expect to make.

Differences

The Brazil report is a general report, whereas the South African report describes the life of a woman who lives as a scavenger. The Brazil report explains that the scavenging is well-organized. Scavengers in South Africa do not sound so well-organised. The South African report emphasizes the dangers of scavenging.

5 LISTEN IN B / C Answers

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

C 1 Brazil and South Africa

2 In Brazil, the dump is less than 20 kilometres from the centre of the nation’s capital, Brasilia. In South Africa the dump is 15 kilometres from the centre of Johannesburg, the financial capital of South Africa.

3 Brasilia is ‘the nation’s capital’, but Johannesburg is ‘the financial capital’, not the real capital (which is Cape Town).
4 More than 3,000 people.
5 Plastic bottles, computer components, other electronic items, clothes, shoes, watches, cell phones, white paper, clear plastic.
6 In Brasilia, they are well-organised. People have to register with an association if they want to work at the dump.
7 In Brasilia, people make from less than $20 a week up to $60 a week. In Soweto, Mapule Mohokare and her son usually make about $25 a week.
8 They’re hoping to find things they can sell, like working watches and cell phones. They’re also hoping to make more money than usual.
9 Because dumps have large amounts of medical waste, eg used syringes, there are also toxic fumes from rotting meat and chemicals.

6 CONTROVERSY See Role cards page 59 WB
Read the notes about this section in the Introduction. There is a role card for Group A and a role card for Group B. This means that students will be debating in groups of 8, with four students in group A and four students in group B.
Put students into their groups and hand out the role cards for each group. Explain that students will not necessarily be arguing according to their real opinion. Write the subject on the board: Poverty is the most important problem in the world. Check that students understand the word poverty (= when people are extremely poor).
In their groups students should discuss the arguments they will put forward to support their point of view. When they have done this, if you feel they need help, elicit students’ arguments and put them up on the board under two headings: Poverty is the most important problem in the world / Poverty is not the most important problem in the world. Teach new vocabulary where needed. Here are some arguments both for and against:

Poverty is the most important problem in the world...
• It is wrong to ignore the suffering of millions of people.
• It is wrong that millions of people do not have enough food, water and money to live.
• It is possible to get rid of world poverty, if all the rich countries decide to do so.
• We could easily become poor ourselves. How will we feel then?
• Millions of people in developing countries are poor. Globalisation (see Background information notes below) only benefits rich countries. This situation needs to change.
• It would benefit the world economy if there were no poverty.

Poverty is NOT the most important problem in the world...
• There are other more important problems, for example, global warming, and the threat of terrorism from Islamic extremists.
• Poverty in a country is often caused by corrupt governments. If you give these governments money, they will just put it away in secret bank accounts.
• The most important task for governments is to maintain the world economy and make sure that it does well.

When the students are in their groups debating the subject, walk round and listen, making notes of mistakes, which you can then correct afterwards or in a later session.

Background information
Globalisation: People around the globe are more connected to each other than ever before. Information and money flow more quickly than ever. Goods and services produced in one part of the world are increasingly available in all parts of the world. International travel is more frequent. Multi-national companies like Toyota, Nike and McDonalds, act on a global scale with manufacturing bases in several countries.
Anti-globalisation: This term is commonly used to describe the attitude of those who protest against global trade agreements since they believe that these agreements often have negative consequences for the poor and for the environment.

7 PORTFOLIO WRITING
Go through the list of items in the activity, eliciting from students how much each thing is likely to cost. This should provoke discussion and also
introduce some useful language for the writing task itself. Students then write the email, either in class or for homework.

Writing model

Hi (Juan)
Yes, I’m afraid that you will find that things are much more expensive over here. Here is a list of what some basic things are likely to cost in London:

If you share a flat with three or four people, you will probably pay between £400 and £500 a month, depending on the area. You’d be lucky to find somewhere at £300 a month.

With regard to entertainment, cinema tickets cost about £6, and a pint of beer costs about £3. To get into a club, you can pay anything between £6 and £15. If you go to street markets you can find cheap clothes, for example, you can find a pair of jeans for about £5. Charity shops are great for finding cheap second-hand clothes (even fashionable things) and also some of the supermarkets sell very cheap clothes. As for a cup of coffee in a café, it depends on the area again. It can cost anything from 60p to £4. The best place to buy cheap food is from street markets. There are a couple of supermarkets where the food is low-priced. Expect to spend about £35 a week.

See you when you get here

Jane

8 SOCIAL STUDIES in English Page 49 SB

Key words / expressions
- essential
- to increase
- quarter
- population
- washing machine
- campaign
- proper
- CD player
- access
- to lack = to not have something or not have enough of something

- to go / do without = to manage, even though you do not have something you need
- to afford = to have enough money to pay for something
- to lift (children) out of poverty = to give (children) a better life, out of poverty
- to miss out on = to not have the chance to do something important or that you would enjoy
- after-school activity = things that children do after school, eg ballet, music lessons, riding, sports, martial arts classes
- satellite television = television programmes that are sent to your television by satellite.

Write the title of the page on the board – Social Studies in English. Check that students understand the word social (= relating to human society and the way it is organised). Ask the class what kind of thing you study in Social Studies and elicit answers, eg poverty and the reasons for it, crime and the reasons for it, types of housing and its effect on people, different ethnic groups and their relations to each other. Write the title of the text on the board – Child poverty in Britain – and, as preparation, ask students what they think the text might say. Elicit answers and use the opportunity to teach relevant vocabulary.

8A Students read the text and answer the questions. They should be able to work out the answers to question 2 from the context of the sentences.

8B Point to the graph at the bottom of the page and elicit / teach the word graph. Check that students understand the vocabulary items listed there. Ask students to explain what the graph shows – the percentage of people who think the items are necessary and the percentage who can’t afford the items. If students have not used the phrase can’t afford before, take the opportunity to teach it and explain that it is a very common phrase, eg I can’t afford it / I can’t afford to buy a car.

Students list the items in the graph in the order of importance in their own lives. Ask students to read out their lists, and elicit reactions, eg I think it’s far more important to have a holiday abroad each year than to have satellite television.
Optional activity: Ask students to look closely at the graph and say what surprises / doesn’t surprise them, for example, It surprises me that for many people a car is necessary. If you live in a big city, you don’t need a car. / I absolutely agree that two meals a day and fresh fruit and vegetables are high on the list of necessary items.

8 SOCIAL STUDIES in English Answers
A  1 Items that more than 50% of people believe they should be able to afford, for example, washing machines and televisions.
   2 Yes, more or less.

9 CONVERSATION
Read the notes about this section in the Introduction. This activity allows students to choose which activity they want to do, A, B or C. However, if you feel the class need practice in describing pictures, ask them to do activity A.

9A Prepare for the activity by putting students into pairs. Ask them to choose other pictures in the book and use language from Language Bank 12 to ask and answer questions about the pictures. Now ask students to choose a photo from this Unit that they would like to use as a basis for discussion. Explain that Student A should ask questions and Student B should respond. They should begin by describing the picture and then go on to discuss the topic that the picture suggests. The vocabulary for most of the pictures has been taught in previous sessions. However, you could briefly elicit / teach useful vocabulary for the picture on this page:
• The boys are playing on a pile of rubble.
• One of the boys is holding a cricket bat.
• Perhaps they’re playing in a derelict house.
• The boys obviously live in a poor area.

9B Students will have acquired quite a lot of the vocabulary needed for these topics. However, if you feel students need help to discuss the topics before they go into pairs, then hold a preliminary discussion and use the opportunity to teach vocabulary and correct grammar mistakes. In answer to the question in B, encourage students to use the conditional form would, eg I think they’d laugh or feel angry. Write a second question on the board for students to discuss:
• For people who live on less than $2 a day, what are the real necessities of life?

9C Here are some answers to the question: What do you think causes poverty?
   1 Lack of education / A poor (= bad) education: If you don’t have a good education, you can’t get a good job.
   2 Corrupt governments: governments that use their country’s money for private enrichment, not for the people.
   3 Overpopulation: If there are too many people, then unemployment can be a problem.
   4 Globalisation (See Background information notes above) can benefit rich countries more than poor countries.

10 Your answer:
Here is a suggestion for a different approach to Your answer:
Students get into pairs, and in turn are given one minute to answer the first question. Students find a new partner and again, in turn, are given one minute to answer the second question. Finally, students find a third partner and repeat the process with the third question. Most students should be able to do this by simply turning in their seats.

Workbook answers Pages 24-25 WB
1 Language: verb patterns after wish and hope
1A  1 I hope to become very rich. / I hope that I’ll / I become very rich.
   2 I hope that it won’t be / isn’t cold today.
   3 Anna hopes to have her own flat one day. / Anna hopes that she owns / will own her own flat one day.
   4 I hope to own a yacht one day. / I hope that I’ll / I own a yacht one day.
   5 We hope that she succeeds / she’ll succeed.

1B  1 I wish I didn’t have to share with my brother.
   2 I wish we didn’t live in such a selfish society.
   3 I wish my father could afford a new car.
   4 I wish my girlfriend wasn’t so extravagant.
5 He wishes he didn’t have to work so hard.
1C 1 I wish rich countries would do more to help more countries.
  2 I wish the government would put more money into education.
  3 I wish my parents would give me more money.
  4 I wish I could find a better job.
1D 1 ✓  2 I wish I knew more wealthy people.
  3 ✓  4 I wish Jenny had more time to relax.

2 Use of English
2A 1 She couldn’t afford to buy food for her children.
  2 Unless they work quickly, the trucks arrive and bury the garbage.
  3 The city authority has set up an association so that they can control the numbers of workers.
  4 He spent ten hours every day working in his office.
2B 3 ✓  4 the  5 who  6 ✓  7 they  8 ✓  9 ✓  10 has

3 Portfolio writing
Students’ own answers

4 Connections
4A 1 extravagant  2 mean  3 penniless
  4 wealthy  5 generous
4B • poverty / the poor: poverty is a noun meaning when people are extremely poor. The poor refers to people who are poor (similarly, we say the rich, the sick).
• cost of living / standard of living: The cost of living refers to the amount of money that people need to pay for basic things. Standard of living refers to the type of life a person or society has according to the amount of money they have.
• economics / economy: Economics is the study of the way in which money, goods and services are produced and used. The economy is the system by which a country’s trade, industry and money are organised.
• developed / developing: (when referring to countries) A developed country has a lot of industries. A developing country is poor and
What’s new?

Subject: Habits and obsessions
Function: Evaluating options
Grammar: though, even though, although, in spite of, despite

Before you open the book …

The word globesity may be new to the students. It is a recently-coined word which combines the words global and obesity. ‘Obese’ in medical terms means being 20% or more above your ideal weight, ‘overweight’ means being anything up to 20% above your ideal weight. Being overweight is unhealthy, being obese in dangerous.

The topic of the Unit is the global epidemic of obesity. This may be a sensitive issue for some of your students, and therefore we suggest that you think about the consequences of working on this material if there are any overweight students in the class.

Even though it may be a sensitive issue, we felt that it was one that should be faced. Statistics suggest that, unless things change radically in the next few years, obesity may become a bigger threat to life than illnesses such as AIDS, malaria or cancer.

The facts speak for themselves. In the United States as an example, more than half of American adults are overweight, approximately one third are obese. See the Background information below to see what an effect this has on national health care.

Before you open the book, you may want to turn the following set of statistics into a gap-fill prediction quiz. Just photocopy this section. The answers are below.

**QUIZ — Weight of the world**

1. The World Health Organisation (WHO) estimates that the number of obese adults worldwide jumped from (a) .......... million to (b) .......... million between 1995 and 2000.

2. WHO also estimates that more than (a) .......... million children around the world under the age of five are overweight.

3. Adult obesity rates average (a) .......... in the United States, 24% in Mexico, and (b) .......... in Great Britain. The rate is still a mere 11.3% in France, but that figure has risen from (c) .......... since 2000.

4. In Greece, home of the ‘healthy Mediterranean diet’, more than (a) .......... of adults ‘are above their ideal size,’ according to The New York Times.

5. About (a) .......... of European adults will be obese by 2030, partly because of an emerging epidemic of obesity among children and adolescents.

6. Approximately (a) .......... of Australian children and adolescents are currently overweight or obese.

7. In China, obesity is highest among wealthier city-dwellers, where one in every ten children is considered (a) ..........

8. In Chile, (a) .......... of children are overweight or obese.

9. Only (a) .......... of 11-year-old English boys and 37% of girls exercise for two hours a week or more.

10. In a National Survey of Primary and Middle Schools in Japan between 1970 and 1997, obesity in 9 year-old children increased by (a) ..........%.
1 **The BIG question: ARE PEOPLE GETTING BIGGER?**

**FACT:** More than a quarter of the people in the world (1.2 billion) are overweight. Of these, 300 million are obese.

<table>
<thead>
<tr>
<th>Weight of the world</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (a) 200 (b) 300</td>
<td>2 (a) 17.5 million</td>
</tr>
<tr>
<td>3 (a) 30% (b) 22%</td>
<td>4 (a) 70%</td>
</tr>
<tr>
<td>5 (a) half</td>
<td>6 (a) 20%</td>
</tr>
<tr>
<td>7 (a) obese</td>
<td>8 (a) 30%</td>
</tr>
<tr>
<td>9 (a) 45%</td>
<td>10 (a) 300%</td>
</tr>
</tbody>
</table>

If you did the background test suggested above, then the question is easily answered and the FACT will come as no surprise. Look at the photos. Ask students if they can give reasons for this epidemic. Questions 2A and 2B are based on the photos.

2 **PREVIEW**

**Words**

**A** This exercise makes sure that students know the exact meaning of **overweight** (heavier than you want to be for comfort) and **obese** (heavier than you should be for good health).

**B** This is a discussion about the people in the photos and their lifestyles. How do people get to look like this? Is it a medical condition or their lifestyle?

**C** This activity is a series of agree / disagree statements. As we often do in this book, we offer examples of opinions and ideas that the students can study before offering their own. They may not agree with any of the opinions that we suggest, but we feel that it is useful for them to see these models in order to help them express themselves on this topic. Allow the students some thinking time, and then let them compare their answers with others.

**Language**

The language point of this Unit looks at the meaning and use of the words **although, even though, though, in spite of and despite.** These are the kinds of words that can increase the sophistication of the students’ speaking and writing, and it is important for them to learn to use them correctly. The structure words need to be presented before students read the examples in the Language section. So, how can we present them?

**though, although, even though:**

Technical stuff first – **though, although, even though** are conjunctions. **Though** is probably the easiest to present, as you can easily substitute it for **but.** It is more common in spoken than in written English. It can come in a different position – at the end of the phrase rather than the beginning – especially in spoken English. As you can see from these examples, in written English, it can mean turning one sentence into two.

- She’s doing her best to lose weight, **but** she finds it very hard.
- She’s doing her best to lose weight. She finds it very hard, **though**.

Once you have taught the meaning and use of though, you can use the same example to demonstrate the use of **although.**

- **Although** she’s doing her best to lose weight, she finds it very hard.

This sounds more formal and is really useful in written English. Note that in spoken English, **although** at the beginning of a phrase like this is often reduced to **though.**

- **Though** she’s doing her best to lose weight, she finds it very hard.

You can explain this as sheer laziness on the part of native speakers!

**Even though** really means the same as **although.** You can make a distinction by saying that it is more emphatic and indicates that you are surprised.

- **Even though** he’s only 14, he weighs more than 100 kilos!!

**In spite of, despite**

**In spite of and despite** are prepositions, not conjunctions, and despite (!) some people trying to suggest otherwise, they mean exactly the same thing. Like the words above, they indicate that
something is surprising or unexpected. But the first difference is that these words will, like all prepositions, be followed by a noun or a gerund. As before, your explanatory examples can contain the word but.

• He has tried everything to lose weight, but he hasn’t been successful.

• Despite trying everything to lose weight, he hasn’t been successful.

Both despite and (more commonly) in spite of are often followed by the fact that … and a phrase.

• In spite of the fact that he has tried everything to lose weight, he hasn’t been successful.

When you are sure that the students understand the use and meaning of these expressions, ask them to read the examples in the Language section, which are as usual taken from the reading text on the following page, and then discuss the questions with other students.

2 PREVIEW Language A / B / C / D / E

Suggested answers

A Yes, the words in bold mean more or less the same thing.

B Although and in spite of are the most formal.

C Students should say the sentences to each other and decide which sounds the most emphatic.

D But Dallas also has plenty of junk food, including 105 doughnut shops.

E There are various ways to re-write these sentences. These are the best balanced versions:

• Houston’s sports facilities are excellent. However, people don’t do enough exercise and sport.

• Houston folk can’t do anything about the poor air quality. However, they could turn off the TV and get out to the parks.

If you want students to do more structure practice work before they proceed, they can at this point do the structure exercises in the Workbook section.

The target structure of this Unit doesn’t have a direct correlation with a language function. The functional focus, evaluating options, uses different examples, which students will need to know in order to do section 4 TALK ABOUT IT. You can find the words and expressions they need in Language Bank 20.

Ideas

Here are three more sentences from the reading text, for the students to think about as ideas, rather than simply for their language content. Then there are three questions for them to discuss with their partner or in small groups. Below is a Background information box to help you offer some extra ideas for the students to think about.

A How could people’s weight have an effect on healthcare services?

B Fit US cities don’t have to deal with sultry summers and arctic winters.

Background information

The health, economic and social consequences of obesity are substantial. Obesity is associated with numerous health complications which range from non-fatal debilitating conditions such as osteoarthritis, to life threatening chronic diseases such as coronary heart disease, diabetes, and certain types of cancer. The psychological consequences of obesity can range from low self-esteem to clinical depression. Recent estimates suggest that up to eight per cent of the total health care costs in Western countries are being spent on obesity-related problems.

Although the fittest US cities are in the West (San Francisco, Denver, Colorado Springs), according to the US Centers for Disease Control and Prevention, the five States which have the lowest rates of obesity in the country are Colorado, Massachusetts, Vermont, Rhode Island and Connecticut. All except Colorado are in New England, in the North east of the country. The five states with the highest rates of obesity are Mississippi, Louisiana, Texas, Alabama and Tennessee — all in the South east of the country. So, is obesity simply a geographical factor? What other factors are involved?

Factor 1: Climate

The five most obese states are too hot in the summers and sometimes too cold in the winter to go outside and exercise. Quite simply, it’s easier to get out and be active if it’s nice outside. If you live in an area that has a temperate year-round climate, you can go for a walk, run, bike ride or any other outdoor...
activity anytime you want. However, this can’t be the whole truth — New England winters can be very hard!

**Factor 2: Urban v Rural**

People who live in urban areas rely on their own two feet for transportation as much as they can, often simply to avoid the city traffic. They probably use some public transport and are used to walking or cycling several blocks to the grocery store or bus stop, and they may not even own a car. Those in rural areas, on the other hand, may live miles from the nearest store and typically have no access to public transportation. If they are going to get anywhere, they need to drive to get there. Over time, the extra activity that city dwellers gain on a daily basis gives them an edge to avoid obesity.

**Factor 3: Attitudes towards obesity**

Opinion surveys suggest that people in certain areas of the USA don’t think being overweight is important (either themselves or other people). In the south, local attitudes suggest being overweight is not something to worry about. This is not true in the north-east.

### 3 READING CD 2 (Blue) track 3, page 51 SB

**Key words / expressions**
- climate • humid • junk food
- natural resources • statistics • sultry
- pick on = victimise, single out

The two pictures on this page show very different people, a muscular man and an overweight boy. However, the muscular man is photographed in studio conditions and lighting and make-up accentuate his physique. So, is the photo real? And is this what the overweight boy in the other photo should aspire to look like? The reading text is an authentic magazine article, which was written as a reaction to a newspaper article which found that Houston, Texas had once again been named the fattest city in the USA.

It’s worth noting the use of the phrasal verb pick on, which we normally use in the expressions like: *Stop picking on me* / pick on someone your own size. It is interesting to see it in this context — the editor of *Men’s Fitness* magazine says: *We don’t plan to pick on any particular city. There is a question about this expression in activity B.*

3A The pre-reading activity asks students to predict the content of the reading text. This should be clear by now!

3B This is another pre-reading activity, to establish the meaning of certain sentences.

3C Give students time to read the article in silence (or read the introduction for other suggestions about how to deal with reading texts). Then decide if you want them to write the answers to the questions, discuss them in small groups or discuss them in full class.

### 3 READING B / C Answers

**B** 1 (a) 2 (a) 3 (b)

**C** **Suggested answers**

1 Houston residents are quite defensive about the statistics. Other cities are just as bad, they claim.
2 Residents of people at the top of the chart watch too much TV, eat too much and don’t take enough exercise.
3 Fit city people exercise more and watch less TV.

### 4 TALK ABOUT IT

Students have a chance to recommend ways for fat city dwellers to get fit. To help them with this, they are directed to **Language Bank 20**, where they will find useful strategies for evaluating options. However, remember that the activity can still be a success even if the students don’t manage to use many of the functional items. Try to encourage them to come up with fitness ideas that have NOT been mentioned already in the article, such as going to the gymnasium. Here are some other suggestions for ways to keep fit that you can give if the class can’t think of any:

1 You could join a club and go mountaineering, or sailing.
2 Why not play a team sport, like soccer or rugby?
3 Get a dog and take it for a walk twice a day.
5 LISTEN IN CD 2 (Blue) track 4, page 52 SB

The picture on this page may puzzle the students. It's of a rather uncertain-looking woman who is sitting opposite a man whose face we can't see. They appear to be in a bar, and the caption says: Elaine buys a drink for Craig.

Ask the students these questions:

1. Who are the people, what is their relationship and where are they?
2. What has this photo got to do with the Unit topic of globesity?

The second question may be harder to answer. Encourage the students to be as imaginative and inventive as possible with this, and don't discourage them by telling them that they are nowhere near the right answer!

The Audio text is in the Workbook (pages 68-69). It is an audio diary spoken by Elaine, a woman who is rather worried by her weight. She seems to be in a state of anxiety and excitement because there is an attractive new man in her office. Her audio diary relates the progress of her friendship with him – and whether her weight has anything to do with it! She starts out by imagining that he won't find her attractive because she needs to go on a diet and ends by discovering that it makes no difference – he likes her anyway!

5A The pre-listening task lists all the food items that on page 52 SB, 26-27 WB

Key words / expressions
- ask (someone) out
- bar of chocolate
- breakfast cereal
- enormous
- to fit
- to go on a diet
- gorgeous
- guy
- he will be mine
- obsessed with
- oh dear!
- to put on (weight)
- salad
- skinny
- things that make life worth living
- well done me!
- who cares?

5B The second pre-listening task highlights some of the expressions that appear in the text, plus some others that are related thematically. The key expressions that they need to know are go on a diet, put on weight and feel faint with hunger (to be so hungry that you almost lose consciousness).

5C Students now listen and answer the comprehension questions.

5 LISTEN IN A Answers
- pizza (?)
- biscuits
- chocolate bars
- cream
- spaghetti (?)
- ice cream

5 LISTEN IN C Suggested answers
- Because there’s a new man in her office.
- He’s gorgeous!
- Her diet is unlikely to be successful.
- She decides to abandon her diet.

5 LISTEN IN D Answers
- Elaine eats too much on Monday.
- Elaine eats chocolate on Monday (chocolate cake), Tuesday, Wednesday, Thursday (chocolate biscuit), Saturday (possibly).
- Elaine finds she has put on a kilo on Thursday.
- Elaine decides she must lose four kilos on Friday.

5D For the second listening, students have to tick the diagram to indicate the days when specific things happen.

5 LISTEN IN E

Although this listening activity is quite light-hearted, the fact is that people like Elaine who eat and then starve themselves are not doing themselves any good. The final activity offers students the chance to discuss the situation.
more seriously. The instructions suggest that the students discuss three questions in small groups. Instead, you may want to do this as a whole class activity.

6 CONTROVERSY See Role cards page 60 WB

Read the notes about this section in the Introduction. Groups of three work on this role play activity. There are two role cards. One of the characters is a student, the others are his / her parents. The student is dieting and exercising to make sure he / she doesn’t get fat. The parents are worried about his / her behaviour.

This role play definitely needs a time-limit. We suggest that you give each group of three just five minutes to think about things they want to say, and then ask for a volunteer trio to act the scene out in front of the class. Stop the acting out when you feel they are running out of ideas and ask if there is another trio who would like to take over.

The thing to avoid in a role play like this is silence! If one of the groups runs out of ideas after just two or three minutes, then thank them and move on to another. Keep it brisk and congratulate everyone on their involvement, however long or short it may be.

Even if you decided that the Unit as a whole was not a problem for the class, you may feel that this particular activity may not be suitable. We fully understand if you feel that you want to skip it, especially if you have students in the class who suffer from eating disorders.

7 PORTFOLIO WRITING

The writing task is to produce an advertising brochure for a new fitness club. This is one of the most challenging writing tasks in the whole book, although it is the kind of thing that students might encounter in an examination.

The key requirements for the ‘copy’ (technical term for the words that are used in the writing of an advertisement) are outlined on the student’s book page. The key to writing successful advertising copy is making it leap off the page. Certain words are very successful – words like new, now, free, try, soon, especially when followed by an exclamation mark.

As you will see from the model below, the position of the words and the size of the font are also important. If you give this activity as homework, you can ask the class to find suitable images from the internet to make it more interesting. NB At the time of going to press the URL (website address) below was not in use. However, new web addresses are constantly being registered and it is very possible that this and other similar internet addresses will be in use at the time that teachers and students are doing this activity.

Writing model

NEW IN TOWN!
THE
FAT-OR-FIT CLUB
JOIN NOW AND GET THE FIRST MONTH FREE!
Call 9232 – 9943 or visit www.fat-or-fitness.com
FAT OR FIT – IT’S YOUR CHOICE!

8 HEALTH EDUCATION in English Page 53 SB

Key words / expressions
• burn off (calories) • calories
• equation • hunger • malnutrition

The text is a map of the world, annotated with information about the global problem of obesity clearly indicated regionally.

8A As always with the cross-curricular activities, it is good if there is someone in the class who can offer some information because of their specialised knowledge of a particular subject. In this case, it is nutrition. How many students know what calories are? Why are they important? And what are the results of malnutrition? What happens to someone, especially a child, when they don’t get enough to eat, and don’t eat the right things?

8B Comprehension questions.
9 YOUR TOPIC
Read the notes about this section in the Introduction. This activity requires students to conduct a class survey and then explain the results of the survey to a partner.

9A Technically, an activity like this can be a bit chaotic, with people milling around the room. If you have a large class, you may want to restrict the movement of people by having students only interview people on their side of the room. It is also a problem to have everyone asking and answering the same questions. But if it works well, it is really worth it!

9B Students now have to present their findings to a partner, who asks questions. The questioner is directed to Language Bank 5, which offers them strategies for asking for clarification. If you wish, you can do this as a pair activity, followed by whole class discussion, as follows: Ask the students to work in pairs while they are collating information. One student mingles around collecting information and the other stays at his / her desk collating it. This makes it easier for people to do the interviewing; otherwise everyone is moving around at the same time!

10 Your answer:
And so we come back to The BIG question. As always, we sub-divide the main question into three more questions, which ask students to talk about the situation in their own countries.

Workbook answers

8 HEALTH EDUCATION in English B
Answers
1 Obesity is a worldwide phenomenon.
2 When you store more (or less) food energy than your body needs.
3 Students’ own answers

1B Alternatives are possible
1 Despite having a large meal, I was still hungry.
2 In spite of the fact that he was overweight, he was still very attractive.
3 Despite the cold weather, everyone had ice cream.
4 In spite of losing six kilos, I’m still not happy with my weight.
5 My boyfriend eats a lot of sweets in spite of my advice not to do so.

1C Alternatives are possible
1 In spite of the fact that I was very tired after work, I still went swimming.
2 Despite working in a bakery, he never eats cakes.
3 In spite of the fact that he exercises, he doesn’t lose much weight.
4 Despite the fact that there are some excellent gyms near me, I don’t use them.
5 Despite being hungry, he (still) ate very little food.

1D Students’ own answers

2 Use of English
2A Alternatives are possible
1 If we don’t start worrying about our weight, we will have a serious problem.
2 People’s attitudes to keeping fit are affected by the weather.
3 Houston is fat, but every other city is fat, too.
4 Most of us are using up fewer calories than we are taking in.

2B 1 a 2 c 3 b 4 c 5 b 6 a 7 a 8 b 9 c 10 a
3 **Portfolio writing**

*Students' own answers*

4 **Connections**

4A **Less than ideal weight**: skinny, thin,

**Ideal weight**: shapely, slim, slender, well-built,

**More than ideal weight**: fat, obese, chubby

4B starving, ravenous

4C **Positive words**: shapely, slender, starving, ravenous

**Negative words**: skinny, thin, obese, chubby, greedy, gluttonous

*starving and ravenous* – it’s OK to be hungry

*greedy and gluttonous* – it’s not OK to want to eat all the time!
Before you open the book …

This Unit focuses on design, with a particular emphasis on imaginative and ambitious architectural and engineering projects such as the building of a 1.6 kilometre-high building in Japan in Tokyo Bay. These projects are only at the discussion stage. Whether they can actually be built in the near future remains unsure! Much of the reason for erecting extremely tall buildings is because the populations of cities are growing so fast. Hence The BIG question for this Unit: Where will we all live?

Introduce the Unit by writing its title, Cities of the future, on the board. Ask students to choose the answer they think is correct:

1 What percentage of the world’s population live in cities? a) 1/10  b) 1/4  c) 1/3  d) 1/2  e) 2/3
2 By 2030, how many people will live in cities? a) 2 billion  b) 3 billion  c) 4 billion  d) 5 billion

Elicit answers and ask students to write their answers down. Ask the class to open their books at page 54 and find the answers to the questions (the FACT gives the answers: Already half of the world’s population lives in cities. By 2030, five billion people will live in cities). Elicit students’ responses to the fact. Tell students that this Unit will look at imaginative architectural and engineering projects designed for cities. Check that students understand the terms used (imaginative / project etc).

1 The BIG question: WHERE WILL WE ALL LIVE?

Picture notes / Internet references
The upper left-hand picture shows a sports stadium, the Allianz Arena in Munich, Germany, designed by Swiss architects Herzog & de Meuron. The stadium can accommodate almost 70,000 spectators. For more information go to this website: http://www.allianz-arena.de/en/index.php
The upper right-hand picture shows the Ginger and Fred building in Prague. The office building was built in 1997 by American architect Frank Gehry together with Czech architect Vlado Miluni. It was given the nickname of Ginger and Fred because of its vague resemblance to a pair of dancing partners (See Background information notes below). It is also known as the Dancing House. For more information go to this website: http://www.arcspace.com/gehry_new/
The bottom picture shows the Sydney Opera House designed by Danish architect Joern Utzon. Internationally famous, it is situated in Sydney, New South Wales, Australia and is located in Sydney Harbour. With its shells that resemble sailboats it is a major tourist sight. For more information go to this website: http://www.utzon.dk/

Read out The BIG question: Where will we all live?
Point to the skyscraper in the photo on the opposite page and say: This building is 1.6 kilometres high. Why do you think architects would put up such a tall building? Elicit answers (because if you build upwards you can house more people). Ask: Would you like to live in such a tall building? Briefly elicit answers and tell students there will be time for longer discussion later in the Unit.

2 PREVIEW

Words

Background information
Fred Astaire was a famous Hollywood dancer, singer and actor. In the 1930s he teamed up with film star and dancer Ginger Rogers, and they made a succession of highly successful musicals, including Top Hat (1935) and Swing Time (1936).
Put students into pairs for these tasks, as questions B and C in particular are discussion questions.

A 1 Ask the class to look at the photos. Check they understand the rubrics. You may need to explain the word *arena* (= a large area surrounded by seats, used for sports or entertainment). Do students know which countries the buildings are in? (Alliance Arena – Munich, Germany / Ginger and Fred building – Prague, Czech Republic / Sydney Opera House – Sydney, Australia). Check students understand the vocabulary in choices a) – f). Elicit answers and correct if necessary.

B 1 Help students by eliciting the fact / explaining that *Ginger and Fred* were two Hollywood dancing partners called Ginger Rogers and Fred Astaire who made some very famous musicals in the 1950s. Knowing this information, students should be able to answer this question (See Answers below), though they may have difficulty explaining – *The building looks like two people dancing.*

2 Be positive about students’ suggestions – and use the opportunity to teach any new vocabulary that arises. The answers in the Answers section below are suggestions only – there are no correct answers.

C 1 Check students understand the vocabulary. You will probably need to teach the word *criterion* (plural *criteria*) (= standards that you use to judge something or make a decision about something). Allow about 2-3 minutes for discussion, then elicit answers. Most students should have the sense to put *safety* (choice f) as the most important criterion!

2 Explain that to some extent the criteria depend on the purpose of the building, for example, the Allianz Arena is a sports stadium. Ask students to decide which criteria are the most important according to the function of the building, for example, the Opera House is built to stage musical performances. Inform the class that the Ginger and Fred building is an office building.

Suggested answers:
The Allianz Arena: Criteria (a), (d), (e) and (f) are very important when designing a sports stadium.
The Ginger and Fred building: Again, choice (c) is very relevant: Ask: *Is the building beautiful?*
The Sydney Opera House: All the criteria (a) – (f) are probably relevant for an Opera House apart from (b). Ask: *Has anyone actually seen it or been in it? What did you think of it?*

3 Elicit brief answers to this question, as students have limited information with which to answer it. Simply ask: *Do you like the buildings? Which building do you like best?*

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**2 PREVIEW Words A / B Answers**

A 1 Alliance Arena (d); The Ginger and Fred building (b); the Sydney Opera House (e)

B 1 The phrase *Ginger and Fred* refers to Ginger Rogers and Fred Astaire, two Hollywood movie star dancing partners of the 1930s. The part of the building that leans in can imaginatively be described as looking like a woman dancer – Ginger Rogers – leaning against her dancing partner, Fred Astaire.

2 Suggested answers: Allianz Arena – the tablet, the pill, the scarlet lozenge; the life-raft Sydney Opera House – the arches, the sailing boats...

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**Language**

Check that students understand the sentences, teaching new vocabulary where necessary. As the class have covered the present simple and past simple passives in Unit 6, they should have no difficulty in recognising the passive (question A).

When the class have completed the questions, ask them to say which tenses are used in the sentences (*have been shown* – present perfect; *may be built* – passive with *may*; *will be built / will be linked* – future simple (*will*). Elicit from the class / explain, using the board, how these passives are formed.

*will / may + be + past participle*

*have been + past participle*

To provide practice in the future simple passive, do the following:
Draw a picture of tall, interesting-looking skyscraper on the board. Write these sentences on the board:

Frank Gehry will design this building.
They will start it in 2010,
They will finish it in 2015.
They will paint it silver and black.
People will live in it by 2016.

Ask the class to put the sentences into first the future simple passive, then the passive with may, and finally then the present perfect passive.

Note: The passive with modals is covered more fully in Unit 14.

2 PREVIEW Language A / B / C Answers
A They are all forms of the passive voice.
B Because the word someone (the subject of the active sentence) gives us very little information – we don’t need it,
C The final sentence. This sentence rephrased in the active voice – A series of hollow tubes will link the skyscrapers – gives the same information equally well.

Ideas
Check that students understand the sentences, teaching new vocabulary where necessary. You will need to explain the phrase spider robots (robot = a machine that can do work by itself, often work that humans do). A spider robot is a robot that looks like a spider. Put the class into pairs or small groups to discuss the questions.

A All these projects are unusual, for example, a building 1.6 kilometres high has never yet been built.
B / C / D Give the class about four minutes to discuss the questions, then elicit answers, making sure that students use the second conditional would, as they are discussing imaginary situations.

READING

Key words / expressions
• extreme • engineering • development
• design • project • to construct • available
• space • dramatic • accommodation

CD2 (Blue) track 5, page 55 SB

The first of the two articles describes a project to build a 1.6 kilometre-high building in the sea, in Tokyo Bay, Japan. The second article describes an ‘even more ambitious project’ to build a 1,000 metre tall pyramid that would house three quarters of a million people.

Introduce the texts by writing the phrase Extreme Engineering on the board (see the reference to Extreme Engineering in the brief introduction to the articles). Ask students: What does ‘extremely’ mean, for example, ’extremely tired’? (Answer: very). Ask: So what do you think Extreme Engineering means? Elicit or give the answer (Engineering that is very imaginative and new). Tell the class that these two articles are about two very difficult and interesting building projects.

3A Point out that house is used as a verb here – to house (= to accommodate).

3B / C You may want to give students some more detailed comprehension questions. If so, write the following questions on the board for the class to answer:

Sky City
1 Why are Japanese designers considering constructing such tall buildings?
(Because there is less and less available building space.)
2 Why is it possible that some residents would never leave Sky City?
(Because accommodation, work and leisure facilities would all be in the same building)
3 What is the problem with Sky City?
(No one knows for sure if it can be built.)

Pyramid City
1 How big would each of the smaller pyramids be?
(Each would be the size of the Great Pyramid of Giza in Egypt.)
2 What will there be in-between the series of skyscrapers?
3 What is the ‘ring of fire’ and where is it?
(It is an area of volcanic activity which stretches around the Pacific Ocean.)

3D Put the class into pairs to discuss these questions, allowing about 3-4 minutes. Elicit answers and encourage some discussion. Question 1: Ask the class to guess what the word futuristic means (= appearing unusual and modern, as if it belongs in the future instead of the present). Encourage students to use the phrase: It makes me feel (excited). Ask students to try and explain the reasons for their feelings. Question 2: Ask students to write down the first word that comes into their head when they see the word overcrowding (= too many people). Write down students’ answers on the board. Question 3: Invite a student to the board to draw a picture of a spider robot.

3 READING A / B / C Answers
A 1 Pyramid City, which would house three quarters of a million people.
2 Sky City would be taller, at 1.6 kilometres.
3 Both

B 1 Where will Sky City be built?
2 How high will Sky City be, if it is built?
3 How many people would Sky City house?
4 Will it just house people?

C 1 False. It will be twelve times higher.
2 True
3 True
4 True

4 TALK ABOUT IT
Put the class into pairs or small groups to discuss these statements. Ask students to say which statements they agree, or disagree with and why.

Optional activity: To provide more practice in the passive structures for this Unit, give the class these questions to discuss:
1 What types of buildings have been built in the last 50 years to house large numbers of people? Have they been successful? What problems have they created?
2 What kind of buildings do you think will / may be built in the future?

Use the first question to teach housing vocabulary: skyscrapers / high-rise buildings / (housing) estates. Elicit synonyms for the verb to build, such as to construct / to put up / to erect.

In answer to question 1, students will probably reply that high-rise housing estates have been very unsuccessful, since they are usually very ugly and lonely, with no green spaces for children to play. They seem to have encouraged crime.

5 LISTEN IN CD2 (Blue) track 6, page 56 SB

Key words / expressions
- rail tunnel • to fix • to float • normal
- wheel • rail(s) • submarine • iceberg
- to operate = work
- rail tunnel = railway tunnel
- pre-constructed = built beforehand
- magnetically levitated = lifted by magnets
- transatlantic = across the Atlantic Ocean
- track(s) = railway tracks

Note: The vocabulary items in activities A and B are not included in the list above.

Picture notes / Internet references
The first picture on this page is of the Maglev train in Shanghai. For more information go to this website:
http://www.slate.com/id/2115114/

The second picture is of The Tunnel, also known as Transatlantic Tunnel, a 1935 British film directed by Maurice Elvey. For more information go to this website:
http://www.imdb.com/title/tt0027131/

The pictures on page 57 are of Walter Gropius and the Bauhaus building that he designed. For more information go to this website:
http://www.bauhaus.de/english/

The Audio text is in the Workbook (page 69). Introduce the listening passage by asking the class to look at the photos. Ask:
1 What words would you use to describe the Maglev train? (Futuristic, very modern, very fast).
2 How do you think a Maglev train is different from a normal train?
3 What is a transatlantic tunnel? (A tunnel that goes...
right across the Atlantic Ocean).

4 Do you think it would be possible to build a transatlantic tunnel?

Elicit answers and explain that the class will hear a discussion about a possible railway under the Atlantic Ocean.

5A / B If students have dictionaries, ask them to use them to look up the vocabulary items focused on. If not, give the class some minutes to complete the task – they will have difficulty finding all the correct definitions – then go through the definitions, providing correct answers where necessary.

5C The class will probably need to listen to the passage up to three times in order to answer the questions. You may need to explain that Maglev is short for magnetically levitated.

5 LISTEN IN A / B / C Answers

A 1 (c) 2 (a) 3 (b) 4 (e) 5 (f) 6 (d)
B 1 (c) 2 (a) 3 (d) 4 (b)
C 1 Magnetically levitated trains don’t have wheels and don’t travel on rails. They travel in a vacuum between two magnets.
2 There are magnetically levitated trains (Maglev trains) in Shanghai (China).
3 The top speed could be 6,000 kilometres per hour.
4 They are very noisy.
5 The power of the ocean could cause the tunnel to bend or crack, damaging the train. A passing submarine or a drifting iceberg could hit the tunnel.

6 CONTROVERSY See Role cards page 60 WB

Read the notes about this section in the Introduction. This activity provides an opportunity for the class to debate the advantages and disadvantages of the transatlantic tunnel described in the listening passage. Divide the class into groups of six or nine, with two or three students in each team A, B and C. Read out the rubric, which summarises the role play. Check that the class understand the word waste (= when something such as money or time is not used well). Check also that students understand their role cards and any new vocabulary. If you feel the class needs the help, before the role play, go through each role card eliciting arguments and suggestions for other options.

7 PORTFOLIO WRITING

Ask the class if they know the computer game Sim City, in which players design their ideal city. Some students will certainly know it. Ask students to imagine that they are part of a group of world-famous architects who have been asked to design their ideal city. Explain that this city must be built in their own country.

Direct attention to the categories in the box. For the category What my city needs, elicit from students what other facilities will be needed, eg shops, shopping malls, parks, sports facilities. Take the opportunity to teach the names of types of building, eg detached / semi-detached houses, blocks of flats / apartments, high-rise buildings / apartments.

Tell students to decide whether they want to build a futuristic city or a more conventional one. They should also decide on the exact location of their city, eg on the south-east coast of their country or inland near another major city. The size of the city is also important.

Give the class this plan for their report:

Paragraph 1: Location, size, type of city (futuristic / conventional) – and a name for the city
Paragraphs 2 & 3: Facilities and where they will be placed, types of building and transport. Explain that the report should be written in the future tense as it will definitely be built! (This will provide opportunities to use the future passive).
Paragraph 4: Short conclusion

If students have access to the internet, encourage them to find photos they can use to illustrate their report.

Background information

SimCity: SimCity is a popular computer game in which the player’s task is to create the ideal urban environment. Players create everything from mountains to the various problems and disasters that can strike a city, eg traffic jams, fires etc.
8 DESIGN in English

Our city will be built on the south-west coast, in a part of England called Cornwall. It will be located there because it will bring business and money to a part of England that badly needs it. The city will not be big — the countryside is beautiful and we do not want to spoil it. The city will be called Tremorgan (a Cornish name).

We do not want the city to be obviously futuristic. We feel that it is more important for it to fit in with the countryside around it. There will be attractive high-rise office buildings in the centre of the city because high-rise buildings can accommodate a lot of offices and people, but in the more residential areas the buildings will not be more than three or four storeys high. Experience has shown that people are not happy living in high-rise buildings.

The city will be designed with plenty of tree-lined streets, squares and parkland. There will be spaces at train and bus stations where scooters are provided for people to hire and ride, so that for short journeys cars are unnecessary — this will help to reduce the amount of traffic.

We expect Tremorgan to be very popular — it will be a beautiful place for people to live and work.

Key words / expressions
- to design
- to influence
- to force
- cosmopolitan
- to emigrate
- to found
- architect
- aim
- to combine
- practical
- to train
- craftsman
- function
- sculpture
- to associate
- design (n.) — the way that something is planned or made / a pattern used to decorate something / a drawing that shows how something will be made.
- cosmopolitan = showing the influence of many different countries and cultures.
- movement = a group of people who have the same beliefs and work together to achieve a particular aim.
- craft = a traditional skill in which you make something using your hands, eg jewellery.
- functional = designed to be useful and simple with no unnecessary decoration.

Write the word design on the board and say that this session is about design. Point to a chair and ask: Do you think this chair has a good design? Elicit answers, eg No, it’s uncomfortable and not very attractive. Ask: Can you tell me the name of a famous clothes designer? (eg Georgio Armani, Christian Dior). Ask if anyone in the class is interested in design — there are certain to be some students who are interested.

Check students understand the words revolutionary (= completely new and different). Students might describe the building as boring / ugly / unattractive / modern / ordinary / a glass box.

Check students understand the word architecture (= the style and design of buildings). Only allow about 3-4 minutes for discussion of this question, as the purpose of this activity is simply to introduce the topic of design. However, you may want to continue the discussion in greater depth once students have completed activity B.

Example answers: Of course architecture and design are important arts. We live in buildings and need them to be both attractive and functional. Beautiful buildings like the Taj Mahal and Versailles are great works of art. Everyone likes things that are well-designed, such as chairs, sofas, kettles. Fashion is one of the biggest design industries in the world!

You may want to ask a few more detailed comprehension questions. If so, write the following questions on the board:
1 Who started the Bauhaus movement? (Architect Walter Gropius)
2 Was designing chairs and lamps considered important? (Yes)
3 Can you name a famous Bauhaus artist? (Paul Klee, Wassily Kandinsky)
4 Why do you think the Bauhaus building was so revolutionary at the time? (Because it’s a very functional, simple building without decoration. It also used glass and concrete materials, which was unusual.)

Answers
1 To combine art with practical subjects like economics and engineering.
2 It was very successful. It influenced art and
9 INTERACTIVE TASK

Read the notes about this section in the Introduction. Put students into pairs. Emphasise that although Student A begins the conversation, it is Student B who takes control of the conversation by asking questions and giving opinions etc.

To prepare the students playing part A, elicit students’ opinions on modern architecture and design. Elicit the names of well-known modern buildings in their city / country, or other countries and their opinions of them. If they have no real opinions on the subject, suggest that one student supports modern architecture while the other criticises it.

Optional activity: Ask students to bring in a picture of their favourite modern building and describe it to the class, then put the photos up on the classroom wall.

10 Your answer:

Use the activity as a way of revising the various parts of the Unit. Put students in pairs or small groups to discuss the questions, giving students a time limit of three minutes for each question. Walk round and listen to students, noting mistakes. Then have a class discussion on the question(s) that students find most interesting.

WORKBOOK answers Pages 28-29 WB

1 Language: present perfect passive, future simple passive

1A 1 The plans have been examined by many experts.
   2 Good shopping facilities will be provided by Sky City.
   3 The final designs have only been seen by a few people.
   4 Overpopulation has been described as one of their biggest problems.
   5 If the pyramid is ever built, an amazing city will be created.
   6 In future, taller and taller buildings will be designed by architects.

1B 1 First prize has been awarded to the team by the aircraft company Boeing.
   2 Has the competition been entered by many schools?
   3 Their cities have all been designed using the SimCity software program.
   4 What form of energy will be used by the city of Noor?
   5 Cars will be driven floating along magnetic roads.
   6 Drivers will be guided to their destinations by a central computer.
   7 Traffic and pollution will be reduced by this system.
   8 A real city like this will not be constructed in the near future.

2 Use of English

2A 1 They must make the building strong, in case it falls down in an earthquake.
   2 Inside a series of hollow tubes there will be a high-speed transport system.
   3 It will take another 100 years to build it.
   4 Because Maglev trains do not travel on rails there is no noise.
   5 If a submarine hit the tunnel it could damage it.

2B 1 location 2 connected 3 influential 4 construction 5 solutions

3 Portfolio writing

Students’ own answers

4 Connections

4A 1 (b) 2 (d) 3 (a) 4 (c)

4B (a) A door is rectangular.
   (b) The Pyramids are triangular.
   (c) A high-rise building is rectangular.
   (d) A roundabout is circular.
   (e) A three-storey house is rectangular.
   (f) The Eiffel Tower is rectangular.
   (g) An apartment is square.
   (h) A dome is circular.

4C 1 (e) set up 2 (g) carries on 3 (b) going up
   4 (f) torn / pulled down 5 (a) falling down
   6 (d) turned into 7 (h) taken over 8 (c) put up
Before you open the book …

ELT materials written in the UK tend to address matters such as hunting (if they deal with them at all) from the rather liberal-minded anti-hunting point of view. This attitude probably doesn’t represent the general views of the wider world, so we have tried in this Unit to be more even-handed about the whole idea of shooting animals. We have tried to recognise that, as The BIG question suggests, hunting can be a deeply-rooted tradition in many parts of the non-urban world. And of course, a lot of animals are killed for food, not just for sport.

The structure focus is reported speech, something which students really have to use confidently if they intend to do any examinations in English, as it is almost certain that they will encounter a reported speech exercise. Having said that, the reality is that young native English speakers don’t use reported speech much, certainly not in spoken English. And yet the very nature of gossipy light conversation is the reporting of what other people said. So how do young native English speakers report what people said without using reported speech? Usually in one of the following informal ways:

1. By simply using say or said followed by the words that were said:
   - He says / said: ‘What are you doing tonight?’ so I say / said: ‘Nothing. Why do you want to know?’ And he says / said: ‘I was just asking!’

2. By using the verb go (present tense or past):
   - He goes / went: ‘What are you doing tonight?’ so I go / went: ‘Nothing. Why do you want to know?’ And he goes / went: ‘I was just asking!’

3. Using be + like (more common in US English):
   - He’s / He was like: ‘What are you doing tonight?’ so I’m / I was like: ‘Nothing. Why do you want to know?’ And he’s / he was like: ‘I was just asking!’

4. A combination of go and be + like, or go / went + like (used by British teenagers):
   - He goes / went like: ‘What are you doing tonight?’ so I go / went like: ‘Nothing. Why do you want to know?’ And he goes / went like: ‘I was just asking!’

5. You can often hear a combination of all the above:
   - He says: ‘What are you doing tonight?’ so I’m like: ‘Nothing. Why do you want to know?’ And he went: ‘I was just asking!’

In an examination, students would be expected to put sentences like these into ‘real’ reported speech – like this:

1. What are you doing tonight?
   - He asked her what she was doing that night. (tonight might be allowed)

2. Nothing. Why do you want to know?
   - She replied that she was doing nothing and asked him why he wanted to know.

3. I was just asking!
   - He replied that he was just asking.
Do your students already know the ‘basics’ of reported speech? Whether they do or not, why not use this introduction as a way of teaching or reminding them of how people speak in ‘real life’ and at the same time make them aware of examination requirements? You may chose to photocopy the examples and use them as a reading text before you start.

This is a fun activity, and will help students to realise that there are divisions between the world of ‘real’ English and the specialised forms that they have to learn for examinations. However, you should emphasise to them that the normal reported speech forms are good written English style, and should always be used in any writing task.

1 The BIG question: IS HUNTING A SPORT, A TRADITION OR CRUELTY?

However, the information in the FACT box may be more disturbing. There is evidence that hunting trips are still being organised to Africa, where hunters are given the chance to shoot endangered or protected species, such as lions and elephants. International animal protection organisations seem unable to do anything about this. Meanwhile, in Russia and other countries, where bears are not yet well protected by law, hunting trips continue to be organised.

2 PREVIEW

Words

A   Students answer questions about the photos.

2 PREVIEW Words A   Answers

1 The first picture is a lioness. The hunter appears to have killed it for sport. In South Africa there has been a scandal surrounding what is called ‘Canned hunting’, in which wild animals are kept in an enclosure, so they can be shot more easily. There is evidence that hunting trips are still being organised to Africa, where hunters are given the chance to shoot endangered or protected species, such as lions and elephants. International animal protection organisations seem unable to do anything about this. Meanwhile, in Russia and other countries, where bears are not yet well protected by law, hunting trips continue to be organised.

2 From this list, you can say that these animals are killed for sport: bears, deer, seals, foxes,
elephants and ducks; in some places, bears, deer and ducks are also killed for food. Wolves and foxes are killed because they pose a threat, and in Britain, foxes used to be killed for sport. The practice is now illegal but it still continues in some places. In some regions of the USA, wolves are considered an endangered species and cannot be hunted.

B Students now consider why these animals are hunted. There are a series of options – because they are dangerous / for sport etc – and students may have some knowledge about this. Encourage those who have specialist knowledge to say what they know. Here is some Background information about brown bears that might be useful. Students can find out more about other species by Googling the name of the species + endangered.

Background information
The North American brown bear (or grizzly bear, as it is known) used to live across the whole of North America, from the Arctic Ocean to central Mexico. Now its numbers are restricted, and it mainly lives in mountainous areas of national parks.

Brown bears have no natural enemies in the wild, except humans. A single brown bear needs up to 1,300 square kilometres of space in which to forage and live. But expanding human settlements are taking away the bear’s habitat and threatening their ability to survive.

The decline of the grizzly began with the arrival of European settlers in America. In less than a hundred years from that time, numbers dropped from 100,000 to 10,000. By 1975, human expansion had eliminated 99 per cent of the bear’s natural habitat and the grizzly was an endangered animal. It is now against the law in the United States to hunt brown bears.

The most widespread of the bear species, the brown bear also lives in the plains and mountains of Asia and Europe, where they are also in danger. There are estimated to be about 100,000 brown bears in the Russian Federation, over 50 per cent of the bear population worldwide. There are less than 100 animals in Italy and Greece. In Lebanon and Pakistan, the brown bear is believed to be extinct.

You can find out more about other endangered species on the US National Wildlife Federation website: www.nwf.org/wildlife

C This is the chance for students to discuss hunting in their own country. Discussions like this are usually easier if you are teaching a multilingual class, with students from different countries. If students are all from the same place, get them to say what they know about hunting practices in other countries. Opinions may be divided, you may have some quite heated exchanges. We would encourage this! It is interesting for students if they are allowed and able to express their feelings about such a sensitive and controversial subject.

Language
The examples of the target structure are, as usual, taken from the reading text on the next page and illustrate various uses of the written forms of reported speech. Your class may already be familiar with the basic forms, but it would be useful to write these examples on the board and point out certain recurring features and rules. By using the examples from the book on the board, you can do all the inductive questions A-C at the same time.

• You told me it would be interesting and you were right!
  What was actually said? ‘It will be interesting.’
  – will becomes would in reported speech
• They said that all the guides spoke English.
  What was actually said? ‘All the guides speak English.’
  – speak becomes spoke in reported speech
• I told the guide that they should change the information in the brochure.
  What was actually said? ‘They should change the information in the brochure.’
  – in some cases, should doesn’t change
• The guide told him to stop.
  What was actually said? ‘Stop!’
  – when it’s an order, you use tell + infinitive
• The guide told Curly that he had put all our lives in danger.
  What was actually said? ‘You put (possibly you have put) all our lives in danger.’
– when you use tell, you have to say who it is was spoken to.

If you want students to do more structure practice work before they proceed, they can do the structure exercises in the Workbook section (page 30 WB) at this point.

Ideas
The sentences in this section are also from the reading text. Taken out of context, they really seem astonishing. At this point, the class may look across at page 59 and realise that the text is actually an advertisement for a hunting tour in Kamchatka.

3 READING CD 2 (Blue) track 7, page SB 59
There are in fact two reading texts. Text 1 is the advertisement for the hunting tour holiday, and Text 2 is an email from someone who has been on the holiday, writing to a friend. It would seem from the first line of the email that the friend told the man about it and possibly had been on the tour himself.

Key words / expressions: Texts 1 and 2
Scenery words: • glaciers • hot springs • volcanoes • untamed • spectacular
Words to do with guns / hunting:
• to shoot (an animal) • to fire (a gun)
• to wound = injure • to miss = not hit
• to stalk • powerful • to spot = see
Other words: • exotic • guarantee • inspiring • lifetime • to roam
• brochure • exhausting • puzzled
• to miss out = not see or do something

Background information
There are several websites devoted to information about bear hunting in Russia (and elsewhere) — search by entering ‘bear hunting’ into Google. They all describe the country as paradise for hunters. Here is some typical text from a hunting trip website:
‘Animals you can expect to see while hunting in one of the many lush forests of the former Soviet Union, are: wild boars, moose, red deer, wolves, brown bears, lynx, foxes, wild ducks and geese. You should keep in mind though that the species you can hunt differ according to seasons. The best season for game is September

– December, while for fowl spring is better.

A very popular region for hunting in Russia is the Republic of Sakha in Yakutia which has the largest hunting grounds in Russia. There is an area of 308 million hectares where various forms of hunting are permitted. With the brown bear population being so large and stable you can be 100% sure of a trophy in this region.’

In fact, the brown bear population is not ‘large and stable’ and these hunting expeditions are contributing to the disappearance of the species in several parts of the Russian Federation.

3A Before reading the whole of the advertisement, students are asked to match the words in bold in the text with three definitions.

3B Students have to read the two texts quickly and decide what kind of writing they are. There are three possible sources. The first option is quite clearly not a real option. There is no way that either the advertisement or the email would find their way into an environmental magazine!

3C This activity requires students to explain three short extracts from Text 1.

3 READING A / C Answers
A 1 hot springs 2 glacier 3 volcano
C 1 Untamed is a word that should really be used about animals, but it is often used in articles about wild landscapes, particularly in holiday advertising like this, to give the impression that you are far from civilisation.

2 Up to 600 kilos means that 600 kilos is the maximum weight of one of these brown bears.

3 Spotted means seen. When you stalk an animal, you follow it with a view to killing it.

D This is a reference activity – which means that we want students to understand what pronouns like it and incomplete phrases like told him to stop actually refer to. Students should find the example in the text and then work out the reference from the context.
remote parts of the Russian Federation (and ex-Soviet countries) left over military vehicles have been turned into civilian public transport. Imagine how you decide who the winner is in the fish-cleaning competition shown in the right-hand picture!

The Audio text is on page 69-70 of the Workbook. The listening text is a lecture at the Geographical Society given by someone called Robert Philpotts. Mr Philpotts illustrates his lecture with the three pictures that are on this page.

Key words / expressions
Food words: • cucumber • food combinations • boil • soak • red caviar • salami • salmon • salmon roe • salted • barrel
Geographical words: • peninsula • wilderness • population density • gold • nickel • copper • deposits (of minerals etc) • to mine = exploit underground minerals etc
Other words: • illustrated lecture • non-existent • target • time-consuming task • wrestling match

In terms of vocabulary, this is one of the more challenging listening texts in the book, and we really recommend that you pre-teach some of the words and expressions in the box above. There are a lot of words to do with food here. It would help if you could illustrate them before the class listens to the tape. Google Images is a very good source of photographs for this kind of thing. If you have the technology to show the images in class, you could find salmon, salmon roe, red caviar, salami, cucumber, and maybe even images for salt and boil. If not, you can try to draw them. Or even better, ask one of the students to draw them for you!

5A The pre-listening task tells students what they are going to hear – an illustrated lecture about life on the Kamchatka Peninsula – and asks them to predict which topics they expect to be covered. As revision, you could ask students to say what they remember about Kamchatka from the reading text on the previous page – without turning back to see! Congratulate any
student who remembers that there are volcanoes, glaciers and hot springs. In fact, all the items which are listed are mentioned in the illustrated lecture.

**5B** Because the vocabulary in this listening text is so varied and unusual, we have made both the listening activities very vocabulary-oriented, and we have used incomplete extracts from the text in both of them. Ask students to read the ten incomplete extracts before they listen. This will give them an idea of what specific information they have to listen for and also show them a lot of the words that will be used.

As they read the extracts, ask them to imagine what KIND of word or words are missing. For example, the first one reads: *Kamchatka has a population density of …*

What kind of word will complete this sentence? Could you finish the sentence with the word *hunters*, for example? Definitely not. The sentence is some kind of statistic, and probably needs a number of some kind to complete it. Some of the other examples are not so easy to predict or guess, but this doesn’t mean that the students shouldn’t try. Then they listen and find the answers.

**5 LISTEN IN B**  

| 1 | …less than one person per square kilometre.  |
| 2 | Fortunately… …P-K.                        |
| 3 | Tourism…                                  |
| 4 | …wilderness to survive.                   |
| 5 | …brown bears.                             |
| 6 | Preparing bear meat …                     |
| 7 | …soaked…                                 |
| 8 | Salmon provides the villagers with large quantities of… …sell. |
| 9 | … late spring and early summer.           |
| 10| …food …                                  |

5C In this second listening activity, students can imagine that they are asking questions at the lecture. Now that they have heard the lecture once already, ask them to work in pairs to try to complete as much of the information as possible before they listen again.

5 LISTEN IN C  

| 1 | Q: What percentage of the population lives in Petropavlovsk-Kamchatsky?  |
|   | A: About 90 per cent.          |
| 2 | Q: What mineral deposits are there?  |
|   | A: Gold, copper and nickel.     |
| 3 | Q: How long must bear meat be soaked?  |
|   | A: For 24-36 hours (in fresh water). |
| 4 | Q: What happens on Fish Day?  |
|   | A: There are fish-cleaning competitions, wrestling matches and horse races. |
| 5 | Q: What do they have for breakfast?  |
|   | A: Bread, pink salmon roe, tomatoes and cucumbers. |

We would like to thank conservationist Emma Wilson for her advice on this set of listening activities. Emma is co-editor of a book called *The Russian Far East: forests, biodiversity hotspots and industrial developments*, published by Friends of the Earth Japan. Emma has worked extensively in Kamchatka and was able to verify the information about the region that we found from various sources.

**6 CONTROVERSY**  

Read the notes about this section in the Introduction. This activity is a debate. You can remind yourself of our recommendations about how to conduct a debate by reading the Controversy notes for Unit 6 in this Teacher’s Guide.

This is a debate about hunting. In this case, there are three role cards, each proposing a different opinion on the subject. We recommend that you divide the class into three groups, and each group discusses how to speak in favour of one of the three opinions. Then you ask for a volunteer from each group to speak. As an extra team exercise, you can suggest to each group that they make notes and ask difficult questions to the speakers from the other groups.

**7 PORTFOLIO WRITING**  

The writing task is to describe an old national custom, a festival for example. Because the structure
focus of this Unit is reported speech, we have suggested that the students should write as if reporting the words of an older person, who knows about the history and / or origins of the festival.

On the other hand, you may want to make this a homework activity, and ask the students to genuinely ask an older person to give them details. It will help if you choose a local festival and ask the whole class to write about the same thing. There are details in the Student’s Book of the kind of information they should include in the text.

The writing model below refers to a festival in a city in Lancashire called Preston. Every 20 years, they have a special celebration called ‘The Preston Guild’.

**Writing model — a traditional festival**

**Name and time:**
Preston Guild; every 20 years!

**History:**
In 1179, the city of Preston was given the right to hold a Merchant Guild, a kind of festival for merchants, every 20 years. There were breaks in the tradition, but since 1902, it has been held every 20 years (except in 1942 when there was a war). The next one will be in 2012.

**Who told you:**
My grandfather told me about the Guild. He was born in 1935 and he remembers that everyone was very unhappy because the Guild festival was cancelled in 1942. Of course, he didn’t know what it was that had been cancelled! But he told me that the Guild celebration of 1952 was the best ever. He said there was a party in every street in Preston!

**What happens:**
There are concerts, exhibitions and street parties. At the exhibitions, you can see wonderful souvenirs from previous Guilds, for example, commemorative cups and saucers from 1902!!! There are also a series of processions through the streets of the city. Grandfather said that he had been in the procession in 1952, when he was 17 years old. He told me that he had met my grandmother there! My grandmother told me that this was nonsense, and that she had met my grandfather at school. I don’t know who to believe!

---

**8 CONSTITUTIONAL LAW in English**

Guns have been central to the topics of this Unit so far, so we chose Constitutional Law as the featured cross-curricular topic because we wanted students to think and talk about the wider use and availability of guns, and the fact that ‘the right to bear arms’ is a constitutional right in the USA.

**Picture notes / Background information**
The photo shows CCTV image of the terrible events of 20th April 1999 at Columbine High School in the State of Colorado, USA. The Columbine Two teenage Columbine students, Eric Harris and Dylan Klebold, killed 12 fellow students and a teacher, and wounded 24 others. They then committed suicide. It was the worst school shooting in US history. The massacre led to more debate about US gun control laws and the availability of firearms. This was also the subject of the opening sequences of the film *Bowling for Columbine* by Michael Moore, the campaigning American comedian and journalist. See [http://www.bowlingforcolumbine.com/media/clips/index.php](http://www.bowlingforcolumbine.com/media/clips/index.php)

**Key words / expressions**
Archaic and legal words: • amendment • blessings • constitution • infringe • insure • ordain • to provide for • tranquillity • welfare • well-regulated militia • posterity = people who come after us

Other words: • defence • to defend (the rights of) • justice • liberty • right (noun) • domestic = not foreign

There are some archaic words in this reading text, which you only need to explain and then move on.

- ordain – in this formal sense, it means *to order that something should be done*. Nowadays, the word is used when someone is made a priest.
- infringe – here it means *take away someone’s right*.

Apart from these words, students need to be clear about what a constitution is (the basis of government and law) and what an amendment is (a
change in a constitution). There is some more detailed **Background information** below which you might find useful.

**Background information**
The US Constitution is the official document that is the basis of government and law in the United States. It was written in 1787 and ratified in 1789. Many amendments have been added since then. The first ten amendments are referred to as the Bill of Rights. The Constitution grants certain specified rights, often called constitutional rights, to the American people. It also places limits on the powers and activities of US federal and state governments.

After the American War of Independence (1775-1783), the thirteen States that formed the original USA (becoming independent from Britain) needed to arrange a federal government.

At the time, the only federal law they had was based on something called ‘The Articles of Confederation of the United Colonies of New England’ which had been established more than a hundred years before, in 1643.

In May 1787, representatives from twelve of the original thirteen states met in Philadelphia to discuss changes to the Articles of Confederation. In fact, the meeting went much further than that and they decided to propose a completely rewritten Constitution. Despite opposition from some politicians, who thought that a constitution would take away some of the power of the individual States, the new constitution was completed in September 1787. The form of government it recommended came into existence on 4th March 1789.

The authors of the Constitution were aware that changes would be necessary from time to time if the Constitution was to endure and cope with the effects of the anticipated growth of the nation. They realised that it would be necessary to occasionally have amendments.

What makes the US Constitution different, and almost unique, is the fact that amendments are added to the existing body of the text, rather than being revisions of the main articles. There is no provision for removing obsolete or disputed provisions from the text. This is why discussions such as changing the second amendment, the right to bear arms, become so complicated.

8A The first activity asks students to read the texts and say what they have learnt about the US Constitution. They then discuss the amendment which offers Americans the right to bear arms.

8B The second task is to interpret the old-fashioned Second Amendment to the US Constitution in more modern terms. It is not completely clear what it means, but the third interpretation is the closest.

9 **CONVERSATION**
Read the notes about this section in the Introduction. Students work in pairs and discuss one of the many photos in this Unit. This is a common examination task. The best way to do it is to ask both students to choose a different photo, and make notes about how to describe it. When Student A has finished describing it, Student B should ask questions about it. Students shouldn’t just concentrate the immediate content of the photo, but should look at the wider implications.

10 **Your answer:**
Finally, back to **The BIG question** as usual, with some secondary questions and some suggested responses. So far, we have suggested that this activity should be a whole class or group discussion activity. If you prefer, you could ask the students to write their answers for homework. You might like to add to the discussion a saying that has become popular in the US: ‘The right to bear arms is as logical as the right to arm bears.’

**Workbook answers**

1 **Language: reported speech**

1A He said everyone would get an opportunity to shoot a bear.
2 George said that one tourist had taken only three days to find and shoot a bear.
3 She said we were allowed to kill two bears each.
4 The guide said that unfortunately they couldn't promise a kill.
5 He said that he refused to go hunting and (added that) it was cruel.
6 The man said that he believed that the bears were leaving the area.
7 The hunter said that he had always hunted there and would continue to do so.
8 They said that when they had returned to the area the previous year, it had still been just as wild.

1B 1 I asked the tour operator how much the trip cost.
2 He asked me if I had ever shot an animal before.
3 I told Jim that I didn't believe in hunting.
4 He told me to wait.
5 I asked him what I had to do.

2 Use of English
2A 1 People hunt because of their need for food.
2 Kluchi is typical of Kamchatkan villages / Kluchi is a typical village of Kamchatka.
3 They depend on salted bear meat for their winter food.
4 It is boiled for five hours so that it is safe to eat.

2B 1j 2e 3i 4h 5d 6b 7g 8a 9f 10c

3 Portfolio writing
Students' own answers

4 Connections
4A1 (a) customary (b) traditional
 (c) national (d) cultural
 (e) celebratory / celebrate (f) tend to (g) greet
 (h) gesture

4A2 (a) national (b) gestures
 (c) tend to (d) cultural
 (e) traditional (f) greeting
 (g) customary (h) celebrate

4B 1 The Spanish 2 The French
 3 The Turks 4 The Russians
 5 The Greeks
As we explained in the Introduction to this Teacher’s Guide, the three Extended Reading Units contain texts which are longer and more substantial than the main reading texts of the other Units. Extended Reading 2 is an authentic newspaper article about the problem of waste computers and other electrical equipment. The article is taken from the London newspaper The Guardian. First of all, here is a list of the key words and expressions in the article.

### Key words / expressions
- according to
- alarmed
- arise
- bother with
- bulk dealer
- cannibalised
- civic amenity site
- computer monitor
- developing countries/world
- discard
- dispose of
- economic
- environmental agency
- estimate (vb)
- grey area
- guidance
- handle (vb)
- injustice
- lead
- leaded glass
- legislation
- pose (a danger)
- reclassify
- saleable
- ship (vb)
- sift through
- spare parts
- totter
- toxic waste materials
- unpublished
- workers’ conditions
- working models

This is clearly a more complex reading text than the others the students have encountered. You must decide if you want to (a) examine the material in open class, (b) ask students to work on it in pairs or groups or (c) do it for homework, using dictionaries and other aids to study.

The underlined words are activated in the 2 PREVIEW section. The words in bold are activated in the 3 READING section. Here is some information about some of the other words. The word totter is used to describe someone who looks through rubbish to find things they can sell – the photo which accompanies the article on page 63 shows totters at work. A bulk dealer is someone who deals in large amounts of items. Note also that the noun lead here refers to the soft grey metal which has caused serious pollution and health problems. In this situation the word economic means good value.

### Background information

Friends of the Earth (FoE) is an international network of environmental organisations in 70 different countries. The national groups in each country are composed of local groups working in their own areas. The various FoE groups consider environmental issues in their social, political and human rights contexts. Their campaigns stretch beyond the traditional arena of the conservation movement and address issues of sustainable development.

### 1 The BIG read: DUMPED COMPUTERS SOLD ILLEGALLY by Paul Brown

Each of these Extended Reading Units starts with a pre-reading text, something short and related to the topic. In this case, it is a Cree proverb about how we over-use and exploit natural resources.

### Background information

The Cree are the largest of the native tribes of North America, and at one time lived in an area from the Rocky Mountains in the west to the Atlantic Ocean in the east, in both the United States and Canada. Their numbers were decimated when they encountered and fought English and French settlers. They were skilled buffalo hunters and horsemen and they cared a lot about preserving their environment. The proverb comes from the time when their world was being destroyed by the invading forces of Europeans.

### 2 PREVIEW

If you prefer, the class can work on these extended reading texts in examination conditions, having to deal with any new words and information by trying to understand the context. However, we still offer some preliminary exploitation of the vocabulary and ideas here in the Teacher’s Guide. You can discuss the new words and expressions with students before they read, but even if you work on the text in class, rather than for homework, it may be more helpful for them if they encounter the new material in context. The latter method is more...
useful for the class if they are about to take an exam where the reading texts are of this complexity.

2A The first activity deals with the quotation at the beginning of the page. Students are asked to discuss it.

2B 1 Students read the headline of the article and work out from the context what *dumped computers* means. The correct answer is (a).

2 A less dramatic way to say *dumped* would be *abandoned* or *used.*

2C Students are asked to find the underlined words in the text. They then answer questions about the meaning of these words, contrasting them with other possible meanings and uses of the same words.

2D In this activity, we give the definitions of three expressions from the text, and ask students to talk about them. We ask what they know about civic amenity sites and toxic waste, and particularly about why lead is a pollution problem.

**Background information**

**lead pollution:** In the past, lead (Pb) was widely used in piping, including pipes that carried domestic water supplies, and also for paints for walls and art and glass-making. Until recently, it was also added to car fuel because it allowed better combustion, making engines more fuel-efficient. However, lead released in the air through car exhausts was absorbed into the bloodstream when inhaled and caused major damage. Although leaded fuel is no longer sold in the developed world, some estimates say that lead pollution has damaged the intelligence of 10% of British children, and 17% in the USA. Today, lead pollution primarily comes from lead smelters, metal processing factories and incinerators. There are also problems when items consisting of lead, such as leaded glass, are dumped.

3A In this activity, students are asked to work out the meaning of certain words and phrases from the context. Start by telling them that it may be impossible to work out the exact meaning of some of them from the context. Here are the words and expressions in context, and some notes about what the context should tell the students:

1. ‘…totters – people who sift through rubbish for saleable objects…’
   We can see that *sift through* must be a verb, and it's something that people do with rubbish to find things to sell. From this, students should be able to realise that it is the action we can see in the photo on page 63.

2. ‘The agency is alarmed that half a million televisions … are being … dumped …’
   *Alarmed* is obviously an adjective, and the thing that is alarming the agency is the size of the problem. So, probably it means *worried.*

3. ‘The agency … is planning to publish guidance to the industry soon.’
   *Guidance* is obviously a noun; it has no article before it and it ends in *-ance,* so it's probably an abstract noun; and it's something you can publish. These are good clues!

4. ‘Action must be taken now to prevent this environmental injustice continuing.’
   *Injustice* is obviously a noun, and the collocation has been used by the speaker for effect. If students know the words *just* and *justice,* they should work out that the speaker...
thinks that this is wrong for the environment.

5 ‘many are cannibalised for spare parts.’

Another unusual use of a word. Cannibals of course eat people, but cannibalise has come to mean taking parts from something to use again.

6 ‘working models ... intended to be sold on the second-hand market.’

Items which are still functioning. They should work if they are saleable second-hand.

7 ‘there is a grey area here about some of the exports.’

The component words of this collocation are both very simple. Hopefully, the notion of a grey area – a situation where the law (or anything else) is not clear – may be the same in the students’ own language.

8 ‘...if something has been discarded, even if it can be used again ...’

Again, discarded is a verb, used passively. And we know that we are talking about things which have been dumped, thrown away.

3B Now, finally, a comprehension exercise, with the slight difference that we ask students NOT to quote from the text in their answers. (This is a good homework exercise).

4 TALK ABOUT IT

The discussion offers the class the chance to be imaginative about how to recycle domestic items. Think of the parts of machines that can be used – not just the whole item. For example, electric motors could be used to power other machines. Think of some amusing and unlikely ways to recycle. In remote parts of Australia, people put old microwave ovens or even refrigerators at their front gate to act as mailboxs!

5 PORTFOLIO WRITING

The first writing task is a summary of the article in 200 words, and the second is an article suggesting how other products can be recycled. You could, if you wish, ask students to do the first task in class and the second as homework.

5A / B Below are writing models for these tasks.

**Writing models**

**Making a summary**

Environmental agencies are worried about the number of computers and other pieces of electrical equipment which are being discarded and then recycled in developing countries. Part of the problem is that the European Union law has changed, and nowadays it is illegal to send discarded computers to other countries because of the risk of pollution. Friends of the Earth is concerned because workers in developing countries may work in conditions where they are in more danger from handling these goods.

The Industry Council for Electronic Equipment Recycling (ICER) defends sending machines to other countries on the grounds that it is legal to sell machines if they are in working order. But the legal position of this is not clear.

Another problem is that totters — the people who go through piles of discarded computers for reusable items — often sell the parts on to dealers that they know nothing about. They have no idea where the parts will end up.

Another consideration is that some of the
Writing an article

How goods can be recycled
In the developed world, there is a growing problem of discarded items. From cars to plastic bottles, too many things are being thrown away. In some countries, there is a serious attempt to recycle the paper, cardboard, glass and plastic products which make up the majority of waste that is produced.

However, it is in the area of cars, computer and other electronic goods and ‘white products’ — refrigerators, washing machines etc — that there is a very big problem. Not only are these items very big and heavy, they also often cause pollution when they are broken up. Washing machines, for example, contain chemicals called CFCs which are released if the machine is broken up and which damage the ozone layer.

Clearly, the best thing for these goods is to recycle them. With cars, the best thing is for totters to take anything that can be re-used — the tyres, seats and certain mechanical items. After that, the car should be broken up into metal, wood, glass, plastic and other items and these items should be recycled too. Some of the items are not so easy to recycle, but the metal can be reused in other cars. And the rest must be disposed of carefully.
What's new?

Subject: Dreams and nightmares
Function: Expressing abstract ideas
Grammar: Passives with modals (can be seen, should be read)

Before you open the book …
Write the titles of the following books on the board: Harry Potter / The Lord of the Rings. Ask: What do you know about these books? Most students will probably know something about one or two of the titles. Elicit the fact / explain that they are fantasy stories, and if necessary, teach the word fantasy (= an experience or situation that you imagine that is not real). For each title, ask how many in the class have seen the films and whether they enjoyed them. Explain that the title of the Unit is Fantasy worlds and that the Unit will explore the world of fantasy. (See Background information notes below for information on Harry Potter and The Lord of the Rings.)

1 The BIG question: WHY IS FANTASY SO POPULAR?

FACT: More than 300 million copies of the Harry Potter fantasy stories have been sold in 200 countries.

Write The BIG question and the FACT on the board. Tell the class they will have the opportunity to discuss The BIG question later. Elicit the meaning of the word copy (= a single book, or a single CD that is one of many that are all exactly the same). Ask: Have the Harry Potter stories sold well here / in your country?

2 PREVIEW

Words
A Explain that the word fantasy can have slightly different meanings, and that this activity helps to explain these meanings.
B Explain that the phrase to have in common, as in What do they have in common? = What are the similarities between them? / in what way are they the same? A show is a performance for the public, especially one that includes dancing or singing.
C This activity will elicit students’ attitudes to fantasy films, books etc. When the class has completed the activity, elicit answers, and briefly elicit students’ reasons for their answers, eg I enjoy fantasy because it helps me relax / I don’t have to think about real life / I can’t stand fantasy, I think it’s ridiculous.
D Put students in pairs for this activity. Then elicit answers, teaching new vocabulary where necessary.

Background information / Internet references
Star Wars: The film Star Wars was first shown in 1977. Directed by American George Lucas, it was a huge hit, particularly among teenagers, as were the two sequels, The Empire Strikes Back and The Return of the Jedi. The films were notable for their epic quality and their extraordinary use of special effects.

Star Wars was in fact planned by Lucas as the fourth in a series of six films. The first film in the series, The Phantom Menace, was released in 1999, 22 years after the release of the original Star Wars. Two more films followed, The Attack of the Clones (2002) and Revenge of the Sith, the third film in the series, in 2005.

The six-part series, which takes place at a time when planets and galaxies are linked together in a republic, tells the story of the downfall of the republic and the rise of an evil empire. It traces the rise of Anakin Skywalker as a warrior with magic powers (a Jedi) and his gradual fall into evil. The final three films in the series trace the rise of
Anakin Skywalker's son as a good Jedi and the defeat of the evil Empire. Star Wars starred the American Harrison Ford, who became a huge star as a result.

Harry Potter: Harry Potter is the name of a popular series of fantasy novels by British author J.K. Rowling. There are seven books planned in the whole series. The novels caught the imagination of children (and adults) all over the world and have had record sales. They tell the story of a boy, Harry Potter, who discovers that he is a wizard. He goes to wizard school and finds that there is a whole magic world of wizards and witches that ordinary people know nothing about.

Harry discovers that an evil wizard called Lord Voldemort had tried to destroy him as a baby but had failed. Voldemort, who has lost his power, is trying to regain it, and in each novel Harry finds that he has to fight his terrifying opponent. Rowling's novels are humorous, imaginative, and exciting. Each of the novels has been eagerly awaited, and they have been made into highly successful films.

Nutcracker: The music for the ballet was written by Pyotr Ilyich Tchaikovsky in 1892. This version was directed by British dancer and choreographer Matthew Bourne, and first performed in 2002. Bourne is known for his exciting, very modern choreography. He once directed a performance of Swan Lake (1995) where all the parts were danced by men!

For more information go to these websites:
www.starwars.com
www.jkrowling.com
http://www.matthewbournesnutcracker.com/

Language
This activity focuses on passives with modals: can / should / must / have to / may / might + be + past participle. The class have already covered the main passive forms, so should not find this structure too difficult.

A Elicit the answer, and, to briefly check that students remember the basic passive forms, ask them to put these sentences into the passive:
1 Millions of people enjoy fantasy stories. (Fantasy stories are enjoyed by millions of people).
2 Everyone will buy this book. (This book will be bought by everyone).
3 They showed the film all over the country. (The film was shown all over the country).

B This question checks that students understand that just because a past participle is used in the passive structure, it does not mean that the sentence refers to the past.

C Students will find it helpful if they can actually explain how the structure is formed:
can / must etc + be + past participle.

For further practice, ask students to put this famous nineteenth century English saying into the passive:
• You should see children and not hear them. (Children should be seen and not heard).

Explain that the saying is normally used in the passive. Ask students to answer these sentences in full:
1 What can be seen in the night sky?
2 When must your next homework be done?
3 What books should be read by all teenagers?

Ideas
These sentences, from the text on the opposite page, are taken from the well-known fantasy trilogy, His Dark Materials, by Philip Pullman (See Background Information notes below).
Students who have read the trilogy may already know what a daemon is (question B) - in which case allow them to explain to the rest of the class. If not, allow students to guess from the context of the sentences. The explanation is given on the opposite page in the ‘book review’ of the extract. You will probably need to explain these words: robin (= a small brown bird with a red chest), to scorn (= to reject). Explain that to scorn is an old fashioned word that we don’t really use these days.

2 PREVIEW Idea A Answers
A Witch / daemon. She fell down out of the sky, crashing to the ground.
B A daemon is another version of yourself, represented by an animal or a bird.

3 READING CD 2 (Blue) track 9, page 65 SB

Key words / expressions
- (book) review • to take place • universe
- hero • philosophical • soul • ambitious
- serious • to light (a match) • growth
- beard • exhausted • savage • wild
- curiosity • to shoot (shot) • arrow
- heart • to vanish • robin • to crash
- rocky • throat • to forgive • wounded
- to whisper • term = expression
- blazing = very bright (like a blazing fire)
- force = energy

The text features an extract from a well-known fantasy trilogy, His Dark Materials (See Background information notes below.) The extract is taken (and adapted) from the second book in the trilogy, The Subtle Knife. Preceding the text is a ‘book review’, which puts the extract in context and explains the concept of a ‘daemon’. Write the title His Dark Materials on the board (The title may have a different translation in the students’ language) and the words by Philip Pullman underneath. Explain that the books are a trilogy (= series of three novels) and ask students if they have read any of the novels. Tell them that in many countries this fantasy trilogy has had great success. Explain that the class will first read a short book review, and then an extract from the second book in the trilogy, The Subtle Knife. Activity A tests comprehension for the main points, while activities B and C test more detailed comprehension.

3C Students may need help with Question 1 and Question 3:
Question 1: And then there came the first moment of understanding between them. (line 22) The inference here is that John Parry and Will realise that Parry is Will’s father: the straight black eyebrows so like his mother’s (line 20) / He was my father and neither of us knew until the second you killed him! (line 49)
Question 3: The inference is that because Will was holding the robin, the witch’s daemon, this made her very vulnerable, and she fell out of the sky.

Background information / Internet reference
Northern Lights, the first novel in the epic fantasy trilogy His Dark materials, by British writer Philip Pullman was published in 1995. Two other novels followed, The Subtle Knife (1997) and The Amber Spyglass (2000). The trilogy describes the adventures of a boy called Will and a girl called Lyra in a number of different worlds. As with many fantasy novels, the trilogy describes a battle against evil. The concepts underlying the story are profound and philosophical, taking ideas from the English poet and artist William Blake and the English poet Milton, among others. The concept of the daemon, as a creature that represents a person’s soul, is one of the most striking concepts of the novel.
For more information go to this website: www.hisdarkmaterials.org

3 READING A / B / C Answers
A 1 a) Lyra is one of the main characters in His Dark Materials - the heroine.
   b) Will is the hero.
   c) John Parry is Will’s father.
   d) Juta Kamainen is a witch.
2 A daemon is a creature that cannot be separated from you and goes everywhere with you. It knows all your thoughts. If your daemon is killed, then you die too. The daemon can be seen as a person’s soul.
3 He dies, killed by an arrow in his heart. The
arrow was shot by Juta Kamainen.

B 1 True.
2 False: The story takes place in number of universes. In Lyra's universe, everyone has a daemon.
3 False. A daemon can be seen as a person's soul.
C 1 They understood that John Parry was Will's father.
2 Because John Parry died.
3 Because Will was holding her daemon, the robin.
4 Because she loved him and he rejected her.
5 Because Will only just realised that Will Parry was his father and now his father is dead, killed by the witch.

4 TALK ABOUT IT
4A Students will certainly find the idea of a ‘daemon’ one of the most interesting aspects of the *His Dark Materials* extract. They should find it amusing to decide what kind of creature their daemon would be, if they had one. It’s also a wonderful opportunity to practise the second conditional!

4B This activity provides an opportunity to practise the structure focused on in the unit, passives with modals. Walk round and read students’ paragraphs. Choose one or two and write them on the board. Praise them and ask the class to say what they like about them. Then ask students to say how the paragraphs could be improved, encouraging them to use the passive form.

5 LISTEN IN CD 2 (Blue) track 10, page 66 SB

The **Audio text** is in the **Workbook** (page 70). In the listening passage, three American teenagers (two boys, Tom and Dave, and a girl, Nancy), discuss and watch a horror movie. The girl does not like horror movies and would prefer to watch a thriller. She leaves the room for some of the time. The boys enjoy the film precisely because it is so ‘gross’. In fact the film is so horrifying that at one point Tom thinks he's going to be sick. The conversation ends with the two boys agreeing to watch the sequel the following week. The conversation is very typical of the way teenagers talk, with quite a lot of slang, such as *That was really gross!* / *That was bad!* / *Cool man* / *I think that must totally be seen*.

5A The listening passage refers to both horror movies and thrillers. If students can explain the difference between horror movies and thrillers by saying that a horror movie is very frightening, while a thriller is exciting, that is an adequate explanation. Students may have seen the films pictured. Ask them: *What did you think of (Mission Impossible)?* Take the opportunity to teach adjectives, *e.g. It was brilliant / amazing*, and expressions, such as *It had great special effects (= the artificial images and sounds in a film that are created by technology)*.

5B Elicit examples of abstract nouns like *happiness* / *the past* to check that students understand the meaning of *abstract noun* (= a word that names a quality, idea or feeling),

5C For words 1, 4 and 5, elicit both active and passive forms of the adjectives: *terrifying / terrified, horrifying / horrified, exciting / excited*. Ask students to make sentences showing they understand the difference, *e.g. The story was horrifying / I was horrified (by the story)*.

5D Explain that the conversation is between two boys, Tom and Dave, and a girl, Nancy. Explain also that they use typical teenage expressions.

5E For this activity, you will probably need to play the relevant sentences at least twice before students can hear the differences between the sentences. Alternatively you could read the sentences from the **Audio text** in the **Workbook**.
6 CONTROVERSY

See Role cards page 61 WB

Read the notes about this section in the Introduction. Put students into pairs and allow them to choose which part they want to play. Explain that the conversation must end with them watching either a fantasy or a horror movie. Walk around while students are performing the role play and choose two pairs of confident students to perform the role play for the class. Afterwards, ask the class to say what they liked about the role plays and to point out mistakes.

7 PORTFOLIO WRITING

To practise the language used in the model, ask the class to agree on a film that most of them have seen. Ask them to talk about and give their opinion of the film using the language in the boxes, eg (name of film) is a comedy directed by (name of director). / The story takes place in (New York). / It’s about …..
Frankenstein is also about the need that living creatures have for love. The monster turns against his creator because the scientist does not recognise that he has feelings – he may be ugly but he is still capable of love. Today it is recognised more and more that if we do not receive love as children we become psychologically damaged.

Background information
Frankenstein (the novel) tells the story of a young scientist called Frankenstein who succeeds in creating a creature that resembles a human being. The creature is monstrous, ugly, and with huge strength, and all those who see it are terrified. But the creature has human feelings and is lonely and unhappy. It needs love and companionship and cannot find this. When Frankenstein refuses to give the monster a wife, the monster turns against his creator and kills Frankenstein’s brother, his friend and his bride, Elizabeth. Frankenstein pursues the monster to the Arctic to destroy it, but dies there. The monster disappears into the ice and darkness to end its life.

The 1931 film Frankenstein, starring Boris Karloff as the monster and directed by James Whale, became hugely famous and remains famous today. Because the film is entitled Frankenstein, it has caused many people to believe that Frankenstein is the name of the monster. This is incorrect. Frankenstein is the name of the scientist who created him. The monster has no name.

Ask the class what the word literature means to them. Elicit answers and agree on a definition, eg stories, poems and plays with artistic value. Ask students to give examples of literature in their own language.

8A The photo shows a poster of the film, Frankenstein (see Background information notes below.) The film is so well known that most students should know something about it.

8C Teach key vocabulary items before asking students to read the text and answer the questions. When answering question 3, Make sure that students realise that an explanation of the Gothic fiction genre is given in the text (Gothic novels involved the fantastic and supernatural and were full of suspense and mystery).

8D If students know the story of Frankenstein, this activity could lead to a very interesting discussion. If they don’t know the story, you could briefly describe it to them (see Background information notes below). To stimulate discussion, ask: What is Frankenstein about? What is Mary Shelley trying to say? How is this relevant today? Below are some suggestions for answers:

- Frankenstein is about the power of science. In Frankenstein, a scientist invents a creature that he cannot control. Scientists have done this today, with, for example, the atomic bomb. Another modern example is global warming, which is caused by scientific progress and may destroy the planet.

Mary Shelley was only 18 when she began writing Frankenstein.

She and her group of friends were discussing electricity. That night, Mary couldn’t sleep, and had a vision of a monster, created by a student, using electricity. The vision terrified her, and she realised it would be a wonderful story. She started work on the story the next day.

Modern horror stories are full of suspense, like gothic novels. Similarly, horror stories often involve the fantastic – strange, imaginary events.
9 CONVERSATION
Read the notes about this section in the Introduction. Allow students to choose which activity they would like to do, A or B. For activity B, ask students to decide on the genre (type of film, eg comedy), the basic plot, the main characters and who will play the parts. Each pair could then make a presentation to the class.

10 Your answer:
This activity gives the class the chance to discuss The BIG question in depth and to express their own feelings about fantasy literature and films. For a variation on this activity, ask students to find someone who has the opposite view to them about fantasy and to have a two / three minute discussion with them.

Workbook answers Pages 34-35 WB
1 Language: passives with modals
1A 1 This book should be read by everyone.
   2 This film shouldn’t be missed.
   3 Nothing could be seen except a shadow.
   4 The ghost can only be seen at night.
   5 The monster must be killed.
   6 What happened may never be forgotten.
1B 1 Can the story be written quickly?
   2 When should the witches be followed to their homes?
   3 Could it be completed this week?
   4 Was the film made in Japan?
   5 Why can’t your daemon be separated from you?
1C 1 I want the truth to be discovered.
   2 The grave is going to be opened.
   3 I want someone to be told about this.
   4 I’m sorry. It had to be done, Peter.

2 Use of English
2A 1 With them was another poet, Lord Byron, who had already become famous.
   2 The poet Shelley married a girl who was eighteen years old.
   3 Gothic stories were about the fantastic and supernatural.
   4 What terrified me will be terrifying to others.
   5 The story is still popular today.
2B (1) on (2) of (3) of (4) saw (5) over (6) later (7) with (8) in (9) was (10) believes

3 Portfolio writing
Students’ own answers

4 Connections
4B 1 clanking 2 crashed 3 groan
   4 spluttered / whirring
The most-trusted professionals are nurses, pharmacists, vets, doctors and teachers. The best-paid professionals are soccer players, racing drivers and people who work in legal and financial services.

Before you open the book …

The topic of this Unit is the world of work. The structure item is verbs which are followed by the -ing form (I enjoy cooking) and those which are followed by an infinitive (I’m planning to go to France for my holiday). The verbs which will feature in the structure practice are plan, aim, hope, decide, enjoy, consider, delay and imagine.

Some or all of these verbs should be known to the students already, and we recommend presenting the ones that aren't before you open the book. As we have said before, a well thought out presentation at this stage is much better than encountering the word later and asking What does it mean? to the class. Always remember that even a native speaker would have trouble answering the question: What does ‘consider’ mean?

Most of the verbs can be built into a question and answer session about work ambitions. Some students may not want to talk about this topic to the rest of the class. For their own reasons, they may want to keep their work and other ambitions to themselves. Therefore, in the following activity, we suggest that you ask students to write answers on a piece of paper, rather than give their opinions in open class.

Start by writing Plans and ambitions on the board, followed by some questions, which activate some of the verbs that will appear in this Unit.

1. What do you plan to do (after this course / when you leave college / school?)
2. Do you hope to travel?
3. Can you imagine living in a foreign country?
4. Would you consider working in a developing country?

Ask the class to write answers to one or more of these questions on a piece of paper. The whole activity can be done anonymously, if the students prefer. They don't have to write their name on the piece of paper. You then collect the pieces of paper and read out some of the answers. Write some of the examples on the board.

If you do all the above activities before you open the book, you may find that you will talk about things which are discussion items later on. You may find, for example, that when you get to the Ideas section, you have already asked students the three questions which you will find there.

1. **The BIG question:** Would you like to make a million?

At first sight, it would seem that everyone is going to answer The BIG question in the same way, with a loud ‘YES PLEASE!’ However, the topic of this Unit goes a little further than that and we offer students the chance to discuss other aspects of work. The FACT box gives statistics which distinguish between professionals who are trusted and those who are well-paid.

Begin by asking the class to define the professions. Write someone who on the board and ask students to give a definition (but not the profession) so that another student can guess the profession. For example:

**Student A:** someone who looks after animals
**Student B:** a vet

It is clear that the people who are most trusted are the ones who work in what we sometimes refer to as the ‘caring professions’. Once we have
established that everyone knows what all the people in the FACT box do, ask this question: When you start your career, would you prefer to make a lot of money, or to be in a profession that helps people? You don't need to discuss this for too long. In fact, you can let the students vote their answer with a simple show of hands.

2 PREVIEW

Words
A The four professions illustrated are nurse, teacher, racing driver and someone who works in financial services (for example a bank, the stock exchange or insurance).
B There are now three questions which refer to the professions in the FACT box. You may have discussed this earlier. The questions themselves are quite contentious - Which of the people in the FACT box help others? There is an argument for saying, for example, that people who work in the financial services help the whole country, because they contribute so much to the wealth of the nation (especially Britain, with London being the biggest international financial services centre in the world). Because there is so much room for disagreement about these questions, it is best to have this conversation as a whole class activity, so that students can be made aware of the views of their classmates.
C This activity focuses on some of the words and expressions to do with work which will appear later in the Unit.

2 PREVIEW Words C
1 A part-time job is one which only takes part of your day or week; a full-time job means you should be doing it five (or more) days a week.
2 Entrepreneur is an interesting word for which there are several definitions: someone who recognises opportunities and organises resources to take advantage of the opportunity; someone who takes the risk of organising and operating a new business venture; an executive is someone in a management or directorial role.
3 An experience is an individual event: Going to China was a great experience. The abstract noun experience refers to the knowledge and skills you have because you have spent time doing a particular job.
4 Legal services refers to jobs such as solicitors or barristers, who are given the general name of lawyers (see the Background information box below); Financial services refers to people who trade on the financial markets, and also to accountants who help individuals with financial matters.

D This is a set of True-False questions with a difference – they are open to dispute. Is it possible to be a student and have a full-time job? In some countries, such as the USA and the UK, where getting an education is expensive, more and more people are working full-time to finance their studies.

Background information
A note about the difference between the terminology of legal professions in different parts of the English-speaking world. In the US, a lawyer is someone who is authorised to practise law, conduct lawsuits or give legal advice. This same person can give you advice, and also represent you in court.

In the UK, when we talk about lawyers, we distinguish between barristers and solicitors. A barrister is a lawyer who speaks in a court of law; he or she only practises in a court room. A solicitor advises clients and provides legal advice outside the courtroom, sometimes but not necessarily in preparation for a court case. Solicitors do appear in some lower courts to represent their clients.

Many Commonwealth countries use the British legal system, but with local variations. In Canada, lawyers sometimes use the title barrister and solicitor even though there is no legal distinction between the advising and litigating roles. Canadian lawyers can litigate or give legal advice, like their American counterparts. In Australia, solicitors give legal advice and also appear in many courts. However, there are also specialist barristers who are instructed by clients and solicitors to take a case to court. Attorney is an alternative word for lawyer, barrister or solicitor, and is used mostly in the United States.
Language

The examples in the Language section are taken from the reading text on page 69. At first sight, the target language of the four sentences may not be clear, which is a good thing! If the structure focus is too clear from the sentences in this section, then the text on the next page will read more like a structure vehicle than a genuine piece of writing.

Students read the four examples, comment on their meaning and what context they appear to be from. They appear to be experiences and advice from someone who is an entrepreneur. He / she doesn’t seem to like working for other people.

If you want students to do more structure practice work before they proceed, they can at this point do the structure exercises in the Workbook section.

2 PREVIEW Language Answers
A The verbs in list 1 are followed by to; the verbs in list 2 are followed by -ing
B Verbs like the ones in list 1: agree, dare, expect, fail, manage, mean, offer, prepare, pretend, promise, refuse, wish
C Verbs like the ones in list 2: avoid, deny, fancy, feel like, finish, give up, keep on, mind, miss, put off, risk, spend time, suggest

Ideas

Students are given three more sentences from the reading text, and this time, they are asked about their own experience and ambitions regarding work. The topics may already have been dealt with if you did all the earlier tasks in this guide.

3 READING CD 2 (Blue) track 11, page 69 SB

The reading text is about a real American entrepreneur called Geoff Cook, who became famous for making a million dollars while he was still a student. We contacted him after reading about him and he was extremely helpful in providing information about the way he made his millions, and in giving advice to other would-be student entrepreneurs. We would like to thank Geoff Cook for his time and patience in reading and commenting on the material we wrote about him.

We have provided some information about two other famous entrepreneurs at the end of this section. You can use this information as extra reading material. Students can compare the routes taken by different successful entrepreneurs.

While there is absolutely no suggestion that this in any way involves Geoff Cook’s company, it is interesting to note separately that universities everywhere are becoming more and more concerned about the issue of plagiarism. With almost universal student access to the internet, it is tempting for students to cut and paste texts from the internet into their essays, without attribution. This is in fact plagiarism (= using someone else’s ideas as if they were your own). American universities now often use special software that compares the texts of student essays to the entire internet, and highlights places where the words may not belong to the students themselves. Your students may also like to discuss whether it is right to have help of any kind in writing essays for school or university. Some may think that it is easier to learn if you have guidance, help or if a group works together collaboratively; others may think that people only learn by their own individual efforts and mistakes.

Key words / expressions
- benefit (of youth) • document • edit
- entrepreneur • essay • fast-food options
- financially independent • focus on
- funding • hire • instant success • invest
- investors • publicity • turn down

The new lexis is not difficult; students can probably work out the meaning of financially independent, fast-food options and instant success, either from the words themselves or from the context.

3A There are five paragraphs in the reading text and five suggested headings. Students read the headings and then read as much of the text as is necessary to match the headings and the paragraphs. Tell the class that if they can’t work out the title from reading the first four or five lines, they should move on to the next one and then go back.

Put a time limit on this activity – tell the
class they only have five minutes. You can give them more time, but don’t give them enough time to read the whole article. This is not the aim of the exercise at this point. They can carry out this task by reading just the first four or five lines of each section. Keep them waiting for the rest!

3C True or false questions about the content of paragraph 2. Both sentences are false. If the students aren’t sure about the first one, they should read the first line of paragraph 3, which talks about what he did the next year.

3D Students have two questions to answer, and you must encourage them to answer in their own words, and not simply lift sentences from the text. A good way to ensure that they do this is to ask them to close their books before they answer you!

3E The last reading task asks students to read specifically to find words which mean the same as the three definitions.

3 READING A / B Answers

A 1 How I started
   2 Mixing work and study
   3 The article that changed my life
   4 Publicity is the key
   5 My advice to others
B Geoff Cook’s business was CyberEdit. He provided computer editing services for students.
C 1 False 2 False

3 READING D / E Example answers

D 1 Investors became interested in the company and Cook got a million dollars of funding.
   2 A young entrepreneur is likely to receive more publicity.
E 1 benefit 2 consider 3 combining

Background information / Internet reference

Geoff Cook: his company website is: www.cyberedit.com

Bill Gates, the founder of Microsoft, is the richest person in the world. He is worth about 100 billion dollars. Not only that, but as recently as 2000, two of his co-workers were also in the top five richest people in the world.

Paul Allen, the co-founder of the company, and Steve Ballmer, the president, came in at three and four in the rich list. So how did it all start?

Gates was born in 1955 and grew up in Seattle. He began programming computers at the age of 13. In 1973, he went to Harvard University, where he met Steve Ballmer. While at Harvard, Gates developed a version of the programming language BASIC for the first microcomputer - the MITS Altair.

In his junior year, Gates left Harvard to devote his energies to Microsoft, a company he had begun in 1975 with his childhood friend Paul Allen. They began developing software for personal computers. This was a high-risk strategy in the mid-70s, when established companies such as IBM had already decided that the world market for personal computers was limited. At the time, a personal computer cost about half the average annual salary in the USA.

Gates gives a lot of his wealth to charity. The Bill and Melinda Gates Foundation has committed more than $3.2 billion to organisations working in global health and more than $2 billion to improve learning opportunities, including the Gates Library Initiative to bring computers, Internet Access and training to public libraries in low-income communities in the United States and Canada.

Richard Branson: is the fourth richest British business person, and founder of the Virgin brand, which ranges for airlines to mobile phone. He began as an entrepreneur when he was still at school, founding Student Magazine. He then set up a mail order business supplying vinyl records (before the days of CDs). Eventually, he opened the Virgin Record Store, built a recording studio and started a record label. His first release was an instrumental album called Tubular Bells by Mike Oldfield, a huge best-seller. In most cases, Branson eventually sells his businesses to other companies and moves on to other things. The record stores now belong to the multinational EMI, and the airline is mainly owned by Singapore Airlines. His newest venture, Virgin Galactic, will take tourists into space. Branson says he has ten secrets for success:

1. You’ve got to challenge the big ones.
2. Keep it casual.
students are really qualified to apply for a job as a project engineer building a hospital in India, they must think of this as a role play. More importantly, they must remember that attitude is almost as important as qualifications in an interview for a job. Therefore, in answering the two questions here, it isn’t enough to say: I’m well qualified to do this job. You need to sell yourself much more strongly than this. Students should learn expressions such as: I’m absolutely the best candidate you will see for this job because …

5B The second pre-listening task is designed to make students familiar with some of the key expressions that they will hear on the tape. There are four questions. Depending on the amount of time you have, you can do this as a whole class activity, allowing the more advanced students to teach the rest, or you can let the class discuss it in groups first.

5C Students now listen and answer yes / no questions. However, we should expect more from our students at this level than merely a yes
or no. Therefore, the instruction additionally asks them to give more details.

5D This is an unusual activity, and one which the students might have difficulty with. They have to listen and judge the attitude of each of the people they hear.

5 LISTEN IN C  Answers
1 No. He seems to have no interest in the job, because he fails to take advantage of the questions that the interviewer asks.
2 Yes. She talks about the places where the company is involved in engineering projects.
3 Yes. He’s been on the company website and seems to know a lot about what they do.
4 No. She isn’t impressed with his qualifications because he only got a second-class degree.

5 LISTEN IN D  Suggested answers
1 The first interviewer is friendly and makes every attempt to get the candidate to talk more about himself. Her attitude is helpful and good for the kind of work she does.
2 The first candidate does not make a very good impression of himself! He has made no attempt to find out anything about the company, and hasn’t prepared any questions. He has a very good degree in a difficult subject, which is in his favour, but he seems rather arrogant about this. He seems to think that having a first-class degree is an automatic ticket to a job!
3 The second interviewer is less friendly. She reacts in a rather cool manner to the things that the candidate says, and doesn’t congratulate him on the work he has done to find out about the company.
4 The second candidate has a good attitude. He has made an effort to find out about the company from its website, and has a pleasant manner throughout the interview. He deals very well with the interviewer’s rather negative attitude to his second-class degree.

6 CONTROVERSY  See Role cards page 62 WB
Read the notes about this section in the Introduction. The role play is an interview for a job and is designed for four people to do together. Before the group works on the interview itself, they have to write an advertisement for the job that they are going to interview or apply for. Students may need some help with this. As a whole class activity, you can ask the class to give you some ideas for different types of jobs, and then write them on the board. If they have trouble thinking of anything, start with ones that the students might find attractive – media (TV, films, magazines, newspapers, websites), airlines (pilots, stewards), sports (motor-racing engineers, fitness coaches), fashion (designers, models), diplomacy (diplomat, interpreter), law, medicine, business, accounting.

When the group has decided on a job, they share out the roles. There are four very distinct roles, two for interviewers, two for candidates. One interviewer is nice (friendly and helpful), the other is nasty. They should both interview both candidates. The candidates also have different styles – one is very enthusiastic, the other simply wants to draw attention to his / her qualifications. As usual, give the groups less time than they THINK they want. The best work in these role plays is often the language they use when they are performing – things that they didn’t rehearse.

7 PORTFOLIO WRITING
The writing task is a formal letter of application. There is another example of a letter of application in Unit 8. Check the suggestions we made there as well as the suggestions here.
The cross-curricular activity continues the theme of work by looking at the kind of work that people do. As often is the case in this section, we have varied the visual and text content. There is a graph of working habits in the UK, plus a question and answer section, where the students match the questions with the texts.

### Key words / expressions
- to account for
- auto engineering
- average income
- to decline
- ethnic group
- growth
- manufacturing industry (jobs)
- service industry (jobs)
- to work for yourself
- to be self-employed

The key words here are *growth* and *decline*, *manufacturing jobs* and *service industry*. There is no reason why your students should know percentages of work in manufacturing and service industries. However, they may be a little surprised to see what the graph tells us. In the UK, there are far more jobs in service industries than in manufacturing and this trend is increasing. Some of the statistics here came as a surprise to the authors, particularly the fact that financial and business services now account for one in five jobs, as opposed to one in ten jobs less than 30 years ago. As more and more manufacturing jobs move to new economies like China, this trend is set to continue in most developed, western countries. Meanwhile, even some developing countries, in particular India, are expanding their service industries, such as computing and call centres, very rapidly. Obviously, one of the key factors in this is having a large educated population that speaks good English.

#### 8A
The first activity tries to help students conceptualise service industry jobs and manufacturing jobs. Auto-engineering and paper-making are clearly manufacturing jobs and tourism is a service industry. But what about fashion? There is some manufacturing, but it is mainly a service industry (the manufacturing is usually contracted out, especially to low wage countries).

#### 8B
Make two lists of more jobs in both sectors.
Write *Manufacturing* and *Services* on the board. Ask students to shout out jobs quickly until you have 10 jobs in each list. Here are some to help you start: Manufacturing - clothes, computers, steel-making; Services - supermarkets, financial advice, medical research.

#### 8C
Students have to look at the graph and analyse the facts. There are probably students in your
class who find it easier to read graphs than to read text. Do you know who they are? If you don't, now is the time to ask! And when you know who they are, ask them if they would like to interpret the facts as shown by the graph.

The facts are as follows: Since the 1970s in the UK, jobs in manufacturing have declined significantly for men, and a little for women. Meanwhile, jobs in the service sector have grown dramatically for women and substantially for men. In the 1970s, there were more or less equal numbers of these jobs for men and women.

For the second part of this activity, students are asked if they know about changes in the world of work in their country. They may not know any of the national statistics on this matter, but they may have personal or anecdotal evidence, a factory closure for example, or the opening of a hypermarket on the outskirts of the town or city.

8D Finally, students read the three short texts which add more information about the change in work patterns. Students then match the texts to the questions.

9 YOUR TOPIC
Read the notes about this section in the Introduction. This is an examination-style pair work activity which requires Student A to prepare a four-minute talk and Student B to ask questions about it. As we pointed out in the Introduction, you have to think about what Student B is going to do while Student A is preparing the talk. Student Bs could spend the time thinking of and writing down general questions on the topic that Student As have chosen. If the Student As need some help with choosing a topic, here are some ideas:

1 What people do best in this country (what is it famous for?).
2 Multinational companies (either those that are based in your country, or foreign companies that operate in your country).
3 How work in your country is changing.
4 How work in your country should change in future.

Student Bs are directed to Language Bank 5, where they will find useful expressions for asking for clarification.

10 Your answer:
Finally, we come back to The BIG question and, as usual, we offer some subsidiary questions and provide some specimen answers for them. Once again, remind the students that we don't expect them to agree with any of the stated opinions, merely to note the useful strategies that they provide. For example, in the examples given, the expressions My ambition is to … and I'd enjoy working as a… will be useful to help them express their thoughts and opinions.

Workbook answers Pages 36-39 WB

1 Language: verbs + gerund or infinitive

1A 1 He denied stealing the money.
   2 Everyone feels like leaving.
   3 He suggested starting a company.
   4 We've finished asking questions.
   5 My sister is considering taking a part-time job.
   6 I've given up smoking.
   7 He'll carry on his studies at school.
   8 We don't mind leaving the party now.

1B Alternative answers are possible

   1 The manager attempted to lock his office door.
   2 The salesman agreed to send the customer a brochure.
   3 They are refusing to help us.
   4 In our business, we aim to please our customers.
   5 I'm hungry. I plan to go to the restaurant.
1C Students' own answers

2 Use of English
2A Alternatives are possible
1 While I was at university, I worked for an internet company.
2 It took me fifty hours a week to edit up to ten essays a night.
3 I was asked by Wired magazine to write an article about my life.
4 If young people want to start a company, I advise them to do it now!

2B 1g 2i 3a 4c 5d 6h
7j 8c 9b 10f

3 Portfolio writing
Students' own answers

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

4B / C
1 A salary is paid monthly; a wage is usually paid by the hour.
2 ✓
3 To take someone on means to give them a job; to promote someone means to give them a higher position in the same company.
4 A career is work in a particular field, theoretically for life; a job is something you do.
5 An employer is the boss; an employee works for the boss.
6 ✓
7 ✓
8 To be hired is to be given a job; to be laid off means to lose that job.
Before you open the book ...

The topic of this Unit is crime and punishment, and especially about why people are sent to prison, and how penal systems differ in different countries. The reading pages focus on attitudes to drug users and drug dealers in different countries.

Drug use is a topic that students may have some anecdotal or ‘street’ awareness of and/or it may be something they want to talk about. It is also likely that there are words and expressions that they need to learn to be able to talk about the subject. Nowhere in the Unit is there anything which suggests that drugs are safe or ‘cool’ and students are never asked to defend or condone the use of drugs.

There are two language points focused on in this Unit – the third conditional and the past use of wish.

The functional focus – regrets – is linked to both of these structure items. You may want to focus on forms used with the verb wish, which can relate to the present or the past. Present wishes may refer to future time, but the wish refers to now.

Start by writing the word I wish on the board. Ask students if there is anything that they haven’t got that they would like. Make a list on the board – iPod, car, digital camera, Sony Playstation, girl friend etc. Then ask them if there are any skills that they haven’t got that they would like. Make a list on the board – I can’t sing, play a musical instrument, run, swim etc. Give a marker sentence to show how wish is used to express these things:

- I wish I had an iPod.
- I wish I could swim.

There are further uses of wish, which can indicate your feelings about events or other people’s actions.

Give some examples at this point:

- I wish it would stop raining.
- I wish he wouldn’t say things like that.

Wish is also used to express regrets in the past. It may not be so easy for students to talk about things they regret having done, but you can start with a simple one of your own – I didn’t work very hard in my maths class. Again, try to make a list on the board, then give a marker example of how to use wish to express these ideas.

- I wish I’d (I had) worked harder in my maths class.

You can also teach the idiomatic use with I bet ...

- I bet he wishes he hadn’t done that!!

For homework, ask students to write a list of regrets – their own and any others they know about or can imagine.

The third conditional in English is conceptually simple, but a little complex in format. It can be easily taught using a simple example. Two people talking about an event in the past.

A: Did you see Fred on the TV news last night?

B: No! I didn’t know he was on the news!

Therefore B can say: If I had known Fred was on the news, I would have watched it!

Did he know? No. Did he watch the TV news? No. A series of examples like this will clearly demonstrate the form and meaning.
1 **The BIG question**: IS PRISON THE BEST WAY TO STOP CRIME?

*FACT*: Between the late 1970s and the late 1990s, deaths from the use of heroin dropped by 40% in the Netherlands and tripled in the US.

*The BIG question* is about prison, the *FACT* is about death from heroin use. You may want to allow students to discuss *The BIG question* now. The obvious subsidiary question is: If we don’t put criminals in prison, what do we do with them? Students might have their own opinions about this.

**Picture notes**
The pictures on page 72 all relate to drugs. There is a photo of someone with an ecstasy pill on her tongue, a photo of someone smoking marijuana, and a picture of Rachel Whitear, a British girl who died of a heroin overdose in 2000, aged only 21. After her death, her parents allowed this horrific police photograph to be used as part of a nationwide anti-drugs campaign.

None of the activities relate directly to the photos. If you like, you can ask students what they know about ecstasy, heroin and marijuana. Here are some background notes that may help you. You can if you wish turn this into a reading text.

**Background information**
Ecstasy is the common name for a synthetic drug called MDMA. Research in animals indicates that MDMA is neuro-toxic, which means it is harmful to nerve tissue; it is still not clear if this is also true in humans.

What we do know for sure is that chronic users of MDMA perform more poorly than non-users on certain types of cognitive or memory tasks. Some of these effects may be due to the use of other drugs in combination with MDMA, among other factors. Users of MDMA face many of the same risks as users of other stimulants such as cocaine and amphetamines. These include an increase in heart rate and blood pressure and other symptoms such as nausea, blurred vision, faintness, chills or sweating.

Psychological effects can include confusion, depression, sleep problems, drug craving and severe anxiety. These problems can occur sometimes days or weeks after taking the drug. You can find more information at this website: [www.nida.nih.gov/Infofacts/ecstasy.html](http://www.nida.nih.gov/Infofacts/ecstasy.html)

Marijuana is a dry, green / brown mix of flowers, stems, seeds, and leaves of the hemp plant cannabis sativa. It is usually smoked as a cigarette (joint) or in a pipe (bong). Its more concentrated resinous form is called hashish. Marijuana smoke has a pungent and distinctive odour. Street terms for marijuana include pot, herb, weed, grass and ganja. You can find more information at this website: [www.nida.nih.gov/Infofacts/marijuana.html](http://www.nida.nih.gov/Infofacts/marijuana.html)

Heroin is an addictive drug, which is processed from morphine, a naturally occurring substance extracted from the seedpod of the Asian poppy plant. Heroin usually appears as a white or brown powder. Street names for heroin include smack, H, skag, and junk.

Heroin abuse is associated with serious health conditions, including fatal overdose and, particularly in users who inject the drug, infectious diseases, including HIV / AIDS and hepatitis. The short-term effects of heroin abuse appear soon after a single dose and disappear in a few hours. After an injection of heroin, the user reports feeling a surge of euphoria (‘rush’) accompanied by a warm flushing of the skin, a dry mouth, and heavy extremities. Following this initial euphoria, the user goes ‘on the nod’, an alternately wakeful and drowsy state. Mental functioning becomes clouded due to the depression of the central nervous system. You can find more information at this website: [www.nida.nih.gov/Infofacts/heroin.html](http://www.nida.nih.gov/Infofacts/heroin.html)

**Note**: the recommended websites are US government websites. The information there relates almost exclusively to use of these drugs in the USA.
2 PREVIEW

Words

A The first activity introduces the class to the expressions hard drugs, soft drugs and social drugs. It seems unlikely that these words will need to be taught at this level. It should be easy for them to match them with their meanings.

B Now we introduce a list of words that include some items which are classed as drugs and some which are not. Most of the words should be familiar to the students. The one new word may be amphetamines. Amphetamines are stimulants or ‘uppers’. They are available on prescription, but are also made synthetically in illegal laboratories. The effects include stimulation of the central nervous system, a sense of well-being and high energy, a release of social inhibitions, and feelings of cleverness, competence and power. There are three questions to answer and we recommend that students work in groups to answer them.

Background information
Drug law in the UK: In the UK, amphetamines are prescription-only drugs under the Medicines Act, and are also controlled as Class B drugs under the 1971 Misuse of Drugs Act. Therefore it is possible for doctors to legally prescribe them to patients, but to be in possession of amphetamines without a prescription is an offence. It is also an offence to supply them or allow premises to be used to produce or supply them. Maximum penalties for possession are five years imprisonment, and 14 years for supplying.

It is illegal to grow, possess or supply cannabis to another person in the UK. It is also an offence to allow your house to be used for growing cannabis or smoking it. Cannabis is controlled under the Misuse of Drugs Act and is categorised as a Class C drug. The maximum penalty for supply, dealing and production and trafficking remains at 14 years imprisonment. The maximum penalty for possession has been reduced from 5 years to 2 years’ imprisonment.

Cocaine and heroin are defined as a Class A drugs under the Misuse of Drugs Act 1971, and being caught in possession can lead to a maximum of seven years in prison and / or a fine. Being caught supplying cocaine or being in possession with intent to supply, means a maximum prison sentence of life.

Ecstasy is a Class A drug under the Misuse of Drugs Act 1971, which means that doctors cannot prescribe it, and it is illegal to be in possession of it, or supply it. Maximum penalties for possession are seven years imprisonment plus a fine, and the penalty for supplying, or possession with intent to supply, is a maximum sentence of life imprisonment.

Caffeine is a mild stimulant found in coffee and is legal. Alcohol and tobacco are sold legally in the UK to people over 18.

Language
The first part of the language section contains an example of both the uses of wish that we demonstrated in Before you open the book… above. There is an inductive question about them (A) and then another example, followed by two more questions (B / C). If you want students to do more structure practice work before they proceed, they can at this point do the structure exercises in the Workbook.

2 PREVIEW Language A / B / C

Suggested answers

A The first sentence refers to now, the second to the past.

B The third sentence refers to the past.

C It is clear from the use of the third conditional that the speaker doesn’t think Mr Walters checked his facts.
Ideas
As usual, three more sentences are taken from the reading text on the following page, which are designed to give students an introduction to the content. It also introduced students to the idea of soft punishment, and the difference between therapy and punishment.

2 PREVIEW Ideas A / B / C
Suggested answers
A The meaning of soft punishment is very much dictated by your political beliefs. For some people, soft punishment is giving prisoners TV sets in their cells and allowing them to play soccer. However, a more likely attitude is that community service is a soft punishment option, compared to a term in prison.
B In the case of drug use, therapy refers to attempts to stop people using the drug; punishment would be a prison term or a fine.
C A rehabilitation centre is where someone would go to seek therapy, especially for drug addiction, also for alcoholism and some forms of behavioural problems.

3 READING CD 2 (Blue) track 13, page 73 SB
There are two very different authentic reading texts here, both of them news items. The first relates to a difference of opinion between the director of the US Office of National Drug Control Policy and a Dutch prosecutor about the attitude to soft drugs in the Netherlands. The second is taken from an English-language newspaper in China, and deals with the trial and conviction of some drug dealers, leading to the death penalty.

Key words / expressions, Text 1
• blame • creation • concentrate on
• direct (vb) (criticism at) • effort
• end up • enormous • irrational
• justified • last resort • recreational drug
• soft drugs / hard drugs • tolerate
• concerned = worried • soft = lenient

Text 2
• gang • jail (AE); gaol (BE)
• methamphetamine • trial
• rehabilitation centre
• sentence (vb) (to death)
• court = where trials take place

It is worth pointing out the two uses of the word soft in the first text, referring to leniency and less dangerous drugs. In second text, there is a reference to the Guangzhou Public Security Bureau. This really means the police department. In China, policing, customs and immigration and all other similar activities are dealt with by the Department of Public Security. People who work there are trained at Public Security University.

Background information
Attitudes to drugs in various countries
In the United States, most non-violent first-time offenders guilty of drug possession get a mandatory minimum sentence of 5 years, 10 years if he / she has a large quantity of drugs. This prison time is doubled if he / she has been imprisoned for drug possession before. In 1996, 59.6% of prisoners were drug-related criminals. The US war on drugs has led to a prison-overcrowding problem. The USA has the highest prison population in the world, both in total numbers (almost 1.5 million) and as a proportion of the population. The UK has the highest prison population in the EU. See: http://www.homeoffice.gov.uk/rds/pdfs2/r188.pdf

In the Netherlands, cannabis and other soft drugs are fully de-criminalised in small quantities. Cannabis is still illegal, mostly to satisfy the country’s agreements with the United Nations. Coffee shops that sell cannabis are tolerated across the country, and pay taxes like any other business for their drug sales. Like the rest of the European Union, the use and sale of hard drugs is theoretically illegal.

The Chinese government believes that most drugs come from other countries, so attempts are constantly made to stamp out transit drug trafficking, particularly in the south-west of the country, near the borders of Burma, Vietnam and Laos. The word ‘trafficking’ rather than ‘dealing’ is always used in official Chinese documents. There are 118 drugs on the government’s control list, although some of these are legally available for medical purposes. During the 1990s, there were more than 800,000 drug-related cases in China, although not all of them came to trial. China’s anti-drug law enforcement almost always involves the death penalty for drug trafficking.
3A This is a scanning activity to identify the people who are mentioned in both texts.

3B This activity is related specifically to Text 1. It focuses on two sentences in the text, and asks a question about each.

3C This activity focuses on three words which are used in Text 2, and asks students to think about the wider context that they are used in.

3D Now students read both texts more carefully and answer questions. We emphasise the need for them to answer in their own words, not simply to quote directly from the text.

3 READING A Answers

1 John Walters is director of the US Office of National Drug Control Policy.
2 Martin Witteveen is a Dutch prosecutor for drug crimes.
3 Yu Zhuixiong is a Chinese drug trafficker.
4 Xie Fuxing is vice-director of Guangzhou City Public Security Bureau.

3 READING B / C / D Suggested answers

B 1 No. A resort is definitely a place where people go for a holiday, but the expression last resort refers to what is done when all other possibilities have been tried.
2 No. Although justified and justice are related to the same root word just (meaning legal or fair), justified does not refer to the justice process. The meaning here is that the criticism is not fair.

C 1 (a) sentenced: the word (verb) is used to indicate the outcome of a trial when the defendant is found guilty – sentenced to death, sentenced to life imprisonment.
(b) convicted: this indicates that a defendant has been found guilty of a specific crime – convicted of robbery; not to be confused with convinced.
(c) trafficking: this means illegal dealing, with the added meaning that there has been some kind of movement of the items which are being sold; the word is not used so much in the West.
2 All three words are used in phrases connected with crime and justice.
3 No, not generally.

D 1 John Walters thinks that the Dutch are too soft on drug users and he claims that a lot of illegal drugs are made there.
2 The Chinese gang produced methamphetamine (ice) and sold it mainly in South Africa.
3 The provincial government of Guangdong is building rehabilitation centres.

4 TALK ABOUT IT

There are two sections to this activity. The first is a group discussion and the second is a role play. The discussion asks students to relate the official attitudes to drug use they have read about to the situation in their own countries, and to comment on the use of the death penalty.

The role play is a pair-work activity, where one student is a jailed drug trafficker, who is invited to reflect on his / her actions. Students are directed to Language Bank 25, where they will find expressions of regret, using I wish.

5 LISTEN IN CD 2 (Blue) track 14, page 74 SB

The Audio text is in the Workbook (page 71). The listening text is a radio discussion about the Three-Strikes Law in California. Students will hear two people, Carl Brewer and a serving police officer called Kelly McGuire, giving their opinions about the law. Below is some Background information.

Picture notes / Background information

The picture on this page is a very evocative protest over the Three-Strikes law. A man sits inside a cage, and over the cage is a provocative statement about the California law. If students didn’t know anything about the law before they turned the page, we feel they are sure to want to know something now.

The Three-Strikes Law means that people who are convicted of three felonies (crimes and offences) may end up facing life in prison. Although it is usually associated with California, the first Three-Strikes law was approved in 1993 by voters in the state of Washington (on the West Coast, not the capital city in the East, which is Washington DC - District of Columbia). California followed a year later. Voters in California approved Proposition 184 by an overwhelming majority of 72% in favour to 28% against.
The idea quickly spread to other states, but none of them adopted a law as tough and wide-ranging as California’s. Some states required all three felony convictions to be for violent crimes before a life sentence could be imposed, whereas in California, convicted felons faced life imprisonment for ANY third conviction, as long as the first two felonies were deemed to be either ‘violent’ or ‘serious,’ or both. A life sentence in most US states usually means 25 years.

In 2000, 60% of voters in California voted for Proposition 36, which scaled back the Three-strikes Law by providing for drug treatment instead of life in prison for some of those convicted of possessing drugs. Felony is the US English word for a serious crime. Less serious crimes, known in British English as offences, are called misdemeanours in US English.

Finally, an explanation of why it is called the three strikes law. What are these ‘strikes’ that are referred to? It comes from baseball, where a batter has three attempts to hit the ball before he has to run or is out. Hence, ‘three strikes and you’re out’.

5A The pre-listening activity is simply to read three facts about the Three-Strikes Law. To be absolutely fair to the system (which has recently changed in California, although not in other states), the first two offences must be for violent crimes. Theoretically, the third crime does not have to be for a violent crime.

5B Students read five expressions from the listening text and then listen and decide which of two possible meanings is the more likely. We recommend, of course, that the class read all the possibilities and make a preliminary decision before they listen. As usual, we have used an activity of this type to give the students a chance to read some of the key expressions before they hear them.

5C This activity presents the students with four opinions from the text. This activity is not as easy as it looks. Carl Brewer probably holds the opinions that violent people should be given long prison sentences, and that the majority of Three-Strikes offenders are violent, but he does not actually say so. Students may infer his opinions, but strictly speaking they cannot give any answer at all to questions 2 and 3.

5D This is a class survey. There are various ways to carry out a class survey, some of which involve a lot of mingling and potential class disruption. The simplest way is a show of hands. You could turn it into a secret ballot by asking people to write what they think on a piece of paper. Whatever happens, the next activity offers them the chance to debate the idea.

6 CONTROVERSY See Role cards page 62 WB

Read the notes about this section in the Introduction. This serious topic deserves a serious debate, so we have devised two sets of role cards, one for the team proposing the motion We believe the Three-Strikes Law should be introduced in our country, and one for the team opposing the motion.

Remind the students that in an examination situation, they may be asked to express opinions which are not their own.
7 PORTFOLIO WRITING

The writing task is to write a page from the diary of a released prisoner, and the recommendation is that students once again check the expressions in Language Bank 25, where they will find expressions of regret. If students choose not to use these expressions, this is not a reason to mark them down. This is a good homework activity.

Writing model

It’s my first day out of prison and I’m feeling a mixture of emotions; first, a sense of excitement that I’m out. Second, I feel a sense of panic. Everything seems to be happening so fast — cars are going past so quickly, people are talking so quickly. Thirdly, I feel disorientated. In prison, everything is organised for you. Outside, you have to do everything yourself. You have to buy food, and pay for it, and then cook it yourself. You can go anywhere you want, whenever you want — but this doesn’t feel like a good thing if you haven’t got any money.

The most important thing is that I have to find a job, and I have to tell any possible employer that I have been in prison. I wish I didn’t have to do that. I don’t think it makes any difference to my ability to do a job. I stole some money, so I’m not going to apply for a job as an accountant. All I want is a job in a factory, or driving a van. I realise now how stupid I was to steal the money. I didn’t need it, but the opportunity was there. I wish I hadn’t done it.

8 HUMAN RIGHTS in English Page 75 SB

Picture notes / Internet reference

There are two arresting images on this page, which deserve attention before you work on the activities. The first is a painting by William T Ayton, who, with his wife Diana, came up with the idea for an exhibition of paintings to draw attention to the Universal Declaration of Human Rights. There are 30 paintings in all, one for each article in the Declaration. The caption under the painting invites students to discuss it. You can find more information about the paintings on Ayton’s own website: www.ayton.net

The second image is a photograph of Eleanor Roosevelt with a copy of the Declaration of Human Rights. Eleanor Roosevelt, born 1884, was the wife of Franklin D Roosevelt, the 32nd president of the United States, from 1933-1945 (the last president who served three consecutive terms). After her husband’s death in 1945, she became involved in civil rights in the USA, and human rights worldwide. She is credited with helping to write the Universal Declaration.

For more information about Eleanor Roosevelt and the Declaration of Human Rights go to this website: http://www.udhr.org/history/Biographies/bioer.htm

The text is a short explanation of the Declaration, followed by a summary of the first five articles.

Key words / expressions

- adopt (a declaration)
- atrocities
- cruel
- degrading
- entitled to
- in response to
- inhuman
- liberty
- security
- status
- torture
- race (n)=ethnic identity

8A The opening activity gives students the chance to say what they already know at this point. As we have said before, we hope at this point that someone whose main skills are in another subject area may step forward and say what they know. This of course may not happen without some prompting. An indication of genuine ignorance on the part of the teacher may help here! Or putting the class into groups to discuss it amongst themselves.

8B Students read the text and find words and expressions with the same meaning as expressions quoted here.

8 HUMAN RIGHTS In English B Answers

1 summary
2 liberty
3 torture

8C Now we give students the chance to actually interpret the information in the notes about the declaration. The questions are quite easy to answer in general terms, and we hope they can
provide some specific details of where in the world people don’t have the human rights that they deserve.

9 **INTERACTIVE TASK**
Read the notes about this section in the Introduction. This examination format pair activity allows students to discuss a central issue here, and at the same time practise the skill of taking turns in a conversation in a respectful way. Students are directed to **Language Bank 26** where they can find ways of showing respect in discussion and understanding other people’s views.

10 **Your answer:**
As usual, we return to *The BIG question*. Here we sub-divide it into three more specific questions, and give examples of ways in which people can express their opinions about these new questions. This time, the sub-questions concentrate on drug-related crime, which was focused on in the first two pages of the Unit.

WORKBOOK answers  **Pages 38-39 WB**

1 **Language:**

third conditional, past use of *wish*

1A *The answers can also be written without contractions (would not etc)*

1 If Mike had known the danger, he wouldn’t have accepted the pills.
2 If you’d told me the truth, I wouldn’t have been angry.
3 The police would have found the drugs if they’d had more help.
4 Would you have gone to the party if you’d known the guests?
5 What would you have done if you’d known he took heroin?

1B 1 If he hadn’t become addicted to drugs, he wouldn’t have needed therapy.
2 Rachel wouldn’t have died if she hadn’t taken a heroin overdose.
3 If marijuana hadn’t been classed as a soft drug, there wouldn’t have been less crime.
4 If he hadn’t needed money for drugs, he wouldn’t have started stealing.
5 If the government hadn’t made drugs legal, many criminals wouldn’t have lost money.

1C *Example answers; alternatives are possible*

1 I wish I hadn’t decided to try hard drugs.
2 If only our son hadn’t starting taking drugs at school.
3 I wish my friend hadn’t refused to go to a drug rehabilitation centre.
4 I wish our daughter had talked to us about her problems.
5 If only we’d known she was in trouble.

1D 1 If only we hadn’t made a mistake.
2 I wish I’d known it was so dangerous.
3 If only I hadn’t been such a fool!
4 If only the police had listened to my side of the story.
5 I wish she’d asked someone for advice.

2 **Use of English**

2A *Example answers; alternatives are possible*

1 Despite the efforts of the police, the use of hard drugs has risen.
2 Most of the ecstasy in the USA comes from the Netherlands.
3 It is legal to use marijuana in the Netherlands.
4 The prisoner regretted stealing the money.

2B 1 more  2 been  3 However
4 leads  5 best  6 allowed / permitted
7 warning  8 despite  9 than  10 past

3 **Portfolio writing**

*Students’ own answers*

4 **Connections**

4A 1 in prison  2 steal
3 fault  4 in a prison
5 in court  6 rob
7 blame  8 the court

4B 1 (a) ✓  (b) ✓  2 (a) ✓  (b) ✓  3 (b) ✓
4 (b) ✓  5 (b) ✓  6 (b) ✓  7 (b) ✓

4C *Students’ own answers*
Before you open the book …

The topic of this Unit is surviving dangerous situations. It also asks why some people seem to crave danger in their free time activities. The structure which is featured is *should have / could have*, which is linked to the target function area of evaluating past actions.

If your class is not familiar with the structure, you can start the lesson with the following presentation. Draw on the board, or better still, ask your students to draw on the board, people doing the following things.

1. someone walking in the rain without an umbrella
2. people missing a bus, tram or train
3. cars colliding with bicycle (or another car)

If you ask a student to do the drawing, whisper the instruction, so that the rest of the class don’t know what he/she is supposed to be drawing. Ask students to describe what is happening, and then ask: *What did the people do wrong?* You can then elicit: *He forgot his umbrella; they were late arriving at the bus stop / train station; they didn’t drive carefully.*

Then ask: *What advice would you give them?* Elicit: *He should take an umbrella* etc. But of course, it’s too late for advice, so you have to tell people not what they *should do*, but what they *should have done.*

1. He should have taken his umbrella.
2. They should have got to the bus stop / train station earlier.
3. She should have driven more carefully.

Note also the use of *so* in negative ‘past advice’:

- They shouldn’t have got to the bus stop SO late.
- They shouldn’t have driven SO carelessly.

Remember that if you have internet access, you can usually find excellent graphics by searching Google images. You can use these personally, providing that you only use them in the classroom and don’t photocopy them, or print out copies to distribute to students.

The inductive activities in the *Language* section are also a useful way to present the new language. *Could have (done)* will also be introduced in the Unit. You can extend the presentation of the *should have* examples by asking for other possibilities:

- He should have taken an umbrella. Are there any other possible things he COULD have done? He could have taken a raincoat … or …

We use *could have* to indicate the possibility of alternative courses of action. By adding more examples, the concept becomes clearer.
1 **The BIG question:** ARE YOU A SURVIVOR?

**FACT:** More than 1,400 people have climbed Mount Everest. More than 170 of them died, about one in eight.

Looking at *The BIG question* and the FACT together, students can imagine the dangers of climbing the world's tallest mountain. They can think about who in the class they would expect to do best if conditions were bad on such a climb.

**Picture notes / Background information**

There are three captioned photos on the first page, and there is no exercise to accompany them. All the photos show outdoor activities. Ask the students to write *mountaineering* and *hiking in the wilderness* on separate pieces of paper. Then ask them to write an adjective on each piece of paper to describe the activities. Collect the pieces and then read some or all of them out. Write some of the words on the board, especially if the words are opposites — *exciting* — *boring*. Without asking for the person who wrote the word to say anything if they don’t want to, ask the class to justify saying that mountaineering and / or hiking are boring, dangerous, scary etc. You can ignore words which you don’t want to use or which are mis-spelt.

Lynn Hill, who was born in 1961 in the USA, is one of the top sports climbers of the 1980s, famous for being the first person (male or female) to make a free ascent of the notoriously difficult Nose Rose on a mountain called El Capitan in Yosemite National Park, California. Free ascent means climbing with ropes but without bolts or pitons. She has won more than 30 international titles and is credited for making mountain climbing popular amongst women and short people (1.55 metres tall).

2 **PREVIEW**

**Words**

Some words from the reading text are highlighted and students have to find the meanings and activate the words.

**Language**

In this section, the use of *should have (done)* is made clear through a series of inductive activities. *Could have* is also introduced.
Ideas

Now the students read another three extracts from the reading text, and discuss the ideas that they contain.

2 PREVIEW Ideas  Answers
A No. Expected means that he predicted the length of the trip based on his previous experience.
B Students can discuss what the most important rule of climbing might be – wearing the right clothes? carrying food and water? taking a mobile phone? telling people where you’re going? They will find out in the reading text.

3A Students read the first two paragraphs and then explain in their own words what happened. It is best if they close their books when they do this.

3B This activity focuses on some key expressions in the text. Students decide which of the two suggested meanings is more likely.

3C These are Yes-No questions, where the students must give evidence from the text to support their answer. Once again, it would be useful if they closed their books when they are answering to prevent them from simply quoting phrases and sentences from the text.

READING CD 2 (Blue) track 15, page 77 SB

Picture notes / Background information

The picture on this page is of Aron Ralston, the subject of the reading text. The photo is one that he took of himself off his arm trapped by a boulder in a remote canyon.

One of the reasons that we have notes about the photos and artwork is that we know from experience and research that this is what students look at first. We also know that they then try to synthesise the information that the photo gives them with some other evidence on the page about the context – either a caption or some nearby text. This is how newspapers, especially the more sensational ones, engage their readers, drawing them towards reading the main content.

In this case, you can ask students to look at the picture and look for other easy-to-see information. They can then tell you if they know anything already about this true story.

Aron Ralston was hiking in a remote canyon in Utah, USA when his arm became trapped under a boulder, a huge rock. He had to cut off his own arm to survive. The details of the story are included in the text. Ralston took the photograph himself later when he returned to the exact place where he had to cut off his own arm.

The first two paragraphs of the text tell you what happened to Ralston. The rest is an interview with a search and rescue veteran called Rex Tanner, who says what he thinks about Ralston’s actions. His advice is given in the kind of language that the students practised in the Language section. Many of the new words in the text were glossed in the Words activity on the previous page.

Key words / expressions

- to amputate
- boulder
- break a rule
- canyon
- cell phone
- elbow
- to figure out
- frame of mind
- to get (yourself) into trouble
- to hike
- to keep your head
- to manage to
- narrow
- pocket knife
- to run out
- search and rescue
- search party
- to trap
- stable (adj)
- veteran
- wilderness
- to set out = start a journey

3A Students read the first two paragraphs and then explain in their own words what happened. It is best if they close their books when they do this.

3B This activity focuses on some key expressions in the text. Students decide which of the two suggested meanings is more likely.

3C These are Yes-No questions, where the students must give evidence from the text to support their answer. Once again, it would be useful if they closed their books when they are answering to prevent them from simply quoting phrases and sentences from the text.

3 READING B  Suggested answers

1 A stable frame of mind is definitely a good thing for an airline pilot, maybe not essential for an artist.
2 To keep your head means to be calm.
3 The wilderness experience refers to the feeling of adventure.

Students now read the article carefully. Most of the new vocabulary items are clear from the context.

3 READING C  Suggested answers

1 No. Rex Tanner thinks that he did well not to panic.
2 No. The fact is he lists a number of different possibilities – he could have asked someone to do the hike with him.
3 No. He is clearly not pleased that the media
chose not to write about how Ralston got himself into trouble. They merely concentrated on his dramatic decision to free himself by amputating his arm.

4 TALK ABOUT IT

There are two separate activities here, a pair activity and a group activity.

4A In the pair activity Student A pretends to be Rex Tanner giving his thoughts about what Aron Ralston should and could have done. This student works with his / her book closed. Student B asks questions, with the book open.

4B This is a group or whole class activity, a discussion about the reasons why people do adventurous things. Students are invited to talk about any other survival stories they have heard.

5 LISTEN IN CD 2 (Blue) track 16, page 78 SB

Picture notes

The illustration on this page is a map of Central Edinburgh and a photograph of a hill called Arthur’s Seat. Ask students if they can find the hill on the map. They can see from the map how close to the centre the hill is.

Key words / expressions

- annoyed (with myself)
- to behave (like a baby)
- boots
- boulder
- carry
- to complain
- fit / unfit (adj)
- to gasp for breath
- helicopter
- to hover
- to hurt
- to persuade
- pullover
- shelter
- shorts
- trainers
- to turn cold
- to pass out = faint
- to slip = lose your footing

The Audio text is in the Workbook (page 71-72). The listening text is an interview with three students who had to be rescued from Arthur’s Seat, the majestic hill which can be seen from many parts of Central Edinburgh. The three who climbed the hill were not experienced climbers and were completely unprepared for the drama which befell them.

5A The pre-listening task is a list of words and expressions which are taken from the text and which form a short-hand narrative of what happened. Students read the notes and try to make sense of the story.

5B Students listen to the tape and tick the box when they find out who did various things. The key here is for students to work out who is actually speaking, because none of the three actually introduce themselves by name. However, they do refer to each other by name. After the introduction, Rory speaks first. We know this because he refers to the other two, Alison and Michael, by name.

5 LISTEN IN B Answers

1 Alison 2 Michael 3 Rory 4 Rory
5 Michael 6 Alison 7 Rory 8 Michael
9 Michael 10 Michael

5C Students now discuss what the three people did and what they should have done. They also surmise what would have happened if Michael had gone down the mountain earlier (he was the only one with a mobile phone).

6 CONTROVERSY See Role cards page 63 WB

Read the notes about this section in the Introduction. This role play involves three people, a sailor who has to be rescued by a lifeboat, a lifeboat captain and a journalist. Put the class into groups of three, direct them to the role cards and give them a limited amount of time to complete the task. Remember – when students are working in groups, particularly on a role play, they will only work hard to get things ready if they are told that their time is very limited. A good rule is that you should give them enough time for you to spend a minimum of one minute checking with each group. So, if there are five groups, tell them they only have five minutes! They may complain (and you can actually give them more than five minutes) but we believe that this leads to greater productivity.

With these activities, group practice should lead to performance. Depending on your relationship with your class, you can ask for volunteers to act out the interview, or you can choose one of the groups. Don't let the performance last too long, and don’t force them to continue when they clearly have nothing more to say.
7 PORTFOLIO WRITING

The writing task is a narrative. The stages of the narrative are clearly laid out on the page. Encourage students to use all the narrative devices they know – time expressions, adverb forms etc. And emphasise the importance of not starting every sentence with I or we!

Writing model

Title: The Car Journey
Set the scene: My friends and I decided to drive into the mountains for a day of skiing. We left the city at about 4am. It was still dark.
Explain your plan: Our plan was to drive to a small town at the foot of the mountains, drink some hot coffee there, and then continue up the mountain, so we would reach the ski station by first light.
What you did: We drove to the small town, had the coffee and then set off to drive the remaining 100 kilometres to the ski station. It was still dark when we left. About a kilometre outside the town, when the road began to climb up the mountain, the driver took a corner too fast and the car hit the barrier and fell down the side of the mountain! Fortunately, we all survived the accident, but Frank, the driver of the car, was trapped and in great pain. And we were in a ravine and could not be seen from the road.

At first, we just felt lucky to be alive, but then we realised we were in a difficult situation. Not only could we not be seen from the road, but we were too far down the side of the mountain to be heard if we tried to shout. And the mountain was too steep to climb back up. To make matters worse, the only person who had brought a mobile phone couldn’t find it! Somehow, it had disappeared into the snow.

There was only one thing we could do. Two people stayed with the car and two started climbing down the mountain. There was no road there, but we hoped we would find someone who could help. We were lucky. We walked for about a kilometre and found a small chalet. We were able to call the emergency services and Frank was freed from the car and taken to hospital.
Conclusion: We should all have taken our mobile phones and Frank should have driven more carefully.

8 PHYSICAL GEOGRAPHY in English

Picture notes / Background information

There is a photo of the Andean fishing people who live and fish on Lake Titicaca. There is also a diagram which shows the height of the lake and the amount that the temperature falls with altitude. The geographical term for this is the ‘Lapse rate’. Before doing any reading, encourage someone who is good at science to interpret the information.

There is information in the reading text about both Lake Titicaca and the people who live near it. Lake Titicaca is on the border of Peru and Bolivia.

Peru is a republic on the west coast of South America, which borders Ecuador, Colombia, Brazil, Bolivia and Chile. The country is rich in cultural anthropology and was the centre of the Inca Empire in pre-Columbian (pre-Spanish) times. Peru was colonised by Spain and declared independence in 1821.

Almost half of all Peruvians are Amerindians. The population is nearly 28 million and the capital is Lima. Peru has two official languages, Spanish and the Amerindian language Quechua.

Bolivia is situated to the south-east of Peru, and is landlocked. It was a Spanish colony and became independent in 1825. Bolivia is one of the least developed countries in South America. Almost two-thirds of its people live in poverty. More than 60 per cent of the inhabitants are either Quechua or Aymara-speaking. The population is nearly nine million and the capital is La Paz, the highest capital in the world.

Bolivia hit the headlines in December 2005, when Evo Morales was elected president. Morales is not only the first person of Amerindian descent who has ever been elected president of a South American country; he is also a socialist.

The cross-curricular subject is geography. We link it to the Unit topic by describing the living conditions of people who live in a very inhospitable region, high in the Andes Mountains of Bolivia.

Altitude sickness: We take oxygen into our lungs and the oxygen must enter the blood stream. This is a straightforward process until you find yourself at high altitude. At the summit of Mont Blanc (4807m), the highest mountain in Western Europe, the pressure of
oxygen is about half of that at sea level and on the summit of Mount Everest (8850m), it is one third of sea level pressure. At these altitudes, each breath you take carries less oxygen to your lungs, and less oxygen therefore enters your bloodstream. For climbers and trekkers at such altitudes, the lack of oxygen may cause illness that is potentially life-threatening. Reports from Nepal have revealed that the mortality of trekkers is about 14 per 100,000, with 25% of these attributed to altitude illness.

One word which you may not know the exact meaning of (although one of your students may!) is haemoglobin. Haemoglobin is a complex protein-iron compound in the blood that carries oxygen to the cells from the lungs and carbon dioxide away from the cells to the lungs. More simply, it can be described as the part of the red blood cells that carries oxygen.

9 INTERACTIVE TASK
Read the notes about this section in the Introduction. As always with the interactive task, students work in pairs. Student A starts a conversation with a sentence based on the topic of the Unit. The sentence doesn’t have to contain an example of the structure under review. Three example sentences are given. Student B has to ‘take control’ of the conversation, but in a respectful way.

The way this pair work activity works is explained in the Introduction to this Teachers’ Guide, but the success of it depends on your students working at the task with a sense of purpose. It isn’t enough to tell them that they may encounter a test like this in an examination. It is just as important for them to realise that it will give them practice of the kind of give-and-take conversation that is a reality in social (as opposed to more formal) encounters.

10 Your answer:
As always, we end the Unit coming back to the original question. The statements and answers given are only there for guidance.

8 PHYSICAL GEOGRAPHY in English A
Suggested answers
1 This question is answered by reading the caption under the cross-section illustration of the position of Lake Titicaca in the Andes, which tells you that the temperature drops by 1º Celcius for every 150 metres of altitude. Therefore, at an altitude of 1,500 metres, the temperature will drop by 10º Celcius. If the temperature at sea level is 10º Celcius, the temperature at 1,500 metres will be 0º Celcius.
2 Altitude sickness is something that affects people who are not used to heights – they can get short of breath and have a rapid heartbeat.
3 Haemoglobin carries oxygen through the blood.
4 Ultra-violet rays cause sunburn.

9 INTERACTIVE TASK
Read the notes about this section in the Introduction. As always with the interactive task, students work in pairs. Student A starts a conversation with a sentence based on the topic of the Unit. The sentence doesn’t have to contain an example of the structure under review. Three example sentences are given. Student B has to ‘take control’ of the conversation, but in a respectful way.

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10 Your answer:
As always, we end the Unit coming back to the original question. The statements and answers given are only there for guidance.

WORKBOOK answers Pages 40-41 WB
1 Language: should, could + present perfect
1A 1 He could have taken a cell phone with him (but he didn’t).
2 I could have written an article for the newspaper.
3 I could have joined the expedition.
4 I could have gone scuba-diving.
1B 1 He should have worn more warm clothing.
2 They shouldn’t have gone up the mountain without a torch.
3 You should have gone up the mountain without a torch.
4 They should have booked the trip on the internet.
5 They shouldn’t have set off without a map.
1C 1c 2d 3a 4b

2 Use of English
2A Example answers; alternatives are possible
1 It was impossible for him to move.
2  What made Aron Ralston set out on this adventure?
3  Having enough water was important.
4  What advice would you give?
5  To be able to start a fire is important.

2B 1f  2g  3h  4i  5d
  6c  7j  8a  9c  10b

3  Students' own answers

3  Portfolio writing
   Students' own answers

4  Connections
4A  Least fearful:
   (b) concerned  (e) worried
   (f) jumpy  (i) tense

   Most fearful:
   (a) anxious  (c) frightened to death
   (d) terrified  (g) panicky
   (h) scared stiff

4B  1f  2e  3d
   4c  5a  6b
What’s new?

Subject: The supernatural
Function: Hypothesising
Grammar: must / might / could / can’t + present perfect

Before you open the book …

The function of this Unit is hypothesising. A hypothesis is a suggested explanation that has not yet been shown to be correct. The grammar structure for this Unit – must / might / could / can’t + present perfect – hypothesises about the past.

Begin the session by teaching the word hypothesis. Give these examples:

Example 1 – A group of scientists believe that healthy food will improve schoolchildren’s work. That is their ‘hypothesis’. They give the schoolchildren healthy food for three months and their schoolwork improves. Ask: Is the scientists’ hypothesis correct? (Yes, it is, the hypothesis has been proved.)

Example 2 – Ask students: What do you think of this hypothesis: Fat people are not as happy as thin people? Do you think it is true? Elicit answers. Then tell students that in fact the opposite is true. It’s been shown that fat people are happier than slim people. The hypothesis ‘fat people are not as happy as thin people’ is not correct.

Note: It may help to write each hypothesis on the board, with the label hypothesis.

Move on to the grammar points for this Unit, and explain to students that we hypothesise when we speak, talking about explanations that may or may not be correct. Ask: What kind of language do you think we use when we hypothesise? Since students have covered the structures might / may + must / can’t be they should be able to answer this. Give this example:

A person is passing a friend’s house and decides to visit him. He rings the bell but there is no answer. The friend has a garden. Ask: What does the person think? Elicit answers, for example, My friend might be asleep / He might be in the garden.

Then say: The person sees that his friend’s car is not there. What does he think? Elicit answers, for example, He must be out. Explain that all these thoughts can be described as ways of hypothesising, but that must is a stronger hypothesis than might, which is more about possibility.

Write the sentence He must be out on the board. Ask students if they can put it into the past. They may or may not be able to. If not, give them the sentence yourself: He must have gone out. Elicit the fact that the present perfect is used. Give this example for students to make sentences from:

A man goes to a fish restaurant and eats a large dish of seafood. The next day he is very sick. Ask: What does the man think? Elicit answers: eg The seafood must / might / could have been bad. Go on to say: The man rings the restaurant to complain. The manager says: The seafood was very fresh. Elicit the sentence: The seafood can’t have been bad.

1 The BIG question: ARE WE ALONE IN SPACE?

FACT: A survey revealed that five million Americans believe they have seen UFOs.

Write The BIG question on the board and check that students understand the word space (= the whole of the universe outside the Earth’s atmosphere).

Ask: How many people think we are alone in space? Count the show of hands and write the figure down. Tell the class that you will ask the same question at the end of the Unit and see if students
have changed their minds. Read out the **FACT**. You will probably have to teach the word **UFO** (Unidentified Flying Object). Explain that it is something in the sky that people see and can’t identify – it’s not an aeroplane, for example. It may come from outer space.

**Picture notes / Background information**
The pictures on this page show:
(a) something that looks like a UFO (Unidentified Flying Object). We would also use the phrase **flying saucer** to describe it. There are lots of sites on the internet with pictures of what are supposed to be UFOs. Here are a few:
http://www.alien-ufos.com/img/ufos/belgium.jpg
http://www.alien-ufos.com/img/ufos/neenah_wisconsin_2.jpg
http://www.alien-ufos.com/img/cropcirclephotographs/german.jpg
(b) This shows the planet Saturn. We know it is Saturn because of the rings around it.
(c) This shows a galaxy. The internet is also a wonderful resource for real scientific information about space, stars and the universe. Here are a few sites which students may find interesting.
http://www.firstscience.com/site/articles/re es2.asp
http://grin.hq.nasa.gov/BROWSE/HSTI_1.html

2 PREVIEW

**Words**
A The reading text on the opposite page explores the idea of aliens (= a creature from another planet) visiting the Earth. This activity introduces vocabulary connected with the topic. Go through each of the alternatives, teaching new vocabulary: **illusion** (= an appearance that is different from the way things really are). Use a drawing on the board to teach the word **alien**. Elicit answers to the question, eg *It must be a UFO. / It might be a visual illusion.*

B The class will encounter this vocabulary group on pages 82 and 83 of this Unit. Again, go through the alternatives, teaching new vocabulary: **Comet** = a very bright object in the sky, like a star with a tail.

C This activity checks that students have learnt the vocabulary items in B.

2 PREVIEW Words B / C

<table>
<thead>
<tr>
<th><strong>Answers</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B</strong> Photo (b) shows Saturn, a planet. Photo (c) shows a galaxy.</td>
</tr>
<tr>
<td><strong>C</strong> a comet, a planet, the Sun, the solar system, a galaxy, the universe</td>
</tr>
</tbody>
</table>

**Language**
The class should find it fairly easy to answer the questions, since you have already been through the grammar of this section. Check that students understand the vocabulary in the sentences and that they understand the word **deduction** (= something you feel quite sure of from the information that you have). Explain that **spaceman** is another word for **alien**.

D Explain that this question refers to the structures (*could / might / can’t / must have*) rather than the context of the sentences.

2 PREVIEW Language A / B / C / D / E

<table>
<thead>
<tr>
<th><strong>Answers</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong> All the sentences.</td>
</tr>
<tr>
<td><strong>B</strong> The first two sentences.</td>
</tr>
<tr>
<td><strong>C</strong> The last two sentences.</td>
</tr>
<tr>
<td><strong>D</strong> In the first two sentences, <em>could have</em> and <em>might have</em> have more or less the same meaning.</td>
</tr>
<tr>
<td><strong>E</strong> The final sentence.</td>
</tr>
</tbody>
</table>

**Ideas**
Go through the sentences teaching new vocabulary: **disc** = a flat, circular object or shape. Elicit answers to the questions. Question B provides practice in the structure for this Unit. Encourage students to have fun with question C. You could invite
students to the board to draw ‘an alien’, and then ask the rest of the class to describe the drawings.

3 READING CD 2 (Blue) track 17, page 81 SB

Key words / expressions
• shining • disc • aircraft
• UFO (Unidentified Flying Object) • alien
• spacecraft • injured • to conclude
• dummy • human • balloon • research
• to invent • publicity • suggestible • tribe
• knowledge • spaceman • mythology
• companion • visible • telescope
• rational • missionary • anthropologist
• astronomy • to combine
• dummy = a figure or model of a person
• balloon = a large bag filled with gas or hot air that can be used for travelling through the air
• suggestible = if you are suggestible, you believe things very easily, even if there is not much evidence for them
• companion = someone or something that stays with you (the meaning in this context)
• missionary = someone who is sent on a mission, especially one sent to do religious or charitable work in a territory or foreign country
• anthropologist = a social scientist who studies the origin, behaviour, and cultural development of humans
• rational = based on real facts or scientific knowledge

Note: Many of the key vocabulary items in the passage have been introduced in the first page of the Unit.

The reading passage discusses the possibility of aliens visiting the Earth. It gives two examples of well-known UFO stories, and also describes an African tribe called the Dogon who have knowledge of the star Sirius that they say was given to them by spacemen. The article seems to conclude that there is a rational explanation for all these mysteries.

Introduce the passage by asking students to look at the title and the pictures. Ask, What do you think the passage is about? Elicit answers, such as, It’s about aliens or alien bodies. Encourage speculation about the picture on the right, for example, Does it show a photo of an alien? Ask students to describe the picture on the left, e.g. It shows a star, Sirius A. Behind it you can see its smaller companion star, Sirius B. Teach the word companion (= someone or something that stays with you). This will help students to understand the information in the passage about the Dogon tribe and their knowledge of the Sirius stars.

3A Students read the text and match paragraphs 1-6 with the paragraph headings (a)-(f) given in the first question. Tell students not to worry about understanding every word. They are only asked to understand the general meaning. Elicit suggestions for the heading for the final paragraph, e.g. Possible explanations.

3B / C These sections test students’ comprehension in more detail.

3D Tell students that they should not try to understand every word, but to concentrate on answering the questions. Check that students understand that the mystery about the Dogon tribe is that they knew that the star, Sirius A, had a companion, Sirius B, even though the companion (Sirius B) is not visible in the sky. Dogon mythology says that visitors from the star Sirius gave them this information.

Background information
The Roswell Incident (event): On July 18, 1947, the US Army Air Force reported the recovery of a ‘flying disk’. Within hours, higher authorities officially stated that it was the remains of a weather balloon. Thirty years later a Roswell intelligence officer stated that a flying saucer (UFO) had indeed crashed. In 1997 the US Air force investigated all the stories that had built up around the incident, including stories of alien bodies. They concluded that these stories were caused by faulty memory on the part of witnesses. The incident is still much disputed by UFO researchers.

The Dogon: The Dogon are an African tribe who live near Timbuktu in Mali. They are said to have known in the 19 century that Sirius had a companion star, long before its discovery through the use of powerful telescopes. They also apparently knew that the planet Saturn had rings and that Jupiter had four moons (in fact Jupiter...
has many more moons but this has only been discovered relatively recently). Careful research reveals that visiting researchers may have actually imparted this astronomical information to the Dogon people, but this is disputed by UFO researchers who prefer to believe that the Dogons were indeed visited by aliens from Sirius.

**Explanation for UFO sightings:** Recent research suggests that there is a scientific explanation for UFO sightings. Scientists now believe that ‘plasmas’ of gas are created by charges of electricity. Air flows then sculpt the plasmas into aerodynamic shapes which appear to fly at extraordinary speeds through the sky — and may appear to be UFOs!

3 READING A / B / C / D Answers

**A** 1 (d) 2 (b) 3 (e) 4 (c) 5 (a) 6 (f)
   (g) Suggested title for the missing paragraph
   7 Possible explanations

**B** 1 True 2 Maybe 3 False

**C** 1 …the bodies at Roswell were aliens.
   2 …they wanted publicity.
   3 …imagine experiences.

**D** 1 The Dogon believe that they have knowledge given to them from spacemen from the star Sirius. This says that the star Sirius has a dark companion (which is not visible in the night sky). This belief is hundreds of years old.
   2 Because Sirius does have a dark companion, another star called Sirius B, but this fact was not discovered until 1922.
   3 French missionaries and anthropologists.

**4 TALK ABOUT IT**

For a variation on this activity, put the class into groups, and tell the groups that they should choose one question to discuss. Allow five minutes for discussion and then choose a representative from each group to summarise the group’s discussion.

**5 LISTEN IN** CD 2 (Blue) track 18, page 82 SB

### Key words / expressions

- studio
- astronomer
- organisation
- extra-terrestrial life
- radio signal
- vast
- billion
- to orbit
- to search
- distance
- to exist
- evidence
- form
- gravity
- microscope
- simple
- ice
- The Big Bang
- explosion
- God
- studio = rooms were a TV show, radio show or interview is recorded
- extra-terrestrial life = life in or from a place that is not the Earth
- radio wave / signal = electromagnetic radiation of a certain wavelength
- to orbit = to travel in space around a larger object, eg the Moon orbits the Earth
- form = the way something exists, eg life has many forms
- gravity = the force that makes objects fall to the ground
- microbe = an extremely small living thing that you cannot see
- The Big Bang = the explosion of energy and matter that started the universe (see Background information notes below)

The **Audio text** is in the Workbook (page 72). The listening passage consists of an interview with an astronomer called Simon Hanworth for an organisation called SETIL (Search for Extra-Terrestrial Intelligence and Life). As its name suggests, since 1959 the organisation has been looking for intelligent life in space by searching for radio signals from outer space. Simon thinks there may be intelligent life in outer space but says that they have not yet received any radio signals that might show this. He also talks about the Big Bang, the explosion that scientists believe may have begun the universe about 12 billion years ago.

Explain that the class will listen to an interview with an astronomer. To teach the words **astronomy / astronomer** use the picture on the opposite page. Also use the picture to teach the words **Mars** and **the Earth**. (Take the opportunity to point out that we say both **Earth** and **the Earth**.) Explain that the astronomer belongs to an organisation called **SETIL** (Search for Extra-Terrestrial Intelligence and Life). Explain the meaning of **extra-terrestrial**.

**5A** This activity prepares the class for the listening passage by introducing some of the ideas and vocabulary that they will hear. Go through the sentences checking comprehension and teaching new vocabulary.

**Sentence 4:** Check that students understand
that a radio telescope can receive radio signals, ie signals of a certain electromagnetic wavelength. Ask: What would it mean if radio telescopes received signals from outer space? Elicit answers: eg It would mean that something in outer space was sending the radio signals (in other words, some kind of intelligent life form!).

**The Big Bang:** Teach the word bang (a sudden loud noise, eg The door closed with a bang.) Explain that the Big Bang is a scientific theory about the way the universe started. There will surely be some students in the class who know a little about this, so allow them to explain (see Background information notes below).

Some students in the class may react strongly to the final sentence: The Big Bang was created by God. Tell students that they will be able to discuss this later. All that is asked of them now is an opinion – True / False / Maybe.

5B In this activity, students listen to the passage and check the sentences in activity A.

5C If you think students are able to answer a few more detailed questions, write the following sentences and phrases from the listening passage on the board. Ask students to try and complete the sentences. Then play the tape and ask students to check if their answers are correct.

**Note:** If you do this activity, make sure that you have taught the necessary vocabulary at the start of the session.

1 Our Sun is just one star among ..............
2 Because the ............ in space are so great ...
3 If there is .............., what might it be like?
4 For example, on a planet where .............. is very strong, all life forms could be the size of ..............
5 For example, we think there is .............. on Mars.

**Answers:** 1 billons 2 distances 3 life 4 gravity / microbes 5 ice

5D Write the word God on the board and ask students if they have other words for God (eg Divine Being, higher Intelligence). Ask the class if they would like to have a discussion about the existence of God / a Higher Intelligence – they may not want to. If so, respect their wishes and move on to the next activity.

If the class wish to discuss the topic, ask: Who believes that there is a God or Higher Intelligence? Count the show of hands, and divide these people up into groups of three. Then divide the remaining individuals (those who don’t believe or aren’t sure) into groups of three. Groups then each find three arguments to support their beliefs.

A spokesperson for each group presents their arguments to the class. The arguments for and against are written on the board. Ask the class to agree on the best arguments. At the end take another vote on the topic – has anyone changed their mind?

**Background information / Internet reference**

**The Big Bang:** This is the current scientific theory about how the universe began. According to the theory, the universe was created somewhere between 10 and 20 billion years ago from a cosmic explosion that threw matter in all directions. The Big Bang was initially suggested because it explains why distant galaxies are travelling away from us at great speeds. Although the Big Bang Theory is widely accepted, it probably will never be proved.

For more information on the Big Bang, go to this website:

http://liftoff.msfc.nasa.gov/academy/universe/b_bang.html

5 LISTEN IN B / C  Answers

<table>
<thead>
<tr>
<th></th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>True</td>
<td>Simon believes there may be intelligent life in space.</td>
</tr>
<tr>
<td>2</td>
<td>Maybe</td>
<td>2 No, he says there is no real evidence for this.</td>
</tr>
<tr>
<td>3</td>
<td>Maybe</td>
<td>3 He says that scientists don’t know.</td>
</tr>
<tr>
<td>4</td>
<td>False</td>
<td>4 False</td>
</tr>
</tbody>
</table>

6 CONTROVERSY

Read the notes about this section in the Introduction. The role play is based on the Roswell incident, which was described in the reading passage on page 81. Ask the class to say what they remember from the reading passage about the Roswell incident. The class may find it helpful if you photocopy the
**Background information** above about the incident and give them the notes to read.

If you think students need the help, prepare them more fully for the role play by asking them to give arguments for and against the Roswell Incident. Write the arguments up in note form on the board.

**7 PORTFOLIO WRITING**

To help students with the kind of language used for a story, photocopy the **Writing model** below and erase the following words:

- believed
- however
- for
- eyes
- that
- remote
- from
- surrounded
- sound
- spinning
- As
- came
- light
- When
- lying
- which
- spacecraft.

Photocopy the resulting gap passage and give it to the class to complete. If you think the class needs help with the actual creation of a story, put students in groups to plan a ‘UFO’ story. Ask each group to tell their story and teach new vocabulary as it arises.

**Writing model**

I am not a very imaginative or suggestible person and have never believed in UFOs or things like that. However, I do now believe that aliens — creatures from outer space — exist, and that they have visited the Earth. I have changed my mind for a very good reason — I have seen a UFO and aliens with my own eyes!

The event that changed my opinions — and my life — happened in August of last year. At the time, my sister and I were staying in a cottage in a very remote part of Wales. The cottage was about two kilometres away from the nearest village. One afternoon, I went for a long walk by myself in the woods that surrounded the cottage. I heard a strange sound above me and looked up. I saw a huge silver disc spinning about 100 metres above the trees. I couldn’t believe my eyes! As I stood looking at the disc a ray of green light suddenly came from the disc. I was immediately covered in the green light.

After that I remember nothing at all. When I woke up two hours later, I was lying on the ground. On my face and arms (which were bare) there was a red rash. The spacecraft was gone.

**Key words / expressions**

- astronomy
- astronomer
- speed of light
- cosmos
- light year
- spaceship
- the Milky Way
- trillion
- statistical probability
- civilisation
- to base / basis (n.)
- element
- carbon
- nitrogen
- to depend
- silicon
- the Milky Way = our galaxy, that contains the Earth, the Sun etc.
- trillion = a thousand thousand million
- carbon = a chemical element that exists in all living things and in coal and diamonds
- nitrogen = a gas with no colour or smell that exists in large quantities in the air

**ASTRONOMY in English**

**In activity A**, students are asked to check the meaning of the following words and phrases in bold in the text:

**speed of light** = the speed at which light travels (299,792,458 metres per second)

**cosmos** = universe

**light year** = the distance light can travel in a year

**statistical probability** = how probable something is according to statistics (if here are ten million billion trillion planets, it is statistically likely that somewhere on these planets there is life).

**Statistics** are sets of numbers that represent facts or measurements, eg *Statistics show that one-fifth of students do not complete their courses.*

**extraterrestrial life** = life in or from a place that is not the Earth.

**element** = a substance that consists of only one type of atom, eg *hydrogen.*

**silicon** = a chemical element used especially for making computer chips.

Ask the class to look at the picture of the solar system. Go through the names of the planets. Ask: *Are these names very different from the names in (your own language)?* Continue by asking some questions: *Is anyone in the class interested in astronomy?* / *Does anyone have a telescope?* / *Do you enjoy looking at the night sky, with all the stars?* / *Can you name any of the stars?* / *Can you name the planets in order without looking at the book?*

**8A** When students have read the text, ask them to
explain the meaning of the vocabulary items in bold (see explanations above), the task for question 1. They should be able to explain most of the words and phrases. Students should then re-read the text a second time before answering questions 2-4.

8 ASTRONOMY in English A Answers

A 2 Travelling at the speed of light, it would take seven hours to get from Earth to Pluto. To reach our nearest neighbour in the cosmos would take at least 25,000 years. The Milky Way is one of about 140 billion other galaxies. There could be as many as ten billion trillion planets.
3 Because there could be as many as ten billion trillion planets, it is a statistical probability that there are millions of other life forms and civilisations in the universe.
4 It might not be based on the carbon, hydrogen, oxygen and nitrogen on which we depend. Some scientists think it could be based on the element silicon.

9 YOUR TOPIC

Read the notes about this section in the Introduction. Encourage students to think widely when choosing a topic to talk about, eg they might wish to talk about astronomy, Mars, the solar system, the Roswell incident, the supernatural, the existence of God. Since they have to talk for 5 minutes, one alternative is to allow the class to prepare their talk as homework for the next session.

Since this is the final Your Topic in the book, do not offer support to the class in preparing their talk since it will be interesting to see how they manage on their own. When the time comes for students to give their talk, put the class into pairs. Student A (the person giving the talk) should tell Student B (the person listening) the topic title. Student B can then write down a few questions that he / she would like to ask. Explain that part of Student B’s role is to ask for clarification, if there is something he / she does not understand (direct students to Language Bank 5) or would like more information about.

While students are giving their talks, walk round and listen, noting mistakes. After students have given their talk, invite their partners to say what they liked about the talk and say how the talk could be improved. Finally, invite one or two students (the brave ones!) to give their talks to the class.

10 Your answer:

As a variation on the activity, and as preparation for the discussion, ask the class, for homework, to do some research about the possibility of alien life. This research could either be some pieces of scientific information or a strange UFO story, for example. Ask students to come to the session with their story / information and begin the activity by asking two or three students to talk about what they have learnt. Explain that the intention of the homework was to make students think more deeply about the questions in this activity.

Now ask the class to say whether or not they believe that we are alone in space (The BIG question). Remind them that you asked The BIG question at the start of the Unit. Write down the number of students who replied yes / no in answer to the question then. Ask the same question again and count the show of hands. Has it changed? Ask: Why hasn't / has it changed? and elicit answers. Go through the three questions A, B, C and encourage students to use information from the Unit and from their own research in the discussion.

Workbook answers Pages 42-43 WB

1 Language: must, might, could, can’t + present perfect

1A 1 The aliens can’t / couldn’t have abducted people from Earth.
2 There must have been life on other planets, before ours on Earth.
3 You can’t / couldn’t have seen a UFO.
4 The Dogon people can’t have known about Sirius B from French scientists.
5 The Dogon people must have learnt all this by watching the sky.

1B Suggested answers

1 must have
2 must have / can’t / couldn’t have
3 must have / must have
4 must have
5 can’t / couldn’t have
1C 1 (a) 2 (b) 3 (d) 4 (c)

2 Use of English

2A 1 According to Dogon mythology, Sirius has a dark companion.
2 It’s true that Sirius has a dark companion.
3 But you can only see these things with a telescope.
4 But it was not until 1862 that this was discovered.
5 It is not possible that spacemen have visited the Earth.

2B 1 permission 2 glowing 3 metallic
4 illuminated 5 flashing
6 approaching 7 hysterical

3 Portfolio writing

Students’ own answers

4 Connections

4A 1 (a) dream (b) imagine
2 (a) discover (b) invent
3 (a) Star (b) planet
4 (a) claim (b) exclaim
5 (a) spacecraft (b) aircraft

4B 1 dreamt 2 lonely 3 alone
4 invent 5 star 6 planets
7 claim / an aircraft 8 imagine
9 spacecraft / exclaimed 10 explain
The Extended Reading Units contain longer and more substantial texts. This one is an extract from the autobiography of Beryl Markham, who was the first person to fly solo and non-stop from east to west across the Atlantic. She achieved this remarkable feat at the age of 34 in 1936. The extract deals with the end of her flight, when she crashed in Nova Scotia, Canada, about a thousand kilometres short of her target, New York.

First of all, here are the key words and expressions that appear in the text. The words and expressions which are in bold are activated in the 2 PREVIEW section. The underlined words are in expressions which are dealt with in the 3 READING section. Below is some information about some of the words. As you can see from the list, Beryl Markham is fond of words beginning with the letter s! This literary device is known as alliteration.

### Key words / expressions
- airlock • altitude • blood • bog • boulder • breed (vb) • confidence • crippled
- cut (vb) • earthward • failure • firm (adj) • following wind • forced landing • hut
- land • lifeless • limp • motionless • muck • mud • non-stop • on (my) course
- propeller • seep into • shatter • shipwreck • short-lived • shudder • snatch • splutter
- stumble • submerge • swamp • (petrol) tank • trudge • visibility

### Background information
Charles Lindbergh was the first person to fly solo and non-stop across the Atlantic, a feat which he achieved in 1927. He flew from Roosevelt Airfield in Long Island, New York in a single-engine plane called the Spirit of St Louis. He landed near Paris 33 hours later.

1 **The BIG read: WEST WITH THE NIGHT by Beryl Markham**

The opening box contains biographical information about Beryl Markham and students can of course see a picture of her on the next page. Ask them to imagine what kind of woman she was. Do you think it would have been normal for a woman to do something like this in the 1930s? What were women’s lives like in the 1930s? Exercise 2 PREVIEW has more questions about this text.

### Background information
Abingdon: A town in Oxfordshire, England, where Beryl Markham started her journey.

**Nova Scotia:** One of the eastern provinces of Canada, which are collectively known as the Maritime Provinces; if you look at the position of Nova Scotia on the map, and realise that Beryl Markham was heading for New York, you will realise that, in those days, transatlantic flights followed a route which kept as close to land as possible. Cape Breton is part of the north-east part of Nova Scotia.

**Sydney:** No, this isn’t a mistake! Sydney, Nova Scotia is less famous than its namesake in Australia. It has a population of 26,000, making it the second largest city on the Province. It is known as the Steel City and is a major industrial centre.

**Floyd Bennett Field:** An airport in New York. Opened in 1931 and located at the south-eastern end of Brooklyn, it was New York City’s first municipal airport. It was named after the aviator who flew across the North Pole in 1926. With its long concrete runways, it was an ideal airport for record-breaking flights in the 1930s.

**2 PREVIEW**

If you prefer, the class can work on these extended reading texts in examination conditions, having to deal with any new words and information by trying to understand the context. However, we still offer some preliminary exploitation of the vocabulary and ideas here in the Teacher’s Guide. You can discuss the new words and expressions with students before they read, but even if you work on the text in class, rather than for homework, it may be more helpful for them if they encounter the new material ‘cold’, having to work things out for themselves. The latter method is more useful for
the class if they are about to take an exam where the reading texts are of this complexity.

2A This pre-reading activity highlights some of the plane vocabulary.

2B This activity directs students back to the information about Beryl Markham at the top of the page.

2C Students now read the text quickly and match the words in bold with given definitions. These are not as easy as it seems, as *swamp*, *mud* and *bog* are quite similar words. Beryl Markham is very good at using words that convey a certain atmosphere, but she’s not particularly interested in using the correct word for the terrain!

2 PREVIEW A  
**Answers**

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2 PREVIEW B  
**Suggested answers**

1 Beryl Markham was unusual because (a) she was a pilot when there were probably very few women pilots (b) because she trained racehorses when she was still a teenager (c) because she embarked on a solo flight that most people, men or women, would have been too frightened to do.

2 She landed in Nova Scotia, Canada.

2 PREVIEW C  
**Answers**

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<td>9</td>
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<td>confidence</td>
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3 READING

This is a more complex reading text than the others the students have encountered. You should decide if you want to (a) examine the material in open class, (b) ask students to work on it in pairs or groups or (c) do it for homework, using dictionaries and other aids to study. Here is an indication of what you can ascertain about their meaning from the context and the style of this autobiographical extract.

1 ‘Success breeds confidence.’

Note the sentence that opens the text. *Breed* in this sense means *leads to* or *creates.*

2 ‘the realisation of failure seeped into my heart.’

*To seep into* is clearly a verb and means *to enter slowly;* the context doesn’t really tell you how fast it entered, but the word *seep* suggests a slow movement, like water slowly flowing into the earth. The author uses strong, atmospheric words to give vivid descriptions of her adventure.

3 ‘hearing it (glass) shatter’

Clearly *shatter* is something that glass does, when there’s an accident. This is an onomatopoeic word – one that sounds like the noise it describes.

4 ‘my engine began to shudder before I saw the land’

*Shudder* is a verb which describes something that the engine does, which tells us that the engine isn’t working properly, so it probably isn’t good! It is also onomatopoeic.

5 ‘I snatch my map and stare at it,’

Tell students that *to snatch* means to pick up quickly; quite clearly she is in danger but also a little angry.

6 ‘it (the engine) died, it spluttered, it started again.’

*Splutter* is a wonderful word (more onomatopoeia), describing the noise of an engine that isn’t working properly, starting and stopping irregularly.

7 ‘I stumble out of the plane and sink to my knees.’

*Stumble* is obviously a verb of movement; that movement is affected by the fact that she’s getting out of a crashed plane and she has injured her head.

8 ‘my wheels touch and I feel them submerge’

She’s landing on wet earth; the prefix *sub-* may tell the students that it is something about going under, sinking into the ground.

The reading text is divided into two parts (two different columns of text). Activities A and B relate to part 1, and activity C relates to part 2.

3A Students read the first part and answer some True / False questions.
3 READING A Answers
1 This is true, although it involves careful reading of the first paragraph, especially the sentence which begins *If I had been wiser …*
2 True
3 True – it says that the land is under her when she snatches the map.
4 False – she has to *stumble out*, which indicates that she had to make a movement; *fall out* would suggest that this happened accidentally and without her own volition.

3B In this section, questions are asked about four specific phrases from the text.

3 READING B Possible answers
1 This is a big question, and students may have their own ideas. A possible explanation of the confidence of the gods is that they are all-seeing and all-knowing.
2 As we mentioned above, *seep into* suggests that the feeling came slowly.
3 Planes make forced landings when something goes wrong; sometimes planes are forced to land by the military forces of another country, for example because they have strayed into that country’s air space.
4 The plane was *crippled* (another of the author’s strong descriptions) because of a blockage in the fuel system.

3C The final reading activity is a multiple choice exercise based on part 2 of the text.

3 READING C Answers
1b 2a 3b 4a

4 TALK ABOUT IT
There are three talking points for the students to discuss relating to Beryl Markham. Here are some thoughts to help you with the discussion.

4A Beryl Markham seemed to be devastated by failure at the time that it happened, and later wished that she had been successful in her goal of reaching New York. But she admits that time moved on and it became less important.

4B She was undoubtedly an optimist, and she equates optimism with innocence, so that when she has to make a forced landing, she wishes she hadn’t been so innocent.

4C Students will of course have their own opinions about whether she was brave or mad, but it would seem to be necessary to be both to undertake a trip like this.

5 PORTFOLIO WRITING
The task is to write a newspaper report about Markham’s flight and the obvious question is – do you write it in a contemporary style, in other words, in the style of the 1930s, or in a modern style? If this book was being used on a Creative Writing course, then there would be a reason to suggest trying a contemporary style. But in most cases, it quite hard enough to imitate modern newspaper style in English.

Remind the students that they must have a headline on their article. Tell them that in headlines, it is normal for the verbs to be in the present tense and that definite and indefinite articles are usually omitted. If they are using contemporary style, they should write a place and date at the beginning of the piece – this would have been normal in the 1930s.

Writing model

A newspaper article

British woman flies solo across Atlantic

New York, April 1st 1936

Beryl Markham, a 34-year-old British pilot and racehorse trainer, yesterday became the first person to fly solo and non-stop across the Atlantic from east to west in her plane *The Gull*. She completed this amazing trip in less than 24 hours.
Ms Markham took off from an airfield near Abingdon in Oxfordshire, England and was aiming to reach New York. The actual crossing of the Atlantic went without problem, but things started to go wrong as she approached the coast of Nova Scotia, Canada. She had engine problems and unfortunately had to make a forced landing near the city of Sydney, Nova Scotia. Thankfully, she wasn’t badly hurt in the crash, although her plane was badly damaged.

She was found walking around near the accident scene by a local fisherman, who raised the alarm. After being treated at a local hospital, Ms Markham flew in another plane to Floyd Bennett Airfield in New York. She said she was very disappointed not to have reached New York in her own plane, but ‘life goes on’.