

Vocabulary

- **People:** *architect, author, competitor, cook, economist, employee, employer, lawyer, pianist, trainer, vendor, writer*
- **Travel and adventure:** *challenge, exhaustion, experience, goal, journey, jungle, navigated*

Grammar

- Present perfect simple and continuous
- Narrative tenses

Language objectives

- To learn vocabulary related to people, and travel and adventure (page 5)
- To use the present perfect simple and continuous correctly (page 5)
- To use narrative tenses correctly (page 7)

Skills objectives

- To read and understand an article about the origins of Hollywood (page 6)
- To talk about young people's attitudes (page 4)
- To listen to and understand an interview about young people's attitudes to personal appearance, clothes and cosmetic surgery (page 4)

Assessment criteria

- Students can use the present perfect simple and continuous and narrative tenses correctly.
- Students can recognize and use vocabulary about people and travel and adventure correctly.
- Students can read and understand an article about the origins of Hollywood.
- Students can listen to and understand an interview about young people's attitudes to personal appearance, clothes and cosmetic surgery.

Resources

- Teacher's i-book
- Student's Book CD 1

Key competences



Linguistic competence

Pages 5, 6



Mathematical competence and basic competences in Science and Technology

Page 7



Social and civic competence

Page 5



Cultural awareness and expression

Page 4



Competence in learning to learn

Page 4, 7




Sense of initiative and entrepreneurship

Page 6

For a detailed description of the Key competences and how they support students' learning, go to page 16.

Starter A

LISTENING

- 1  Work in pairs. Look at the people in the pictures and discuss what you think their attitudes to the following might be:

● personal appearance ● clothes ● cosmetic surgery



Hannah, UK



Hiro, Japan



Marielena, Venezuela



- 2  Listen to the interviews from a radio programme. Were you right?

- 3  Listen again and answer the following questions.

- 1 What does the presenter say about the effect of globalization on young people around the world?
- 2 What two things does Chris say still influence young people's attitudes to dress and appearance?
- 3 What does Chris say that young people in the UK have traditionally been?
- 4 According to Chris, what type of cosmetic surgery has become more popular in Venezuela in recent years?
- 5 In Japanese working environments, what is expected of employers in terms of dress and appearance?

- 4  Work in pairs. Discuss the questions.

- How would you describe young people's attitudes to appearance, dress and cosmetic surgery in your country?
- How do you think your generation's attitudes are different from your parents' or your grandparents' attitudes?
- Would you ever have cosmetic surgery?

4

Key competences



Personalizing lesson content is very motivating for students. Encourage them to share their ideas in exercises 1 and 4 and to express their reactions to what the speakers in the audio say, and give your own personal reactions to what your students say.



In being exposed to the views of their peers in other countries, students develop their knowledge and understanding of the world. Contrast any prejudices voiced with evidence from the audio and from your own experience.


Starter A, and B are optional, self-contained lessons that revise basic language and give students an introduction to the methodology of the course. Choose which language, if any, you feel your students would benefit from revising, and cover those lessons only.

Warmer

Write the word *Globalization* on the board. Ask students: *What do you understand by the term globalization? Do you think it is a good / bad thing? Do you think different countries / nationalities are losing their identity?*

- 1 Ask students to look at the photos and discuss what the people might be like and what their attitudes to personal appearance, clothes and cosmetic surgery might be.

Answers Students' own answers


- 2  1.2 **Transcripts page 30** Tell students to listen and make notes for each of the nationalities in the photos (British, Japanese and Venezuelan) under the headings in exercise 1. Ask them if their ideas in exercise 1 were correct.

Answers

British
 Personal appearance: there's a strong sense of individuality
 Clothes: traditionally in the UK people have been innovative and original, but, more recently, they've become more conservative
 Cosmetic surgery: more popular with older people than younger people

Japanese
 Personal appearance: incredibly important
 Clothes: dress very formally
 Cosmetic surgery: less popular in Japan than in other Asian countries

Venezuelan
 Personal appearance: image very important
 Cosmetic surgery: very popular with men and women in their twenties, especially liposuction
 Clothes: designer labels very popular, but Venezuelans also like to be individual

- 3  1.2 **Transcripts page 30** Get students to check their answers in pairs. If they disagree with each other's answers, play the audio again so they can check.

Answers

- 1 Young people have started to become alike.
- 2 Local tradition and culture still play a part.
- 3 They have traditionally been very innovative and original.
- 4 Liposuction.
- 5 Employers are expected to set an example to their employees.

- 4 Read through the questions with the class. After students have discussed the questions in pairs, ask some students to report back to the class on their discussion.

Answers Students' own answers

Extra activity

In groups, ask students to design a short questionnaire to find out students' attitudes to their personal appearance, clothes and cosmetic surgery. Brainstorm a few questions on the board to get them started, e.g. *How often do you buy new clothes? Where do you buy them? Do you always wear make-up? Would you consider having cosmetic surgery now / when you are older?* When they have finished their questionnaires, get students to mix with another group and ask them the questions, then move on to another group until they have interviewed all their classmates. As a follow-up, students can write a short report on the attitudes of their classmates, based on the answers to their questionnaires.

VOCABULARY

People / Travel & adventure

5 Match the words in the box with the definitions.

competitor economist employee
employer lawyer trainer

- a person who teaches others how to do something
- a person or company who gives work to another person
- someone who studies or works in finance
- someone who studies or works in law
- somebody who works for another person or company
- somebody who takes part in a contest

6 Complete words 1–6 then match them to pictures A–F.

- 1 w _ _ _ r 3 a _ _ _ r 5 c _ _ k
2 p _ _ _ _ t 4 v _ _ _ r 6 a _ _ _ _ _ t



7 Complete the text with the words in the box.

challenge exhaustion experience
goal journey jungle navigated

When a team of Swedish athletes took on the ¹ ... of the 430-mile Adventure Racing World Championship, they had no idea that they would finish the race with a fifth team member. Suffering from hunger and physical ² ... , the team sat down for a meal as they prepared to take on a 20-mile trek through the Amazon ³ ... They noticed a stray dog nearby and gave him some food. As they stood up to continue their ⁴ ... , the dog started to follow them. He was pulled through knee-deep mud during treks, and even swam alongside the team's kayak while they ⁵ ... the Amazon river. After six days, the team completed the race and took the dog, who they had named Arthur, to see a vet. Mikael Lindnord, one of the athletes, realized that, after their ⁶ ... together, he couldn't leave Arthur, so he adopted him and took him back to Sweden. Lindnord said that his original ⁷ ... had been to win the Championship. 'Instead,' he said, 'I got a new friend.'



GRAMMAR

Present perfect simple & continuous

Grammar presentation

Present perfect simple and continuous

We use the present perfect simple for:

Events or situations within an unfinished or unspecified time period.

*Sales of big designer labels **have risen** dramatically.*

***Have you ever had** cosmetic surgery?*

Recent events that have a present result.

*She looks different because she's just **had** cosmetic surgery.*

States that started in the past and are still true.

*Young people **have traditionally been** very innovative and original when it comes to fashion.*

We use the present perfect continuous for:

Activities that started in the past and are still happening.

*Operations **have been increasing** for quite a few years.*

Activities that were in progress recently and have a present result.

*He's got a smart new jacket; he's **been shopping** again.*

8 Complete the sentences with the correct form of the present perfect simple or continuous of the verb in brackets.

- Young people ... (always / spend) more money on clothes than older people.
- Teenagers in Britain ... (dress) more conservatively recently.
- Many smaller shops in city centres have closed because they ... (be able to) compete with large out-of-town shopping centres.
- Cosmetic surgery ... (become) more socially acceptable in the last twenty years.
- Fashion designers ... (work) on less expensive designs since the start of the recession.
- Have you ever ... (wear) anything that was really expensive?

9 Write sentences in the present perfect simple or continuous about trends in the following areas in your country.

exercise food going to the cinema
shopping smartphones television

Young people have been doing less and less exercise since the rise in popularity of the internet.

10 Work in pairs. Talk about the sentences you wrote in the previous activity. Do you agree with your partner's ideas?

5

Key competences



Many English words will have cognates in the students' language and will be easy to understand but need attention to spell and pronounce correctly. Check that students produce new vocabulary correctly.



The text in exercise 7 has an implicit lesson about our responsibilities to the world around us and the value of keeping your eyes open to things going on around you as you pursue your ambitions.

Warmer

Get students to work in groups of five. Tell them to write the names of five jobs on sticky notes. Then get them to stick the sticky notes onto the foreheads of the members of a different group. Each member of the group has to ask the other members *yes / no* questions to try and guess what job 'they do', e.g. *Do I work inside? Do I work with children?*

- 5 Go through the words in the box and model the pronunciation. Highlight in particular how the stress changes in the words emPLOyer and employEE.

Answers

1 trainer 2 employer 3 economist 4 lawyer 5 employee
6 competitor

Extra activity

Get students to write definitions for other jobs and roles without mentioning the job or role itself, e.g. *A person who helps you buy a house. (estate agent.)* In pairs, students swap their definitions and try and guess what their partner's job or role is.

- 6 If students find these difficult, play *Hangman* with the words. Get them to call out the letters. Draw a section of the hangman for each wrong letter, until either they guess the word or you have completed the hangman.

Answers

1 winner A 2 pianist F 3 author B 4 vendor C 5 cook E
6 architect D

- 7 Go through the words in the box with the class and check students know the meanings. Get students to first read the text quickly, ignoring the gaps. Then get them to re-read it matching the words to the gaps.


Answers

1 challenge 2 exhaustion 3 jungle 4 journey 5 navigated
6 experience 7 goal

Teaching tip

The use of hyphens is very confusing in English. In general, we use them to create an adjectival phrase if it comes before a noun in a sentence, as in the text in exercise 7 (*20-mile trek* and *knee-deep mud*), but if the adjectives come after the noun in the sentence, there is no hyphen, e.g. *The mud was knee deep.*

GRAMMAR OPTIONS

- The grammar box gives a summary of the grammar areas that students will practise on this page.
-  Visual grammar presentation.

Warmer

Write *Have you ever...?* on the board. In groups, get students to write five different questions beginning with *Have you ever...?*, e.g. *Have you ever flown in a helicopter?* Get the students to mingle and ask their five questions. Tell them they must try and find one person who answers *No*, and one person who answers *Yes* to each question. Encourage them to use short answers *Yes, I have. / No, I haven't.*

Teaching tip

To help students grasp the concept of the different tenses, write the following sentences on the board:

- 1 *Sales of big designer labels have risen dramatically.*
- 2 *Sales of big designer labels have been rising dramatically.*

Discuss the difference in meaning with the class. (In sentence 1 there has been a rise at some unspecified time in the past, but sales are not necessarily still rising, whereas, in sentence 2, it is implied with the use of the present perfect continuous that sales are continuing to rise.)

- 8 Point out that students may need to use the negative form in some cases. When checking answers, get students to identify which of the uses in the grammar table the sentences relate to.

Answers

- 1 have always spent
- 2 have been dressing
- 3 haven't been able
- 4 has become
- 5 have been working
- 6 worn

- 9 Elicit some examples and write them on the board, e.g. *Smartphones have become very popular. In the last ten years, out-of-town shopping centres have been opening up everywhere.*

Answers

Students' own answers

- 10 Get students to compare sentences. Ask them if they had similar / different sentences to each other. Invite some students to write their sentences on the board. Get the class to correct any errors.

Answers

Students' own answers

Starter B

READING

1  Work in pairs. Discuss the questions.

- Look at the picture. Where is this place? Why is it famous?
- What do you think the origin of the name could be?

2 Read the text about Hollywood. Answer the questions.

- 1 What were the possible origins of the name *Hollywood*?
- 2 Why did the film industry begin to develop in the area around Hollywood in the early 1900s?
- 3 Why was the Hollywood sign constructed?

WHAT'S IN A NAME?

In the 1870s, the area known as the Cahuenga Valley, south of the Santa Monica Mountains in California, was home to a thriving agricultural community. Fruit was cultivated and flocks and herds of animals were reared. Around that time, Harvey Henderson Wilcox and his wife Daeida bought a 160-acre piece of land in the area, with the aspiration of developing a new town.

On February 1, 1887, the Wilcox's determination paid off and they filed a map of the town at the Los Angeles County Recorder's Office. This was the first official document with the name 'Hollywood' printed on it. There is some uncertainty over the origin of the name. One version claims that it was inspired by the neighbouring Holly Canyon, where English holly had once grown. Another version claims that Daeida had been travelling home by train one day when she came across a woman from Ohio who told her that her house was called Hollywood. Either way, this was the first record of the name which was to become internationally famous and synonymous with the US film industry.

By 1900, the number of residents in Hollywood was increasing significantly and through their enterprise and resourcefulness, the settlement now boasted a post office, a couple of markets and its own newspaper; there was also a single-track tramline which ran to Los Angeles, 16 kilometres to the east. The tramline ran alongside Prospect Avenue, which later became Hollywood Boulevard. Two years later, construction began on the Hollywood Hotel and residents voted to annex Hollywood to nearby Los Angeles.

In the early 1900s, swarms of filmmakers who, until that time, had been based on the east coast of the United States, began to head to the Los Angeles area in order to escape strict new rules imposed on the industry by Thomas Edison. Southern California's warm, dry climate helped too, and so more and more movie folk headed west in the hope of re-establishing their businesses; and if they were pursued by Edison and

his regulations, they had a fast escape route into Mexico!

But it was the Biograph Company's move to the area - unhindered by Edison - along with leading actors such as Mary Pickford and Lionel Barrymore, that confirmed Hollywood as a movie-making town. Biograph's film *Old California* was the first to be made there, and in 1911 the first film studio was set up by Al Christie on the corner of what are now Sunset Boulevard and Gower Street. Christie's subsequent success led to studios being built by Cecil B. DeMille and Charlie Chaplin, and of course, the rest is history.

But one important part of that history which must be mentioned is the famous Hollywood sign, high on the hills behind the town. It was originally constructed to promote a new studio, Hollywoodland, in 1923, when the film industry was growing rapidly, but it quickly fell into disrepair. In 1943, the Hollywood Chamber of Commerce removed the last four letters and restored the rest of the sign. The Chamber of Commerce registered the sign as a trademark, and since then, any filmmaker who wants to film it must get permission from the Chamber, who in turn, and much to their own satisfaction, receive very lucrative fees.



HOLLYWOOD

6

Key competences



Reading for gist is an important skill. In exercise 2, encourage students to read only to find the general information in the exercise, ignoring details and any unfamiliar vocabulary for now.



In the text, students learn about how entrepreneurial spirit helped build a neighbourhood which is now the centre of the best-known film industry in the world.

Warmer

Write *Hollywood* on the board. Ask students what words spring to mind when they see the word *Hollywood*. Elicit a few examples, then get students to brainstorm in groups. When they have finished, compare lists of words. Find out which group managed to think of the most words. Ask students if they have heard of *Bollywood*. Elicit or explain that this term is a play on the word *Hollywood*, describing the Indian popular film industry, based in Mumbai.

- 1 Elicit that the picture is of Hollywood, a neighbourhood of Los Angeles, which is home to the American film industry. Ask students if any of them have ever been there. Encourage them to guess what the origins of the name might be, but don't confirm or deny their guesses at this stage.

Answers

Students' own answers

- 2 Ask students if anyone guessed correctly as to the origins of the name *Hollywood*.

Answers

- 1 It may have been named after a place called Holly Canyon nearby, or it may have been named after a house belonging to a woman from Ohio.
- 2 Filmmakers moved to Hollywood to escape strict new rules imposed by Thomas Edison, and also because of the climate.
- 3 It was constructed to promote a new studio called *Hollywoodland*.

- 3 Scan the text to find out what happened in the years below.

1887 1900 1911 1923 1943

- 4 Now read the whole text more carefully and answer the questions.
- 1 Why did Harvey Henderson Wilcox and his wife Daeida buy land in the Cahuenga Valley?
 - 2 What was the original name of Hollywood Boulevard?
 - 3 What was the effect of the Biograph Company moving to the Hollywood area?
 - 4 Which two famous Hollywood figures built film studios shortly after Al Christie?
 - 5 How does the Hollywood Chamber of Commerce make money from the Hollywood sign?

GRAMMAR

Collective & partitive nouns / Abstract nouns & adjectives

- 5 Put the words below into the correct column according to which collective noun they go with. Some of the words can go in more than one column.

bread cheese chocolate cows elephants flowers
grapes land music seagulls sheep soap

herd of	flock of	piece of	bunch of	slice of	bar of

- 6 Add more nouns to each column.
- 7 Work in pairs. Look at the abstract nouns from the text on page 6. Practise saying the words and mark the stressed syllable. Listen and check.
- aspiration enterprise determination
eagerness resourcefulness satisfaction
- 8 Work in pairs. Tell each other about occasions when you have had to demonstrate any of the abstract nouns in exercise 7.
- 9 Write the adjective forms of the abstract nouns.
- contentment aimlessness energy
indifference passion
- 10 Write five sentences of your own using the nouns or adjectives in exercise 9.

GRAMMAR

Narrative tenses

Grammar presentation

Narrative tenses

We use the past simple to talk about finished actions and situations in the past.

*In the 1870s, they **bought** a 160-acre plot of land in the area.*

We use the past continuous to talk about activities in progress in the past.

*By 1900, the number of residents in Hollywood **was increasing** significantly.*

We use the past perfect simple when we talk about two things that happened at different times in the past.

*Before they **started to move to Hollywood**, filmmakers **had been based** on the east coast of the United States.*

We use the past perfect continuous to talk about actions or situations that were in progress before another action or situation.

*Daeida **had been travelling** home by train one day when she came across a woman from Ohio who told her that her house was called Hollywood.*

We also use it to talk about the duration of a past action up to a certain point in the past.

*I'd **been watching** the programme every week, but I missed the last episode.*

- 11 Put the verbs in brackets into the past simple, past continuous, past perfect simple or past perfect continuous.
- 1 Until the introduction of films with recorded sound in the 1920s, silent films ... (be) the norm.
 - 2 Frank Sinatra ... (work) in the entertainment industry for almost 60 years when he died in 1998.
 - 3 In the early part of the 20th century, the film industry ... (develop) in Europe as well as in the US.
 - 4 Louis Le Prince ... (make) the first British film in Leeds in 1888.
 - 5 The Hollywood Roosevelt Hotel ... (serve) as the venue for the first Oscar ceremony in 1929.
 - 6 Until the early 1970s, Japanese cinema ... (be) one of the most important in Asia.
- 12 Work in pairs. Take turns to retell the Hollywood story in your own words. Remember to use appropriate narrative tenses.
- 13 Write a short narrative of the growth and development of the town or city where you live. Mention important events and anything it might be famous for. Remember to use narrative tenses.

7

Key competences



Numbers and dates can be difficult to deal with in a second language. Check that students can recognize and produce the dates, years and decades in the text confidently and consider extra practice if required.



Encourage students to see the connection between the controlled practice in exercise 11 and the more open production exercises that follow, and to apply the grammatical principles in the grammar box to their speaking and writing.

- 3 Get students to read out the dates in the box as practice before they do the activity. Remind them to quickly run their eyes along the lines of text (scan) until they find the dates, then read the text around the dates to find out what happened.

Answers

1887 – A map of a town called Hollywood was first filed at the Los Angeles County Recorder's office.
 1900 – number of residents was increasing significantly
 1911 – the first film studio was set up in Hollywood
 1923 – The sign Hollywoodland was constructed on the hill behind the town.
 1943 – The Hollywood Chamber of Commerce removed the last four letters of the sign and restored it.

- 4 When students have found the answers to the questions, go through any new words in the text with the class and discuss the meanings.


Answers

- 1 They wanted to develop a new town.
- 2 The original name was Prospect Avenue.
- 3 It confirmed Hollywood as a movie-making town.
- 4 Cecil B. DeMille and Charlie Chaplin
- 5 They registered it as a trademark, so that any filmmaker who uses it in a film must pay a fee.

Extra activity

Ask students to write four true / false sentences about the text. Tell them to swap their sentences with a partner, and say whether their partner's sentences are true or false.

GRAMMAR OPTIONS

- The grammar box gives a summary of the grammar areas that students will practise on this page.
-  Visual grammar presentation.

Warmer

Say a *piece of* and give students one minute to think of as many words as they can that follow.

- 5 Check students know the words in the box and then go through the collective nouns in the table.


Answers

herd of: cows, elephants flock of: seagulls, sheep
 piece of: bread, cheese, chocolate, music, land bunch of: grapes, flowers
 slice of: bread, cheese bar of: chocolate, music, soap

- 6 Allow students to use a dictionary if necessary.

Answers

Students' own answers

- 7  1.3 Write the noun endings *-tion* and *-ness* and elicit other common noun endings (eg. *-ment*, *-ence*, *-ity* etc.) Elicit examples and their stress.

Answers

aspiRAtion	determiNAtion	reSOURCefulness
ENterprise	EAgerness	satisFACtion

- 8 Get students to report back to the class about their experiences.

Answers

Students' own answers

- 9 Discuss the meanings of the nouns with the class.

Answers

content	aimless	energetic
indifferent	passionate	

- 10 Invite students to read out their sentences to the rest of the class.

Answers

Students' own answers

- 11 When checking answers, get students to identify which of the uses in the grammar table the sentences relate to.

Answers

1 had been / were 2 had been working 3 was developing
 4 made 5 served 6 had been / was

- 12 Tell students they can make notes first to help them.


Answers

Students' own answers

- 13 You can set this for homework.

Answers

Students' own answers

 1.2 Student's Book page 4, exercises 2 and 3

P = Presenter, C = Chris Stevenson

- P** Good morning everyone! Today we're speaking to Chris Stevenson about young people's attitudes to appearance, dress and cosmetic surgery in different countries, and how they've been changing in recent years. Good morning, Chris.
- C** Good morning!
- P** Ok, now you're going to be talking about attitudes amongst youngsters in three different countries, aren't you?
- C** That's right, the UK, Japan and Venezuela.
- P** Some people say that with increasing globalization, young people around the world have started to become more alike. Do you agree?
- C** To a point, yes. They're watching the same TV programmes, using the same websites, listening to the same music and increasingly buying the same brands, but local tradition and culture still play a part, and we can see quite a lot of differences in the way young people dress and their attitudes to appearance and issues like cosmetic surgery.
- P** For example?
- C** Well, here in the UK, young people, especially students, have traditionally been very innovative and original when it comes to fashion. Look at the 1960s for example, and all the famous designers who sprang up at that time.
- P** And in the late 70s too.
- C** Yes of course, the punk movement redefined youth culture, and that meant appearance and dress too.
- P** But youngsters are not quite so radical today, are they?
- C** No, they're not. They've definitely become a little more conservative than their predecessors, and designer labels have been increasing in importance recently, so sales are up. However, there's still a fairly strong sense of individuality, and of course, buying second-hand clothes at street markets and charity shops is as popular as ever!
- P** What about cosmetic surgery? How popular is that?
- C** Well, there's been quite a lot of negative publicity surrounding this in many countries recently, following some high-profile news stories of operations going wrong, and that seems to be causing a fall in demand. Although the idea of reshaping, reducing and removing has never been very popular with younger British people.
- P** I suppose in general, it's older people who are more likely to undergo the trauma of scalpel and stitches and syringes for the sake of their appearance, isn't it?
- C** In general yes, but there are exceptions. In Venezuela for example, it's not uncommon for men and women in their twenties to go into the operating theatre in order to improve their look; liposuction in particular has increased enormously in the last few years.
- P** Image in general is very important in Venezuela as well, I believe.
- C** Yes it is, and sales of big designer labels have risen dramatically. But Venezuelans tend to work hard at creating an individual image too. Even if they're wearing the same clothes as their friends, they try to put things together in a special kind of way that makes them stand out.
- P** Sounds more as if they're competitors rather than friends!
- C** Yes, maybe they are.
- P** The Japanese go in for quite a lot of cosmetic surgery, don't they?
- C** Not as much as other Asians. In China for example, operations to lighten skin tone and change eye shape have been increasing for quite a few years.
- P** Really!?
- C** Yes, sadly. Apparently it's in order to create a more western look. But going back to the Japanese, appearance is incredibly important and people have always gone to a lot of trouble to make sure that they look good.

- P** And I believe that it's very important to dress appropriately for the situation.
- C** Absolutely, and the emphasis is on formality, especially in working environments, and employers are expected to set an example to their employees. But even so, I think that there's a discernable sense of individuality in the way young Japanese people dress.
- P** Well, I'm afraid that's all we've got time for on this topic. So, Chris Stevenson, thank you very much.
- C** Thank you.

Starter A**Vocabulary page 4**

- 1 1 economist
2 competitor
3 employee
4 trainer
5 employer
6 lawyer
- 2 1 winner, Author
2 vendors, architects
3 cook, pianist
- 3 1 bank robber
2 joyrider
3 pickpocket
4 forensic scientist
5 shoplifter
6 rioter
- 4 1 challenge
2 journey
3 experience
4 journey
5 jungle
6 challenge
7 navigated
8 challenge
9 exhaustion
- 5 1 scenery
2 trek
3 wildlife
4 chill out
5 go sightseeing
6 heritage

Grammar page 5

- 6 1 John hasn't changed at all since he was a child.
2 I've been studying all afternoon and I need a break.
3 She's met me lots of times but she still doesn't remember my name.
4 The population has increased by nearly 5% in the last ten years.
5 I can't believe I've been working / I have worked more than ten years already.
6 Anderssen has played every game for us this season.
- 7 1 Mike has read the book twice.
2 I've been learning Italian for four years. / I've learned Italian in four years.
3 The children have been playing on the computer for two hours.
4 I've lost my wallet.
5 Michelle has been driving (without a break) for four hours.
- 8 (Possible answers)
1 Lenny has been sunbathing.
2 They've gone out.
3 Alison has bought a new jacket.
4 Andy's been repairing his bike / car.
5 We've been waiting in the rain.
6 She's broken her arm.
- 9 1 ever
2 already
3 never
4 yet
5 just
- 10 1 chilling out
2 been
3 just
4 never

- 5 challenge
- 6 goal
- 7 competitors
- 8 exhaustion
- 9 trainer

Starter B**Vocabulary page 6**

- 1 1 bunch
2 bar 3 flock 4 slice 4 herd 6 piece
- 2 1 bar
2 piece 3 bunch 4 slice 5 herd 6 flock
- 3 1 wood
2 leather
3 wool
4 rubber
5 cardboard
6 glass
- 4 1 aspiring, content
2 indifferent, satisfying
3 aimless, eager
- 5 1 enterprising
2 resourceful
3 passion
4 energetic
5 determination
- 6 1 removal
2 imagination
3 performance
4 disturbance
5 appearance
6 enjoyment

Grammar page 7

- 7 1 I'd been living with my parents before I moved to London.
2 By the time we left the cinema, it had started to rain.
3 I saw Andy when he was playing football with some friends.
4 While they were shopping, someone broke into their house and stole some jewellery.
- 8 1 had already been making
2 took off
3 had replaced
4 hadn't received
5 became
6 saw
7 had become
8 had achieved / were achieving
- 9 1 used to live
2 would come over
3 Did you use to stay
4 would travel around
5 never used to do
6 didn't use to have
- 10 1 was
2 aspiring
3 eagerness
4 had
5 piece
6 would
7 used
8 appearance
9 wood

Vocabulary

- **Success and failure:** *booming, disappointing, flourishing, hanging on, in decline, in demand, ineffective, profitable, slipping, struggling, thriving, triumphant*
- **Connections:** *disappointing results, ineffective advertising campaign, profitable business, slipping standards, thriving tourist destination*
- **Idioms:** *brought the house down, has the world at his feet, missed the boat, on the crest of a wave, rags-to-riches, the bottom fell out of the market, weather the storm*
- **Verbs ending in -ize:** *anglicize, centralize, commercialize, dramatize, economize, familiarize, incentivize, publicize, trivialize*
- **Face 2 Face:** *Don't make me laugh. What's the point? You mark my words.*
- **Similar words:** *actually, currently, momentarily, presently*

Grammar

- Reporting verbs
- Expressing purpose, reason and result

Recycled language

- Language from previous levels

Language objectives

- To learn vocabulary related to success and failure (page 9)
- To learn and use reporting verbs (page 10) and express purpose, reason and result (page 14)
- To use imagery in a poem (page 17)

Skills objectives

- To discuss a statement (page 11) and millionaires (page 13)
- To listen to and interpret information in a radio broadcast (page 11)
- To read and understand a text about young millionaires (pages 12–13)
- To give a presentation about a hero (page 15)
- To discuss careers (page 16)
- To write a poem (page 17)



Assessment criteria

- Students can use reporting verbs and express purpose, reason and result correctly.
- Students can recognize and use vocabulary for talking about success and failure correctly.
- Students can read and understand a text about young millionaires.
- Students can listen to and interpret information in a radio broadcast.
- Students can give a presentation about a hero.
- Students can discuss careers in an appropriate way.
- Students can write a poem.

Resources

- **Teacher's i-book**
- **Student's Book CD 1**
- **Teacher's Resource Book:**
 - Vocabulary Support Worksheet Unit 1, page 12
 - Vocabulary Consolidation Worksheet Unit 1, page 13
 - Grammar Support Worksheet Unit 1, page 36
 - Grammar Consolidation Worksheet Unit 1, page 37
 - Speaking Worksheet Unit 1, page 60
 - Test Consolidation Unit 1, page 82
 - Test Extension Unit 1, page 86
 - Speaking Test Unit 1, page 219

Key competences

-  **Linguistic competence**
Pages 9, 11, 13, 14, 16
-  **Mathematical competence and basic competences in Science and Technology**
Page 12
-  **Digital competence**
Page 9
-  **Social and civic competence**
Pages 8, 14, 15
-  **Cultural awareness and expression**
Pages 10, 11, 17
-  **Competence in learning to learn**
Pages 8, 13, 17
-  **Sense of initiative and entrepreneurship**
Pages 10, 12, 13, 15, 16

For a detailed description of the Key competences and how they support students' learning, go to page 16

1 The secret of my success

Grammar Reporting verbs | Expressing purpose, reason & result
Vocabulary Success & failure | Idioms – Success & failure
Challenge Give a presentation about a hero
Interaction Discussing careers
Writing A poem

FOCUS



- 1 Work in pairs. Read the quotation about success. How would you define success?

‘Success is getting up in the morning and going to bed at night, and in between, doing what you want to do.’

Bob Dylan, singer / songwriter

- 2 Work in pairs. Look at the photos. Answer the questions.

- What kind of success have these people experienced?
- What do you think contributed to their success?

- 3 Read the extract from a book called *How to Get Rich* by Felix Dennis, a multimillionaire publisher and poet. Can you predict how Felix solved the problem?

Years ago, in the early days of my company, four of my colleagues got together and had a long talk. One was a senior manager, one was a publisher, one was a designer and the other was an editor. Together, they hatched a small conspiracy. Knowing how important they were to my little company, they confronted me and demanded a share.

They were polite and civilized about it. They pointed out that I owned a hundred per cent of the company and could easily afford to share out, say, 20 per cent between them. It wouldn't cost me anything and it was only fair. Those were the words they used. They were working just as many hours (10–12 hours on a good day) as I was and they were committed to making the company a huge success. They were even willing to discuss a slight reduction in their salaries in return.

In addition, they went on, I should remember that such a ‘dispersal’ (I remember they actually used that word, too) would incentivize them mightily. Such a gesture would never be forgotten.

However, should I not ‘disperse’ these shares among them, they intended to leave. And leave immediately, virtually without notice. They would have no option but to do so, although they didn't want to.

8

- 4 Now turn to page 131.

- 5 Read *Word Zone*. What do you think the other examples mean? Use a dictionary to help you.

WORD ZONE

Verbs ending in -ize

Such a dispersal would incentivize them. Verbs ending in -ize add the meaning ‘make’ or ‘provide’ to the base word.

incentivize – to make someone feel an incentive; to provide an incentive

Other examples:

anglicize, centralize, commercialize, dramatize, economize, familiarize, publicize, trivialize

- 6 Rewrite the parts of the sentences in bold using the verbs in *Word Zone* and any other words needed.

- 1 Take a few minutes to **find out more about** our website.

Take a few minutes to familiarize yourself with our website.

- 2 We have to do more to **make people know about** the work we're doing.
 3 Hotel owners seem to be **opening more and more shops** on the beachfront.
 4 The college is going to **put** all their English classes **in one building**.
 5 Global warming is important! I wish they would stop **making it seem so unimportant**.

Key competences



In exercises 3 and 4, students read a story about success in business. Consider holding a discussion on the ethics of Felix Dennis's decision.



Learning to infer meaning and identify patterns in language independently, like in exercise 5, will help speed up students' learning process.

Warmer

Ask if students have heard of Andy Warhol, the American twentieth-century artist. Mention that one of his quotes was: 'In the future, everyone will be world-famous for 15 minutes'. Ask: *Do you think this is true? Does everyone want to be famous? Is it a good thing that reality TV shows make ordinary people famous for a short time?*

- 1 Tell students that they should agree on one definition of *success* between them. Invite pairs to give their definitions and elicit comments from the class.

Answers Students' own answers

- 2 Ask students what the three photos have in common (they are all raising their arms in celebration). Elicit both personal qualities and practical issues that might have contributed to their success.

Answers Students' own answers

- 3 Have students read the text silently and ask them to guess any unfamiliar words from the context. Ask them to discuss in pairs how they expect the problem was solved.

Answers Students' own answers

- 4 Read the solution out loud. Check they understand *moral blackmail*. Ask them for their reactions and find out if any of them would have acted differently.

Answers

Felix Dennis solved the problem by letting his colleagues go – they either walked away or he fired them. He did not part with his company shares.

- 5 Refer students to the list of *Other examples* in *Word Zone* and ask them if they can identify a stress pattern in verbs ending in *-ize*. (The stress generally falls on the third-last syllable.)

Answers Students' own answers

Teaching tip

Tell students that many British English verbs can be spelt with either *-ise* or *-ize*, but that in American English *-ize* is often preferred. However, point out that some words of two or more syllables use *-ise* in both British and American English, e.g. *surprise, revise, advise, exercise*.

- 6 Point out that the verbs keep the same stress even when they are used in different tenses.

Answers

- 2 We have to do more to publicize the work we're doing.
- 3 Hotel owners seem to be commercializing the beachfront more and more.
- 4 The college is going to centralize all their English classes.
- 5 Global warming is important! I wish they would stop trivializing it.

Extra activity

In pairs, ask students to write sentences containing the other verbs from *Word Zone* in a way that illustrates their meaning. Invite students to read their sentences and check pronunciation.



VOCABULARY Success & failure

- 1 Look at the words below. Which ones indicate success, which ones indicate failure and which ones indicate something in between?

booming disappointing flourishing hanging on
in decline in demand ineffective profitable
slipping struggling thriving triumphant

- 2 Complete the sentences with the words and expressions in exercise 1. There may be more than one possible answer.

- The manufacturing industry is ... in our region. Two more factories have closed recently.
- 'Our business is ...,' he announced with a smile. 'In fact, we're doing so well, we're going to open another branch next month.'
- The café near the school is ... The owner says she will have to close if business doesn't improve.
- Her parents think her exam results are ... They expected her to do better because she'd had extra tuition before the exams.
- The company is doing OK. Times are hard, but we're ... We just need to keep working hard.

CONNECTIONS

- 3 The adjectives in exercise 1 collocate frequently with particular nouns. Match the adjectives with the nouns to form correct collocations.

- | | |
|-----------------|------------------------|
| 1 thriving | A tourist destination |
| 2 profitable | B business |
| 3 slipping | C results |
| 4 ineffective | D advertising campaign |
| 5 disappointing | E standards |

- 4 What other nouns do the adjectives in exercise 1 collocate with? Use a dictionary to help you.
- 5 Write three sentences using the collocations.
- 6 Work in pairs. Read your sentences to your partner, but do not say the adjective. Your partner guesses which adjective you have used.

My uncle has a ... ice cream business. He makes lots of money, especially in summer.

- 7 Look at the photos on page 8. Imagine the people had experienced a different outcome. Write a sentence to describe the situation.

Sam was voted off 'The X Factor' after a disappointing semi-final performance.

Student numbers are in decline, following a steep rise in university fees.

- 8 Read your sentences to the class. Who wrote the most imaginative outcome?

IDIOMS Success & failure

- 1 Read the sentences. Decide if the idioms in *italics* indicate success or failure.

- The singer's performance *brought the house down*. She got a standing ovation and several encores.
- They were doing quite well, but then *the bottom fell out of* the online gaming market.
- He started selling clothes on a market stall and look at him now! It's a great example of a *rags-to-riches* story.
- The economic crisis hit my uncle's firm badly, but they managed to *weather the storm*.
- It's an incredible time for them! The band is definitely *on the crest of a wave*.
- There was a market for that kind of service a couple of years ago, but I think you may have *missed the boat*.
- That young entrepreneur *has the world at her feet*.

- 2 Work in pairs. Write definitions for the idioms in exercise 1. Check with a dictionary or the internet.

- 3 Choose the more appropriate response to each remark.

- Why did your brother's travel company go bankrupt?
A Because the bottom fell out of the travel market.
B Because it was a rags-to-riches story.
- The director of the Oscar-winning film has had a really successful year.
A Yes, she's really on the crest of a wave.
B Yes, she's brought the house down.
- It's a pity that you didn't try to exploit your dotcom idea earlier.
A You're right, I really weathered the storm.
B You're right, I seem to have missed the boat.
- How did you get on in your first acting performance?
A It was OK, but we didn't bring the house down.
B It was OK, but we didn't miss the boat.

FAST FINISHERS Who is the most successful person you know? Describe them.



9

Key competences



Collocations are an important feature of language. Encourage students to be aware of them and record new vocabulary with common collocations where appropriate.



Encourage students to use the internet to check both the meaning and use of expressions, and to find and record examples of authentic uses that help them remember and use them appropriately.

Warmer

Write on the board three sentences about your achievements, only two of which are true, e.g. *I passed my driving test on the fourth attempt. I can speak three languages. I'm a qualified chef.* Read them out loud and ask students to guess which of the facts is not true. Then ask students to write three sentences about their own or their family's achievements. When they are ready, invite individual students to read their sentences, and have the class guess which is incorrect.

- 1 Have students work individually, then get them to compare their lists in pairs. Check if there is agreement among the class about any expressions that are suggested as between success and failure.

Answers

Words indicating success: booming, flourishing, in demand, profitable, thriving, triumphant
 Words indicating failure: disappointing, in decline, ineffective, slipping, struggling
 Words indicating something in between: hanging on

- 2 Ask students to quickly read the incomplete sentences, and ask them whether they expect the missing verb to indicate success or failure or something in between.

Answers

- 1 in decline, struggling
- 2 booming, flourishing, in demand, thriving
- 3 struggling
- 4 disappointing
- 5 hanging on

Connections

- 3 Warn students that some of the adjectives may collocate with more than one noun or noun phrase, while others are more fixed.

Answers

- 1 A, B 2 A, B, C 3 E 4 D 5 C, D

- 4 Write the word *sales* on the board, as an example. Ask students which of the adjectives they think would collocate best (*disappointing*).

Answers

Students' own answers

- 5 Tell students to work individually and not to show their sentences to their partner.

Answers

Students' own answers

- 6 In order for students to know where the missing adjective is, encourage students to say *blank*, explaining that this means a gap.

Answers

Students' own answers

- 7 Point out that students do not need to know exactly who the people in the photos are, but should think about the situation that they are celebrating, and the consequences of a different outcome. Encourage them to be creative with their ideas.

Answers

Students' own answers

- 8 Have a class vote about the 'most imaginative outcome' and 'most likely outcome' for each category.

Answers

Students' own answers

Idioms

- 1 Tell students to think about the idioms in the context of the sentence. Point out that *house* in item 1 refers to the auditorium of a theatre.

Answers

- 1 success 2 failure 3 success 4 success 5 success
 6 failure 7 success

- 2 If students can't find the idioms in a dictionary, suggest that they check them online if they can. With idioms where the first word is a verb, tell them to look up the infinitive form of the verb. Some idioms, like *the bottom fell out of the market*, are best looked up as complete phrases. Suggest they try putting in the word 'idiom' and then the idiom into a search engine, perhaps between inverted commas.

Answers

Suggested answers

bring the house down: to be really popular with an audience
the bottom fell out of the market: something lost a lot of value
rags-to-riches: from poverty to wealth
weather the storm: to survive a difficult time
on the crest of a wave: successful for a while
miss the boat: to miss an opportunity
have the world at your feet: to be very successful

- 3 Point out in item 1B that *rags-to-riches* usually collocates with *story* or *tale*.

Answers

- 1 A 2 A 3 B 4 A

Continuous assessment

Teacher's Resource Book

Vocabulary Support Worksheet: page 12

Vocabulary Consolidation Worksheet: page 13

Many reporting verbs can be followed by *that*.
admit agree apologize deny explain insist point out promise recommend threaten warn
They pointed out that I owned 100% of the company.

Many verbs can also be used with different structures.

Verb + (object) + *to* + infinitive: *offer, promise, threaten, advise (someone), warn (someone)*
She offered to help me with my English project.

Verb + gerund: *admit, deny*
I denied speaking to her.

Verb + (object) + preposition + gerund: *insist (on), apologize (for), accuse (someone of)*
The waiter accused me of trying to steal a spoon.

We can use perfect forms with *have* + past participle when a statement refers to something that happened earlier.

He admitted having seen the questions before the exam.

Grammar reference page 113

1 Complete the story with verbs from the grammar box.



Angela was sitting at her desk when her boss asked her to come to his office. Angela replied that she was very busy, but her boss ¹... that she should come immediately. In the office there were two people: a man in a police uniform and a woman. The woman ²... that she was a detective and they were investigating a possible terrorist offence. They needed to talk to Angela about a man called Terry Hall, who they believed had been in contact with her in the last 24 hours. Angela ³... that she knew Terry Hall, but ⁴... that she had seen or heard from him recently. The detective ⁵... that Hall had sent Angela a text message the previous day and ⁶... her that lying to police officers was a criminal offence. Angela ⁷... that she hadn't received any text messages from Terry Hall for more than a year. 'Let me see your phone,' said the detective. Angela took her phone out of her bag and handed it to her.

Key competences



In exercises 2 and 6, students use their imaginations and knowledge of the world to create a story and a conversation. Give them feedback that validates their efforts and shows interest, while adding constructive comments of your own.



Pair work activities offer an opportunity to practise proactive project management skills, including leading, planning and working collaboratively.

2 Work in pairs. What do you think happened next? Tell the end of the story. Include reporting verbs with *that*.

3 Complete the questions with the correct form of the verbs in brackets. You might need to add prepositions. Then invent answers for them.

- How can she deny ... (steal) the jewellery? There were witnesses!
- Why did he admit ... (eat) the last piece of birthday cake? No one saw him.
- Why do you think he insisted ... (pay) for the concert tickets?
- What did your grandparents promise ... (buy) you for your birthday?
- Why did the footballer apologize ... (swear) at the referee?
- Why did the security guard warn us ... (take) photos?

4 Look again at the questions in exercise 3. In which can we also use a perfect form? Rewrite them with a perfect form if possible.

How can she deny having stolen the jewellery?

5 Rewrite the sentences using reporting verbs.

- 'I don't think you should buy that car,' my father told me.
My father advised me not to buy that car.
- 'If you don't tell me where your brother is, I will arrest you for perverting the course of justice,' said the police officer.
- 'I can't fix your computer now, but I'll be able to do it tomorrow,' said the woman in the computer shop.
- 'Can I help you carry your suitcase to the station?' the porter asked the singer.
- 'You threw a stone at my car!' the woman said to the boy.

6 Work in pairs. Follow the instructions.


- Choose one of the sentences in exercise 5. Imagine that it is the start of a conversation.
- Invent the rest of the conversation.
- Act out your conversation for the rest of the class.
- The rest of the class report what they heard.

You threw a stone at my car!

I didn't! It was someone else.

She accused him of throwing a stone at her car. But he insisted it wasn't him and told her it had been someone else.

GRAMMAR OPTIONS

- The grammar box gives a summary of the grammar areas that students will practise on this page.
- The grammar is presented in a complete grammar reference on page 113.
-  Visual grammar presentation.

Warmer

Divide the class into three groups. Write a sentence containing errors of punctuation, spelling and / or grammar. Ask group A to make the necessary changes for thirty seconds. Give them a point for each accurate correction. Then allow students from groups B and C to point out any missed or incorrect changes. They receive two points for each correct answer. Continue with a new sentence and allocate this to group B, and so on. Possible sentences are:

don't I think we should to have to pay this meel (I don't think we should have to pay for this meal.)

she said me that you gave to me a wrong informations. (She said / told me you gave me some / the wrong information.)

- 1 Have students read the verbs in the grammar box and focus on the different structures used with each. Point out that more than one answer may be possible.

Answers

- 1 insisted
- 2 explained
- 3 admitted
- 4 denied
- 5 pointed out
- 6 warned
- 7 insisted / promised

- 2 Elicit that the tenses used in the story are the past continuous, past simple and past perfect. Remind them that the past perfect is used to refer to an earlier past.

Answers

Students' own answers

Teaching tip

Before doing exercise 3, you could practise the formation of the gerund by saying an infinitive and nominating a student to say and spell the gerund form. Go around the class until everyone has participated.

- 3 Tell students to first look at the verbs before the gaps and decide which ones need a preposition. Point out that the verb *warn* is generally followed by a negative form.

Answers

- 1 stealing 2 eating 3 on paying 4 to buy 5 for swearing 6 not to take

- 4 Refer students to the example and check that they understand how to form the perfect *-ing* form. Model with one or two different verbs, if necessary. Point out that the meaning of *deny stealing* and *deny having stolen* is the same.

Answers

- 2 Why did he admit to having eaten the last piece of birthday cake?
- 3 Why do you think he has insisted on paying for the concert tickets?
- 5 Why did the footballer apologize for having sworn at the referee?
- 5 Focus on item 2 and explain that *pervert the course of justice* here refers to the crime of not giving the police information about someone who has committed a criminal offence.

Answers

- 2 The police officer threatened to arrest the man for perverting the course of justice if he didn't tell him where his brother was.
- 3 The woman in the computer shop explained that she couldn't fix the computer then, but she would be able to do it the next day.
- 4 The porter offered to help the singer carry her suitcase to the station.
- 5 The woman accused the boy of throwing a stone at her car.
- 6 Monitor and make sure that all the sentences have been chosen in order to avoid the potential for repetitive dialogues.

Answers

Students' own answers

Extra activity

For additional practice, put students into pairs or small groups. Get them to write five sentences in direct speech which convey agreement, an apology, denial, etc. Invite a student to read out the sentence, then have a student from another group report what was said using a reporting verb. You could award points for each correct answer.

Continuous assessment

Teacher's Resource Book

Grammar Support Worksheet: page 36, exercises 1 and 2

Grammar Consolidation Worksheet: page 37, exercises 1 and 2

LISTENING

Interpret information in a radio broadcast



1 Look at the photos. Graham Hughes achieved something unusual in 2012. What do you think he did?

- 1 He succeeded in visiting every country in the world, but was unable to visit certain disputed territories.
- 2 He visited every country in the world, including disputed territories, without getting on a plane.
- 3 He wanted to visit every country in the world, but was arrested and imprisoned in Africa.
- 4 He visited every country in the world without flying, and then flew back to the UK.

2 Listen to Part 1 of the radio broadcast. Check your answer to exercise 1.

3 Are the statements true or false? Give reasons.

- 1 His first destination was in Latin America and his last was in Africa.
- 2 The easiest countries to visit were Afghanistan and North Korea.
- 3 He was kidnapped by pirates during his journey.
- 4 He witnessed a historic event when he was in the USA.
- 5 He spent six days under arrest in the Cape Verde Islands.

4 Choose the sentence which better illustrates the meaning of each line from the radio broadcast.

- 1 Not only did he travel to all 193 member states of the United Nations, he also managed to visit disputed territories.
 - A He only visited United Nations member states.
 - B He visited United Nations member states *and* other territories.
- 2 He also witnessed the last space shuttle launch at Cape Canaveral.
 - A He was at Cape Canaveral for the launch.
 - B He watched the launch on TV.
- 3 It isn't actually that difficult to get into countries such as Afghanistan, North Korea and Iraq.
 - A It was very difficult to get into those countries.
 - B It was quite easy to get into those countries.
- 4 No sooner had he arrived than he was arrested by immigration officials.
 - A Hughes was arrested a few days after arriving.
 - B Hughes was arrested immediately.

5 Listen to Part 2 of the radio broadcast. Answer the questions.

- 1 What does the first caller think are the real reasons why Graham Hughes made the trip?
- 2 Does the second caller agree with the first? What is her opinion?

6 Listen to Part 2 again. Explain the remarks in your own words.

- 1 He'll sink without trace.
- 2 I take my hat off to him.
- 3 He raised awareness about the whole issue of water.
- 4 We take clean water for granted in this country.

7 Work in groups. Discuss the questions.

- Which of Graham Hughes' experiences do you think was the most exciting / scary / interesting / inspiring?
- How would you describe Hughes' achievement?

8 Look at the expressions in *Face 2 Face*.

- Have you heard them before?
- Can you remember the context from the broadcast?
- Can you guess their meaning?

FACE 2 FACE



- Don't make me laugh.
- What's the point?
- You mark my words.

9 Turn to page 128 and do the exercise.

YOUR TURN TO SPEAK

10 Work in pairs. Debate the statement. Follow the instructions.

Setting a world record is the best measure of success that life can offer.

Student A: Speak in favour of the statement.

Student B: Speak against the statement.

Both speakers can make two statements in order to respond to what the other has said.

11

Key competences



Students develop their understanding of the geography and politics of the world in imagining and hearing about the logistics of an around-the-world trip without flying.



Students practise listening both for information at first and then for specific language in context. Have students try to remember the contexts for the expressions in *Face 2 Face* first and then turn to page 128 for the immediate contexts.


Warmer

Put students into teams and ask them to choose a country. Tell them to write five true facts about it, but point out that they should not make the identity of the country too obvious. If a team correctly guesses the country after hearing the first statement, award them five points, then four after hearing the second one, and so on. If they haven't guessed it after hearing all five statements, the team giving the information wins all five points.

- 1 Refer students to the photos and elicit as much information as possible, including a description of the man. Read sentences 1–4 and ask them to explain *disputed*.

Answers

Students' own answers

- 2  1.4 **Transcripts page 54** If any students have suggested option 4, point out that the broadcast doesn't say how he returned to the UK.

Answers

Option 2 in exercise 1 is correct: He visited every country in the world, including disputed territories, without getting on a plane.


- 3 Read through the statements and tell students that they should make notes that support the true statements as well as correcting any statements that are wrong.

Answers

- 1 True (He began in Uruguay and ended in South Sudan.)
 - 2 False (He says it wasn't difficult to enter those countries, not that they were the easiest.)
 - 3 False (He only mentions the threat of pirates.)
 - 4 True (He witnessed the last space shuttle launch at Cape Canaveral.)
 - 5 False (He spent six days in prison in the Democratic Republic of Congo.)
- 4 Draw attention to items 1 and 4. Point out that *Not only did ... and No sooner had ...* use an inverted verb / subject structure. Elicit that this is used for emphasis.

Answers

1 B 2 A 3 B 4 B


- 5  1.5 **Transcripts page 54** After playing the audio, ask students what emotion caller 2 accuses caller 1 of being (*jealous*).

WORDS TO KNOW

Check that students know the words *cynical*, *hero*, *medal* and *worthy*. Ask them to give a definition of each one.

Answers

- 1 He wants to be famous and to write a book about his experiences.
- 2 No, the second caller doesn't agree with the first caller. She thinks Graham Hughes is a hero and deserves a medal for raising awareness about the issue of clean water.

- 6  1.5 **Transcripts page 54** Initially, have students work through this activity in pairs. Then play the audio and ask them to check their answers.

Answers

Suggested answers

- 1 Hell disappear completely.
 - 2 I respect him.
 - 3 He helped people understand how important water is.
 - 4 We expect we'll always have clean water.
- 7 Point out that they do not need to reach an agreement. Invite a student from each group to report back on their discussion.

Answers

Students' own answers


- 8 These expressions are all common idiomatic expressions in spoken English. They are highlighted in the audio script on page 52. Ask students which one means:

That doesn't seem likely. (*Don't make me laugh!*)

It's a waste of time. (*What's the point?*)

I will eventually be proved right. (*You mark my words.*)

Ask students if there's an equivalent in their own language.

- 9  1.6 Point out that the first three items on page 128 are from Part 2 of the radio broadcast, but that items 4–6 are new contexts which they are to complete with the *Face 2 Face* expressions.

Answers

- 1 You mark my words
 - 2 Don't make me laugh
 - 3 what's the point
 - 4 What's the point
 - 5 Don't make me laugh!
 - 6 You mark my words
- 10 Tell students that if they share the same opinion, one of them should present an opposing argument, for the purposes of the debate.

Answers

Students' own answers

Fast finishers

Fast finishers could write the interview up, including both the Student A and Student B parts.

Millionaires before the age of 20!

How did they do it?



Fraser Doherty

Scotland-born Fraser Doherty was taught how to make jam by his grandmother, using her secret recipe, when he

was 14 years old. At first he only sold the jam he produced to the people in his neighbourhood; then he left school at 16 in order to concentrate on jam production. Doherty's SuperJam Company now supplies all the major UK stores and had sales of over £1.2 million in 2011. His company is currently worth £2 million.

He also started a charity called SuperJam Tea Parties, so as to provide tea parties for lonely elderly people who live alone or in care homes. There were 120 such events in the first year, with the largest events attracting over 600 guests. The company also organizes 'knitathons', encouraging people to knit for good causes. Because of Fraser's initiative, several thousand knitted squares were made, sewn into blankets and sent to orphanages in India in the first 12 months.

Doherty was the 2007 Global Student Entrepreneur of the Year, an international award given to the top student entrepreneur worldwide. More than 750 students from around the world compete for the coveted prize each year.



Nick D'Aloisio

Nick D'Aloisio is a computer programmer and internet entrepreneur from London. He is best known as the creator of Summly, an iPhone app which summarizes news stories, and which was downloaded by nearly a million people when it was first released.

D'Aloisio got his first MacBook aged nine and used it to edit home videos. In 2008, when the Apple App Store was announced, D'Aloisio – then just 12 – went into an Apple store and asked one of the assistants how to make an app. They didn't know, so he had to wait another few months before the App Store was released publicly and, in the meantime, he taught himself basic programming.

When he launched his first app – FingerMill, a treadmill for fingers! – in August 2008, it made £79 on the first day. He went on to make several more apps and gradually learned more and more.

In March 2013, Summly was sold to Yahoo for a reported US\$30 million, making him one of the youngest self-made millionaires ever. He has been awarded 'Innovator of the Year' by the Wall Street Journal, and was also included in TIME Magazine's 'Time 100' as one of the world's most influential teenagers.

- 1 Look at the photos of four people who became millionaires while they were still teenagers. How do you think they made their fortunes?
- 2 Read the magazine article. Were your ideas in exercise 1 correct?

- 3 Read the magazine article and find:

- a prize won by Fraser Doherty
- how much Nick D'Aloisio's first app made on its release day
- the inspiration for the name of Juliette Brindak's website
- the aim of the Farrah Gray foundation

12

Key competences



Students read inspiring stories of entrepreneurship. Encourage them to think of other success stories and what they themselves could do to lead successful lives.



Large sums of money can be impressive but difficult to conceive. Encourage students to make estimates on things like the amounts the teenage millionaires would have to sell of their product and at what price in order to make the money they made.

Warmer


Write on the board *Successful people are born, not made*, and start a class discussion. Ask *Do you think there is a certain type of person who is born to be successful, or are people shaped by their family environment? Do many people become successful by being lucky? What kind of personality traits do you associate with successful people?* Write on the board any interesting vocabulary items as they arise, such as *entrepreneurial, enterprising, ambitious, inspired / ing, motivated and driven*.

Teaching tip

It can be helpful to exploit photos by getting students to describe people and places, and use this as a basis for speculating about a person's age, background, personality, job, etc.

- 1 Point out that *fortune* means a large amount of money. Write on the board the colloquial expressions *X earns a fortune* and *X costs a fortune*.

Answers Students' own answers

- 2  1.7 The text is available to listen to. Tell students to read the article quickly. Don't take any questions about vocabulary at this stage.

Answers Students' own answers

- 3 Elicit that in the text *award* is a synonym for *prize*, and *launch* means the same as *release*.

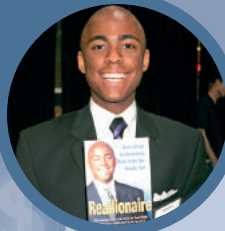
Answers

the 2007 Global Student Entrepreneur of the Year; £79; her sister's name; to promote entrepreneurship among inner-city youth



Juliette Brindak

Juliette Brindak became a millionaire by launching the website Miss O & Friends, which first appeared when she was 10 years old. The site, which targets mostly teenage girls, is filled with gossip, games, quizzes and lots of articles about celebrities, fashion and issues of interest to young people. She has also launched a line of Miss O & Friends books, and the site also gives girls the chance to get original stories published and sold in bookstores nationwide. Her sister's name Olivia inspired the name of the site. According to their website, the Miss O & Friends brand is 'cool, age-appropriate and esteem-building. Tweens can socialize, play, create, learn, exchange ideas, get help, compare experiences, get published and much more, all within a safe, non-chat environment.' Juliette Brindak is currently the CEO and editor of her site and is worth US\$15 million.



Farrah Gray

Growing up in inner-city Chicago in the 1980s, Farrah Gray grew accustomed to days 'when the only thing in our refrigerator was the light that came on when you opened the door.' At the age of six, he looked around the area where he lived in search of something that could be converted into a saleable product and settled on rocks he found in the street. He painted the rocks and shaped them to make them into bookends and doorstops. Realizing he had a knack for selling things, he went on to sell other products, including body lotions. At the age of 13, Gray founded Farr-Out Food, which in a period of one year had sales of over US\$1.5 million. He was worth a million dollars before he reached the age of 15. Now in his twenties, Gray is an entrepreneur, philanthropist, author, syndicated columnist and motivational speaker. He also launched the Farrah Gray Foundation, which promotes entrepreneurship among inner-city youth. The National Urban League, a civil rights organization based in New York City, has described Farrah Gray as one of the most influential black men in America.

4 Read the article again and choose the correct endings to the statements.

- Jam producer Fraser Doherty is also responsible for ...
 - setting up an orphanage in India.
 - organizing events where old people can get together.
 - helping older people find a place in a care home.
 - the Global Student Entrepreneur of the Year award.
- When Nick D'Aloisio was 12 ...
 - he taught the assistants at the Apple Store how to make an app.
 - he started editing home videos.
 - he began to study basic programming.
 - he became one of the youngest self-made millionaires ever.
- The Miss O & Friends website ...
 - only has news about celebrities.
 - offers opportunities for young people to get published.
 - allows teenagers to gossip online.
 - is a safe environment where you can chat.
- The first things that Farrah Gray sold ...
 - were rocks that he painted and shaped.
 - included body lotions.
 - were things he found in his refrigerator.
 - were food items he found in the street.

5 Work in groups. Discuss the questions.

- What is the strongest message you get about the reasons why these young people are successful?
- Which of them do you think had the most interesting idea for a money-making scheme?
- Which of them do you think worked hardest to be a success?

SIMILAR WORDS

They think my father is French, but **actually** he's Spanish.

He is **currently** worth two million dollars.

She will talk about her new website **presently**.

The prime minister was **momentarily** rendered speechless.

NOTE: In American English, *momentarily* means 'in a short time from now' (i.e., the same as *presently* in British English).

Now turn to page 130 and do the exercise.

Key competences



Multiple choice questions demand patience and attention to detail. Encourage students to discuss their answers in pairs, indicating which parts of the text and the questions gave them their answers. Thus they can help each other develop the necessary skills for the comprehension task.



At this level, students need to be aware of false cognates and to be able to understand and express nuances. Check that they fully understand the words in *Similar Words*, using translation if necessary.

- 4 Have students read items 1–4. Draw attention to *responsible for* in item 1, and point out that as a preposition, *for* is followed by either the gerund or a noun.

Answers

1 B 2 C 3 B 4 A

- 5 Encourage students to use a variety of expressions for agreeing and disagreeing. Encourage them to support their ideas. Open this up to a whole-class discussion.

Answers

Students' own answers

Similar words

Read the sentences and check understanding of the highlighted words by asking students to translate them into their own language. Point out that *actually* means *in fact*, not *at the present time*.

Answers page 130

- 1 presently
- 2 currently
- 3 momentarily

Students then write their own sentence using the word *actually*.

Extra activity

Ask students to write their own sentences containing the items from the *Similar words* box. Tell them to put a gap where the item should be and to test their partner.



GRAMMAR

Expressing purpose, reason & result

'I was not a messiah, but an ordinary man who became a leader **because of** extraordinary circumstances.' Nelson Mandela (1918–2013)



Expressing purpose & reason

Expressing purpose

to, in order (not) to, so as (not) to + infinitive
*You should take an umbrella **so as not to** get wet.*
so that, in order that + clause
*She started the website **so that** she could provide opportunities for young people.*

Expressing reason

because of, owing to, on account of, as a result of, due to + noun phrase / gerund
*He put on a lot of weight **due to** overeating after he lost his job **owing to** his illness.*

Grammar reference page 113

Expressing result

Expressing result

result in, lead to, give rise to + noun phrase / gerund
*The change in the law **led to** a big increase in the number of homeless people.*
with the result that, meaning that, so + clause
*It was raining, **so** we decided not to go.*
so + adjective / adverb + that
such + noun phrase + that
*We were **so** tired **that** we had to stop walking.*
*It was **such** a tiring day **that** we had to stop walking.*

Grammar reference page 113

1 Complete the responses using an expression of purpose.

- Why did she start her own company?
... have to work for someone else all her life.
- Why did he sack half his employees?
... keep the company from going bankrupt.
- Why did your parents move to this town?
... they could find work.
- Why did the teacher ask her to stay after the class?
... reprimand her in front of her classmates.
- Why did they close the factory early?
... the workers could get home before the tornado struck.

2 Rewrite the sentences starting with the expression of reason given.

- The club is increasing its membership fees next year because the cost of maintenance is rising.
Owing to ...
- I'm going to look for a part-time job because I want to go travelling over the summer.
In order to ...
- There was a traffic jam and I missed the ferry.
As a result of ...
- The service at the restaurant was so bad we decided to make a complaint.
Because of ...
- Honey has many healing properties and has been used medicinally for centuries.
On account of ...

3 Match the two parts of the sentences.

- She spoke so quickly that
- Brazil is such a big country that
- Hanif paints so well that
- Obesity in children has become such a problem that
- A I couldn't understand her.
- B schools have banned unhealthy snacks.
- C he's been offered a place at an art school in Paris.
- D it covers nearly half of the continent of South America.

4 Complete the text with the expressions below. Sometimes more than one expression is possible.

due to in order that in order to meaning that
so so that to with the result that owing to



WHAT IS SCHOOL FOR?

Some people say school began in Ancient Greece, but it was only available in cities, ¹ ... if you lived in a village, you didn't get educated. There was also no education for slaves, manual labourers or women, ² ... girls only got an education if their parents educated them at home. One exception was the city of Sparta, where women were educated ³ ... be able to run the city while men were away

at war. Spartan women also received military training ⁴ ... they could protect the city if it was attacked. What is school for nowadays? Do we only go to school for academic reasons or ⁵ ... we can become a good citizen, for example? Educational theorists agree that, yes, school has a major part to play ⁶ ... students become well-rounded citizens. But unfortunately, there simply isn't time to give students an all-round education these days ⁷ ... the pressure to achieve good exam results.

14



FAST FINISHERS Write down three reasons why you are studying English and three possible results of studying English.

Key competences




In exercise 4, students reflect critically on the purpose of education now and throughout the ages.



Students learn expressions that take specific grammatical structures (e.g. infinitives, clauses and noun phrases). Highlight the examples and check their answers to check that they can use them correctly.

GRAMMAR OPTIONS

- The grammar box gives a summary of the grammar areas that students will practise on this page.
- The grammar is presented in a complete grammar reference on page 113.
-  Visual grammar presentation.

Warmer

Divide the class into small groups. Tell students that they are to use the article on pages 12–13 to write five quiz questions. Set a time limit of four minutes, then have students test each other. Students must answer in full sentences and they win two points for each correct answer. If they get the answer wrong, the question is offered to the other groups for one point.

- 1 Refer students to the first grammar box. Tell them to look at the structures which follow the expressions of purpose. Point out that it is more usual to express purpose using *in order not to* and *so as not to* than simply *not to* when a negative is required.

Answers

- 1 In order not to / So as not to
 - 2 To / In order to / So as to
 - 3 So that / In order that
 - 4 In order not to / So as not to
 - 5 So that / In order that
- 2 Ask the students to identify the reason and the result for the first question. (Reason: *the cost of maintenance is rising*; result: *the club is increasing its membership fees*.) Remind them that the expressions at the beginning of the sentences in exercise 2 all need a reason expressed as a noun phrase, so they will need to change the grammar of the reason given. Elicit the reason for the item 1 as a noun phrase: *the rising cost of maintenance*.

Answers

- 1 Owing to the rising cost of maintenance, the club is increasing its membership fees next year.
 - 2 In order to go travelling over the summer, I'm going to look for a part-time job.
 - 3 As a result of a traffic jam, I missed the ferry.
 - 4 Because of the bad service at the restaurant, we decided to make a complaint.
 - 5 On account of its many healing properties, honey has been used medicinally for centuries.
- 3 Write on the board: *They were such beautiful earrings that I had to buy them*. Ask what comes after *such* in the sentence. (A noun phrase consisting of an adjective and a plural noun.) Ask students, as they do exercise 3, to identify the *so* or *such* structure in each sentence. (1 *so* + adverb; 2 *such* + *a* + adjective + singular noun; 3 *so* + adverb; 4 *such* + *a* + adjective + singular noun.)

Answers

- 1 A 2 D 3 C 4 B

- 4 Refer to the title of the text and point out that *for* relates to purpose here. Tell them that this exercise covers expressions of purpose, reason and result. Tell them to decide first of all which function is being expressed before choosing an expression. Ask them to write down all the expressions that are possible for each gap.

Answers

- 1 meaning that / with the result that / so
- 2 meaning that / with the result that / so
- 3 to / in order to / so as to
- 4 so that / in order that
- 5 so that / in order that
- 6 so that / in order that
- 7 due to / owing to

Extra activity

Write on the board: *What is a compass for?* and have them look up the word *compass* in their dictionaries. Then elicit responses, using either *It's for + -ing* or *It's (used) to + infinitive*. Put students in pairs or small groups, and get them to write their own questions. Tell them that they also need to have the answer written down. Get them to test each other, using the above structures in their responses.

Continuous assessment

Teacher's Resource Book

Grammar Support Worksheet: page 36, exercises 3, 4 and 5

Grammar Consolidation Worksheet: page 37, exercises 3, 4 and 5

CHALLENGE

Give a presentation about a hero



PREPARATION

1 Listen to someone giving a short presentation about a person they think of as a hero. Answer the questions.

- 1 What is the presenter's relationship with his hero?
- 2 What does his hero do for a living? And what does he do in his spare time?
- 3 What challenge did his hero set himself and did he manage to achieve it?
- 4 Did his hero succeed on stage? And in his main aim?

2 Read the three short biographies. Discuss the questions in pairs.

- Which of the three achievements do you find the most impressive?
- Were the people doing something just for themselves or for other people, too?
- What value do the achievements have for other people?



Fauja Singh holds the world record for a marathon by a 100-year-old. He was born in India in 1911 and started running marathons in the UK when he was 89.



Chesley 'Sully' Sullenberger safely landed a plane on New York's Hudson River after losing power in both engines following a suspected collision with a flock of birds.



Sophie Christiansen was born in 1987 with cerebral palsy and suffered from other health problems, including a heart attack and a collapsed lung. She has competed in equestrian events all over the world and she won three gold medals at the London 2012 Paralympics.

DO THE CHALLENGE

3 Work in pairs. Prepare a one-minute presentation on someone you think of as a hero. Follow the instructions.

- Choose a hero. This person can be local, national or international.
- Make a note of the most important, relevant points about this person's life and achievements. If possible, find a photo of the person.
- Practise your one-minute presentation with your partner.

4 Work with another pair. Give your presentation to the other pair. Listen to their presentation. Ask and answer questions about the heroes.

Express yourself

Describing someone you admire

My all-time hero is ...

I'd like to talk about someone who ...

Someone I admire very much is ...

Explaining what people have done

X has raised (thousands of euros for charity).

X managed to (win a competition).

X has overcome incredible obstacles in order to (achieve what she did).

Describing obstacles people have overcome

In spite of the fact that (she has mobility problems), ...

Even though (he can't walk), ...

What makes her achievement even more extraordinary is the fact that ...

FOLLOW UP

5 Work in pairs. Discuss the questions.

- Whose hero has / had the most interesting life?
- Whose hero has achieved the most?
- Was there any information you found surprising and / or extraordinary?

6 Write a report about one of the presentations you heard. Indicate in your report who gave the presentation and write what you particularly liked about it.

15

Key competences



Students reflect on what it is that makes someone a hero: financial success, overcoming big challenges, making important contributions to society etc. Discuss these factors.




The *Challenge* lessons are an opportunity to practise students' project management skills: coming up with and voicing ideas, planning and working collaboratively.

In this lesson, students learn how to give a presentation about a hero.

Warmer

With books closed, write the word *hero* on the board. Say that this is used in a light-hearted way as a means of conveying gratitude to another, e.g. *Thanks. You're my hero!* Ask them to think about how they would define a true hero, and get them, in pairs, to write a list of qualities and attributes that a hero should have. Bring their ideas together as a class.

- 1  1.8 **Transcripts page 54** Before playing the audio, check that students understand *amateur*. Write *bloke* on the board and say that this is a colloquial word for *man* which is used in the UK, but not the USA.


Answers

- 1 His hero is his uncle.
 - 2 He works as a taxi driver for a living. In his spare time, he raises money as an amateur comedian.
 - 3 He challenged himself to do a comedy show every day for 366 days in a different town. He achieved it.
 - 4 No, he didn't succeed on stage, but he told people that he wasn't a real comedian and that his main aim was to raise money for a charity which helps injured soldiers. He succeeded in raising £160,000.
- 2 Before students read the third text, explain or elicit that *cerebral palsy* is a condition that some people are born with, and that it affects their ability to control their arms and legs.

Answers Students' own answers

- 3 Ask students what they can remember about the structure of the presentation in exercise 1. Elicit that the person introduced himself, named his hero and then gave reasons for his choice.

Answers Students' own answers

- 4  1.9 The expressions in *Express yourself* are available to listen to. Refer students to the *Express yourself* box, and encourage them to use expressions from it in their presentations. Make sure that they are seated so that they can easily see and hear each other. Tell them that they should wait until a student has finished giving their presentation before asking questions. If giving the task in exercise 6 as homework, have students make brief notes on the presentations in preparation.

Answers Students' own answers

Teaching tip

In the *Express yourself* box, draw attention to the phrase *Someone I admire very much is ...* and point out that this structure is a more emphatic way of saying *I admire ...*. Write on the board *I drink a lot of tea.* and elicit the emphatic form *Something I drink a lot of is tea.*

- 5 Tell students to sit in their original pairs. Stronger students could extend their discussion by also covering the questions in exercise 2.

Answers Students' own answers

- 6 Tell students to choose a presentation that they thought was performed well and which interested them. Advise them to focus on these aspects when writing their report.

Answers Students' own answers

Fast finishers

Have students write a report on their own presentation.

INTERACTION Discussing careers

Express yourself

Asking for information about something

What gave you the idea (to ...)?
 What's the hardest thing about ...?
 What's the secret of doing well (at an interview)?

Explaining how you started doing something

I was in the right place at the right time.
 I started at the bottom of the ladder and worked my way up.
 The reason I got the job was that I did a good interview.

Giving advice

Take my advice, ...
 It's really important to ...
 Avoid ...
 Make sure you ...

A SUCCESSFUL CAREER



- 1 You're going to hear three people answering questions about their careers. Before you listen, discuss the questions in pairs.

- Where would you look for help in choosing a career?
- What questions would you like to ask people who are successful in their careers?
- How do you think you can become successful in your chosen career?

- 2 Listen to Part 1 of the panel discussion. Describe in your own words what the three people on the panel do. Who do you think has the most interesting career? Why?

- 3 Listen to Part 2. Discuss the questions.

- What was Helen's reason for choosing her particular career? Do you think that kind of opportunity happens often?
- Is Martin doing something that he had always planned to do? What's the most important aspect of how he started doing the job?
- What have you learnt so far about Becky? What words would you use to describe her?

- 4 Listen to Part 3. Make notes on:

- the difficulties that Helen experienced when she started.
- the qualities that Martin thinks are important when managing people.
- the five things that Becky thinks are key aspects of a good interview.

VOCABULARY

- 5 Choose the correct interpretation of the expressions in bold.

- They were **let down** by their previous manager.
 - The previous manager didn't want to manage them anymore.
 - The previous manager criticized them.
 - The previous manager disappointed them in some way.
- When the job came up, I **jumped at the chance**.
 - I was a bit frightened about the idea.
 - I applied for it immediately.
 - I was very excited.
- It was **like banging my head against a brick wall**.
 - It was very frustrating.
 - It was very noisy.
 - It was accidental.
- Managing people is complicated – not everyone's **cut out for it**.
 - Most people should avoid doing this kind of work.
 - Not everyone has enough stamina to do it.
 - Not everyone is right for this kind of work.
- You should look smart and sound enthusiastic – that kind of **goes without saying**.
 - I shouldn't really say that.
 - It's always necessary to say that.
 - It shouldn't be necessary to say that.

YOUR TURN TO SPEAK

- 6 Work in groups of four. Prepare a panel discussion about successful careers. Follow the instructions.

- Student A, you are the panel presenter. You present the three panel members and say what they do.
- Students B, C and D, you are successful in a particular career. You are going to describe the work that you do, how you started and the reasons for your success.
- Choose three different areas of work to discuss. As a group, prepare your panel discussion.

- 7 Present your panel discussion to another group. Follow the instructions.

- Student A, present the three panel members. Invite your colleagues to say a few words about their work.
- Students B, C and D, give a brief overview of what you do.
- Student A, invite questions from the other group.
- Students B, C and D, answer questions about your work.

Key competences




Students are given some careers advice from people in different inspiring jobs and learn about getting started in a career, doing a good job interview and managing people.



The *Your Turn To Speak* exercises offer students an opportunity to use language they've just heard in a similar speaking context.


Warmer

Play *What's my line?* Nominate one student to sit at the front of the class, and invite another student to write a job title on the board. The student in the chair asks the class *yes / no* questions in order to try to work out what the job is. Put a limit on the number of questions, e.g. eight, before telling them the answer. Repeat with a different student.


 1.13 *Express yourself* contains a variety of useful phrases for the situations in the dialogue. Some of them (but not all of them) are used in the dialogue. They are available on the audio if you want students to hear how they are pronounced.

- 1 Make sure that students understand the difference between a *job* and a *career* (a series of jobs that someone has in a particular area of work).

Answers Students' own answers


- 2  1.10 **Transcripts page 54** Before playing the audio, check that students understand that *work your way up* in a particular career means gradually being promoted, doing jobs that offer greater responsibility and better pay.

Answers Students' own answers

- 3  1.11 **Transcripts page 55** Ask students to make a note of the word Martin uses to mean 'hidden talent' (*potential*) and the expression used by Becky that means 'immediately took the opportunity' (*jumped at the chance*).

Answers

- 1 Helen started her website because she couldn't find career advice for the fashion industry online.
Students' own answers
- 2 No, Martin hadn't planned to become a band manager. The most important aspect of how he started doing this job is that he knew someone in the industry - he was in the right place at the right time.
- 3 Students' own answers

- 4  1.12 **Transcripts page 55** Ask students to listen for the phrase that Helen uses to describe a difficult situation or experience (*it's an absolute nightmare!*). Point out that this is a common colloquial expression, which can also be used to describe a person who is difficult or awkward.

Answers

Helen: people were really unhelpful and kept shutting the door in her face
Martin: honesty and trust
Becky: think positively about the job; do lots of research about the company; look smart and sound enthusiastic; prepare some detailed questions and have ideas for projects; avoid saying anything stupid.

- 5 Put students into pairs. Ask them if they can remember who said each of the expressions: Helen, Martin or Becky.

Answers

1 C 2 B 3 A 4 C 5 C

- 6 Tell student A that they should try to remember how the presenter opened and ended the panel discussion, and how they introduced the panel. Point out that the other students should choose a different career from those mentioned in the audio.

Answers Students' own answers

- 7 Get students to move the furniture so that there are four chairs opposite another four chairs in two rows, enabling the students in the panel and 'audience' to face each other. Tell the audience that they can make a note of any questions they would like to ask.

Answers Students' own answers

Fast finishers

Have students write their own sentences using the expressions in bold in exercise 5. Tell them to write about their own personal experience where possible. Invite individual students to read out their sentences.

WRITING

A poem



1 Read the poem written by 19th century American poet Ralph Waldo Emerson. In pairs, discuss the questions.

- Is the poem easy to read? Why / Why not?
- Are there any lines you find hard to understand?
- Do you think it's easy to write a poem like this?

SUCCESS

RALPH WALDO EMERSON

What is success?

To laugh often and much;
To win the respect of intelligent people
And the affection of children;
To earn the appreciation of honest critics
And endure the betrayal of false friends;
To appreciate beauty;
To find the best in others;
To leave the world a bit better, whether by a
healthy child, a garden patch
or a redeemed social condition;
To know even one life has breathed easier
because you have lived;
This is to have succeeded.

WRITING SKILL

Using imagery in a poem

- Imagery is the name given to the elements in a poem that spark off the senses.
- Images do not need to be only visual – any of the five senses can respond to what a poet writes. A poet may describe a drink as having ‘the taste of air’ and a poem about the sea may describe how the ‘ocean sighs’.
- Rather than simply stating, ‘I see a tree’, a poet will use imagery to elicit something more specific: *a tree like a spiky rocket; a green cloud riding a pole; bare, black branches*. Each of these suggests a different kind of tree.

2 What imagery can you find in the poems in exercise 1 and below?

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils

YOUR TURN TO WRITE

PLAN BEFORE YOU WRITE

3 You're going to write a poem about one of the topics below. Think of imagery you could use to describe the topic.

Success Failure Satisfaction
Fear Freedom Happiness

WRITE NOW

4 Write your poem.

- 1 Write a poem on the topic you chose in exercise 3.
- 2 You may choose to write in the same style as the poem in exercise 1 – start with a rhetorical question, and then start every line with an infinitive.
Or
Write a poem in rhyming verse like the extract from the poem ‘Daffodils’ by William Wordsworth in exercise 2.

CHECK AND CORRECT

5 Check and correct your poem.

- 1 Check your poem for possible errors.
- 2 Read your poem to yourself quietly to check the rhythm.
- 3 Now read your poem aloud to a partner.
- 4 Comment on your partner's poem.

Key competences



Through two examples of English language poems, students learn some features of poetry and have a chance to express themselves in the art form.



The *Your Turn To Write* exercises guide students through stages of writing, from planning to checking their own work.

Warmer

Ask students to think of a poem in their own language. Ask them to name characteristics of a poem.

- 1 Tell students that they can use their dictionaries to check any unfamiliar items of vocabulary. Get them to compare their impressions of the poem in a whole-class discussion.

Answers

Students' own answers

- 2 Refer students to the *Writing Skill*. Elicit that *spark off* is a colloquial way of talking about a reaction to something. Read the poem extract in exercise 2 and draw students' attention to the rhythm of each line. Mention that this is known as *metre*. Have the class read the extract out loud, and check that they are marking the stress correctly.

Answers

whether by a healthy child, a garden patch; breathed easier; wandered lonely as a cloud; float on high o'er vales and hills; saw a crowd; host of golden daffodils

Teaching tip

Before doing exercise 3, remind students that using a mind map is often a good way to generate ideas and vocabulary.

- 3 Tell students to choose a topic that they think will generate a wide range of vocabulary. Point out that poets write about things that they observe or have experienced, and advise them to be guided by this.

Answers

Students' own answers

- 4 Give students the following checklist to help them write their poems:
 - *Have you chosen a topic that interests you and which generates strong ideas and a variety of vocabulary?*
 - *Does your poem clearly follow the style of either poem 1 or poem 2?*
 - *If in the style of poem 1, does it start with a rhetorical question, and does each subsequent line start with an infinitive?*
 - *If in the style of poem 2, does it rhyme and include imagery?*
 - *Does your poem have a good rhythm?*

Answers

Students' own answers

- 5 When students check each other's work, encourage them to give positive feedback as well as pointing out errors.

Answers

Students' own answers

Fast finishers

Have students write a paragraph saying what they liked and / or didn't like about the poem in exercise 2.

1.4 Student's Book page 11, exercise 2

P1 = Presenter 1, P2 = Presenter 2

P1 Good morning and welcome to *The Talk Show* on City Radio with me, Ruth Hadley ...

P2 ... and me Tom Goodman. This is the show that you can call, and talk about anything that's on your mind ...

P1 Anything you want to get off your chest. As usual, we're going to start with something we found interesting. We're sure you will too! I heard the following story recently about a film-maker from Liverpool called Graham Hughes.

P2 I'm afraid I've never heard of him. Has he made a film recently?

P1 He's made lots of films. But that isn't why he's in the news. He's in the news because he has become the first person to visit every country on the planet, and raise money for charity in the process.

P2 Really?! Is it actually possible to visit every country on earth?!

P1 Wait for it, Tom! He's visited every country without taking a plane.

P2 Wow! That really is impressive. How long did it take him?

P1 Well, he started his epic trip in Uruguay in South America four years ago. And last month, his journey ended in Juba.

P2 Juba ... Where's that?

P1 It's the capital of South Sudan, a country which didn't even exist when he started his trip.

P2 Is that right?!

P1 Yes. And not only did he travel to all 193 member states of the United Nations, he also managed to visit disputed territories such as Palestine, Taiwan and the Western Sahara.

P2 So did he have trouble getting into any countries?

P1 Well, apparently, it isn't actually that difficult to get into countries such as Afghanistan, North Korea and Iraq. In fact, you can actually walk across the border between Turkey and Iraq quite easily. He said that it was much harder to visit island countries such as Nauru, the Maldives and the Seychelles, where there was the threat of pirates.

P2 He must have had some adventures along the way.

P1 He certainly did. According to Hughes, the highlights of his trip included swimming in a lake full of jellyfish in the Pacific archipelago of Palau and dancing with the jungle tribes of Papua New Guinea. He also witnessed the last space shuttle launch at Cape Canaveral in Florida.

P2 Any scary experiences?

P1 Well, he said that the worst part of the journey was in the Democratic Republic of Congo in Central Africa. No sooner had he arrived than he was arrested by immigration officials, accused of being a spy and thrown into jail, where he stayed for six days.

P2 Oh dear ...

P1 He was also arrested in the Cape Verde islands after travelling there from Senegal, a journey which took four days in an open fishing boat.

P2 Well, it sounds like quite an experience! So, what do you think of Graham Hughes and his extraordinary journey? Give us a call and tell us.

1.5 Student's Book page 11, exercises 5 and 6

P1 = Presenter 1, P2 = Presenter 2, C1 = Caller 1, C2 = Caller 2

P1 Our first caller is on the line. It's Tony from Essex. Good morning, Tony. You're on ...

C1 Hello?

P1 Go ahead, Tony. You're live on air.

C1 This Graham Hughes character ...

P1 Yes? What do you think about his achievement?

C1 It was a complete waste of time.

P1 Really? Are you serious?

C1 Yes, a total waste of time. I mean, what's the point of travelling all over the world without flying?

P1 What's the point? Well, he did it to raise money for charity. He raised a lot of money for Water Aid.

C1 Don't make me laugh! He could have raised just as much money if he'd taken planes. He did it because he wants to be famous.

P1 What makes you think that?

C1 Because people like him are all the same. They do something out of the ordinary in order to write a book about it.

P1 That's very cynical, Tony.

C1 It may be cynical, but it's true. You mark my words – he'll have a book out in about three months, then he'll sink without trace.

P1 Well, he IS in the *Guinness Book of Records*.

C1 How often do you read the *Guinness Book of Records*?

P1 OK, point taken.

P2 Well, thank you for that, Tony. Mmm, now, on line 2 we have Maureen from Manchester. Hello, Maureen!

C2 Hello? Can you hear me?

P2 Yes, go right ahead. You're live on air on *The Talk Show*.

C2 I want to say that I think Graham Hughes is a complete hero. I take my hat off to him. What he's done is absolutely incredible. He deserves a medal.

P2 What makes you say that?

C2 Well, he raised a lot of money for a very worthy charity, but, more than that, he raised awareness about the whole issue of water. I mean, we take clean water for granted in this country, don't we? It isn't the same in many other countries.

P2 Quite right. So you don't think he did it just to get famous and write a book?

C2 No, not at all. I don't agree with your first caller at all.

P2 You don't agree with Tony from Essex.

C2 No. I think he's just jealous.

C1 I'm not jealous.

P2 Oh, Tony! You're still there!

C1 Yes, I am.

C2 Well, I think you should stop being so miserable. If you do, you'll see what a fantastic achievement it is.

C1 Now listen, I'm not miserable, I'm a ...

P2 Well, thank you both, but that's all we have time for.

P1 Join us again tomorrow at the same time for *The Talk Show* on City Radio.

1.8 Student's Book page 15, exercise 1

My name is Alan and my hero is my uncle Frank. He's a taxi driver and he's also an amateur comedian. Actually, he's a terrible comedian, but the reason he's my hero is that he raises a lot of money for charity. Last year, he decided to do a comedy show every day in a different town. He actually did 366 shows in 366 different comedy clubs in 366 different towns all over the country! He told people that he wasn't a real comedian and he was raising money for a charity which helps injured soldiers. People gave him lots of money, even though they didn't laugh at his jokes. In the end, he raised £160,000. Seriously, Uncle Frank is a very modest guy, he's very generous and he's a lovely bloke. And I'm very proud that he's my uncle.

1.10 Student's Book page 16, exercise 2

P = Presenter, H = Helen, M = Martin, B = Becky

P Hello and welcome to the Success Workshop, where we try to offer suggestions to young people about ways to have a

successful career. I'd like to ask our three guests to introduce themselves.

- H** Hello, my name is Helen Barton and I run a website which offers career advice to young people who want to work in the fashion industry. I started the website about five years ago and these days it gets about 50,000 visitors every month.
- M** Hi, I'm Martin Sharp and I'm the manager of a very successful boy band. I've been looking after the boys for about two years now and, during that time, they've had two number ones in the download music charts and we're preparing for our second European tour.
- B** Hello, my name is Becky Andrews and I'm a television producer. I mainly work on documentaries. I worked in radio for about three years and then got a job as a production assistant on my local TV station, and since then I've worked my way up through the various levels of television production.

1.11 Student's Book page 16, exercise 3

P = Presenter, **H** = Helen, **M** = Martin, **B** = Becky, **Z** = Zoe

- P** So, can we have the first question, please? From Zoe.
- Z** Yes, this is a question for all of you. What gave you the idea to do what you're doing?
- P** Helen, would you like to start?
- H** Well, I trained as a clothing designer and when I finished studying, I looked online for career advice. There was absolutely nothing. I really started my website because of the total lack of anything useful online.
- P** Martin?
- M** I was just in the right place at the right time. One of the boys in the band is best friends with my brother and they told him that they were looking for a manager they could trust, having been let down by their previous one. I had trained at business school and I was wondering what I should try to do, and so I thought, well, let's give it a go. I was lucky because the boys weren't famous at the time, but as soon as I saw them, I realized they had a lot of potential.
- P** Becky?
- B** I'd always wanted to work in television, but jobs are very few and far between. I did a media studies course at university and then applied to every local radio and TV station, offering to do anything, absolutely anything. I told them I would sweep the floors if they would give me some other work too! I eventually got a job on my local radio station as a researcher. Since then, I've worked for three different companies and last year became an assistant producer. So when the production job came up, I jumped at the chance. And I think the reason I got the job was that I did a good interview.

1.12 Student's Book page 16, exercise 4

P = Presenter, **H** = Helen, **M** = Martin, **B** = Becky,
Am1 / 2 / 3 = Audience members 1, 2 and 3

- P** The next question, please.
- Am1** Hi, this question is for Helen. Is it hard work running a website?
- H** Hmm, yes, it can be. In fact, sometimes it's an absolute nightmare! The only way you can make it work is to have excellent content, which you supply for free, funded by some regular advertising. When I started, it was like banging my head against a brick wall. People were really unhelpful and kept shutting the door in my face. But if you hang in there and you work hard, eventually things start to happen.

- P** Thanks, Helen. Another question, please.
- Am2** This is for Martin. What's the most difficult thing about managing a band?
- M** How long have you got?! I think managing people is complicated and not everyone is cut out for it. If you're going to succeed as a manager, you have to be honest with people, and they have to trust you. In fact, the boys are a great bunch and they're quite easy to manage. Generally speaking, success can be a problem – it can go to the heads of young people in the music business and it's really important to help them keep their feet on the ground. So far, I think I've been able to do that.
- P** Thank you, Martin. I think we have time for one more question.
- Am3** I'd like to ask Becky something.
- P** Go ahead.
- Am3** Becky, you said you got the job as a TV producer because you did a good interview. What's the secret of doing well at an interview?
- B** Well, I think I was quite well qualified for the job because of my training and experience, but yes, I do think I did well at the interview. What's the secret? Well, I think there are probably five key aspects to a good interview. One is that you need to think very positively about the job – you have to be absolutely certain that you are the right person to do it. Secondly, you must do lots of research about the company you want to work for; you really need to know as much as – or even more than – the person who is interviewing you. Thirdly, you should look smart and sound enthusiastic – that kind of goes without saying. Fourthly, you need to prepare some really detailed questions about what is involved in the work, how much freedom you will have and how much responsibility. You should also have some ideas up your sleeve about ideas for projects you would like to do. And last but not least – avoid saying anything stupid!
- P** Well, that's very sound advice. Thank you to all our speakers for their interesting thoughts.

Focus page 8

- 1 If at first you don't succeed, try and try again.
- 2 Student's own answers
- 3 Student's own answers (answer is '... tried anything new')
- 4 It shows that you cannot predict how successful a person will be based on how quickly they learn to speak or read.
- 5 Students check their answers at the foot of Workbook page 8
- 6 1 E 2 D 3 C
4 A 5 B 6 F
- 7 1 ambitious 2 religious 3 suspicious 4 atrocious
5 hilarious

Vocabulary page 9

- 8 Picture 3
- 9 1 in demand 2 profitable 3 thriving 4 triumphant
5 in decline 6 struggling 7 hanging on 8 disappointing
- 10 1 profitable 2 disappointing 3 tourist destination
4 advertising campaign 5 slipping
- 11 1 rags to riches 2 missed the boat 3 brought the house down
4 riding the crest of a wave 5 weather the storm
6 she's got the world at her feet 7 The bottom fell out of the
- 12 Student's own answers
- 13 1 bonus 2 willpower 3 spurred on 4 fringe benefits
5 incentive 6 boost
- 14 Student's own answers

Grammar page 10

- 1 Possible answers:
1 pointed out 2 explained 3 accused 4 insisted 5 warned
6 promise 7 admitted
- 2 1 C 2 A, B 3 A, B 4 A, C 5 A 6 B
- 3 Possible answers:
1 She admitted making a mistake.
2 The tour guide warned us not to drink the tap water.
3 He pointed out that we were on the wrong platform.
4 You promised to call me when you got home.
5 My friends encouraged me to do the bungee jump.
6 My teacher accused me of having copied my essay
7 I explained that I would be home late.
- 4 1 deny – He denied knowing anything about the missing money.
2 insist – They insisted on me / us coming and staying with them when I / we visited Sydney.
3 offer – She offered to feed the cat while I was away.
4 warn – She warned me not to use the lift.
5 suggest – They suggested trying Steak it Easy on Queen Street.
- 5 Student's own answers

Listening page 11

- 1 1 D 2 F 3 B 4 A 5 C 6 E
- 2 Student's own answers
- 3 B
- 4 1 A 2 B 3 B 4 A 5 B
- 5 1 £4,000,000
2 people she didn't know or hadn't seen for a long time
3 she was put up in a hotel and they helped her keep a low profile
4 the press were still outside her door
5 in the same street as her own house
- 6 Student's own answers

Reading pages 12–13

- 1&2 self-help books for teenagers
- 3 B four stars, C five stars, A two stars
- 4 1 C 2 B 3 C 4 B, C 5 A 6 C 7 A 8 A, C
- 5 Student's own answers
- 6 actually, currently, presently, momentarily
- 7 1 empathy 2 sympathy 3 apathy 4 antipathy
- 8 Student's own answers

Grammar page 14

- 1 1 in order to / so as to / to, so that
2 in order to / so as to / to
3 in order not to / so as not to
4 so that
5 in order not to / so as not to
- 2 1 We felt very uncomfortable in the room because of the heat.
2 We didn't go climbing due to the awful weather.
3 I always walk to school owing to the fact that the bus fare is expensive.
4 My parents were really upset due to the fact that I didn't pass the exam.
5 She became so successful as a result of her hard work and determination.
6 My teacher kept me in after class on account of my behaviour.
- 3 1 She put make-up on so that she would look older.
2 I've stopped eating bread and pasta so as to lose weight.
3 I carried the knife carefully in order that I wouldn't cut myself.
4 We recommend you take extra blankets due to the extreme cold.
5 I put my hand up so that I'd get my teacher's attention.
- 4 1 resulted in 2 meaning that 3 so hot 4 leads to 5 such
- 5 Student's own answers

Webquest page 15

- 1 The distilled wisdom of one of Britain's wealthiest self-made entrepreneurs
- 2 Michael Phelps – from 2004–2012 he won 22 medals
- 3 Michael Jordan
- 4 want to help you
- 5 Turbaned Tornado, Running Baba, Sikh Superman
- 6 William Wordsworth

Interaction page 16

- 1 1 What gave you the idea (to...)? / What's the hardest thing about...? / What's the secret of doing well (at...)?
2 I was in the right place at the right time. / I started at the bottom of the ladder and worked my way up.
3 Take my advice, ... / It's really important to ... / Avoid ... / Make sure you ...
- 2 1 gave 2 idea 3 bottom 4 ladder 5 way 6 secret
7 well 8 important 9 to 10 make 11 sure 12 Avoid
- 3 1 F 2 T 3 F 4 T
- 4 Possible answers:
1 Yes, well I guess I was in the right place at the right time.
2 It's really important to have a positive mindset and never give up.
3 Make sure you study at a good drama school and get a good agent.
4 Criticism. Avoid reading reviews in newspapers.
5 Take my advice – study hard so that you have another career to fall back on if you don't succeed as an actor. It's a tough business!
- 5 Student's own answers

Writing page 17

- 1 Rejection: cold air, a door slams, an icy hand, a slap, stinging
Determination and belief: a balm, softly spoken, soothe, a warm blanket
- 2 1 a slap 2 stinging 3 A door slams 4 cold air 5 an icy hand
6 a warm blanket 7 Soothe 8 a balm 9 softly spoken
- 3 Possible answers: At the beginning the poet feels despondent. At the end, he/she feels full of renewed hope and determination.
- 4 Student's own answers
- 5 1 touch 2 a softly-spoken reassurance
- 6 Student's own answers

1.2 Workbook page 11, exercises 3 and 4

P = Presenter, M = Michaela

P: Welcome to Finance Wise. Tonight, millions will be glued to their televisions, ticket in hand with a glimmer of hope that they could win. Most people think coming into a lot of money means life without responsibilities. Unfortunately, it's not always the case. In the studio we have Michaela Goodman, a lottery winner who found this out the hard way. Good afternoon, Michaela.

M: Hi James.

P: How much did you win, Michaela?

M: I won £4,000,000 and life has never been the same since, but for the wrong reasons. I was totally unprepared for what would happen.

P: What did happen?

M: Foolishly, I broke the news of my win to a few so-called 'close' friends and someone phoned the press. News got out immediately and I couldn't escape the publicity. The next day, the papers were full of stories about me. People I barely knew or hadn't seen for years were selling stories. It was devastating.

P: Were you offered help?

M: Don't make me laugh. Not enough! The lottery advisory team put me up in different hotels and helped me keep a low profile. They warned me that I was public property and my life would never be my own again. After a few days they had to move on to help the next winners and I went home. The press were parked outside my house and they stayed there for months. I went on holiday for a few weeks until everything calmed down but when I came back they were still there.

P: What were the hardest things to deal with?

M: The effect on my friends and family. People took advantage of me. People I'd known all my life saw me differently. They'd ask for money and I'd have to say no or give cash to everyone! Saying no to some and yes to others creates a lot of negativity. I bought my best friend a house in the same street as me. She sold it, made a lot of money, which she kept, and moved away. Needless to say, I fell out with her. I just thought 'What's the point?' I encountered jealousy wherever I went. I didn't trust anyone. I also received sack loads of begging letters and marriage proposals!

P: So winning the lottery can mean losing the relationships you care about and losing your anonymity ...

M: Whatever problems you have, money magnifies them. If you're unhappy, bad at budgeting and surrounded by people you don't trust, money makes this worse. If you're content, cautious and have strong relationships, the lottery will make everything better.

P: What is your current situation?

M: I moved abroad eventually. I wanted to go where nobody knew about the lottery win. I had to build a new life and feel I could trust people again.

P: Thank you for talking to us. I think we can conclude that some people aren't prepared for a large win and many make mistakes. Money does offer you the freedom of choice, but you may need professional help and support to make the right choices.

1.2 Workbook page 16, exercise 2

G = Gina, M = Mr Lemon

G: Mr Lemon, do you mind if I ask you a few questions about how you got started?

M: Of course not.

G: Ok. What gave you the idea to open your own language school?

M: Some colleagues from my old school were opening a language school and asked me to join them. We started off with just a few students and the school grew. Now we're a chain, so I suppose you could say we started at the bottom of the ladder and worked our way up.

G: What do you think is the secret of doing well in this industry?

M: I think it's really important to have passion for what you're doing. To be a language school owner, make sure you have experience as a teacher. That really helps you to identify with your staff. Avoid going into this business without being fully prepared.

1.4 Workbook page 16, exercise 5

Speaker A: So, how were you spotted by the model agency?

Speaker B: How long did it take you to become area manager?

Speaker C: What would you not recommend candidates do or say in a job interview?

Speaker D: What would you really like to know about being a professional football player?