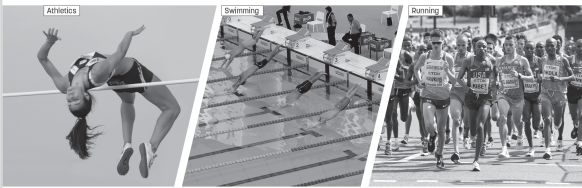


## 7A Faster, higher, forever?

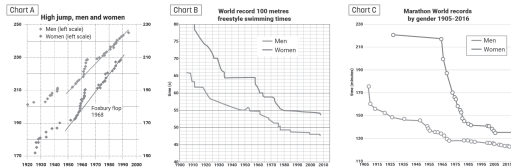


### VOCABULARY // Describing changes and statistics

#### 1 a Ask and answer the questions with a partner.

- Which of these sports do you like watching?
- What other sports do you like watching? Why?
- Do you know anybody who does a lot of sport? What do they do? How good are they?

#### b Are performances improving in all sports? Look at the graphs and give examples.



#### 2 Do the vocabulary exercises. → p128 Language studio: Describing changes and statistics

#### 3 a Which graph does each sentence describe: A, B, or C?

- The record **rises** to over 2 metres in the 1970s and continues to **increase**.
- Record times **fall** for women until 1940, then **stay the same** for some time.
- The men's record time **drops** to under 150 minutes in the late 1990s.
- The time for the women's event has **remained unchanged** for the last ten years.
- The chart **reaches its highest point** in the 1990s.
- The fastest time **decreases** by almost ten minutes in the early 1900s.

#### b How much better can humans become at sports in general? Make five predictions about the future. Use the graphs, the ideas below and the phrases in bold in exercise 3a.

number of goals in a football match / basketball game  
world records in running / swimming / jumping  
fastest times for motorbike racing / Formula 1  
world records in cycling races (eg Tour de France)

- I think records in cycling races will stay the same.  
I believe that the record for the women's marathon might drop to under 150 minutes.

### LISTENING

- Listen to a lecture about the progression in world records. What three reasons does the speaker give to explain the trends?
- Listen again and complete the notes.
  - Humans can now run faster, swim faster and ...
  - Elite sports organisations look for people with ... and train them.
  - Michael Phelps had a large upper body which is ...
  - In the end, technologically advanced swimsuits from the 2000s were ...
  - In athletics, a fast track and ... make a difference.
  - Before 1954, nobody believed it was possible to run ...
  - An important barrier for the 100 metre race was ...
  - The speaker believes that it's too early to say if ...

### GRAMMAR // Past, present and future ability

- Look at the examples and answer the questions.
    - Humans can now run faster, swim faster and jump higher.
    - Runners are able to increase their speed on special fast tracks.
    - Will we be able to run a marathon in less than two hours?
    - Michael Phelps managed to break the world record.
    - Michael Phelps could swim very well as a child.
  - Which words are used to talk about ability: in the present, in the past and in the future?
  - Which words are used to talk about ability in general and ability in a specific case?
- p142 Language studio: Past, present and future ability

#### 7 Put the words in brackets in the correct order to complete the sentences.

- The British marathon runner Paula Radcliffe \_\_\_\_\_ the world record in 2002. (break / managed / to)
- Scientists predict that runners \_\_\_\_\_ nine seconds for the 100-metre race. (to / be / beat / will / able / never)
- Based on current statistics, some mathematicians predict that swimmers \_\_\_\_\_ 50 metres in zero seconds by the year 2994! (be / to / swim / will / able)
- So far, nobody \_\_\_\_\_ Wilt Chamberlain's record of 100 points in a single basketball game. (managed / has / beat / to)
- In sports like the long jump and the high jump, athletes \_\_\_\_\_ at higher altitudes. (better / do / often / can)
- In the original Olympic games in Ancient Greece, ordinary people \_\_\_\_\_ in the events. (often / could / participate)

#### 8 Complete the sentence beginnings with information about you and your sporting ability.

- I've never been able to ...
- Once I managed to ...
- I would love to be able to ...
- When I was younger, I could ...

### SPEAKING

#### 9 a Work in pairs. You are going to do a survey about the abilities of the other people in the class. Read the questions below, then choose one area and add three more questions.

#### SPORTS

What sports were you able to do when you were younger that you can't do now?  
Have you ever managed to complete a very difficult sporting event (eg race, match)?  
What was it?  
How fast can you ...  
run 5km? swim 500m? ride a bicycle 20km?

#### MUSIC

Could you play a musical instrument when you were a child?  
Are you able to read music?  
What instrument would you like to be able to play?

#### ART

How well can you draw?  
Have you ever managed to take a really great photo?  
If you could be very good at a certain kind of art, what would it be?

#### b Take your questions and interview other people in the class. Make a note of their answers.

#### c Look at the different answers that you have. Compare them and summarise your findings to another partner.

## LESSON SUMMARY



Students learn about changes and statistics in sport. They then learn to talk about personal ability by completing a class survey about sports, music and art.

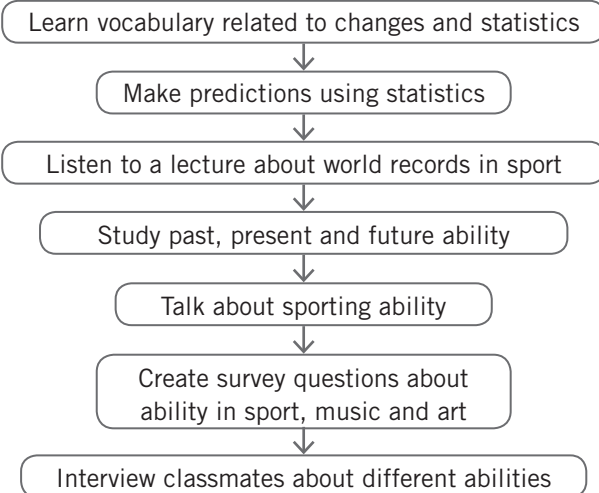
## LESSON OBJECTIVES

**VOCABULARY** Describing changes and statistics

**GRAMMAR** Past, present and future ability

**OUTCOME** Discuss abilities in music, sports and art

## LESSON PATHWAY



## VOCABULARY // Describing changes and statistics

- Ask students: *What sports can you see in the photos? (The high jump / athletics, swimming and marathon / running.)* Ask students to discuss the questions in **part a**.

Ask some students to tell the class about their partner and encourage a class discussion on what sports are interesting to watch, and why or why not.

For **part b**, direct students to the graphs and tell them to discuss the question. Monitor and write relevant language on the board, such as verbs to describe increases and decreases. Correct the exercise and go over the language you wrote on the board.

**EXTRA ACTIVITY** Discuss what affects performance in sport (this will help to lead in to the listening activity later in the lesson, where students listen to a lecture about records in sport, and generate ideas they can refer to in activity 3b. Ask students to discuss these questions in pairs or small groups.

a *What things affect a sports person's performance?*

b *What things might help sports people get better in the future?*

(Suggested answers: Their state of mind, technology, levels of fitness, legal & illegal performance drugs, levels of motivation.)

- 2 Direct students to the Language studio on p128 to complete the exercises.

**PRONUNCIATION TIP** Words which are verbs and nouns have different stress patterns, eg *increase* and *decrease*: oO = verb, Oo = noun. Tell students this and correct it when you hear mistakes later in the lesson.

- 3 In **part a**, do sentence 1 with the class, then students complete the exercise in pairs. Check answers.

**Part b** helps to introduce the listening about world records in the next section. Their predictions here act as a pre-listening task as well as practising the language of trends. Direct students to the examples in blue. Ask: *Do you agree?* Tell pairs to make more predictions, writing sentences in their notebooks. Monitor and check accuracy, correcting errors as you see them.

Ask some students to share their predictions from exercise 3 as a lead in to the listening.

**EXTRA ACTIVITY** Students draw graphs to show their levels of activity in a typical week, then describe it to a partner. Their partner listens and asks questions.

For example,

A: *My activity is low on a Monday morning then it rises when I go to work. It stays the same most of the day, then increases after work when I usually walk home. It reaches its highest point on Wednesdays and Fridays when I go to the gym.*


B: *What do you do at the gym? Why do you walk home? How long is your walk home?*

If they have access to an app that shows how many steps they walked, they could use this to describe typical patterns and changes in their activity.

#### ANSWERS

- 2 1: 1B 2C 3A  
 2: ↗ increase, jump, reach a high point, rise  
 → remain unchanged, stay the same  
 ↘ decrease, drops, fall, reach a low point  
 3: 1 These numbers illustrate the size of the world's major cities.  
 2 This chart is about the world's population.  
 3 This chart deals with women in sports.  
 4 The graph shows the maximum and minimum temperatures.
- 3a 1A 2B 3C 4C 5A 6C

## LISTENING

- 4  33 Tell students they are going to hear some facts about world records and ask: *What things have affected how well sports people perform over the last 50 years?* (Refer back to the extra activity after exercise 1b if you did it.) Play the audio and afterwards tell students to discuss the questions. Play the audio again if necessary. Check answers.
- 5 Tell students to read the sentences and think about how they might finish. Play the audio and pause after every second note to give students time to write. Give students one or two minutes to finish and add to their notes. Tell them to compare answers with a partner, then check answers with the class. Ask students if they had similar ideas to the listening about what affects sports performance.

There are extra activities based on this text in the e-book+.

#### ANSWERS

- 4 Biological, technological and psychological  
 5 Suggested answers  
 1 jump higher than they could a hundred years ago  
 2 the right body type  
 3 perfect for swimming  
 4 (eventually) banned  
 5 better-designed running shoes  
 6 a mile in less than four minutes  
 7 the ten second barrier  
 8 when human beings will reach their maximum potential in sports

## GRAMMAR // Past, present and future ability

- 6 This exercise has extracts from the listening which helps students to see examples in context and notice the form. Tell students to complete the exercise, and then ask them to check answers with a partner. Check students are clear on the meanings and structures.

**WATCH OUT!** Students may have problems with verb patterns in this exercise. They may overuse *to* or forget to use it before the verbs. Remind them that after modal verbs *can* and *could*, we use the infinitive without *to*, and after *manage* and *be able*, we use *to + inf.* They may also have problems with word order and adverbs of frequency. Remind them adverbs go after the modal verb and before the verb *to be*. Be ready to correct this in the following exercises.

There is more information on past, present and future ability in the Language studio on p142.

- 7 Tell students to read the sentences before they try and fill the gaps. Check answers.

**EXTRA ACTIVITY** If students are interested in the topic of world records and have access to the internet, they could research some other records in sport or other topics they are interested in. Ask them to work alone and find three interesting facts about sports records. Then they explain the records they found to a partner or in small groups.

- 8 Give one or two of your own examples to demonstrate the task, eg *I've never been able to run very fast*. Tell them to complete the sentences and monitor to check grammar. After students have finished, tell them to compare their sentences with a partner and ask questions to get more information.

### ANSWERS

- 6 1 In the present: can, are able to  
In the past: managed to, could  
In the future: will be able to  
2 *Managed to* is only used to talk about ability in a specific case. The other words are mostly used to talk about ability in general.
- 7 1 managed to break  
2 will never be able to beat  
3 will be able to swim  
4 has managed to beat  
5 can often do better  
6 could often participate

### SPEAKING

- 9 Ask students: *Are you sporty or are you more talented in music or art? What about when you were younger?* Get answers from some students, then tell them they are going to do a group survey to find out more about each other's abilities. Tell them to read the questions in **part a** individually and complete the task. Monitor and help with questions and ideas. For **part b**, adapt the activity to your classroom layout and group size. Ideally, students will ask at least five or six other students. Remind them to make a note of everyone's answers. As they complete the exercise, listen and make a note of some results so you can give examples for **part c**, eg *Sandra and Higor can draw really well. José and Isabel would like to be able to play the guitar*. After students have finished asking questions, share some of these things you heard with the class to model their output in **part c**. For **part c**, put students into groups of three or four and tell them to compare results, using language from the lesson.

There is further practice on p37 of the Workbook. Use the Cyber Homework for 7A as extra practice for your class.

### LESSON TRANSCRIPTS

#### 33 7A, exercise 4

**Speaker:** It's always exciting to watch the fastest, strongest and most athletic people in the world compete in events such as the Olympics. And there's no question that it's even more exciting to see if an athlete can break a world record in their sport. In almost every Olympics, a world record for one sport or another is broken.

Humans can now run faster, swim faster and jump higher than they could a hundred years ago. How is this happening? And will they be able to do even better in fifty years?

There are several explanations as to why this might be happening. The first is biological: our knowledge of science and the human body. The standard of training is rising and continues to rise. Additionally, trainers can now identify what body types are best for different sports. Elite sports organisations now search for people with the right body type, and train them. One good example of this is the swimmer Michael Phelps, who had an incredibly large upper body, perfect for swimming.

Then there is technology. The equipment that athletes use now means they can do better than they could before. In the early 2000s, many swimming world records were broken because of new scientifically-engineered swimsuits. The swimsuits were so good that the international swimming association decided they gave an unfair technological advantage, and the suits were eventually banned. In athletics, better-designed running shoes make a difference. And runners are able to increase their speed on especially designed fast tracks.

Finally, there is the psychology of breaking a world record. Before 1954, people thought that nobody could run a mile in less than four minutes. Athletes have managed to break that record many times since. It's a similar story for the 10-second barrier for the 100-metre race, or the two-metre mark of the high jump. If one athlete can break an important record, then others begin to have the confidence to believe that they can, too.

When will human beings reach their maximum potential in sports? Will we be able to run a marathon in less than two hours? Will women be able to jump higher than men? It's still too early to say, which is probably why we tune in at important sporting events to see ... can they do it?

## 7B Jewellery on men

STYLE



### VOCABULARY // Jewellery

1 Look at the photos and describe all the pieces of jewellery you see. Use these words to help you.

bracelet chain diamond earring gold necklace precious stones ring



2 Do the vocabulary exercise. → p128 Language studio: Jewellery

PAIRWORK 7B Spot the difference

3 Answer the questions in pairs.

- 1 Do you wear any jewellery? Why? / Why not?
- 2 Describe some items of jewellery that you own or have given to someone.
- 3 Imagine one of the men in the photos was your father, your boyfriend or your son. Would you approve of the choice of jewellery?

### READING

4 a Look at the page of results and links from a search engine. Read it through quickly. What do you think the search terms were?

- 1 where to buy jewellery
- 2 should men wear jewellery?
- 3 difference between men's and women's jewellery

440,000,000 results

**A Sponsored link**  
Buy men's jewellery online  
Avoid waiting in queues and shop for a wide range of men's jewellery online at HS Precious. Free delivery in the UK, or you can choose to pick up your purchase at our shop.

**C Men and Jewellery through the ages**  
Oct 23, 2018 - A new photographic exhibition coming to the Central Museum next month aims to examine the relationship between men and jewellery. How have men used jewellery in history and how is it different in different countries?

**E A man's guide to wearing jewellery**  
Feb 23, 2015 - When it comes to jewellery for men, simple is better. If you worry about wearing too much, then remember to follow the rule of three: a nice watch, a pair of cufflinks and, if you're married, a simple gold ring.

**G Very few men can, or should, wear jewellery**  
Jan 19, 2016 - OK, so I remember seeing rings and necklaces on famous actors like Johnny Depp, but let's be honest, there are very few men who can do this well ...

**B Sponsored link**  
Ernest Pink Jewellery for men  
Do you want to buy the perfect gift for the man with everything? In our extensive collection of men's jewellery, you can expect to find the perfect ring, earrings or chain for men. All are from top designers. Click here to find out more ...

**D All your jewellery questions answered**  
Mar 20, 2012 - I've considered wearing my wedding ring on my right hand, but I'm not sure if this is correct or not.

**F Your thoughts on men and necklaces?**  
Jun 5, 2005 - I'm very keen on jewellery on men. Wedding rings? Oh yes. A nice watch? Sure. A simple chain, usually hidden under the shirt? Also yes.

**H Holiday gift ideas for that special man**  
Dec 15, 2018 - You feel like getting him a special gift, but you can't afford to buy an expensive watch. Don't worry! There are more and more options now in men's jewellery, and our helpful guide will tell you everything.

**People also ask ...**  
How do you ask him to stop buying you jewellery?  
Best men's necklaces of 2018

Trends in jewellery buying remain unchanged in 2020  
Where can I buy cheap men's jewellery online?

b Read the webpage again. In which link (A-H) would you find these sentences? In some cases, more than one answer may be possible.

- 1 Bracelets don't have to be gold or silver. Consider buying some other metal or a nice strong leather one.
- 2 I read somewhere that according to tradition, you need to wear it closer to your heart, so on the left.
- 3 I even enjoy seeing big old gold necklaces, it's true!
- 4 Why? Because if you try to wear more than this, it doesn't work. Unless you're a rock star.
- 5 Sign up for our newsletter and you'll get 10% off your next purchase.
- 6 In 1861, the watch chain was born and quickly became a popular item at the time.

5 Which links in these search results express an opinion? Do you agree with what the writer says? Why? / Why not? Tell a partner.

### GRAMMAR // Infinitives and -ing forms

6 a Find these verbs in the webpage and put them in the correct part of the table.

afford aim avoid choose consider expect feel like want worry about

Verb + to - infinitive	Verbs -ing forms
decide	enjoy
promise	dislike
refuse	imagine
offer	appreciate

b Some verbs take the -ing form and the infinitive form, with a change of meaning. Look at the sentences and answer the questions.

Remember to follow the rule of three ...

1 Which happens first, remember or follow the rule?

I remember seeing necklaces and watches.

2 Which happened first, seeing or remember?

He stopped to look for the necklace, ...

3 Which happened first, stopped (a different activity) or look (for the necklace)?

He stopped looking for the necklace.

4 Which happened first, stopped (the activity) or looking (for the necklace)?

→ p142 Language studio: Infinitives and -ing forms

7 Complete the sentences with the correct form of the verbs in brackets.

Jack's great-grandfather had always promised <sup>1</sup> \_\_\_\_\_ (give) his big gold chain to Jack. When he died, Jack considered <sup>2</sup> \_\_\_\_\_ (keep) it, but needed the money and finally sold it.

Stephen is 13 years old. He wants <sup>3</sup> \_\_\_\_\_ (wear) an earring. His mother feels like <sup>4</sup> \_\_\_\_\_ (say) yes, but his father refuses <sup>5</sup> \_\_\_\_\_ (let) him.

Joaquin can't afford <sup>6</sup> \_\_\_\_\_ (buy) a really valuable piece of jewellery, so he gets his girlfriend a fake pearl necklace. He doesn't tell her it's fake.

Phillip receives a gold chain from his partner. He puts it on and goes to work. After two days, he is called to a meeting. 'Stop <sup>7</sup> \_\_\_\_\_ (wear) the necklace,' they say. 'It's not appropriate here.'

Victor is given an expensive piece of jewellery by his mother-in-law. He secretly thinks it's very ugly. His wife expects him <sup>8</sup> \_\_\_\_\_ (wear) it all the time.

Ivan finds a beautiful silver bracelet on the bus. He decides <sup>9</sup> \_\_\_\_\_ (take) it and later gives it to his mother for her birthday. He doesn't say where he got it.

### SPEAKING

8 Work in pairs. Look at the situations in exercise 7.

For each situation, answer the questions:

- 1 What would you do?
- 2 Imagine the person was a girl or a woman. Would this change your opinion?

64 Reading 7B

Cyber Homework → WB p38 65

## LESSON SUMMARY



The lesson intends to question stereotypes and men who wear jewellery. Students describe jewellery they wear, and then discuss different situations and dilemmas related to men and women wearing jewellery.

## LESSON OBJECTIVES

**VOCABULARY** Jewellery

**GRAMMAR** Infinitives and -ing forms

**OUTCOME** Talk about a dilemma

## LESSON PATHWAY

Learn vocabulary to talk about jewellery

PAIRWORK Spot the difference

Discuss questions about jewellery

Read texts about jewellery from a search engine

Study infinitives and -ing forms

Discuss situations about jewellery

## VOCABULARY // Jewellery

- 1 Books closed. To find out what vocabulary students already know, write the title of the lesson on the board and ask students: *What is jewellery? What jewellery do women and men you know wear?* Write relevant vocabulary on the board and correct pronunciation. Point out that in American English the spelling is *jewelry*. Tell students to open their books and look at the images. Students complete the exercise. Monitor and make a note of any issues with pronunciation. Check answers and the meaning and pronunciation of any unknown words. Pay attention to the /s/ sound in *bracelet* and *necklace*, the /j/ sound in *precious* and the /tʃ/ in *chain*.

- 2 Direct students to the Language studio on p128 to complete the exercise.

PAIRWORK 7B Spot the difference

If students can't use the App, you can make black-and-white copies of the activity on p154, or download it from e-zone and print it in black and white or colour.

In this pairwork task, students play a game of *Spot the difference* with pictures. Direct them to their instructions and make sure they don't look at each other's pictures. Tell them to read the instructions and check they are clear on the activity. Monitor and make a note of any issues or good examples of pronunciation of the target vocabulary. Go over this after they have finished speaking.



- 3 This exercise gives students an opportunity to use the new vocabulary. Tell them to discuss the questions. Monitor and make a note of any issues with meaning and pronunciation, and go over this after they have finished. Ask students to share any interesting things their partner said about the different questions.

## ANSWERS

- 2 1K 2I 3M 4G 5C 6J 7A 8H 9L 10D  
11O 12E 13B 14F 15N

## READING

- 4 **Part a** practises reading quickly to scan for key words and phrases. Before students do the activity, ask them to look at the three options and say what words, phrases and types of information they expect to read for each search term, eg *Where to buy jewellery*: *buy, shop, sales, offers, free delivery*. Set a time limit of 30 seconds and tell them to read the texts and choose the correct phrase. When you check answers, ask students what words helped them choose. In **part b**, check the meaning of *leather*, then tell students to read sentences 1–6 before they start the exercise. Fast finishers can compare answers with a partner. Check answers.
- 5 Ask students to identify the opinion-based texts, check answers with the class. Then students discuss the texts with their partner.

**EXTRA ACTIVITY** Ask students to search one or two of the items below, and then share their results. If they have access to the internet, they can do this in class. If not, they could do it for homework.

Ask them to find out the answers to these questions:

- 1 *When did men start wearing jewellery?*
- 2 *What is the oldest piece of jewellery ever found?*
- 3 *What will jewellery look like in the future?*
- 4 *Do people wear wedding rings in different cultures?*
- 5 *What's the most expensive piece of jewellery in history?*

There are extra activities based on this audio in the e-book+.

## ANSWERS

- 4a 2 Should men wear jewellery?  
4b 1E or H 2D 3F 4E 5A, B or H 6C  
5 D, E and G express opinions.

GRAMMAR // Infinitives and *-ing* forms

- 6 To be in line with *Studio's* more inductive approach to teaching grammar, find out if students know some of the rules. Write *I usually avoid buy / to buy / buying jewellery online* on the board. Ask: *Do you buy*

*jewellery online?* Elicit some ideas, then ask: *Which verb is correct? (buying)* Ask: *Why?* (After *avoid* we use the *-ing* form if we want to use another verb.) Tell students to complete **part a**. Check answers.

For **part b**, write this mini-dialogue on the board:

A: *Have you got it?*

B: *Yes, I remembered to bring the ring. I have it in my pocket. Don't worry.*

OR

B: *Well, I remember bringing the ring. But, I can't find it! Oh no!*

Ask students: *Where would we hear these sentences?* (At a wedding or a birthday party.) *How they are different?* (The first sentence refers to a present situation. The speaker still has the ring. In the second one, the speaker does not have the ring. In the first sentence, the remembering happened before bringing the ring. In the second one, the remembering happened after bringing the ring.) *What is different about the form?* (In the first, *remember* is followed by *to + infinitive*. In the second, it is followed by *-ing*.) Tell students to read the examples and discuss the questions with a partner. Check answers.

There is more information on infinitives and *-ing* forms in the Language studio on p142.

- 7 This exercise describes different situations which have a dilemma in them. Ask students to read through the sentences quickly and ask: *What do these stories have in common?* (They all describe dilemmas involving jewellery.) To check students understand the rules, ask them to fill the gaps alone and then compare answers in pairs, while you monitor and check progress. This will allow you to support the students who need further clarification. Check answers.

## ANSWERS

- 6a Verb + *to* + infinitive: afford, aim, choose, expect, want  
Verbs followed by *-ing* form: avoid, consider, feel like, worry about
- 6b 1 remember 2 seeing 3 stopped 4 looking
- 7 1 to give 2 keeping 3 to wear 4 saying 5 to let  
6 to buy 7 wearing 8 to wear 9 to take

## SPEAKING

- 8 Ask students: *What would you do in the first situation?* Get a few responses, and then students discuss the other situations with a partner. Monitor and make a note of good language and errors (vocabulary and grammar). Go over this after they have finished.

There is further practice on p38 of the Workbook. Use the Cyber Homework for 7B as extra practice for your class.

## 7C Child prodigy

LIFE STORIES



### VOCABULARY // Expressions with *make*

1 Work in pairs. Think of your relationship with one of these people and answer the questions.

your brother or sister your parents  
your children your grandparents

- How would you describe your relationship?
- How was it different ten years ago?
- Who is talking? Read the sentences. Put (P) if this is something a parent says to a child or (C) if it's something a child says to a parent.
  - Everyone **made fun** of my clothes today. They were all laughing.
  - Stop **making a face** and eat your vegetables.
  - The park or the cinema? **Make up your mind**, quick!
  - You didn't **make your bed** today.
  - Will I **make friends** at my new school?
  - Henry's not a real person. He's a friend that I **made up**.
  - We want you to **make a good impression** on your first day at school.
  - If you studied harder, it would really **make a difference**.
  - Make sure** you don't forget your lunch!

b What are the phrases in bold in your language?

P 3 a Listen to how these expressions are pronounced. Say the expressions.

make up your mind  
make a difference  
make a face  
make it up

b Which words are linked in these phrases? Draw a line to show the linked words.

How was it different?  
eat your vegetables  
the park or the cinema?  
first day at school

c Listen to check your answers. Practise the phrases.

4 Did your parents say any of the things in exercise 2 to you? Did you say any of them to your parents? Ask and answer with a partner.

p129 Language studio: Expressions with *make*

### VIDEO // Watch and listen

5 Read the Life Stories introduction and look at the photos. What kinds of activities do child prodigies do well?



In psychology, the term *child prodigy* is used to talk about a person under ten years old who does certain activities as well as an expert adult. Child prodigies are extremely rare. In today's Life Story, Stefanie talks about her experience as a child prodigy, and where she is now.

6 a Watch or listen to the Life Story. Answer the questions.

- What activities did Stefanie do very well?
- What has changed since her childhood?



b Watch or listen again. What is the significance of these phrases or numbers? Make notes, then compare your answers with a partner.

- |                  |                  |
|------------------|------------------|
| 1 four years old | 5 nine years old |
| 2 six years old  | 6 six            |
| 3 154            | 7 five times     |
| 4 140 +          | 8 20 years old   |

### GRAMMAR // Time linkers

7 Read how we use the time linkers *after*, *afterwards*, *once*, *during*, *while* and *meanwhile*. Look at the examples, then find one other example of each linker in the transcript on page 153.

One action after another	Actions happening at the same time
Combining two actions in one sentence	
After + noun ... After school, I studied music.	During + noun ... During my lunch break, I practised.
After subject + verb; subject + verb	Subject + verb while subject + verb.
After I graduated, I went to work.	I met Stefanie while I was at college.
As soon as / Once subject + verb, subject + verb	
As soon as / Once I finished one thing, I started the next.	
Beginning a new sentence	
Afterwards, subject + verb	Meanwhile, subject + verb
Afterwards, I changed jobs.	Meanwhile, my parents were amazed.

p142 Language studio: Time linkers

8 Read the text and choose the correct options.

We knew Stefanie was special 'while / as soon as she could walk and talk. She was so curious about everything. 'While / During the other children were watching cartoons, Stefanie was watching YouTube videos of classical music pianists. 'After / Meanwhile she started school, the teacher called us to say that Stefanie should be in a higher class. 'During / While all her time at school, everything seemed so easy for her. I don't think we realised that maybe she wasn't so happy. 'During / Meanwhile, she did one amazing thing after another. 'Once / While she had finished her degree, she got a job at the post office, sorting mail. We were shocked. 'Afterwards / Meanwhile, we accepted it. You just have to accept what is best for your child.



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## LESSON SUMMARY



LIFE STORIES

Students watch and listen to someone talking about being a child prodigy and how her life has changed since childhood.

## LESSON OBJECTIVES

**VOCABULARY** Expressions with *make*

**GRAMMAR** Time linkers

**OUTCOME** Write a short biography of a talented person

## LESSON PATHWAY

Discuss relationships about family members

Learn expressions with *make*

Practise pronunciation of expressions

Watch and listen to someone's experience as a child prodigy

Study time linkers

Invent a story about a child prodigy

Write the story and read it to the class

## VOCABULARY // Expressions with *make*

1 Books closed. Ask students to listen and guess who you are speaking about. Use some language for the lesson:

*I have known this person all my life. While we were at school she was two years below me. In general, we get on really well but once, I remember we had a bad argument. She was making fun of my new hairstyle and I thought I looked really cool. After a few days we made up. During our teenage years, we didn't spend much time together but it didn't really make a difference to our relationship. I still make sure I call her every week.* (Answer: It's your sister.)

Open books. Tell students to discuss the questions. Ask some students to share any interesting things they discuss with the class.

2 **Part a** helps you to assess what students already know. Tell students to complete the exercise in pairs so they can share knowledge of vocabulary. Tell them to make a note of new words. Check answers. In **part b**, if you have a multilingual class, group students together who speak the same language. After students have discussed the translations, tell them to make a note of the phrases they want to remember with a translation.

P 3 34 This activity practises linking sounds. Play the audio in **part a** and ask: *Do you notice how the consonant sound and vowel sound link together?* Play the audio again and ask students listen and repeat.

**PRONUNCIATION TIP** We often run words together in English when we have a word that ends in a consonant sound and the next starts in a vowel sound, eg *make up* /meɪkʌp/.

The examples in **part b** also feature other features of connected speech. There is elision of /t/ in *first day*. And there is assimilation in *eat your* where /t/ and /j/ sounds mix together to become /tʃ/. Explain these pronunciation features before students do the exercise.

For **part b**, ask students to underline the parts they think are linked, using the rule above to help them.



35 Play the audio in **part c** and check answers.

Then play the audio again and tell students to listen and repeat.

- 4 Direct students back to the phrases in exercise 2 and ask them to discuss the questions.

Direct students to the Language studio on p129 for a list of phrases with *make*.

#### ANSWERS

2a 1C 2P 3P 4P 5C 6C 7P 8P 9P

3b How was it different?  
Eat your vegetables  
The park or the cinema  
First day at school

#### VIDEO // Watch and listen

- 5 Direct students to the title of the lesson and tell them this is to do with the Life story in today's lesson. Ask: *What do you think the story will be about?* Tell them to read the text quickly and see if their ideas are correct. Ask students to read the introduction again and discuss the questions. Tell students to complete the matching activity. Check answers.

- 6 In this activity you can use the Life Stories video or audio resources. Go to p20 for more information on using Life Stories videos and audios.



19 36 Tell students to read the questions in **part a**. Play the video or audio and ask students to complete the exercise.

For **part b**, ask them to read the phrases and numbers before they watch or listen again. Play the video or audio again and ask them to check answers. If students are struggling pause the video or audio so they can make a note of answers. Give them one or two minutes afterwards to review and complete their notes. Then ask them to compare their notes with a partner before checking answers with the class.

There are extra activities based on this audio in the e-book+.

#### ANSWERS

- 5 music, mathematics, video games, science  
6a 1 reading, music, learning languages  
2 She gave up the activities, got a job in the post office and became happier.  
6b 1 She was the only child in her class who could read.  
2 She played piano at a school festival.  
3 Stefanie's IQ.  
4 An IQ of 140+ is called 'genius' or 'almost genius'.  
5 She wrote a concerto.  
6 She could speak six languages at 15 years old.  
7 She was in the newspapers five times  
8 She gave everything up when she was 20.

#### GRAMMAR // Time linkers

- 7 You will need the transcript for this exercise. Tell students the time linkers are from the Life story. Direct them to the rule box and ask them to find other examples in the transcript on p153.

There is more information on time linkers in the Language studio on p142.

- 8 Do the first one as an example with the class. Students complete the other six sentences, and then compare answers. Check answers.

#### ANSWERS

- 7 *After* + noun, ...  
*After* that piano concert, my parents took me to a specialist.  
*After* subject + verb, subject + verb  
*After* I learnt the piano to an advanced level, I learnt how to play the guitar and the flute.  
*As soon as* / *Once* subject + verb, subject + verb  
*As soon as* my parents heard this, they put me in a special school.  
So *once* I finished my university degree, I gave it all up.  
*Afterwards*, subject + verb  
*Afterwards*, I was in the newspapers, I think five times.  
*During* + noun, ...  
*During* the first class, the teacher showed us a book. I played piano *during* the school festival.  
subject + verb *while* subject + verb  
I read the story to the other children in the class, *while* the teacher just watched in amazement. (*While* I was learning Italian, I also took Portuguese and Spanish classes.)  
*Meanwhile*, subject + verb  
*Meanwhile*, people started to notice.  
8 1 as soon as 2 While 3 After 4 During  
5 Meanwhile 6 Once 7 Afterwards

## SPEAKING & WRITING

- 9 Ask students to think back to the Life story and discuss with a partner what they think about Stephanie's life, and what they would do if they had a child who was a prodigy.

For **part a**, direct students to the images of child prodigies. Ask: *How old are they? Where do you think they are from?* Explain they have to invent the story of a child prodigy for one of the photos. Ask them to work in their groups and read the task instructions. Check they are clear on the task, and ask who the writer is for each group in order to check instructions. Remind them to use the linkers, and challenge them to include some of the expressions with *make* in their stories.

In **part b**, ask students to check for grammar, punctuation and spelling errors. If you know what errors your learners typically make, ask them to check for these. Tell them one person from each group should read the story to the class. You could give them a chance to rehearse this in their groups first. Ask students to listen and notice use of the key expressions and use of linkers. After each story, ask listeners what language they heard from the lesson. After they have finished, ask students to discuss in their groups which stories they liked and why. Ask each group to share some of their thoughts with the class.

**EXTRA ACTIVITY** Ask students to go online if they have access to the internet and research real life prodigies. Tell them to make a note of three or four interesting facts about the life of the person they researched and share their findings in groups.

There is further practice on p39 of the Workbook. Use the Cyber Homework for 7C as extra practice for your class.

## LESSON TRANSCRIPTS

### 19 36 **7C, exercise 6**

**Stephanie:** I don't remember a lot from when I was four years old, but I remember I was surprised on the first day of school. During the first class, the teacher showed us a book, and I was the only person who could read. I remember I read the story to the other children in the class, while the teacher just watched in amazement. I think I made a big impression. I loved school, and music class was my favourite. This is a recording of me when I was six. I played piano during the school festival. After that piano concert, my parents took me to a specialist. They gave me a whole series of tests. I didn't make a single mistake. It turns out I had an IQ of 154. Anything over 140 is called 'genius' or 'almost genius'. As soon as my parents heard this, they put me in a special school for gifted children.

The next ten years were, for my family and friends at least, one achievement after another. After I learnt the piano to an advanced level, I learnt how to play the guitar and the flute. When I was nine, I managed to write a whole concerto for five instruments. Languages were also very easy for me. While I was learning Italian, I also took Portuguese and Spanish classes. I could speak six languages at 15 years old. Meanwhile, people started to notice. I went on national television and was in a show called 'Child Prodigies'. Afterwards, I was in the newspapers, I think five times. My parents were very pleased with me, of course. All this continued until I was 20. But let me share a secret with you. I wasn't really that happy. I don't blame my parents, they just wanted the best for me and they never pushed me too hard. They just wanted me to have every opportunity. But, in the end, I think I just got tired of it all. So, once I finished my degree, I gave it all up. The languages, the music. Everything. I got a job at the local post office. There's a chance I will go back to some of these areas, but for now I really enjoy being anonymous. Just another normal person. I still play piano at the end-of-year post office party though.





GET READY

1 Look at the hotel room problems above. Ask and answer the questions with a partner.

- Have you ever had one or more of these problems?
- If you were in a hotel room with this problem, what would you do?

WATCH

2 Watch the beginning of the 101 video without sound. What is the complaint?

3 Watch the whole 101 video. Are the sentences true or false?

- Monday morning: The guest has only hot water.
- Monday evening: The guest can't turn on the water.
- Monday evening: The receptionist says he will call someone.
- Tuesday morning: The guest says there is no water at all.
- Tuesday morning: The receptionist says there is something he can do.
- Tuesday evening: The guest can't leave the bedroom.

b Correct the false sentences.



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STUDY

4 a Complete the table with these words.

afraid appears bother hear nothing slight wrong

Begin politely	Make the complaint	Reply
Excuse me,	there's something ' in our hotel room.	I'm so sorry. I'll ...
Sorry to ' you,	there's ' to be a problem in the bathroom.	I'm sorry to ' that. I'll ...
I'm sorry but,	there's a ' problem with the hot water.	I'm afraid there's ' we can do.
I'm ' ...	I want to complain about our room.	
Sorry to say this, but ...		

b Watch the 101 useful phrases video to check your answers. Repeat the phrases.

5 a Say these words. Which syllable has the most stress?

excuse afraid problem complain hotel appear

b Listen and practise the phrases. Pay attention to the word stress.

PRACTISE

6 a Work in pairs, A and B. Read the situation.

Student A  
You are a guest at the hotel. There are three things wrong with your room. Use the ideas in exercise 1. Go to reception and make a complaint. Begin politely.

Student B  
You are the receptionist. Listen to Student A, then offer to help. You can help with at least two of the complaints.

b Swap roles. When you're ready, use the videoscope to present your conversation to the other students.

GET READY

- Books closed. Ask the class: *Do you travel often? Do you prefer hotels or renting apartments? Why?* Open books. Direct students to the image and check understanding of *noisy, heating, light bulbs*. Tell students to discuss the questions. After they finish, ask some students to share what they discussed for question 2.

WATCH

- 20 Play the video and ask students to identify the problem.
- 21 Ask students to read the sentences in **part a** and try to remember if they are true or false. Play the complete video and ask them to check their ideas. Tell students to do **part b**. Play the video again if they need to see it to check their ideas.

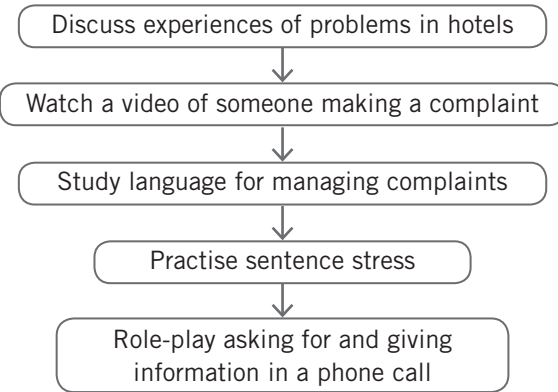
ANSWERS

- The customer has a problem in the bathroom.
- 3a/b 1 F: The guest had only cold water.  
2 F: The guest couldn't not completely turn off the water.  
3 T 4 T  
5 F: There is nothing he can do about the water but he can change the guest's room.  
6 F: The guest cannot leave the bathroom.

LESSON SUMMARY

In this lesson, students role-play making a complaint in a hotel.

LESSON PATHWAY



STUDY

- Do the first one in **part a** as an example with the class. They complete the exercise individually, and then check in pairs.
- 22 Play the 101 video in **part b** so students can check answers. Play the 101 video again and tell students to listen and repeat.
- 5 Say the words in **part a** and tell students to underline the stressed syllables.
- 37 Check answers and then play the audio in **part b** so students can listen and repeat.

**EXTRA ACTIVITY** Tell students to practise saying the phrases with a partner. Student A plays the role of the guest and makes a complaint. Student B replies with an appropriate response. Monitor and drill individually where necessary. An alternative activity is to have students work in groups. Students take turns to build conversations one word at a time. They keep going as long as they can to create a dialogue.

- S1: Excuse  
S2: me  
S3: there's  
S4: something (etc.)

## ANSWERS

- 4a** 1 bother 2 afraid 3 wrong 4 appears  
5 slight 6 hear 7 nothing
- 5a** excuse afraid problem complain hotel appear

## PRACTISE

- 6** Tell students to read the instructions for each role. Check they are clear on the task. For **part a**, tell them to prepare the conversation and select phrases they will need to use in each role. For **part b**, encourage them to start off with books open in case they need to refer to the phrases. Then they should practise with books closed. Ask students to perform the conversation in front of the videoscape if you can project it in your classroom. Tell listeners to give feedback on use of vocabulary and good pronunciation, and to share things they liked about the performance.

For more information on how to use the videoscape, please go to p21.

There is further practice on p40 of the Workbook. Use the Cyber Homework for 101 7 as extra practice for your class.

## LESSON TRANSCRIPTS

### 21 101 7, exercise 3a

#### Monday morning

**Guest:** Hi, excuse me.

**Receptionist:** Yes, can I help you?

**Guest:** Sorry to bother you, but there's something wrong in our room. There appears to be a problem in the bathroom. There's no hot water. I've just tried to have a shower but it was cold.

**Receptionist:** I'm sorry, I'll call maintenance and someone will check it out immediately. What room number is it?

**Guest:** Room 237. Thanks.

#### Monday evening

**Receptionist:** Good evening, how can I help you?

**Guest:** It's us from room 237. Remember? I'm afraid there's a slight problem with the hot water in our bathroom.

**Receptionist:** I did send someone from maintenance up this morning. What seems to be the problem now?

**Guest:** Well, now it's impossible to turn it off. It keeps dripping. Like ... drip drip drip. It's really annoying.

**Receptionist:** I'm so sorry to hear that, sir. I'll call someone right away.

**Guest:** Good! Thanks.

**Receptionist:** What was the room number again?

**Guest:** 237. Didn't you hear me the last two times?

**Receptionist:** Of course, sir. I'm sorry.

#### Tuesday morning

**Receptionist:** Good morning, how is everything this morning? Is the water OK now?

**Guest:** Uh, no, it isn't. Look - I'm sorry to say this, but I want to complain about our room.

**Receptionist:** Oh, dear. What is it now?

**Guest:** Well, there's no water again. At all! Nothing! We couldn't even take a shower this morning!

**Receptionist:** I'm so sorry, sir. You see, at the moment we are doing some work on the pipes. I thought they'd managed to fix it, but it seems not. I'm afraid there's nothing we can do about this. But I can change your room.

**Guest:** Yes, please do that. Please.

**Receptionist:** And let us invite you to a complimentary drink in the restaurant.

**Guest:** Well, OK. Alright then.

#### Tuesday evening

**Receptionist:** Hello, reception?

**Guest:** I'm the customer from room 237, remember me!?!?

**Receptionist:** Of course, sir, you should now be in room 101.

**Guest:** I AM in room 101! I'm in the bathroom, using the telephone in the bathroom.

**Receptionist:** Does the water work, sir?

**Guest:** Yes, but now the door doesn't work! I'm STUCK in the bathroom. Send someone to get me out immediately! RIGHT NOW!

**Receptionist:** I'm so sorry ...

**Guest:** Help! Get me out of here!

**Receptionist:** I'll send someone immediately, sir!

### 22 101 7, exercise 4b

#### Begin politely

Excuse me,

Sorry to bother you,

I'm sorry but,

I'm afraid that ...

Sorry to say this but ...

#### Make the complaint

there's something wrong in our hotel room.

there appears to be a problem in the bathroom.

there's a slight problem with the hot water.

I want to complain about our room.

#### Replies

I'm so sorry, I'll ...

I'm sorry to hear that, I'll ...

I'm afraid there is nothing we can do.

### 37 101 7, exercise 5b

Excuse me.

I'm afraid there's a problem...

I want to complain about my hotel room.

There appears to be a problem...

# REVIEW 7 & 8

Ask students to work through the exercises in pairs.  
Monitor and help with explanations and corrections.  
For more information on the Review sections, see p16.  
For more practice, go to:

- Project 4 on e-zone
- Writing 4 on SB p119
- Workbook pp45–47

## PAIRWORK

This pairwork task recycles vocabulary from pp62–76.  
Ask students to read the relevant instructions (Student A or B) and check they understand the task. Tell students to refer back to the lessons if they need help with remembering language they can use in the task.  
Demonstrate the task with a confident student and then ask students to complete Round 1. Monitor and make a note of errors and good language. Go over this and then tell students to change roles and repeat the task with Round 2. Monitor and make a note of errors and good language. Go over this after they have finished speaking.

### ANSWERS

- 1a** 1 sure 2 bed 3 making 4 up my mind 5 to do  
6 talking 7 to help 8 fun
- 2** 1 during 2 While 3 Meanwhile  
4 As soon as / Once 5 after 6 As soon as / Once  
7 afterwards 8 after
- 3a** Students' own answers
- 3b** Suggested answers  
1 can't have been 2 must have put  
3 might / could have been 4 might / could have  
been 5 must have forgotten
- 4a** 1 Do you like having your photograph ~~took~~ taken?  
2 Do you think you ~~can~~ will be able to buy your  
own home one day?  
3 Have you ever ~~been~~ had your phone repaired?  
4 How well ~~can~~ could you speak English when  
you were ten?  
5 What is the longest book you have ~~manage~~  
managed to read?  
6 When was the last time you had pizza ~~delivering~~  
delivered to your home?  
7 When will you next ~~make~~ have your hair cut?
- 5a** 1g 2b 3e 4f 5a 6c 7d
- 5b** 1 solve 2 explain 3 invite 4 confess  
5 connect 6 investigate 7 describe
- 6** 1 bother 2 wrong 3 whole 4 slight 5 tend  
6 afraid 7 speaking 8 say 9 nothing