

National stereotypes: truth or myth?

File 2 overview

Lesson 2A looks at national stereotypes and clothes vocabulary; it focuses on how adjectives can be used as nouns (e.g. *the French, the rich*) and the word order of multiple adjectives (e.g. *a lovely old house*). 2B revises narrative tenses and introduces the past perfect continuous through the context of air travel. Finally, 2C focuses on adverb position and adverbs which are often confused (e.g. *hard* and *hardly*). The context is reading (and writing) 'mini sagas' – 50-word short stories.

Lesson plan

In this first lesson SS extend their knowledge of how to use adjectives. In the first part they learn to use nationality adjectives as nouns when they talk about the people from a particular country (e.g. *The British, the Americans*) or a particular group of people (e.g. *the rich, the unemployed*), and in the second part they focus on adjective order. The lesson begins with some new research about national stereotypes, which provides the context for SS to talk about their own national characteristics. In the second half of the lesson, an extract from the book *Watching the English* shifts the focus to how different nationalities dress. The lexical focus in the lesson is on clothes and fashion, and pronunciation looks at short and long vowel sounds and diphthongs.

Optional lead-in (books closed)

- Write the following in columns on the board:
NATIONAL CHARACTERISTICS
The English, the Scottish, the Irish, the Americans
- Put SS in pairs and give them a few minutes to brainstorm what they think are the national characteristics (positive and negative) of these four nationalities (from their own experience, heard from other people or seen in films, etc.)
- When the time limit is up, get feedback from the class. You could leave it on the board for the next exercise.

1 LISTENING & SPEAKING

- a** • Books open. Focus on the task and give SS, in pairs, a few minutes to brainstorm their predictions. Get some feedback and write some of the SS' ideas on the board. (N.B. Leave out this stage if you did the optional lead-in.)
- b** • **2.1** Focus on the task. Play the CD once the whole way through and SS try to match the speakers to their nationality group. Play the recording again if necessary.

Extra support

You may want to pre-teach *melancholy* (= deep feeling of sadness) and *nostalgic* (= feeling sad and happy when you think of happy times in the past) to help SS to understand the listening.

English	3	Scottish	4
Irish	2	American	1

2.1

CD1 Track 26

(tapescript in Student's Book on p.122)

- I think above all we are strong individuals. We want as few rules as possible governing our lives. We are also very hard-working. People here live to work and don't work to live. We are also very optimistic, and we think that if we work hard, we can achieve anything. On the negative side, I think we are extremely materialistic. The measure of success for most people here is money. We are extremely concerned with 'things' – possessions and the bigger the better. Personally, I think I have inherited the typical optimism and drive, and I'm also an individualist, so I think I'm probably quite typical, but I hope I'm less materialistic than many of my countrymen seem to be.
- Generally speaking, I think we are very sociable and easy-going, and we're great storytellers. People are also quite religious and family oriented, we're also very patriotic. Maybe this is because we are a small country and so many of us live abroad. Historically there has always been a lot of emigration. Weaknesses? I think we can be very melancholic and nostalgic, you only have to listen to our music to hear this – it's often quite sad and slow. It's probably because of our climate and our history. The stereotypical image is that one minute we are laughing and telling you a funny story and the next minute we are crying into our beer. Which reminds me that we also drink quite a lot. I think I'm quite typical in many respects, although I'm not particularly melancholic.
- It's difficult to generalize about us as a people, especially as our big cities now have such a multi-ethnic population, but I would say that we're basically very tolerant and open-minded. We're not nearly as insular as we used to be. We defend the things that we believe in – when we have to – and we avoid taking extreme positions, which I think is another strength. One of our main weaknesses, though, is that we can be quite self-satisfied and arrogant towards foreigners. Just think of our inability, or our unwillingness, to learn foreign languages! I'd also say that we can be lazy, and we're a bit careless about the way we dress, and also we drink too much. I don't think I'm very typical, though I do definitely have one of the weaknesses – but I'm not going to say which!

4 As a nation we're very proud of our identity and our cultural heritage. We're an inventive people, but we often feel marginalized and forgotten by our bigger neighbour, England that is. We're very sociable and like to have a good time. We're also great travellers and people often compliment us on the good behaviour of our sports fans abroad.

On the other hand, we do have a tendency to melancholy – maybe it's something to do with the weather, you know we tend to think that life is hard. There's also a negative attitude towards our neighbour – and this can range from humorous comments to actual violence. And although we are keen travellers, we can be quite negative towards foreigners. Some people would like to see the country kept only for us, without apparently understanding how negative that could be.

I don't think of myself as a typical example. I love the country, and think it has some of the most beautiful scenery in the world, but I feel that we tend to focus too much on the wrongs done to us in the distant past, rather than trying to move on.

- c • Focus on the task and then play the CD again until the end of the first speaker (The American). Give SS time to write down the adjectives and whether the speaker is typical or not (and why). Then get SS to compare what they understood with their partner before playing the recording again. Check answers, writing SS' ideas on the board and then repeat the process for the other three speakers.

Speaker 1 (American)

(+) individualistic, hard-working, optimistic
(-) materialistic, very interested in money
He is quite typical (optimistic and individualistic and has drive = energy and ambition), but is not materialistic.

Speaker 2 (Irish)

(+) sociable, easy-going, religious, family oriented, good storytellers
(-) melancholic, nostalgic, drink a lot
She is quite typical but not melancholic.

Speaker 3 (English)

(+) tolerant, open to new ideas
(-) self-satisfied, arrogant towards foreigners, lazy, careless in the way they dress, drink too much
He is not very typical but admits to having one of the weaknesses.

Speaker 4 (Scottish)

(+) proud of their identity, inventive, sociable, like to have a good time, great travellers, well behaved abroad
(-) melancholic, negative attitude towards their neighbours (the English), quite negative towards foreigners
She is not typical but is patriotic.

- d • **2.2** Focus on the task and play the CD pausing briefly after each sentence to give SS time to write in the missing words. Play the recording again if necessary. Then check answers before eliciting the meaning of each word either through paraphrase or translation.

- 1 a achieve (manage to do, succeed in reaching a goal)
b inherited (to receive qualities or characteristics – or possessions – from previous generations of your family)
- 2 a emigration (leaving your own country to live permanently in another)
b climate (the weather in a particular place)
- 3 a multi-ethnic (including people of many different races, religions and languages)
b unwillingness (not wanting to)
- 4 a attitude (the way you feel about and behave towards sb / sth)
b wrongs (bad things)

2.2

CD1 Track 27

- 1 a We think that if we work hard, we can achieve anything.
b I think I have inherited the typical optimism and drive.
- 2 a Historically there has always been a lot of emigration.
b It's probably because of our climate and our history.
- 3 a It's difficult to generalize about us as a people, especially as our big cities now have such a multi-ethnic population.
b Just think of our inability, or our unwillingness, to learn foreign languages!
- 4 a There's also a negative attitude towards our neighbour.
b I feel that we tend to focus too much on the wrongs done to us in the distant past.

Extra support

If there's time, get SS to listen to the CD with the tapescript on p.122 so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

- e • Put SS into pairs or small groups and set them a time limit to answer the same questions that the four speakers answered in exercise 1. Highlight that for questions 1 and 2 they should talk generally, but for question 3 they should talk personally. You could appoint a secretary for each pair or group to report back afterwards. Get feedback from some or all of the pairs / groups.

2 GRAMMAR adjectives as nouns

- a • Focus attention on the joke and read it through with the class. Make sure SS know what they have to do and emphasize that they should try and write the 'perfect' nationality for each job in HEAVEN, using five different nationalities. Then they do the same for HELL, repeating, if they want, some or all of the previous nationalities. Put SS in pairs and give them a couple of minutes to complete the task. Then ask each pair of SS to compare their version of the joke to the pair nearest them.
- Now ask the whole class if they think there is any truth in nationality stereotypes (fixed ideas or images we have about people from another country), e.g. English

people are cold and reserved. Get some feedback.

- Focus attention on the photos that go with the article and ask SS to identify the three nationalities shown (English, Japanese, and Brazilians). Then ask SS if they think the photos show real aspects of how these nationalities are / behave, or if they are just stereotypes.
 - Then focus attention on the title and subtitle of the article and elicit what it means (= some research has been done around the world which suggests that national stereotypes may not be reliable.)
- b**
- Set SS a time limit for them to read the article once quite quickly to find out the answers to the two questions. Check answers.

- 1 They used personality tests to get shared characteristics of a particular nationality group (the reality). Then they interviewed people from the same nationality groups and asked them to describe the typical characteristics of people from their country (the stereotypical image). They then compared the two pieces of research.
- 2 The research showed that there was often a big difference between the reality and the stereotype. This shows us that national stereotypes are inaccurate and unhelpful.

- c**
- Focus on the task and set SS another time limit to read the article again and answer questions 1–6. Get SS to compare their answers with their partner before checking answers.

- 1 The Czechs and the Argentinians
- 2 The Italians, the Russians, and the Spanish
- 3 The Spanish
- 4 The Poles
- 5 The English
- 6 The Brazilians

- d**
- Ask this question to the whole class and elicit ideas.
- e**
- Focus on the sentences and give SS time to correct the wrong sentences, either individually or in pairs. Check answers.

- 2 ✓
- 3 ✗ The Spanish
- 4 ✗ Chinese and Japanese people
- 5 ✓
- 6 ✗ a Polish man / a Pole

- f**
- Tell SS to go to **Grammar Bank 2A** on p.134. Go through each example and its corresponding rule for adjectives as nouns with the class.

Grammar notes

• nationalities

SS should already have a good knowledge of nationality adjectives in English, especially for the countries in their part of the world.

Highlight that for most nationalities you can use either *the + adjective* (*The French*) or *adjective + people* (*French people*) to talk about people from a particular country. The exception is where the nationality word is an adjective *and* a noun (see **rule 2**), e.g. *The Italians* or *Italian people*.

• rules 1–3

- 1 You may want to give some more examples here, e.g. *the Swedish, the French, the Swiss, the Japanese*.
- 2 You may want to give some more examples here, e.g. *the Brazilians, the Hungarians, the Russians*, etc.
- 3 Other examples of specific words for people from a country: *Sweden – the Swedes, Scotland – the Scots, Spain – the Spaniards, Denmark – The Danes, Finland – the Finns*.

Highlight that to talk about one person from a particular country you can use *a / an + noun*, e.g. *an Italian, a Pole*, but if there is no noun, or you want to specify gender, you must use the adjective + *man / woman / boy / girl*, e.g. *A Spanish man, a Chinese woman* NOT *a Spanish, a Chinese*. These are usually written as two words but occasionally as one (with *man*), e.g. *an Englishman, a Frenchman*.

• specific groups of people

Other common group words you could teach your SS are: *the sick* (= ill people), *the old, the injured / the wounded, the deaf* (= people who can't hear).

Point out that you can also express the same idea using *people* (e.g. *old people, unemployed people*). If you want to talk about one person use, e.g. *an old person* NOT *an old*.

• one, ones

This structure is very common in spoken English. Highlight that you can't use *the + adjective* without using *one / ones*, e.g. *Do you prefer the big one or the small one?* NOT *Do you prefer the big or the small?*

- Get SS to do exercise **a** only on p.135 in pairs or individually. Check answers.

- a**
- 1 The Dutch
 - 2 The injured
 - 3 the blind
 - 4 The French
 - 5 the ill / the sick
 - 6 the Swiss
 - 7 the homeless
 - 8 the unemployed

- Tell SS to go back to the main lesson on p.21.

- g**
- This is an oral grammar practice exercise. Put SS in pairs and tell them to discuss the seven statements, saying whether they agree or disagree, and why. Get some feedback from the class.

3 READING

- a**
- Focus attention on the photos and elicit answers from the class.
- b**
- Explain to the class that the text they are going to read is an extract from a book by Kate Fox who is an anthropologist. Elicit what anthropologists do (they study the behaviour and customs, etc. of human beings.) Explain that Kate Fox (who is herself English) spent many years observing the habits and behaviour of other English people and her book *Watching the English* looks at all aspects of life, e.g. social life, attitudes to food, sense of humour, etc. The extract SS are going to read is about how the English dress.
 - Focus on the pre-reading task and give SS, in pairs, a few moments to discuss the statements and mark them

true or false. If SS have little knowledge or experience in this area, they can guess. Get quick feedback but don't say if the SS' answers are right or wrong.

- c • Set a time limit for SS to read the first part of the text once to check whether, according to Kate Fox, sentences 1–7 are true or false.

1 T 2 T 3 T 4 T 5 F 6 T 7 F

- d • Focus attention on the photo and elicit answers to the question (He belongs to the Goths). Set a time limit for SS to read the second part of the text and to answer the two questions. Check answers.

Kate Fox spoke to a Goth because she wanted to find out if the Goths could laugh at themselves. She discovered that they had a sense of humour and didn't take their way of dressing too seriously.

- e • Tell SS to look at the highlighted adjectives and to try to guess what the words could mean. Tell them to look carefully at each word. Is it similar to another word they know or to a word in their language? Do the other words in the sentence help? Does their knowledge of the subject (the way English people dress) help them?
- Give SS, in pairs, a few minutes to try to guess the meaning of the adjectives. If they have dictionaries, they can then check their guesses. Finally, check answers using the definitions below or translation. Elicit / help with the pronunciation. Highlight that *large* is a slightly more formal way of saying *big*, e.g. a large town. *Large* is also used instead of *big* in clothes sizing (often abbreviated to L).

dysfunctional /dɪsfʌŋkʃənəl/ = not working properly

innovative /ɪnəʊvətɪv/ = introducing new ideas or ways of doing something

outrageous /aʊtreɪdʒəs/ = shocking

macabre /məkəːbrə/ = unpleasant and strange, connected with death

conspicuous /kənspɪkjʊəs/ = easy to see or notice

- f • Now give SS a few minutes to read the whole text again and choose the best summary of the article.

A

- Now ask SS whether they think this is true from their own knowledge and experience of English people.

Extra support

At this point you could go through the text with the class, highlighting useful expressions and eliciting / explaining the meaning of new words and phrases.

4 VOCABULARY clothes and fashion

- a • Get SS to look at the photos with the article again and get individual SS to describe in detail what people are wearing. Help with any vocabulary problems.

The Queen is wearing a matching green hat and top; she is wearing a necklace and earrings. The woman is wearing a black top, red shorts, and long black and white striped socks. The man is wearing a blue suit, a green shirt and a purple tie. The two judges are wearing wigs and robes with a purple hoods. The couple are wearing plastic ponchos.

- b • Tell SS to go to **Vocabulary Bank Clothes and fashion** on p.148.

- Focus on section 1 **Describing clothes a** and get SS to do it in pairs or individually. Check answers and elicit and drill pronunciation. Repeat the process for **1b** and **1c**. Make sure SS know what all the words mean. Highlight that all the adjectives in **1c** are used to express an opinion about clothes or how someone is dressed.

- | | |
|----------------|--------------|
| a 1 loose | 7 striped |
| 2 tight | 8 spotted |
| 3 long-sleeved | 9 checked |
| 4 sleeveless | 10 plain |
| 5 V-neck | 11 patterned |
| 6 hooded | |

- | | |
|----------------------|---------------------|
| b 1 a velvet bow | 7 a fur collar |
| 2 nylon stockings | 8 suede slippers |
| 3 a silk scarf | 9 a Lycra swimsuit |
| 4 a linen suit | 10 a cotton vest |
| 5 leather sandals | 11 a denim backpack |
| 6 a woollen cardigan | |

- | | |
|------------|-----------------|
| c 1 trendy | 4 smart |
| 2 stylish | 5 old-fashioned |
| 3 scruffy | |

- Now get SS to do section 2 **Verb phrases**. Check answers and drill pronunciation. Make sure SS are aware of the difference in meaning between *match*, *suit*, *fit* and *get changed / dressed / undressed*. Highlight that the phrasal verb *dress up* means *to wear smart clothes*. Elicit / point out that *dress up*, *match*, *fit*, and *suit* are regular verbs and that *hang up* is irregular (past *hung up*).

2 a 1 C 2 A 3 F 4 H 5 G 6 B 7 E 8 D

- Finally, get SS to do section 3 **Idioms**. Check answers and ask them if they have a similar idiom in their own language for each situation.

3 b 1 C 2 D 3 A 4 B

- Finally, focus on the instruction 'Can you remember the words on this page? Test yourself or a partner'.

Testing yourself

For **Describing clothes a** and **b** SS can cover the words and look at the pictures and try to remember the words. For **Describing clothes c** they can cover the opinion column and try to remember the adjectives. In **Verb phrases** they can cover the left-hand column and try to remember the verbs phrases. In **Idioms** they can cover the idioms and remember them by looking at the definitions A–D.

Testing a partner

See **Testing a partner p.20**.

Study Link SS can find more practice of these words and phrases on the MultiROM and on the *New English File Upper-intermediate* website.

- Tell SS to go back to the main lesson on p.22.

- c • This exercise recycles the vocabulary SS have just learnt. Sit SS in pairs, **A** and **B**, preferably face to face. Tell them to go to **Communication Clothes quiz, A** on p.116, **B** on p.119.
- Go through the instructions and make sure SS know what they have to do. When the activity finishes you could ask who got the most right answers in each pair.

5 PRONUNCIATION vowel sounds

Pronunciation notes

SS can improve their pronunciation by making an effort to distinguish between long and short sounds and diphthongs (a combination of two vowel sounds, e.g. the sound in *hair* /eə/). When upper-intermediate SS come across new words they will instinctively pronounce them correctly especially if there is a regular sound-spelling relationship. If they are unsure, they should use their dictionaries to check the phonetic transcription. Remind SS that /:/ = a long sound.

- a • Focus on the task and elicit answers.

/bu:t/, /tri:/ and /bɜ:d/ are long sounds.
/bʊl/, /fɪ/ and /kəmˈpjʊ:tə/ are short sounds.
/baɪk/ and /treɪn/ are diphthongs.

- b • **2.3** Focus on the task and give SS a few minutes, in pairs, to complete it. Then play the CD for SS to listen and check their answers.

2.3

CD1 Track 28

/u:/	loose	suit
/ʊ/	put on	woollen
/ɪ/	linen	slippers
/i:/	high-heeled	sleeveless
/ə/	collar	sandals
/ɜ:/	fur	shirt
/aɪ/	Lycra™	striped
/eɪ/	plain	suede

Extra support

You could play the CD again for SS to repeat the words.

- c • Get SS to practise saying the phrases to each other in pairs, before choosing individual SS to say them.
- d • Now tell SS to go to the **Sound Bank** on p.159. Focus on the eight sounds that SS have just been working on.

6 SPEAKING

- Focus on the **GET IT RIGHT** box and give SS a moment to choose the right option.

1 dress 2 wear

- Elicit / point out that *wear* always needs an object (e.g. *I'm going to wear a jacket tonight*) and *dress* doesn't (e.g. *She dresses well*).
- Put SS in small groups and set a time limit. You could appoint a secretary to ask the questions and organize the discussion. Get feedback from the whole class afterwards.

7 GRAMMAR adjective order

- a • Focus on the task and give SS a few moments to try and order the adjectives. Get them to compare with their partner. Check answers.

1 spiky black hair 3 big black leather bag
2 beige linen suit 4 white nylon running vest

- b • Tell SS to go to **Grammar Bank 2A** on p.134. Go through each example and its corresponding rule for adjective order with the class.

Grammar notes

adjective order

It's important to point out that in practice people rarely use more than two adjectives (occasionally three) together so SS should not be put off by the chart showing adjective order. Encourage SS to use their instinct as to what sounds right rather than try to memorize the chart, and to remember that opinion adjectives always come first. Learning common combinations will also help them to remember the rule, e.g. *long fair hair*, *a big old house*, etc.

- Get SS to do exercise **b** only on p.135 in pairs or individually. Check answers.

b 1 an attractive young man
2 dirty old shoes
3 a stylish purple leather jacket
4 a tall thin woman
5 a long sandy beach
6 a lovely new wooden floor
7 a smart Italian suit
8 beautiful big dark eyes
9 a friendly old black dog

- Tell SS to go back to the main lesson on p.23.
- c • Focus on the instructions and ask SS if they have ever bought or sold anything on eBay. Then give SS time to write their descriptions. Go round helping with vocabulary.

Extra support

You could write a description on the board of an item of clothing you want to sell to give SS ideas, e.g. *For sale! White linen jacket – hardly worn. Size 40. Perfect for the summer.*

- d • Get SS to move around the class trying to interest other SS in the clothes they want to sell. If they find someone who is interested, they should agree a price. Stop the activity when you think most SS have found a buyer.
- Get feedback to find out who bought / sold what.

8 2.4 SONG 🎵 *Englishman in New York*

- This song was written and recorded by the British singer Sting in 1987. For copyright reasons this is a cover version. If you want to do this song in class, use the photocopiable activity on p.234.

2.4

CD1 Track 29

Englishman in New York

I don't take coffee, I take tea my dear
I like my toast done on one side
And you can hear it in my accent when I talk
I'm an Englishman in New York

See me walking down Fifth Avenue
A walking cane here at my side
I take it everywhere I walk
I'm an Englishman in New York

Chorus

I'm an alien I'm a legal alien
I'm an Englishman in New York
I'm an alien I'm a legal alien
I'm an Englishman in New York

If 'Manners maketh man' as someone said
He's our hero of the day
It takes a man to suffer ignorance and smile
Be yourself, no matter what they say

Chorus

Modesty, propriety can lead to notoriety
You could end up as the only one
Gentleness, sobriety are rare in this society
At night a candle's brighter than the sun

Takes more than combat gear to make a man
Takes more than a licence for a gun
Confront your enemies, avoid them when you can
A gentleman will walk but never run

If 'Manners maketh man' as someone said
He's our hero of the day
It takes a man to suffer ignorance and smile
Be yourself, no matter what they say

Chorus**Extra photocopiable activities****Grammar**

adjectives p.163

Communicative

Spot the difference p.201 (instructions p.191)

Song*Englishman in New York* p.234 (instructions p.231)**HOMEWORK****Study Link** Workbook pp.14–16

Air travel: the inside story

Lesson plan

In this lesson SS revise the three narrative tenses they already know (past simple, past continuous, and past perfect) and learn a new one, the past perfect continuous. The topic is air travel, and in the first half of the lesson SS read an extract from a best-selling book called *Air Babylon*, which claims to give the inside story about what really happens at airports and on flights. They also learn, in mini grammar, how to use *so / such...that*. In the second half they listen to an interview with two pilots who answer a lot of the questions air travellers ask themselves when they board a plane. The vocabulary focuses on words related to air and long-distance travel, and in pronunciation SS look at the pronunciation of tricky irregular past verb forms.

Optional lead-in (books closed)

- Write on the board
How often do you travel by plane?
Do you enjoy flying? Why (not)?
- Get SS to ask and answer with a partner.
- Get feedback and find out how many people have never travelled by plane, how many people are afraid of flying and how many people enjoy it and why. (NB If you have a class where you think not many people will have been on a plane, you could change the questions to *Have you ever flown? Did you enjoy it?*)

1 READING

- a • Books open. Focus on the task. Read the back cover aloud, and ask SS why they think the identities of the airline staff 'must remain anonymous' (because if their bosses found out, they might lose their jobs). Give SS a few minutes in pairs to discuss the questions. Get feedback but don't tell them yet if they are right or not.

Extra support

Ask the questions to the whole class and elicit ideas.

- b • Set a time limit for SS to read the extract and check the answers to the questions in a. Get feedback by reading out the questions again one by one and eliciting answers.

They are sending messages to each other about passengers.
 The flight crew like to turn the heating up to get the passengers to go to sleep. (That way they have less work to do and everything is very quiet.)
 At Heathrow 80 per 1,000 bags or cases are lost. Because people who don't really need them ask for them.
 Because a bird has crashed into the plane and been burnt in the engine.

- Finally, ask SS if they guessed correctly. Elicit some answers.

- c • Focus on the task and encourage SS to read sentences A–F first, and elicit / explain / translate any vocabulary they don't know. SS then read the article again and put the sentences in. Highlight that there is one sentence they don't need. Check answers.

1 D 2 F 3 E 4 A 5 B

Extra support

At this point you could go through the five paragraphs with the class, highlighting useful expressions and eliciting / explaining the meaning of new words and phrases.

- d • Do this as an open class question.

2 VOCABULARY air travel

- a • Focus on the instructions. Tell SS if they are not sure of a word, they should look for it in the text. (The words are not in the same order as in the text.)

Extra support

Get SS to underline all the words in the text related to air travel before doing exercise a.

- Check answers and model and drill pronunciation where necessary. Highlight that:
 - *baggage* is more formal than *luggage* and used in the expression *excess baggage* and in the sign *baggage reclaim*. In conversation we would normally use *luggage*.
 - *crew* has a plural meaning and is used with a plural verb (*The crew are ...NOT ~~The crew is...~~*)
 - *aisle* /aɪl/ (seat) = the seat next to the passage between seats on a plane

2 Arrivals	10 crew
3 luggage and baggage	11 passengers
4 check-in	12 flight attendant
5 passport control	13 seat
6 pick up (or get)	14 flight
7 customs	15 taking off
8 porter	16 landing
9 airlines	

- b • Elicit the answers from the class. You could get them to write b/t next to words that can also be used for other types of transport.

1, 3, 5, 7, 8, 11, 13

- c • Get SS to test themselves by covering the words and looking at the definitions and remembering the words.

Extra idea

Get SS to test each other. A (book open) reads out definitions 1–9. B (book closed) says the words. Then they swap roles for words 10–16.

MINI GRAMMAR *so / such...that*

- Go through the examples and then the rules. Highlight that *that* is optional after *so / such*.
- You may want to point out that we often use *so / such* simply for emphasis, e.g. *That steak was so good. / We had such a nice day!*
- Elicit sentence 1 from the whole class and write the answer on the board. Then get SS to do the rest of the exercise. Check answers.

1 so	5 so
2 such a	6 such
3 such a	7 so
4 so	8 such

Extra support

If you think SS need more practice, use the extra photocopiable exercises on p.184.

3 GRAMMAR narrative tenses, past perfect continuous

- a • Focus on the newspaper article, and tell SS that this is a true story from a British newspaper. Set a time limit for SS to read it. Remind them that there is a glossary to help them. Then ask the questions to the class and get feedback.

One of the flight attendants panicked and started screaming when the plane hit some turbulence.

Extra support

You could go through the text with the class checking SS understand everything.

- b • Focus on the highlighted verbs and get SS to write them in the chart. Check answers, and elicit that the past perfect continuous = *had been* + verb + *-ing*

past simple regular	screamed
past simple irregular	hit
past continuous	was going
past perfect	had been
past perfect continuous	'd been reading

Extra idea

At this point you may want to revise other common irregular verbs. You could photocopy the irregular verb list on p.240 and test the class, or get SS to test each other.

- c • Now get SS in pairs to look at the sentences and circle the right form. Check answers.

- screamed (because first the plane hit turbulence and then the passengers screamed)
- were relaxing (because the passengers were in the middle of relaxing)
- had finished lunch (because they had their lunch before the plane hit turbulence)
- had been flying for two hours (because the flight started two hours previously and had continued up to that moment)

- d • Tell SS to go to Grammar Bank 2B on p.134. Go through each example and its corresponding rule with the class.

Grammar notes

rules 1–3: narrative tenses

This should all be revision for SS at this level.

rule 4: past perfect continuous

This will probably be a new tense for most SS. It has the same form as the present perfect continuous except that *had* is used instead of *have / has*. As with the present perfect continuous it is not usually used with non-action verbs, e.g. *be, like, have, know*, etc.

past perfect simple or continuous?

As with the present perfect simple and continuous you often have to use one or the other. However, again, there are some instances where either can be used but with a difference in meaning.

In the examples given in the box, highlight that *she'd been reading a book* = she may have just finished or still be reading the book. *She'd read the book* = she has definitely finished the book.

- Get SS to do the exercises for 2B on p.135 in pairs or individually. Check answers.

- a
- we'd been queuing
 - had stolen
 - had been raining (had rained)
 - 'd had
 - 'd changed
 - 'd been sunbathing; ('d sunbathed); hadn't put on
 - had been arguing (had argued)
 - 'd fallen
- b
- were checking in
 - had won
 - had been looking forward
 - had forgotten
 - had arrived
 - ran
 - went
 - was filling
 - hurried
 - caught

- Tell SS to go back to the main lesson on p.26.
- e • Focus on the task and get SS to work either in pairs of groups of three. Set a time limit and remind SS that they have to try to use the four different tenses in the endings.
- Get feedback and accept all correct meaningful sentences.

Possible answers

- ... wasn't wearing a seat belt.
... was driving too fast.
... had been using his mobile phone.
... had jumped a red traffic light.
- ... I was feeling stressed.
... it was very hot.
... I had been watching scary films.
... I had drunk too much coffee after dinner.

4 PRONUNCIATION irregular past forms

Pronunciation notes

This exercise focuses on commonly mispronounced irregular past verb forms. Sometimes SS at this level still have some ingrained pronunciation problems with some of the trickier irregular past and past participle forms, e.g. the *-ought* / *-aught* endings.

- a**
- Focus on the picture words and elicit the eight sounds (/u:/, /ɪ/, /ɔ:/, /ɜ:/, /ʌ/, /əʊ/, /e/, /ei/)
 - Then get SS in pairs to look at the sentences, focusing on the irregular verbs, and match them to the sound pictures.
- b**
- **2.5** Play the CD for SS to check. Check answers.
1 C 2 B 3 E 4 A 5 G 6 F 7 D 8 H
 - Give SS time to practise saying the sentences correctly.
 - Remind SS that:
 - verbs ending in *-aught* are pronounced exactly the same as ones which end in *-ought*, e.g. *thought*, *bought*, *brought*, *fought*.
 - the *u* in *built* is silent.
 - the *ea* in *read* and *dreamt* is irregular and pronounced /e/
 - although *paid* is pronounced /peɪd/, *said* is pronounced /sed/.

2.5

CD1 Track 30

- 1 I **thought** he'd **caught** that flight. I **saw** him checking in.
- 2 The hotel was **built** in 1950. The date was written above the door.
- 3 The company had become successful since it won the prize for Best Airline.
- 4 I **flew** to Mexico City. I **knew** the city very well.
- 5 She **read** for a while before she fell asleep. Then she **dreamt** about her childhood.
- 6 We'd **flown** from New York that day. We'd chosen a bad day to travel.
- 7 I **heard** that they'd been **hurt** in the accident, but they **weren't**.
- 8 She **said** she'd **paid** for the train with money she'd taken from my wallet.

Extra idea

If you think your SS still have problems with regular *-ed* endings, you could revise these. Get SS to draw three columns, /t/, /d/, and /ɪd/. Dictate these sentences and get SS to write the verb in the correct column:

- | | |
|--|--|
| <i>We arrived at the airport.</i> | <i>The train started to move.</i> |
| <i>We needed a cup of coffee.</i> | <i>We travelled all night.</i> |
| <i>We checked in late.</i> | <i>The train crashed into a</i> |
| <i>We nearly missed our flight.</i> | <i>cow.</i> |
| <i>The plane landed on time.</i> | <i>We stayed at an awful</i> |
| | <i>hotel.</i> |

/t/	/d/	/ɪd/
checked	arrived	needed
missed	travelled	landed
crashed	stayed	started

Remind SS that:

- verbs which end in an unvoiced sound (made without using the voice box), e.g. which end in /k/, /f/, /p/, /t/, /tʃ/, and /ʃ/ are pronounced /t/ when you add *-ed* / *-d*.
- verbs which end in a voiced sound (sounds which are made using the voice box – you can feel the sound vibrate if you touch your throat) are pronounced /d/ when you add *-ed* / *-d*.
- verbs which end in the sound /t/ or /d/, e.g. *mend*, *need*, *invite*, and *want*, are pronounced /ɪd/ when you add *-ed* / *-d*.

5 LISTENING

- a**
- Focus on the task and the six questions. Then give SS time to discuss them in pairs.
- b**
- **2.6** Play the CD once. Ask SS how many they guessed right.

2.6

CD1 Track 31

(tapescript in Student's Book on p.122)

I = interviewer, S = Steven, R = Richard

- I** With me in the studio today I have two pilots, Richard and Steven, who are going to answer some of the most frequently asked questions about flying and air travel. Hello to both of you.
- S & R** Hello.
- I** Right, the first question is what weather conditions are the most dangerous when flying a plane?
- S** Probably the most dangerous weather conditions are when the wind changes direction very suddenly. This tends to happen during thunderstorms and typhoons, and it's especially dangerous during take-off and landing. But it's quite unusual – I've been flying for 37 years now and I've only experienced this three or four times.
- I** Is all turbulence dangerous?
- S** No, in fact it's not normally dangerous. Pilots know when to expect turbulence and we try to avoid it by changing routes or flight levels.
- I** Which is more dangerous, take-off or landing?
- R** Both take-off and landing can be dangerous. They're the most critical moments of a flight. Pilots talk about the 'critical eight minutes' – the three minutes after take-off and the five minutes before landing. Most accidents happen in this period.
- S** I would say take-off is probably slightly more dangerous than landing. There is a critical moment just before take-off when the plane is accelerating, but it hasn't yet reached the speed to be able to fly. If the pilot has a problem with the plane at this point, he has very little time – maybe only a second – to abort the take-off.
- I** Passengers often think that putting on seat belts in a plane is really a waste of time. Is that true?
- S** Not at all. When the plane is moving on the ground and the pilot suddenly puts the brakes on, passengers can be thrown out of their seats, just like in a car. But more importantly, during the flight if there is sudden and severe turbulence, you could be thrown all over the cabin if you aren't wearing your seat belt. That's why airlines usually recommend you wear your belt even when the seat belt light is off.

- I Should we really listen to the safety information?
 S It's definitely worth listening to the information about emergency exits. If there's a fire on a plane, it may be dark and the plane will be full of smoke and fumes. So listening to where the exits are, and working out which one is the nearest exit to you, might save your life. Most aircrew can even tell you where the emergency exits are in the hotels where they stay.
- I What about life jackets?
 R Fortunately, planes very rarely have to land in the sea, but to be honest the chances of surviving if your plane did crash into the sea are not high.
- I Are some airports more dangerous than others?
 S Yes, some are – particularly airports with high mountains around them and airports in countries with older or more basic navigation equipment.
 R For some difficult airports like, let's say Kathmandu, they only allow very experienced pilots to land there. And for some of these airports pilots have to practise on a simulator first before they are given permission to land a plane there.
- I How important is it for pilots and controllers to have good clear English?
 S It's the official language of the air, so obviously it's vital for pilots and controllers to have good English. To be honest, it doesn't always happen.
 R And apart from people's English not being good, some countries don't respect the convention and don't force their pilots to speak in English. But most of them do, luckily.

- c • Play the CD again for SS to listen for more detail. Check answers.

- 1 Sudden changes of wind direction, especially during thunderstorms and typhoons. But most turbulence isn't dangerous as pilots are prepared.
- 2 Both are dangerous, but take-off is a bit more dangerous than landing, especially if there is a problem just before the plane goes into the air.
- 3 Yes, because if the plane moves suddenly, e.g. in turbulence or when the plane brakes on the ground, you can be thrown out of your seat.
- 4 Yes, because if there's a fire, it might be dark and knowing where the nearest exit is could save you.
- 5 Yes, especially ones with mountains or in countries with older more basic equipment. Only very experienced pilots are allowed to land at these airports.
- 6 Very important as it's the official language of the air. Most pilots and controllers speak good English, but not all.

- d • 2.7 Focus on the task and play the CD. Elicit the three questions.

- 1 Have you ever had a problem with a famous person as a passenger?
- 2 What's your most frightening experience as a pilot?
- 3 Have you ever been taken ill during a flight?

2.7

CD1 Track 32

(tapescript in Student's Book on p.123)

- I Have you ever had a problem with a famous person as a passenger?
 R I've carried a lot of famous people and they are usually very well behaved. But I remember once I had the actor Steven Seagal as a passenger – and the cabin crew told me that he had just got on board and he was carrying an enormous samurai sword. Weapons aren't allowed on board, of course, so I had to go and speak to him. He looked very imposing standing in the cabin. He was nearly 2 metres tall, dressed completely in black, carrying a sword and he is – as you probably know – a martial arts expert. But in fact, he was very happy to give us the sword, which was gold and which had been given to him as a present in Bali.
- I What's your most frightening experience as a pilot?
 S Crossing the road outside the airport terminal! That's certainly the most dangerous thing I do. Probably in connection with flying, my most frightening experience would have to be a near miss I had when I was flying a Boeing 747 at night. A small aeroplane passed in the opposite direction just 15 metres below my plane... Just after this happened, a flight attendant brought us some hot snacks and I distinctly remember how good they tasted!
- I Have you ever been taken ill during a flight?
 R Once I was flying from Hong Kong to London, that's a 13-hour flight, and I got food poisoning after six hours. I felt terrible – incapable of doing anything at all for the rest of the flight. Luckily though, the rest of the crew were fine, because on all flights the crew are given different meals, just in case. So as my co-pilots had eaten a different meal and felt fine, the flight was able to continue safely.

Extra support

If there's time, get SS to listen to the CD with the tapescript on p.122 and p.123 so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

- e • Now play the CD again and give SS, in pairs, time to remember the stories. Then elicit the stories from SS.
 f • Do this as an open class question.

6 SPEAKING

- a • Focus on the **GET IT RIGHT** box and go through it with SS. Remind SS to use interested / surprised intonation as appropriate.
 • Put SS in pairs, A and B, and tell them to go to **Communication Flight stories**, A on p.116 and B on p.119. Go through the instructions and make sure SS know what they have to do.
 • Give SS time to read and retell their stories. Then find out which story SS thought was the most incredible and why (in fact they are both true stories).

- b** • Focus on the task, and on the **Story plan**. Give SS plenty of time to plan their stories and go round checking whether they need any help with vocabulary.
- c** • Focus on the instructions. Monitor and help while SS tell each other their stories, correcting any misuse of narrative tenses and encouraging the listener to listen actively.

Extra support

Tell one of the stories yourself first, and elicit responses and questions from the class. Then ask SS if they think the story is true or invented.

When SS have finished telling their own anecdotes, you could get them to swap partners and retell it.

Extra photocopiable activities

Grammar

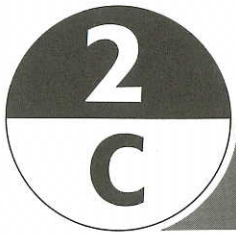
narrative tenses *p.164*

Communicative

Did it really happen to you? *p.202* (instructions *p.192*)

HOMEWORK

Study Link Workbook *pp.17–19*



G adverbs and adverbial phrases
V confusing adverbs and adverbial phrases
P word and sentence stress

Incredibly short stories

Lesson plan

In this lesson the grammar focus is on adverbs and adverbial phrases, and their position in sentences. The topic is stories and reading. In the first half of the lesson SS read, and later write, mini-sagas, 50-word stories with a twist. In the second half they read and listen to an American short story. The ending of the story is on the CD in order to create more suspense. The vocabulary focus is on certain pairs of adverbs which are often confused, and the pronunciation is on word and sentence stress.

Optional lead-in (books closed)

- Revise adverb formation. Write the following adjectives on the board:
unfortunate careful angry fast slow good bad
- Give SS a moment to write the adverb for each adjective. Check answers.

unfortunately, carefully, angrily, fast, slowly, well, badly

- Remind SS that adverbs are often formed from adjectives by adding *-ly*, but that there are also many other adverbs which are not formed from adjectives and which don't end in *-ly* (e.g. *always, never, just*, etc.). They can also be phrases, e.g. *twice a week*.
- Point out that there are also some words which end in *-ly* which aren't adverbs, e.g. *friendly, likely* (they are adjectives).
- Elicit / remind SS that adverbs are used either to describe an action (*he walked slowly*) or to modify an adjective or other adverbs (*it's extremely expensive*).

1 GRAMMAR adverbs and adverbial phrases

- a • Books open. Focus on the task. Set a time limit the first time SS read the mini-sagas, and tell SS to use the pictures and the glossary to help them. Check answers.

A Written in the cards	C Meeting the boss
B Generation gap	D Good intentions

- b • Focus on the instructions and elicit the meaning of *cryptic* (= the meaning is not immediately understood). Get SS to talk about what they think each story is about. Then get feedback from different pairs.

- A A woman has a relationship with a man. She goes to see a Gypsy who says the relationship has no future. The man goes to the USA and she doesn't see him for five years and is very lonely. Suddenly she gets a letter from him inviting her to come and join him. The 'twist' is that she gets a ticket to go to New York on the *Titanic* (which sinks). So the Gypsy was right.
- B A man, whose wife has died, lives with his teenage daughter. He thinks she is being difficult because he likes going out at night but she gets worried when he comes back late. This time he stayed out really late and when he got home his daughter was very angry. The 'twist' is that the reader imagines that the situation is the other way round, i.e. that the man is waiting for his daughter to come home.
- C A new maid, who knows nothing about the master of the house, has been employed. She is given instructions about what she will have to do for her master, and then asks who the master is. She discovers that she will be looking after the dog that she has just tripped over and not a person.
- D A woman who is disorganized and untidy decides to become more organized and buys a book to help her. She starts cleaning and tidying up her house. The 'twist' is that when she is cleaning the bookcase she finds exactly the same book, which she had bought last year but which has obviously had no effect!

Extra support

Do story 1 with the whole class. Elicit the story from SS by asking, e.g. *Who had the woman originally gone to see?* (a Gypsy), *What did the Gypsy tell her?* (that she had no future with the man she loved), *How long had it been since she last saw him?* (five years), *What had she just received from him?* (a letter asking her to go to New York and join him), *Why is it probable that the Gypsy was right?* (Because she's about to go on the *Titanic* and so will most probably die when the ship sinks).

Then get SS to explain the other three stories in pairs.

- c • Focus on the instructions and go through the five categories of adverbs. Make sure SS understand the categories by giving more examples if necessary. Focus on the example. Then get SS to continue in pairs. Check answers.

Types of adverbs

Time: *immediately, early, five minutes later, last year*

Manner: *angrily*

Frequency: *always*

Degree: *unbelievably, increasingly, so*

Comment: *unfortunately*

- d • Explain that one of the problems with adverbs is where to put them in a sentence, and elicit that there are three possible positions: at the beginning or end of the phrase / sentence, or in the middle (usually before the main verb). Tell SS that although the rules may seem a bit complicated, they will probably have a good instinct for where adverbs should go, and to try saying them a few times to see which position sounds best.
- Get SS in pairs to put the adverbs in the sentences. Check answers.

- 1 He speaks three languages fluently.
- 2 I hardly ever have breakfast during the week.
- 3 My brother was in a car crash, but fortunately he wasn't hurt.
- 4 It's often extremely hot in Greece in July and August.
- 5 When I know the date I'll call you straight away.

- e • Tell SS to go to **Grammar Bank 2C** on p.134. Go through each example and its corresponding rule with the class.

Grammar notes

This is an area of grammar where practice and SS' own instinct as to what sounds right will probably be more useful in the long run than memorizing rules. A useful tip to tell SS is that with adverbs that don't end in *-ly* (e.g. *even, just, etc.*), if in doubt, to put them in mid-position, e.g. before the main verb.

• rule 1: adverbs of manner

In spoken English adverbs of manner usually go after the verb or verb phrase, e.g. *He opened the door quietly*. However, in written English, e.g. a novel, they are sometimes used before the verb for dramatic effect, e.g. *He quietly opened the door and came in. Jane quickly explained why she was leaving.*

Give SS some more examples of adverbs of manner in passive sentences: *Their house is beautifully designed. It's a well written story.*

• rule 5: comment adverbs

Other common ones are *surprisingly, ideally, in fact, basically*.

- Get SS to do the exercises for on p.135 in pairs or individually. Check answers after each exercise.

- | | | | |
|---|----|------------------------------|--|
| a | 1 | <u>very much</u> X | She likes the theatre very much. |
| | 2 | <u>late, yesterday</u> ✓ | |
| | 3 | <u>Immediately</u> X | The ambulance arrived immediately. |
| | 4 | <u>usually, after work</u> X | They usually go jogging after work. |
| | 5 | <u>extremely</u> ✓ | |
| | 6 | <u>easily, brilliantly</u> X | They won the match easily because they played brilliantly. |
| | 7 | <u>almost</u> X | I almost forgot your birthday. |
| | 8 | <u>luckily</u> X | Luckily we had taken an umbrella. |
| | 9 | <u>always, healthily</u> ✓ | |
| | 10 | <u>apparently</u> X | Apparently he's been sacked. |

- b
- 1 The building was badly damaged in the fire last week.
 - 2 Obviously we need to do something quickly.
 - 3 Ben is often at his friend's house in the evening.
 - 4 She just walked out and she didn't even say goodbye.
 - 5 He always drives extremely fast.
 - 6 She danced beautifully at the ballet last night.
 - 7 Luckily she wasn't seriously injured when she fell.
 - 8 Apparently he nearly broke his leg when he was skiing.
 - 9 My father usually sleeps a bit in the afternoon.

- Tell SS to go back to the main lesson on p.29.
- f • **2.8** This is an oral grammar practice activity. Focus on the instructions and tell SS the sound effects will tell them what is happening in each situation and they then need to complete each sentence using the adverb in bold. Demonstrate by playing the CD and pausing after 1. Then continue, pausing the CD each time for SS, in pairs, to write the sentences. Play each sound effect again if necessary. Check answers.

Possible answers

- 2 ... the electricity suddenly went off / there was suddenly a power cut / the lights suddenly went out / suddenly the lights went out, etc.
- 3 ... luckily he found it in his pocket.
- 4 ... they hardly know / knew each other.
- 5 ... it was raining (so) hard, etc.
- 6 ... he spoke / was speaking incredibly fast / quickly.

2.8

CD1 Track 33

- 1 *sound effects of man running*
- 2 *sound effects of power cut at party*
- 3 A Can I see your boarding pass?
B Oh my God! I've lost it! Where is it? Where is it?
A I'm afraid you can't fly if you haven't got your boarding pass.
B Oh thank God, it's in my pocket.
- 4 A Tom, this is Andrea – but of course you two know each, don't you?
B Actually, we've only met once, so not really. Hi Andrea.
- 5 I can't see a thing. I think we'd better stop for a bit.
- 6 **Frenchman** Excuse me. Please could you tell me how to get to the train station?
London cabbie Yeah mate. Straight down the High Street, left at the lights, straight through the underpass, then it's right in front of you.

2 VOCABULARY confusing adverbs and adverbial phrases

- a • Focus on the pairs of adverbs and tell SS that first they just have to match each pair to a pair of sentences, but not to worry yet about which adverb goes where. Check answers.

especially / specially	4
ever / even	8
hard / hardly	1
in the end / at the end	3
late / lately	2
near / nearly	6
still / yet	7

- b • Focus on the instructions and stress that SS should think about the two sentences, and then write the missing adverb in the **Adverb** column. Give SS time to do this in pairs and discuss each pair of sentences. Check answers.

- a hardly, b hard
- a late, b lately
- a At the end, b in the end
- a especially, b specially
- a actually, b at the moment
- a nearly, b near
- a yet, b still
- a ever, b even

- Highlight that:

- *hard* = not easy, *hardly* = almost nothing
- *late* = not early, *lately* = recently
- *at the end* must be used with a noun, e.g. road, film; *in the end* is used on its own
- *specially* goes with adjectives, e.g. *specially designed*, *especially* = in particular
- *actually* never means at the moment, it means the same as *in fact* or *to tell the truth*
- *nearly* and *almost* mean the same
- Sentences like: *I haven't found a job yet* and *I still haven't found a job* mean more or less the same but the use of *still* is more emphatic than *not yet*.

- c • Give SS time to test themselves on the adverbs.

3 PRONUNCIATION word and sentence stress

Pronunciation notes

Remind SS that if they aren't sure where the main stress is in a word to first try it out with the stress in different places and see which 'sounds best', and if they are still unsure, to check with a dictionary.

- a • Focus on the adverbs and give SS time to underline the main stressed syllable.
- b • 2.9 Play the CD and then check answers.

2.9

CD1 Track 34

absolutely	even
actually	fortunately
almost	ideally
apparently	incredibly
definitely	luckily
especially	unfortunately

- c • 2.10 Focus on the information box and remind SS that adverbs, like adjectives, are always stressed in a sentence. Then give SS time to underline the stressed words. Play the CD. Check answers, and get SS to practise saying the sentences.

2.10

CD1 Track 35

- There was a lot of traffic, and unfortunately we arrived extremely late.
- We definitely want to go abroad this summer, ideally somewhere hot.
- It's incredibly easy – even a child could do it!
- I thought he was Portuguese, but actually he's Brazilian.
- You said they'd already gone, but apparently they're still here.
- I absolutely love Italian food, especially pizza.

4 WRITING

- a • Focus on the instructions and the rules. Then put SS in pairs and get them to choose a title.
- b • Get SS to write their plot together. Encourage them to make it as short as possible but not to count the words yet.
- c • Now give SS time to edit their story to get the right number of words. Remind them that they have to include two adverbs. Monitor and help as they write, suggest ways they could cut down or expand their stories.
- d • When SS have finished get them to swap stories with other pairs, or get the pairs to read their stories aloud for the class to vote for their favourite.

Extra support

Tell SS you're going to dictate a plot for the story 'A holiday romance'. Then dictate the following story:

They met on the beach and immediately they fell in love. They spent every day together. When she left he promised faithfully to write. At home she sat by the computer but her inbox was always empty.

Now tell SS that the story is 37 words long. They need to add 13 more words to improve the story and make it into a mini-saga. Give SS time to do this in pairs, and then get them to read out their stories.

5 SPEAKING

Put SS in pairs and tell them to go to **Communication Reading habits** on p.117. Go through the instructions and the questionnaire, and check SS understand all the text types. A then interviews B with the questionnaire. Monitor, and encourage A to ask for more information where appropriate. They then swap roles.

6 READING & LISTENING

- a • **2.11** Focus on the **Reading for pleasure** box and go through it with SS. Then focus on the instructions. Tell SS that this story recently won an Internet short-story competition. It is unadapted, so should be challenging but not too difficult; remind SS to use the illustrations and glossaries to help them.
- Tell SS they are going to read and listen to a story in chunks, and then answer a few questions. Now play the CD. Get SS to discuss the questions. Check answers.

- 1 Little Brother™ is a robot doll. TM stands for trademark, which means a name or a symbol which a company uses for its products, e.g. Kleenex™, Lycra™.
- 2 Talking like a baby, before he / she can say actual words.
- 3 He pressed a button which switched Little Brother™ off.

- You could ask a few more comprehension questions, e.g. *Why did Peter want a Little Brother? Why did Peter's mother make him wait for so long?*

2.11

CD1 Track 36

Little Brother™

by Bruce Holland Rodgers

Peter had wanted a Little Brother™ for three Christmases in a row. His favourite TV commercials were the ones that showed just how much fun he would have teaching Little Brother™ to do all the things that he could already do himself. But every year, Mommy had said that Peter wasn't ready for a Little Brother™. Until this year.

This year when Peter ran into the living room, there sat Little Brother™ among all the wrapped presents, babbling baby talk, smiling his happy smile, and patting one of the packages with his fat little hand. Peter was so excited that he ran up and gave Little Brother™ a big hug around the neck. That was how he found out about the button. Peter's hand pushed against something cold on Little Brother™'s neck, and suddenly Little Brother™ wasn't babbling any more, or even sitting up. Suddenly, Little Brother™ was limp on the floor, as lifeless as any ordinary doll.

- **2.12** Play the CD. Get SS to discuss the questions. Check answers.
- 4 She bounced him on her knee and told him what a good boy he was.
 - 5 With the skin of the face in lines / folds, e.g. when you are going to cry.
 - 6 It makes you think that later Peter will change his mind and decide Little Brother™ was not such a good present.
- You could ask a few more comprehension questions, e.g. *Why did Peter like the fire engine? Why didn't Peter get as many presents as last year?*

2.12

CD1 Track 37

'Peter!' Mommy said.

'I didn't mean to!'

Mommy picked up Little Brother™, sat him in her lap, and pressed the black button at the back of his neck.

Little Brother™'s face came alive, and it wrinkled up as if he were about to cry, but Mommy bounced him on her knee and told him what a good boy he was. He didn't cry after all.

'Little Brother™ isn't like your other toys, Peter,' Mommy said. 'You have to be extra careful with him, as if he were a real baby.'

She put Little Brother™ down on the floor, and he took tottering baby steps toward Peter. 'Why don't you let him help open your other presents?'

So that's what Peter did. He showed Little Brother™ how to tear the paper and open the boxes. The other toys were a fire engine, some talking books, a wagon, and lots and lots of wooden blocks. The fire engine was the second-best present. It had lights, a siren, and hoses just like the real thing. There weren't as many presents as last year, Mommy explained, because Little Brother™ was expensive. That was okay. Little Brother™ was the best present ever! Well, that's what Peter thought at first.

- **2.13** Play the CD. Get SS to discuss the questions. Check answers.

- 7 He took the torn wrapping paper out of the wagon and threw it on the floor; he turned the pages of Peter's book too fast.
- 8 Suddenly took and held hard.
- 9 Accept all possible answers here but don't tell them what is going to happen.

- You could ask a few more comprehension questions, e.g. *What happened when Peter tried to build a tower? Why do you think Peter didn't want Little Brother to cry?*

2.13

CD1 Track 38

At first, everything that Little Brother™ did was funny and wonderful. Peter put all the torn wrapping paper in the wagon, and Little Brother™ took it out again and threw it on the floor. Peter started to read a talking book, and Little Brother™ came and turned the pages too fast for the book to keep up.

But then, while Mommy went to the kitchen to cook breakfast, Peter tried to show Little Brother™ how to build a very tall tower out of blocks. Little Brother™ wasn't interested in seeing a really tall tower. Every time Peter had a few blocks stacked up, Little Brother™ swatted the tower with his hand and laughed. Peter laughed, too, for the first time, and the second. But then he said, 'Now watch this time. I'm going to make it really big.'

But Little Brother™ didn't watch. The tower was only a few blocks tall when he knocked it down.

'No!' Peter said. He grabbed hold of Little Brother™'s arm. 'Don't!'

Little Brother™'s face wrinkled. He was getting ready to cry.

Peter looked toward the kitchen and let go. 'Don't cry,' he said. 'Look, I'm building another one! Watch me build it!'

Little Brother™ watched. Then he knocked the tower down.

Peter had an idea.

- **2.14** Play the CD. Get SS to discuss the questions. Check answers.

- 10 Because she saw that Little Brother™ was on the floor and had been switched off.
- 11 Because even when he is switched off, he can still see, hear and feel.
- 12 Because she hadn't noticed his tower and hadn't noticed that he had already picked up the wrapping paper once.
- 13 Accept all possible answers here but don't tell them what is going to happen.

2.14

CD1 Track 39

When Mommy came into the living room again, Peter had built a tower that was taller than he was, the best tower he had ever made. 'Look!' he said.

But Mommy didn't even look at the tower. 'Peter!' She picked up Little Brother™, put him on her lap, and pressed the button to turn him back on. As soon as he was on, Little Brother™ started to scream. His face turned red.

'I didn't mean to!'

'Peter, I told you! He's not like your other toys. When you turn him off, he can't move but he can still see and hear. He can still feel. And it scares him.'

'He was knocking down my blocks.'

'Babies do things like that,' Mommy said. 'That's what it's like to have a baby brother.'

Little Brother™ howled.

'He's mine,' Peter said too quietly for Mommy to hear. But when Little Brother™ had calmed down, Mommy put him back on the floor and Peter let him toddle over and knock down the tower.

Mommy told Peter to clean up the wrapping paper, and she went back into the kitchen. Peter had already picked up the wrapping paper once, and she hadn't said thank you. She hadn't even noticed.

Peter wadded the paper into angry balls and threw them one at a time into the wagon until it was almost full. That's when Little Brother™ broke the fire engine. Peter turned just in time to see him lift the engine up over his head and let it drop.

- **2.15** Tell SS that they are now going to hear the end of the story. Focus on the questions. Then play the CD once. Get SS to discuss the questions. Then play the CD again. Elicit answers from SS but don't tell them exactly what the answers are.

2.15

CD1 Track 40

(tapescript in Student's Book on p.123)

'No!' Peter shouted.

The windshield cracked and popped out as the fire engine hit the floor. Broken. Peter hadn't even played with it once, and his second best Christmas present was broken.

Later, when Mommy came into the living room, she didn't thank Peter for picking up all the wrapping paper. Instead, she scooped up Little Brother™ and turned him on again.

He trembled and screeched louder than ever.

'My God! How long has he been off?' Peter's mother demanded.

'I don't like him!'

'Peter, it scares him! Listen to him!'

'I hate him! Take him back!'

'You are not to turn him off again. Ever!'

'He's mine!' Peter shouted. 'He's mine and I can do what I want with him! He broke my fire engine!'

'He's a baby!'

'He's stupid! I hate him! Take him back!'

'You are going to learn to be nice with him.'

'I'll turn him off if you don't take him back. I'll turn him off and hide him someplace where you can't find him!'

'Peter!' Mommy said, and she was angry. She was angrier than he'd ever seen her before. She put Little Brother™ down and took a step toward Peter. She would punish him. Peter didn't care. He was angry, too.

'I'll do it!' he yelled. 'I'll turn him off and hide him someplace dark!'

'You'll do no such thing!' Mommy said. She grabbed his arm and spun him around. The spanking would come next.

But it didn't. Instead he felt her fingers searching for something at the back of his neck.

- Now get SS to go to the tapescript on p.123, and play the CD again for them to listen and read, and check their answers to b 1–4. Explain / translate any vocabulary problems.

- 1 He switched him off.
- 2 She was very angry with Peter.
- 3 He threatened to turn Little Brother™ off and hide him somewhere where his mother can't find him.
- 4 She switched Peter off!

- Do this as an open class question.
- Finally, tell SS to go to **Phrasal verbs in context File 2** on p.157 and complete the phrasal verbs which have come up in this File. (Answers p.155)

Extra photocopiable activities

Grammar

adverbs p.165

Communicative

Guess my adverb p.203 (instructions p.192)

Vocabulary

Revision race p.224 (instructions p.221)

HOMework

Study Link Workbook pp.20–22

Lesson plan

In the first part of this lesson the person interviewed is Hayley Levine, who has been working for several years as a flight attendant with *First Choice Airways*. In the second part of the lesson, people in the street are asked how they feel when they fly, what they like least about flying, and if they have ever had any frustrating experiences when travelling by air.

Study Link These lessons are on the *New English File Upper-intermediate DVD / Video* which can be used instead of the class CD (See Introduction p.9). SS can get more practice on the MultiROM, which contains more of the short street interviews with a listening task and tapescripts.

Optional lead-in (books closed)

- Tell SS to go to p.25 and revise the vocabulary they learnt for Air Travel. They can either test themselves by covering the column on the right and trying to remember the words, or they can test each other: A (book open) reads the sentences in **At the airport** and B (book closed) says the missing words. They then swap roles for **On the plane**.

THE INTERVIEW

- a • Books open. Focus on the photos and get SS to tell you what they can see.

A flight attendant, a plane safety card, and an emergency exit in a plane.

- Now focus on the task and on the glossary. Go through it with the class eliciting from them how to pronounce the words and phrases.
- b • **2.16** Focus on the task. Put SS in pairs and give them time to read the questions. Encourage SS not to write anything down when they listen the first time. They should listen and try to get the gist of what she is saying, and then discuss the questions with their partner.
- Play the CD once (**Part 1**). Give SS time to discuss the questions and tell each other what they understood. Then play the CD once or twice more. This time SS might want to jot down things they heard to help them remember the answers to the questions. Check answers.

- 1 Because she always wanted to travel, and saw an advert in the newspaper.
- 2 customer service (= how to look after passengers), relations (= public relations)
- 3 safety training (e.g. how to deal with fires, evacuations, water landing, passengers) and immediate care
- 4 someone outgoing (= extrovert), who can work well in a team, someone who is competent and confident in what they do
- 5 Good side: you see the world. Bad side: sick bags (i.e. passengers being sick), gruelling on your social life (= it's hard to have a normal social life)
- 6 Don't wear a watch; if you're going east, try to stay up and fight the jetlag.

(tapescript in Student's Book on p.123)

I = interviewer, H = Hayley Levine

- I** Hayley Levine is a flight attendant for *First Choice Airways*. What made you want to be a flight attendant?
- H** I never really wanted to be a flight attendant, I just kind of knew that I always wanted to travel, always had this idea that I wanted to see the world, saw an advert in a newspaper, went for interview, got the job and loved it. So, and it's definitely for me, definitely.
- I** What kind of training did you have?
- H** In order to become a flight attendant, you have your group interview first, you're singled out, you have a one-on-one interview, and then if you pass that stage, you go on to your training which is five weeks: first week's all about customer service, relations, things like that, and then you go on to all your safety training which is four weeks' intensive training, you know, how to deal with fires, evacuations, water landing, passengers and then you're also, you're quite well trained on immediate care, so you know, that's quite an important part of our job, if something happens up in the air, something medical, you know, you need to be trained to deal with it quickly, efficiently.
- I** What kind of person do you think the airlines are looking for? I mean what kind of person makes a good flight attendant?
- H** I don't know exactly what they're looking for but I can only think they look for someone who's quite outgoing, someone who can work quite well in a team, you have to be a certain kind of character to do what we do, I mean you fly with different people every day, you know, you go into work, anything could happen, there's thousands and thousands of crew, you don't work with the same people, you need to be able to just get on with people that you've never met before, work under pressure sometimes, so I think they're looking for someone who is, you know, quite competent in what they do, quite confident, just someone who's a team player really.
- I** Tell me, what do you think are good and bad sides of the job?
- H** Good sides, obviously I get to see the world pretty much for free. I mean it's amazing, you couldn't ask for anything more really. Bad sides, would be sick bags, probably, and obviously it's really gruelling on your social life, it's more like a way of living than a job. You know, you have to work around it. So..., but yeah, it's good. I wouldn't change it for the world.
- I** Are there any other downsides?
- H** Probably the jet lag, that's quite bad. Definitely, you do suffer a lot, but you know, it's part of the job. You just sort of get on with it.
- I** Have you got any tips for dealing with jet lag?
- H** Tips? I don't wear a watch, sometimes that helps. And if you're going sort of east, just try and stay up, just try and fight the jet lag, that's the best way. There isn't really a cure for it. I definitely find it easier going east than I do west. I don't know why that is.

Extra challenge

You could use the tapescript above to elicit more detailed answers from SS.

- c • **2.17** Focus on the task and play the CD once (**Part 2**). Give SS time to discuss the questions and what they understood. Then play the CD once or twice more. Check answers.

- 1 Try to talk to them and calm them down.
- 2 They usually let you know, they walk on shaking, or ask for vodka.
- 3 There was one man who was very scared of flying. She tried to calm him down but just before take-off he had a panic attack, and tried to open the emergency exit door. They had to take him off the plane.
- 4 She has never had to do it and hopes she never will.
- 5 She never feels nervous or afraid. She feels really safe.

2.17 CD1 Track 42

(tapescript in Student's Book on p.123)

- I You must come into contact with a lot of passengers who are afraid of flying. How do you deal with this?
- H A lot of passengers are afraid of flying. There's not really a lot you can do. Just try and sit and talk to them, calm them down. I think your confidence is sort of always a good booster, as well if they know that you're competent in what you do, I think that helps. Most of them are OK after take-off, it's just that initial getting into the air, and then they're all right.
- I How can you tell if someone's scared?
- H If they're a scared flyer, they do usually let you know, or they walk on shaking so much that it's pretty obvious that they're scared of flying. You do feel sorry for them. Everyone's scared of something. But, yeah, they usually make themselves known. Or come straight up and ask for vodka. That's when you usually know someone's scared of flying. I did have a guy once, though, just before take-off and he was really really scared of flying and I'd spent a good half an hour with him before the flight trying to calm him down and we just got towards take-off and he tried to open the emergency exit door. He was having a panic attack. So, yeah, that was probably the worst thing. He didn't want to fly, we got him off. Poor guy, I felt really sorry for him.
- I Have you ever been in a dangerous situation, for example, have you had to evacuate a plane?
- H I've never had to evacuate an aircraft, never, and hopefully never will. But we're trained to do that, so, you know, really well trained to do that, but hopefully nothing like that will ever happen. Never even remotely come close to it. So, that's good.
- I Have you ever felt nervous or frightened on a flight?
- H No, not really. Never, actually. I think the worst thing is probably a bit of turbulence, but to be honest, that's an excuse to sit down and have a cup of tea. So, you know, no, I've never really felt frightened in the air. I feel really safe up there, really safe, otherwise I wouldn't do it.

- d • **2.18** This exercise gives SS intensive listening practice in deciphering phrases where words are often run together, and introduces them to some common expressions often used in spoken English. Focus on the phrases and give SS time to read them. Play the CD, pausing after the first phrase and replaying it as necessary. Elicit the missing words, and then the meaning of the whole phrase. Repeat for the other five phrases.

- 1 **deal with it** (= solve the problem)
- 2 **team player** (= idiomatic way of saying a person who works well in a team)
- 3 I wouldn't **change it for the world** (= idiomatic way of saying *I wouldn't change it for anything*)
- 4 **get on with it** (= phrasal verb meaning *carry on and do what you have to do*)
- 5 I felt really **sorry for him** (= feel pity or sympathy for someone)
- 6 **otherwise** (= if not), e.g. *Go to bed otherwise you'll feel tired tomorrow.*

2.18 CD2 Track 2

- 1 (if something happens) ... you need to be trained to deal with it quickly, efficiently.
- 2 ...just someone who's a team player really.
- 3 Yeah, it's good. I wouldn't change it for the world.
- 4 You do suffer a lot, but it's part of the job. You just sort of get on with it.
- 5 Poor guy, I felt really sorry for him.
- 6 I feel really safe up there, really safe, otherwise I wouldn't do it.

- e • Tell SS to go to p.123 and to look at the tapescript for the interview. Play the CD (**Part 1** and **Part 2**) again and tell SS to read and listen at the same time. Deal with any vocabulary problems and get feedback from SS on what parts they found hard to understand and why, e.g. speed of speech, pronunciation, etc.
- Finally, focus on the question. You could also ask SS *Do you know anyone who is afraid of flying? What effect does it have on their lives?* Get SS to answer in pairs or as a whole class. Then get feedback from the whole class.

IN THE STREET

- a • **2.19** Focus on the photos of the people and elicit impressions (possible age, occupation, etc.). Tell SS that they were all interviewed in Covent Garden, a busy shopping area in Central London.
- Focus on the task. Play the CD once, and get SS to compare ideas. Then play it again pausing after each speaker to check answers. Elicit that none of the speakers is afraid of flying.

not enough space... 4 (Ben)
 bad weather conditions 2 (Jordan)
 what you are given to eat 1 (Anne)
 not being able to control... 3 (Jeff)

2.19 CD2 Track 3

(tapescript in Student's Book on p.123)

I = interviewer, A = Anne, Jo = Jordan, J = Jeff, B = Ben

Anne

- I How do you feel when you fly?
- A I love it. I really love flying. I like going to different places, it doesn't matter how long it takes. I just love flying.
- I What do you least like about flying?
- A The meals on the plane, that's what I don't like about flying.
- I Have you ever had a frustrating experience when you were flying?

A Yes, I did actually. Last year, but it wasn't actually on the plane, it was beforehand. I had too much luggage at Delhi airport and they wouldn't let me on the plane and they were trying to say that I'd have to pay a lot of money. But eventually I bribed somebody!

Jordan

I How do you feel when you fly?

JO I love flying. I do.

I What do you least like about flying?

JO I don't like turbulence a lot because when it shakes it makes me a little nervous. But I like flying because you're isolated and you can't use your cell phone and I really like that.

I Have you ever had a frustrating experience when you were flying?

JO Yeah, one time they lost my baggage, so I had to spend my holiday without my luggage.

Jeff

I How do you feel when you fly?

J Predominantly comfortable, I think it's a state of mind.

I What do you least like about flying?

J That I'm not in control of the situation that I'm, that I'm putting my safety in someone else's hands.

I Have you ever had a frustrating experience when you were flying?

J Air travel, security-wise is very frustrating – not being able to take things on a plane and huge queues at airports.

Ben

I How do you feel when you fly?

B Safe, I mean I have no problems with travelling at all. Security checks are a bit annoying, but it's a kind of necessary evil, I suppose.

I What do you least like about flying?

B Probably either the leg room or the food. They're probably the two worst.

I Have you ever had a frustrating experience when you were flying?

B A stopover in Chicago for quite a while, a couple of years ago but nothing major, no.

- 1 But it wasn't **actually** on the plane (= informal way of saying *in fact, really*)
- 2 Yeah, **one time** they lost my baggage (= informal way of saying *on one occasion*, especially in American English)
- 3 Air travel **security-wise** is very frustrating. (= informal way of saying *as regards / concerning* security. In spoken English we sometimes add *-wise* to a noun, e.g. *Moneywise my new job is better.*)
- 4 **Nothing major** (= informal way of saying *important*)

2.20

CD2 Track 4

- 1 But it wasn't actually on the plane.
- 2 Yeah, one time they lost my baggage.
- 3 Air travel security-wise is very frustrating.
- 4 Nothing major, no.

- d • Tell SS to go to p.123 and to look at the tapescript for **IN THE STREET**. Play the CD again and tell SS to read and listen at the same time. Deal with any vocabulary problems and get feedback from SS on what parts they found hard to understand and why, e.g. speed of speech, elision, pronunciation, etc.
- Finally, focus on the three questions that the interviewer asked the people, and get SS to interview each other in pairs. Then get feedback from the whole class.

HOMEWORK

Study Link Workbook p.23

- b • Focus on the task and give SS time to go through the sentences. Check SS understand *excess baggage* in question 4 (= luggage which is heavier than the limit permitted by the airline. You often have to pay extra for the extra weight.) Play the CD once. Get SS to compare what they think. Play it again if necessary and check answers.

- 1 Jordan
- 2 Ben
- 3 Jeff
- 4 Anne

- c • **2.20** Focus on the phrases and give SS time to read them. Play the CD, pausing after the first phrase and replaying it as necessary. Elicit the missing word, and then the meaning of the whole phrase. Repeat for the other three phrases.

2

WRITING A SHORT STORY

Lesson plan

This second writing lesson focuses on using the narrative tenses practised in **File 2**, and also on using adjectives and adverbs to make a story more vivid.

- a** • Focus on the instructions and give SS a few minutes to read the story. Elicit the answers to the questions.

He wrote an email, which had a negative comment about his boss's wife in it, and accidentally sent it to his boss. He was sacked.

Extra idea

Ask more questions about the story, e.g. *What company did he work for? Why didn't he like his boss's wife?, etc.*

- b** • Now focus on the task and on the adverbs and adjectives in the list. Remind SS to think about both the meaning and the position when they are choosing which word to put in the gap. Check answers.

1 family-run	6 new
2 reasonably	7 extremely
3 well	8 quick
4 aggressive	9 immediately
5 frequently	10 An hour later

- c** • Focus on the instructions. Remind SS that in a story they can either use reported speech or direct speech, i.e. dialogue, but that if they use dialogue, they must punctuate it properly. Give SS time to write out the sentences with the correct punctuation. Remind them to look at the dialogue in the story to help them. Check answers either by getting a student to write the text with punctuation on the board or by writing it yourself.

'Sit down,' Mr Simpson said coldly. 'I want to talk to you about an email you sent.'

- Highlight that inverted commas go outside any other punctuation, e.g. full stops, commas, and question marks. Inverted commas can be single or double ("").
- d** • Focus on the task and the **Useful language** box, and give SS a few moments to correct the mistakes. Check answers.

1 At that moment	4 One morning in
2 As soon as	September
3 Ten minutes later	5 just in time

WRITE a short story

Go through the instructions. Then either get SS to plan and write the story in class (set a time limit of about 20 minutes) or get them just to plan in class and write at home, or set both planning and writing for homework. If SS do the writing in class, get them to swap their stories with another student to read and check for mistakes before you collect them all in.

Test and Assessment CD-ROM

CEF Assessment materials

File 2 Writing task assessment guidelines

2

REVISE & CHECK

For instructions on how to use these pages, see p.33.

GRAMMAR

1 a	2 c	3 c	4 b	5 a	6 c	7 b	8 a
9 c	10 b						

VOCABULARY

- a**
- hooded – the others describe the design of a material
 - smart – the others are materials
 - station – the others are to do with air travel
 - backpack – the others are clothes
 - hang up – the others describe how clothes look on a person
 - friendly – the others are adverbs
- b**
- | | |
|----------|--------|
| 1 off | 5 in |
| 2 out | 6 like |
| 3 behind | 7 at |
| 4 up | |
- c**
- | | |
|----------|-------------------|
| 1 lately | 5 luggage |
| 2 fit | 6 especially |
| 3 even | 7 getting changed |
| 4 hard | |

PRONUNCIATION

- a**
- | | |
|-----------------------|----------------------|
| 1 linen (it's /ɪ/) | 4 took (it's /ʊ/) |
| 2 nearly (it's /ɪə/) | 5 changed (it's /d/) |
| 3 weren't (it's /ɜ:/) | |
- b** stylish, undressed, arrivals, passenger, actually

CAN YOU UNDERSTAND THIS TEXT?

- a** 1 E 2 A 3 B 4 D 5 C
- b** **bullets** = small metal objects that are fired from a gun
allayed my fears = calmed me down, stopped me being afraid
rotten = that has gone bad and can't be eaten
overhead locker = small cupboard above your head on a plane where you can leave your clothes, bags, etc.
flipped the plane over = turned the plane upside down
fellow = used to describe sb who is the same as you in some way

CAN YOU UNDERSTAND THESE PEOPLE?

- a** 1 b 2 c 3 c 4 a 5 b
- b**
- Cold, reserved, often depressed, and maybe suicidal.
 - Quite a lot, except for the suicide rate.
 - Because it hasn't fought in a war for 200 years.
 - They are very patriotic, passionate about protecting the environment, and very good at recycling.
 - They are very good in the house.

- 1 A So what did you get in the end?
 B Well, I tried on loads of things but they were either the wrong size or the wrong colour. There was this divine bright blue leather jacket and it was really reduced, but I could only find a small and I very nearly got a black cashmere sweater, but then I thought, actually I've got one just like it already, so I left it and in the end I went back to where the jackets were and I found the blue one in a medium so I got it. But now I'm not sure if I'll ever wear it.
- 2 Well, I've been here for about six months and I can tell you that the English are a lot stricter about being punctual than we are in Australia. Some English friends of mine asked me to dinner and I said what time and they said about eight o'clock. Well, I didn't want to come too early because in Australia that's not good manners. So I arrived at about eight twenty-five and when my friend opened the door she said 'At last! Here you are! We thought you'd got lost.' I mean she made it pretty clear that I was late! Apparently it's OK to come about 15 minutes later than the time people say but not more...strange huh? Back home people wouldn't mind at all, would they?
- 3 A So, what did you think, John?
 B Well, I have to say that I didn't really enjoy it – in fact, I didn't like it at all. Of course I know some people love her style. And I quite enjoyed the last one – what was it? – *The Station master's daughter* but that had a good plot and this one was just all over the place. And it's not that the characters weren't interesting – they were, but as soon as I started to get interested in one of them they would suddenly disappear and new ones would appear. In the end, I just couldn't work out what was happening.
- 4 Air Britannia announces a change of gate for Flight AB 578 flight to Budapest. This flight will now be departing from gate B 50.
- 5 A Excuse me?
 B Yes?
 A Do you know if the flight from Santiago has arrived yet?
 B Er yes, it arrived about half an hour ago.
 A The Iberia one that came via Madrid?
 B That's right. But it arrived in Terminal 2. This is Terminal 3.
 A Oh no. Then I've been waiting in the wrong place. Do you think all the passengers will have come out by now?
 B It's hard to say. It all depends how long it takes for them to get their luggage and come through customs.
 A Is there any way you could put a message out in Terminal 2 so that I can let them know I'm coming? Otherwise they might think I'm not here to meet them.
 B Yes, I can. What are their names?

A lot of people think of us as cold and reserved, and often depressed, maybe even suicidal, but I don't think this is a good description of us. I suppose it's true that we have a tendency to be rather melancholic, maybe because of our long dark winters, but I don't think our suicide rate is especially high at all.

I think the Swedes do take life very seriously. And we are very self-conscious, especially in social situations, so maybe we do sometimes appear to be quite shy and cold when you first meet us. But, when you get to know a Swede, I think you will find us to be very friendly and hospitable. Even, may I say, warm.

I think another very common characteristic of Swedish people is a wish to avoid conflict. It's not a coincidence that the Swedish army has not fought in a war for 200 years. But even in our day-to-day life we always try to reach agreement with each other, we don't like fighting or arguing. Personally, I think that's a very positive feature of the Swedish personality.

I think as a nation we are very patriotic – maybe because we are such a small country. If you go to Sweden, you will see the Swedish flag everywhere you go: on houses, on the tables in restaurants, even on birthday cakes. We are great nature lovers – we love being in the countryside. In the winter we ski and in the summer we walk and have picnics. We are also very ecologically minded. We also believe very passionately in protecting the environment – we are very good at recycling and at using cleaner and greener technologies.

Oh, and Swedish men are very good in the house – that's something people always think of us and it's true. It is not uncommon in Sweden for the woman to go out to work and for the man to stay at home looking after the house and after a young baby. I think I can say that Swedish men are very good at changing nappies.

Test and Assessment CD-ROM

File 2 Quicktest

File 2 Test

3 A

G passive (all forms), *it is said that...*, *he is thought to...*, etc.
V crime and punishment
P the letter *u*

The one place a burglar won't look

File 3 overview

Lesson 3A revises all forms of the passives, and introduces the structure *it is said that...* / *he is thought to...*, etc. 3B introduces two new tenses, the future perfect and the future continuous. Finally, in 3C, SS consolidate and expand their knowledge of future time clauses, and first and zero conditionals. The vocabulary areas of the File are crime, weather and common expressions with *take*.

Lesson plan

In this lesson the general topic is crime. In the first part, there is a speaking and listening which give practical tips on how to protect your house from being burgled, and how to avoid being pickpocketed. In the second half of the lesson SS read about an American judge who gives unusual and creative sentences. Crime provides a natural context for the revision of passive forms and SS also learn how to use the structure *it is said that...* / *he is said to...* The vocabulary focus is on words related to crime and punishment, and the pronunciation focuses on the different sound-spelling relationship of the letter *u*.

Optional lead-in (books closed)

- Elicit / explain the meaning of the verb 'burgle'.
- If you think SS won't mind, ask them to discuss the following:
 - Has your home (or your friend's or family's) ever been burgled? What was stolen? Which room was it in?
 - Were the burglars ever caught?
 - Was any of the stolen property ever recovered?

1 SPEAKING & LISTENING

- a**
- Books open. Focus on the quiz and elicit / explain what burglars are if you didn't do the optional lead-in above. Then focus on the **GET IT RIGHT** box and go through the expressions with SS.
 - As an example discuss the first question with the whole class. Ask them what they think and get individual SS to explain why. Then give SS, in pairs, time to discuss each question explaining the reasons for their answers. Point out that they don't have to agree, they may well have different opinions, and should mark their own answers in their books.
 - Get quick feedback from the class as to what they answered for each question, but don't tell them if they are right yet.
- b**
- Tell SS to go to **Communication** *There's only one place burglars won't look...* on p.117. Highlight that the information was provided by 50 ex-burglars who were visited in prison by researchers.
 - Give SS time to read the answers, and then get feedback on how well they did on the quiz. Ask them if there was any information which surprised them.

- c**
- Focus on the photos and do the questions with the whole class.

The old man (Fagin) is teaching the boys to become pickpockets (steal money / wallets from people in the street).

- d**
- **3.1** Focus on the instructions. Play the CD once, and then get SS to discuss the questions. Check answers.

- 1 They get people to look at something else, so that they are concentrating on that and not on their money, watch, etc.
- 2 Because pickpockets know that they are going to look at monuments, sights, etc. and will be easy to steal from at that moment.

Extra idea

Get SS in pairs to try to predict the answers to the questions before they listen.

3.1

CD2 Track 7

(tapescript in Student's Book on p.124)

I = interviewer, **JF** = John Freedman

- I** How did you become the pickpocket consultant for *Oliver Twist*?
- JF** Well, I'm the director of a company which supplies magicians for live events, and for TV and films. Roman Polanski, the director of the film, he was looking for someone to train the actors – the young boys – to teach them to be pickpockets. He wanted them to be able to pick pockets so fast and so skilfully that it would look like they'd been doing it for years, so that they would look like professional pickpockets. So anyway, the film company got in touch with my company, and then I flew to Prague, where they were shooting the film, to meet Polanski.
- I** What happened when you met him?
- JF** Well, he didn't give me a normal interview. He just asked me to steal his watch, without him noticing.
- I** And did you?
- JF** Yes, I did. So he gave me the job!
- I** How long did it take the boys to learn to pick pockets?
- JF** Not very long. They learned really quickly. To be a good pickpocket you need confidence and children have that confidence. In the end, they got so good that they were stealing from everybody on the film set, even from me. I started to feel a bit like Fagin myself.
- I** So what's the trick of being a pickpocket?
- JF** The real trick is to make people notice some things but not others. Some magicians call it 'misdirection', but I call it 'direction' – you have to direct people *towards* what you *want* them to see, and of course *away* from what you *don't want* them to see. Let me show you. What do you have in your jeans pockets?
- I** Er, just keys.
- JF** Can you show me them?
- I** Wow! That's amazing! You've stolen my wallet... and my pen. I really didn't notice a thing...

- JF That's the trick you see. All I had to do was to direct your attention to your jeans pocket and your keys, and you forgot about your jacket pocket and your wallet.
- I That's incredible. I mean I was prepared – I knew you were going to try to steal from me. And I still didn't see you. So if someone wasn't prepared, it would be even easier?
- JF That's right. If you know where people are looking, you also know where they're *not* looking. So for example if someone comes up to you in the street with a map and asks you where something is, they make you look at the map, and perhaps while you're doing that they are stealing your wallet or your phone from your back pocket.
- I Tourists are especially at risk from pickpockets, aren't they?
- JF Yes, and that's because pickpockets know exactly what they're going to look at, which is usually a building or a monument. For example, take tourists in London. When they come out of Westminster tube station, the first thing people do is look up at Big Ben. And when they look up, it's easy for pickpockets to do their work. And, of course, thieves *love* the posters in the Tube that warn people to be careful with their belongings – you know the ones that say 'Watch out! pickpockets about!'. As soon as men read that, they immediately put their hand on the pocket that their wallet is in, to make sure it's still there. The pickpockets see that and so they know exactly where it is.
- I Well, I'm sure that information will be very helpful to everyone and especially to tourists. James Freedman, thank you very much for talking to us this afternoon.
- JF You're welcome.

- e • Focus on the questions. Then play the CD once. Get SS to discuss the questions with a partner, and then play the CD again. Check answers.

- 1 Polanski needed someone to train the boy actors so that they would look like professional pickpockets.
- 2 Polanski asked James to come to Prague, where they were shooting the film, for an interview.
- 3 Instead of asking James questions, Polanski asked him to steal his watch without him noticing, which James did successfully.
- 4 He was such a good teacher that soon the boys were successfully stealing from everybody on the film set without them noticing, and this made him feel like the character Fagin.
- 5 'Misdirection' is what some magicians call directing people to what you want them to see, and away from what you don't want them to see.
- 6 James asked what the journalist had in his jeans pocket and he said some keys.
- 7 James managed to steal the journalist's wallet and pen, which were in his jacket pocket, because he had directed his attention to his keys, which were in his jeans pocket.
- 8 If someone comes to you with a map and asks for help, you will look at the map, and then they might steal from you.
- 9 When tourists come out of Westminster tube station they immediately look up at Big Ben and pickpockets often steal from them then.
- 10 When men see this sign they immediately put their hand on the pocket where their wallet is, which tells the pickpockets where it is.

Extra support

If there's time, get SS to listen to the CD with the tapescript on p.124 so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

- f • Elicit this information from the whole class.
- a Hide your valuables in a child's bedroom. Have a dog if possible. Have strong doors and windows. Don't have bushes or trees in front of your house which burglars could hide behind, etc.
 - b Be careful if someone comes up to you in the street (e.g. with a map) and asks for help. If you see a notice saying beware of pickpockets, don't immediately touch your purse / wallet. Be especially careful with your bag, wallet, etc. when you are looking at, or taking photos of, a famous monument or sight.

2 VOCABULARY crime and punishment

- a • Focus on the instructions. Get SS to compare with a partner.
- b • **3.2** Play the CD for SS to check answers and underline the stressed syllable. Check answers and drill pronunciation.

See tapescript below

3.2

CD2 Track 8

- | | |
|---------------------|---------------------|
| 1 <u>burglar</u> | 4 <u>pickpocket</u> |
| 2 <u>robber</u> | 5 <u>mugger</u> |
| 3 <u>shoplifter</u> | 6 <u>thief</u> |

Extra support

Help SS to remember the words by getting them to close their books and ask *What's a thief? What's a shoplifter? or What do you call a person who...?, etc.*

- c • Tell SS to go to **Vocabulary Bank Crime and punishment** on p.149. Focus on section **1 Crimes and criminals** and get SS to do it individually or in pairs. Check answers and drill pronunciation where necessary.

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

- Focus on the box about the difference between *murder*, *manslaughter* and *assassination* and make sure the difference is clear to SS.
- Point out that:
 - the words for the criminal and the verb are usually another form of the crime word. The exceptions are *drug dealing* where we tend to say *sell* drugs rather than *deal in*, *terrorism* where there is no general verb, and *theft* where the verb is *steal*.
 - all new verbs are regular except for *set* (*set – set*), and *steal* and *sell* which SS should already know.

- Now focus on section 2 **What happens to a criminal** and give SS a few minutes to do it. Remind them to write the words in the column at the end, not in the sentences. Check answers and drill pronunciation where necessary.

1 committed	9 jury / evidence
2 investigated	10 verdict
3 caught	11 guilty
4 arrested	12 judge, punishment
5 questioned	13 sentenced
6 charged	14 not guilty
7 court	15 proof
8 Witnesses	16 acquitted

- Highlight that:
 - *charged* = formally accused
 - *court* can refer to the building, or to the institution, e.g. judge and jury. Common expressions with *court* are *to go to court* or *take sb to court*
 - the use of the verb *find* in the expression *found guilty / innocent*. Here *found* = declared
 - the difference between *evidence* (= things which indicate that sb might be guilty) and *proof* (= things that show that sb is definitely guilty)
- Now focus on **Punishments**. You could ask SS if these are also typical punishments in their country.
- Finally, focus on the instruction ‘Can you remember the words on this page? Test yourself or a partner’.

Testing yourself

For **Crimes and criminals** SS can cover the chart on the right and try to remember the words for the crimes by reading the example cases. They could then cover the right hand part of the chart to test themselves on the criminals and verbs. For **What happens to a criminal** they can cover the column on the right and read the sentences, and try to remember the missing words.

Testing a partner

See **Testing a partner** p.20.

Study Link SS can find more practice of these words and phrases on the MultiROM and on the *New English File Upper-intermediate* website.

- Tell SS to go back to the main lesson on p.37.

3 PRONUNCIATION the letter *u*

Pronunciation notes

Like all vowels in English, the letter *u* can be pronounced in different ways and crime vocabulary has several examples of the different pronunciations. Highlight to SS that *ur*, unless followed by an *e*, is normally pronounced /ɜ:/, and to watch out for the ‘hidden’ /j/ in words like *accuse*, *music*, etc.

- a • Focus on the task, and get SS to do it individually or in pairs. Encourage them to say the words out loud before deciding which column they go into.
- b • **3.3** Play the CD for SS to check. Then check answers and elicit the answers to the two questions.
 - Play the CD again pausing after each group of words for SS to listen and repeat.

See tapescript. *caught* and *court* are pronounced exactly the same, and the *u* in *guilty* is silent (as in, e.g. *build*).

CD2 Track 9

3.3

/ʌ/
drugs
judge
mugger
punishment
smuggling

/ɜ:/
burglar
murderer

/ɔ:/
caught
court
fraud
manslaughter

/ju:/
accuse
community

/ʊə/
jury

/ɪ/
guilty

- c • Focus on the sentences and get SS to read them alternately in pairs. You could read them first to give SS a model.
- d • Focus on the task and give SS time to ask and answer in pairs. Monitor and correct pronunciation where necessary.
 - Finally, get feedback from individual SS, and contribute opinions / experiences of your own if appropriate.

Extra support

You could do this as an open class activity eliciting answers from different SS, and contributing yourself.

4 GRAMMAR passive (all forms), *it is said that...*, *he is thought to...*, etc.

- a • **Check what you know.** This exercise revises formation of the present and past passive, and SS’ ability to choose between the active and passive forms.
 - Focus on the first two stories and the different tasks. Tell SS they are all true stories. Give SS time to do the exercises and then correct answers.

World Cup thief’s own goal

1 stole
2 was caught
3 was mugged
4 discovered
5 took
6 was met
7 found
8 were informed
9 was arrested

Parrot held in prison

- 1 being interrogated
- 2 ordered
- 3 is called
- 4 to be held
- 5 belonged
- 6 be sent
- 7 support

Extra challenge

Alternatively, get SS in pairs to retell one story each from memory.

- If SS are having problems, go to the Workbook p.25. Go through the rules and do the exercise.

- b** • **New grammar.** Get SS to read the third story. Elicit the answer to the question from the class.

He hypnotizes cashiers and gets them to hand over money.

- c** • Get SS to focus on the highlighted phrases, and then ask the class the questions.

They only suspect it.

After *it is said (thought / believed)*, etc. you use *that* + a clause

After *he is said (thought / believed)*, etc. you use *to* + infinitive

NOTE: After *I / you / we / they*, you also use *to* + infinitive

- d** • Tell SS to go to **Grammar Bank 3A** on p.136. Go through the examples and rules with the class.

Grammar notes

- **passive (all forms)**

SS at this level should be familiar with all the different forms of the passive but it is likely that they will be more confident with the present and past forms that they have been using since Pre-intermediate level than with the more complex forms (e.g. past continuous, past perfect, gerund and infinitive).

- Some SS may tend to overuse *by* and want to include it every time they use the passive. One of the exercises given here is to try to correct this tendency.

- **It is said... He is thought to...**

These 'advanced' passive structures are included more for recognition than production as they are low frequency in spoken English. However, SS will certainly come across them if they read news websites or watch TV in English.

- Focus on the exercises for **3A** on p.137 and get SS to do them individually or in pairs. Check answers after each exercise.

- a**
- 1 The road was closed after the accident.
 - 2 My handbag has been stolen.
 - 3 My house is being painted.
 - 4 A meeting will be held tomorrow.
 - 5 They were fined (for travelling without a ticket).
 - 6 You can be arrested for drink-driving.
 - 7 Miranda thinks she was being followed last night.
 - 8 The house had been sold five years earlier.

- b**
- 1 It is believed that the burglar is a local man. The burglar is believed to be a local man.
 - 2 It is said that the muggers are very dangerous. The muggers are said to be very dangerous.
 - 3 It is thought that the robber entered through an open window. The robber is thought to have entered through an open window.
 - 4 It is said that the murderer has disappeared. The murderer is said to have disappeared.
 - 5 It is expected that the trial will last three weeks. The trial is expected to last three weeks.

- Tell SS to go back to the main lesson on p.38.
- e** • Focus on the fourth story and get SS to use the prompts to write the missing phrases / sentences. Check answers.

- 1 is believed to be
- 2 is said to be
- 3 is thought that he has robbed
- 4 is reported to be

- Finally, ask SS which of the four stories they thought was the most incredible.

5 READING

- a**
- Focus on the task and questions and make sure SS understand all the vocabulary, e.g. *kittens* = baby cats, *residential area* = area where lots of people live, *loaded* = with bullets in it. Then get SS to discuss the questions in pairs.
 - Get feedback and elicit ideas. Get SS to justify their punishments.
- b**
- Now focus on the article and the task. You might want to pre-teach *to offend* (= to commit a crime) and *an offender* (= a person who commits a crime). Tell SS to read the first four paragraphs of the article to find the answers to the questions.
 - Get SS to compare with a partner and then check answers. Ask the class what they think of his punishments.

- 1 She had to spend the night in the same forest.
- 2 They have to choose between having their licence suspended for 90 days or for less time and working for a day as a school crossing guard.
- 3 He had to go to a mortuary to view dead bodies.
- 4 They had to organize a picnic for primary school children.
- 5 They had to spend a day of silence in the woods or listen to classical music instead of rock.

- c**
- Focus on the information box and go through it with the class. Then read the questions and set a time limit for SS to read the whole article to find the information. Then get SS to answer the questions orally in pairs.

Extra idea

You could get SS to underline the parts of the text that give them the answers.

- Check answers.

- 1 Hard. He was from a poor family, the oldest of nine children. He has been very successful (president of the American Judges Association).
- 2 Michelle Murray, the man with the loaded gun, and the noisy neighbours learn from personal experiences. The drivers and the teenage vandals have to do something for other people.
- 3 His background. He thinks he understands why some people commit crimes. He thinks they are better than conventional punishments because people don't reoffend, and the evidence that he is right is that only two people have.

Extra support

Help SS by explaining / translating any new vocabulary which they couldn't guess from context.

- d • Ask the question to the whole class and elicit opinions. Give your opinion too.

6 SPEAKING

- a • Go through the **GET IT RIGHT** box with SS. Point out that in the passive *make* is followed by *to* + infinitive, e.g. *I was made to tidy my room*. SS have previously learnt that in the active *make* is followed by the infinitive without *to*, e.g. *My parents made me tidy my room*.
- Go through the six crimes and elicit the meaning of any words you think your SS don't know, e.g. *an arsonist, to set fire to sth*, etc.
 - Put SS in groups of three or four. They should choose a secretary who will make notes of their decisions. You may want to set a time limit, e.g. five minutes, for SS to discuss the creative punishments, but extend it if they need more time. Monitor and encourage SS to use the structures from **GET IT RIGHT**.
- b • Get feedback. Start with the first crime and ask each secretary what their group suggest. Then get the class to vote to see which group's punishment they think is best. Do the same with the other five crimes.

Extra photocopiable activities

Grammar

passive p.166

Communicative

Crime and punishment p.204 (instructions p.192)

HOMEWORK

Study Link Workbook pp.24–26

3

B

G future perfect and future continuous
 V weather
 P vowel sounds

Stormy weather

Lesson plan

This lesson begins with extracts from three Internet blogs about extreme weather, and SS go on to expand their weather vocabulary. After listening to an eyewitness account of the floods in Prague, the topic moves to climate change and what we can do to halt it. The grammar focus is on two tenses, which will be new for most SS, the future continuous and future perfect. The pronunciation focus is on combinations of vowels which can be pronounced in different ways, e.g. *ea* and *oo*.

Optional lead-in (books closed)

- Write on the board
 a **boiling hot day** a **freezing cold day** a **very wet day**
- Get SS in pairs to say which kind of day they would find the most unpleasant and why. Encourage them to give examples.
- Monitor and input any vocabulary they need.
- Get some feedback from the class and also tell SS your opinion.

1 READING

- a • Books open. Focus on the three blogs and the photos, and ask SS if any of them write their own blogs. Then focus on the task, and give SS a few minutes to read the blogs and try to guess the country / city. Tell them that there are clues in the blogs. Check answers, asking SS which words helped them to guess the places

- 1 Amsterdam, Holland (bikes, canals)
- 2 London, UK (underground, pub)
- 3 The State of California, USA (yard, truck, Interstate 5, awesome)

- b • Now get SS to read the blogs again and answer the questions. Encourage them to try to guess new vocabulary from context, and to underline any words they couldn't guess to check later with their partner.
- Check answers.

- 1 1✓ 3✓
- 2 2✓
- 3 3✓
- 4 2✓
- 5 3✓
- 6 1✓ 3✓
- 7 1✓
- 8 1✓ 3✓
- 9 2✓

- c • Tell SS to focus on the highlighted words which are all weather related, and to say with a partner what they think they mean. Encourage them to try to give definitions, rather than just translating. Check answers.

storm = very bad weather with strong winds and rain

hurricane-force winds = very strong winds

blown = past participle of *blow* (*blow, blew, blown*) = what the wind does

scorching = very hot

heat = the noun of *hot*

melting = becoming liquid because of the heat

sweat = to lose water through your skin when you are hot, ill or afraid

fan = a machine with blades that go round to create a current of air, or a thing you move in your hand to create air

frozen = past participle of *freeze* = to become hard and often turn to ice

thaws = (of snow) to become water again

- You could point out that *melt* and *thaw* are synonymous when talking about ice and snow only. Ice cream melts; it doesn't thaw.
- Now get SS to compare with their partner any other words they have underlined and help each other to work out the meaning. Explain / translate any they can't work out.

Extra support

At this point you could go through the three blogs with the class, highlighting useful expressions and eliciting / explaining the meaning of new words and phrases.

- d • Do these as open class questions. Don't encourage long anecdotes as SS will have the opportunity to describe their own experiences later.

2 VOCABULARY weather

- a • Tell SS to go to **Vocabulary Bank Weather** on p.150. Focus on section 1 **What's the weather like?** and point out that the phrases above the weather icons refer to not very cold / hot / rainy / windy weather, and the phrases below the icons refer to very cold / hot / rainy / windy weather. Get SS to do the exercise individually or in pairs. Check answers and drill pronunciation where necessary.

- | | |
|--------------|------------------------|
| a 1 cool | 8 damp |
| 2 chilly | 9 drizzling |
| 3 freezing | 10 showers |
| 4 below zero | 11 pouring (with rain) |
| 5 mild | 12 breeze |
| 6 warm | 13 gale-force |
| 7 scorching | |
| b 1 Mist | |
| 2 Fog | |
| 3 Smog | |

- Highlight that with the weather it's important to be sure whether the word you are using is an adjective or a noun:
 - compare *It's windy* (adj) with *There's a breeze* (n)
 - the difference between *chilly* and *cool* is a question of how pleasant / unpleasant it is. 12° may be cool for one person and chilly for another. This may also vary depending on the part of the world where SS are.
- Now focus on section 2 **Extreme weather** and give SS a few minutes to do it. Check answers and drill pronunciation where necessary.

- | | |
|-------------|-------------|
| 1 heatwave | 6 blizzard |
| 2 drought | 7 flood |
| 3 hailstorm | 8 hurricane |
| 4 lightning | 9 tornado |
| 5 thunder | 10 monsoon |

- Now focus on section 3 **Adjectives to describe weather** and give SS a few minutes to do it. Check answers and drill pronunciation where necessary.

- | | |
|----------|--------------|
| 1 strong | 6 bright |
| 2 heavy | 7 changeable |
| 3 thick | 8 sunny |
| 4 icy | 9 settled |
| 5 clear | |

- Point out that:
 - despite having similar meanings, certain adjectives are only used with certain nouns, e.g. you can say *strong winds* but not *strong rain* (you have to say *heavy rain*), and we say *bright sunshine* (not *strong sunshine*)
 - *settled* is the opposite of *changeable*
- Now focus on section 4 **Adjectives and verbs connected with weather** and give SS a few minutes to do it. Check answers and drill pronunciation where necessary.

1 C 2 F 3 E 4 G 5 D 6 B 7 A

- Check SS have guessed the meaning of the **bold** words.

slippery = difficult to stand or walk on because it is wet or icy
shivering = shaking a little because you are cold
sweating = losing water through your skin when you are hot, ill or afraid
got soaked = got very very wet
humid = warm and damp
melt = (of snow) become water
get sunburnt = have red skin because of having spent too long in the sun

- Highlight that all the new verbs in this **Vocabulary Bank** (*pour, drizzle, shiver, slip* and *melt*) are regular.
- Finally, focus on the instruction 'Can you remember the words on this page? Test yourself or a partner'.

Testing yourself

For sections 1–3 tell SS to look at the words in the lists only and try to remember what sort of weather they are associated with. For section 4 tell SS to cover 1–7, look at A–G and try to remember the sentence that came before.

Testing a partner

See **Testing a partner** p.20.

Study Link SS can find more practice of these words and phrases on the MultiROM and on the *New English File Upper-intermediate* website.

- Tell SS to go back to the main lesson on p.41.
- b • Focus on the task and give SS a few minutes to talk in pairs and recycle the vocabulary they have just learnt.

Possible answers

- a good: sunny, warm but not scorching; bad: wet, cold, windy
 - b good: cool and bright but not too hot; bad: mist or fog, heavy rain, strong winds, etc.
 - c good: dry, cool not windy; bad: hot, wet or windy
 - d good: a strong breeze; bad: no wind or gale-force winds
 - e good: bright, cool and dry; bad: heavy rain, scorching heat, fog / mist
- (answers will depend on where SS are from)

 - a e.g. Milan, London, etc. (SS often have this image of London because of old films and it is true that the city had terrible fog and smog in the first half 20th century but since the Clean Air Act of 1968, which reduced smoke pollution, there has been no more smog and fog is not very common.)
 - b e.g. Santiago (Chile), Beijing, etc.
 - c e.g. Moscow, New York, etc.
 - d e.g. Bangladesh, China, etc.
 - e e.g. the Caribbean islands, the USA, etc.

3 PRONUNCIATION vowel sounds

- a • Go through the information in the box about vowels. Then focus on the instructions. Encourage SS to say the words out loud to help them to identify the one that is different.
- b • **3.4** Play the CD once. Check answers.

- | | |
|-----------|-----------|
| 1 showers | 5 flood |
| 2 heat | 6 drought |
| 3 mild | 7 humid |
| 4 warm | 8 world |

3.4			CD2 Track 10
1 blow	snow	showers	below
2 weather	sweat	heavy	heat
3 drizzle	blizzard	chilly	mild
4 hard	warm	yard	farm
5 flood	cool	monsoon	loose
6 fought	ought	drought	brought
7 muggy	sunny	hurricane	humid
8 scorching	tornado	world	storm

Extra support

Play the CD again, pausing after each group of words for SS to listen and repeat.

- c • **3.5** Books closed. Tell SS to first listen to the five sentences. Play the CD once without pausing. Then play it again, pausing after each sentence for SS to write. Finally, play it again without pausing.
- Check answers by writing the sentences on the board.

3.5

CD2 Track 11

- 1 It'll be below zero tomorrow with some snow showers.
- 2 He was sweating heavily because of the heat.
- 3 It's windy, chilly, and starting to drizzle.
- 4 The river is going to flood soon.
- 5 The day before the hurricane was sunny and muggy.

- Give SS a few minutes to practise saying the sentences.

4 LISTENING

- a • **3.6** Focus on the photos, and ask SS to describe what they can see. Then focus on the task and give SS a few moments to read the sentences.
- Play the CD once. Get SS to compare answers and then play it again. Check answers.

Extra support

To help SS understand the listening you could pre-teach *river bank* (= the side of a river and the land near it) and *a looter* (= someone who steals from places after a fire, riot, etc.).

- 1 F 2 F 3 T 4 F 5 F 6 T 7 T 8 T
9 F 10 F

3.6

CD2 Track 12

(tapescript in Student's Book on p.124)

I was at work when I heard the news on TV. It had been pouring with rain for several days and I could see that the River Vltava was swollen. Now it appeared that there was a real danger that the river would overflow. All of us who lived or worked near the river were being advised to get out and move to a place of safety. My office is in the centre of Prague only a hundred metres from the river bank and I live in a flat in a small town just a few kilometres north of Prague, right on the banks of the River Vltava, so I was in danger both at work and at home.

My wife and baby were at my flat, so I did the sensible thing and went home immediately. I packed my wife and my child into the car and I drove them to her parents' house. They would be completely safe there. So far, so good! But then I stopped being sensible, and I jumped back into the car and went back to our flat. Why did I do that? I told myself that it was because I was afraid of looters breaking into our flat and stealing things, but the truth was that I felt that I wanted to be in the middle of things, to be involved in what was happening.

I stayed up all night watching the TV bulletins. They were giving regular reports on how fast the water level was rising at various places throughout the Czech Republic. There was a journalist reporting from just down the road from where I was, north of Prague, so I could sit in my sitting room and watch the danger increase as the minutes passed, but I still didn't move. I suppose I had a kind of perverse desire to be the last person to leave our block of flats. I could hear cars starting up and setting off all evening, and from time to time I looked out at our car park and I could see that it was almost empty. At about three in the

morning, my car was the only one left in the car park and my nerves gave out – or maybe I just came to my senses, because I finally decided to get into the car and escape. The roads towards Prague were flooded, so I decided to try to get to a relative's house, which was a few kilometres away in the opposite direction, away from the river. I tried various escape routes but even these roads were impassable now. I was about to give up – I thought I'd left it too late. On my last attempt, I drove until I met another car which was blocking the road. The road ahead was flooded, but the driver of the other car was wading into the water to see how deep it was. He said he thought he could make it, so I decided to follow him. The water was rising quickly now, but he drove really really slowly through the water and I felt a bit impatient. Anyway, he managed to get through the water safely. I followed him, but I went much more quickly. Water was coming into the car under the door, and the engine made a funny noise like a cough a couple of times, but I got through and finally arrived safely at my relative's house. I was one of the lucky ones. My office escaped the flood and my flat wasn't damaged at all as it's on the third floor. But the poor people who lived on the ground floor – their flats were very badly damaged. They had been completely under water.

- b • Play the CD again for SS to correct the false sentences. Pause halfway through (after ...*I could see that it was almost empty*) for SS to correct 1–5 in pairs. Then play till the end and give them time to correct 6–10. Check answers.

- 1 He was in danger both at work and at home.
- 2 He took them to her parents' house.
- 4 He watched from inside his flat.
- 5 He saw that it was almost empty.
- 9 The engine made a funny noise but it didn't break down.
- 10 Only the ground floor flats were badly damaged.

- c • Do this as an open class question, and say what you would have done.

Extra support

If there's time, get SS to listen to the CD with the tapescript on p.124 so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

5 SPEAKING & WRITING

- a • Focus on the **GET IT RIGHT** box and tell SS to think carefully about the modifiers (*very, really, etc.*) and if they are being used correctly. Check answers.

- 1 It's very cold! ✓ / It's *very* freezing!
- 2 ✓
- 3 It's really boiling today. ✓ / It's *incredibly* boiling today.
- 4 I was *absolutely* frightened. / I was absolutely terrified! ✓

- Remind SS that with normal adjectives, e.g. *cold*, you can use *very, really, incredibly* but NOT *absolutely*. With strong adjectives, e.g. *freezing*, you can use *really* and *absolutely* but NOT *very* or *incredibly*.

- Focus on the task. Tell SS to try to choose two kinds of extreme weather that they could talk about, and to think about how they are going to answer the questions.

Extra support

Demonstrate first by telling SS about an experience of your own.

- Put SS in groups of three. One student starts by saying 'I'm going to tell you about at time when...' (you could write this on the board as a prompt).
- Monitor groups and correct any misuse of modifiers. When SS have finished, get feedback by eliciting one experience for each type of weather.
- b • Either do this in class, setting a time limit of about 15 minutes, or set it for homework.

6 3.7 SONG It's raining men

- This song was first recorded by the Weather Girls in 1982, but has been re-recorded by various artists including ex-Spice Girl Geri Halliwell, whose version was used on the soundtrack of the film Bridget Jones's Diary. For copyright reasons this is a cover version. If you want to do this song in class, use the photocopiable activity on p.235.

3.7

CD2 Track 13

It's raining men

Humidity is rising – barometer's getting low
According to all sources, the street's the place to go
'Cause tonight for the first time
At just about half past ten
For the first time in history
It's gonna start raining men.

It's raining men! Hallelujah! – It's raining men! Amen!

I'm gonna go out, I'm gonna let myself get
Absolutely soaking wet!
It's raining men! Hallelujah!
It's raining men! Every specimen!
Tall, blond, dark and lean
Rough and tough and strong and mean

God bless Mother Nature, she's a single woman too
She took on the heavens and she did what she had to do
She taught every angel to rearrange the sky
So that each and every woman could find her perfect guy

It's raining men! Hallelujah! – It's raining men! Amen!
It's raining men! Hallelujah! – It's raining men! Amen!
(Go get yourselves wet girls, I know you want to)

I feel stormy weather
Moving in, about to begin
Hear the thunder
Don't you lose your head
Rip off the roof and stay in bed

It's raining men! Hallelujah! – It's raining men! Amen!
It's raining men! Hallelujah! – It's raining men! Amen!
It's raining men! Hallelujah! – It's raining men! Amen!

7 GRAMMAR future perfect and future continuous

- a • **Check what you know.** This exercise revises the three basic future forms, i.e. *will / shall, going to* and the present continuous. SS should be familiar with the three different forms and their use.
- Focus on the instructions and give SS a few minutes to do the exercise. Get them to compare with a partner and then check answers.

- 1 Shall I close
- 2 's going to be **or** 'll be
- 3 A it'll rain
B 'm taking **or** 'm going to take
- 4 A Shall we have
A 'll lay
- 5 A are you leaving **or** are you going to leave
B 'll drive, won't be

- If SS are having problems, go to the Workbook p.28. Go through the rules and do the exercise.
- b • **New grammar.** Focus on the photo and ask SS what they can see (a polar bear on ice), and why they may not be able to see this in the future (because the ice in the North Pole is melting and polar bears will probably become extinct). Ask SS why this is (because of global warming, i.e. the increase in temperature of the world's atmosphere).
- Focus on the article and tell SS they have to complete it with verbs from the list. Elicit that some of them are past participles and some are *-ing* forms, and make sure SS know the meaning of *closed down* (= closed for ever), *doubled* (= increased by 100%) and *risen* (= gone up). Deal with any other vocabulary problems.
- Tell SS to read through the article quickly first, and then try to complete it with the verbs. Get them to compare with a partner. Then check answers. Elicit / explain that *will have* + past participle is the future perfect, and *will be* + verb + *-ing* is the future continuous.

- | | |
|---------------|-------------|
| 1 become | 6 having |
| 2 melted | 7 risen |
| 3 closed down | 8 risen |
| 4 risen | 9 suffering |
| 5 doubled | 10 having |

- c • Now get SS to quickly read the predictions again. Then ask the questions to the whole class and elicit reactions and SS' own experience of climate change.

Extra challenge

Alternatively, get SS to answer the two questions in pairs.

- d • Focus on the three sentences and pictures, and get SS to match them. Check answers.

A 2 B 3 C 1

- Elicit / explain the basic difference between the future, the future continuous and the future perfect:
 - the future simple + time expression = an action will start at that future time
 - the future continuous + time expression = an action will be in progress at that future time
 - the future perfect + time expression = an action will be finished at the latest by that time
- Highlight that *by* + time expression = by that time at the latest

- e • Tell SS to go to **Grammar Bank 3B** on p.136. Go through the examples and rules with the class.

Grammar notes

- **the future perfect and continuous**
Although SS will have seen these two tenses passively in reading, this is new grammar and TT's aim should be to make these tenses part of SS' active knowledge. If SS have the same or similar tense in their L1, it will be worth drawing comparisons. If not, then you will need to make sure the concept is clear. Both tenses are projections in the speaker's mind into the future.
- If we use **the future perfect** instead of the simple future, we are **emphasizing the certain completion of the action**. However, the difference between the two tenses is often quite small.
- The future continuous is essentially the present continuous projected into the future. The speaker imagines himself / herself doing a certain action in the future. You could not use the simple future instead of the future continuous in these situations. Typical mistakes: *This time next week I'll lie on the beach / I'm lying on the beach.*

- Focus on the exercises for **3B** on p.137 and get SS to do them individually or in pairs. Check answers after each exercise.

- a
- 1 'll / will be flying
 - 2 'll / will have saved
 - 3 'll / will be driving
 - 4 'll / will be having
 - 5 'll / will have paid
 - 6 'll / will have finished
- b
- 1 won't be lying
 - 2 'll / will be working
 - 3 will have disappeared
 - 4 will have doubled
 - 5 will be moving / will have moved
 - 6 will have grown
 - 7 will have run out
 - 8 will have invented
 - 9 'll / will be driving

- Tell SS to go back to the main lesson on p.43.
- f • This is an oral practice activity. Focus on the first prediction and the speech bubbles. Then ask the class what they think and elicit ideas. Then get SS to continue in pairs.

Extra idea

You could elicit some more oral practice with these tenses by asking individual SS:
What will you be doing a) in two hours time? b) this time tomorrow?
When do you think you will have finished your studies?, etc.

8 LISTENING & SPEAKING

- a • **3.8** Focus on the photo of Barbara and get SS to say what kind of person they think she is (She looks quite sporty and easy-going).
- Play the CD once. Get SS to compare with a partner what they understood and then elicit answers to the questions from the class.

She travelled to Australia overland because she didn't want to fly and produce a lot of carbon emissions.

3.8 CD2 Track 14

(tapescript in Student's Book on p.124)

More and more of us are trying to do our bit for the environment. But would you go as far as Barbara Haddrill? Six years ago, Barbara, from Powys in Wales, decided to make big changes to her lifestyle because she was worried about climate change, especially about the amount of carbon dioxide emissions that she herself was producing. So she stopped driving, and she started buying organic food from local shops and using a wood fire to heat her home.

But then Barbara was invited to be a bridesmaid at her best friend's wedding in Australia. The flight to Australia takes 24 hours and produces a huge amount of carbon dioxide emissions. But she really wanted to go to the wedding. So now she had a terrible dilemma. To fly or not to fly?

Instead of flying, Barbara decided to travel to Australia over land! She travelled by train and bus through Russia, China, Vietnam, Thailand, then by boat to Singapore, and finally to Australia. The epic journey took her nearly two months. Fortunately, Barbara works part-time at the Centre for Alternative Technology and they were happy to give her such a long holiday.

- b • Before playing the CD again, make sure SS understand what *carbon dioxide emissions* are (= the carbon dioxide that is produced and escapes in the atmosphere, e.g. as smoke, fumes, etc.) Get SS to answer the questions with a partner. Check answers.

- 1 To fly or not to fly. She wanted to go to Australia, but on the other hand she didn't want to cause a lot of CO₂ emissions.
- 2 She has stopped driving, has started buying organic food from local shops, and uses a wood fire to heat her house.
- 3 She travelled overland through Russia, China, Vietnam, Thailand and Singapore.
- 4 Because she works for the Centre for Alternative Technology and they allowed her to take a long holiday.

- c • **3.9** Now focus on the chart, and then play the CD twice. Pause if necessary to give SS time to note down the information. Check answers.

cost	distance	time	CO ₂
£2,000	14,004 miles	51 days	1.65 tonnes
£450	10,273 miles	25 hours	2.7 tonnes

3.9

CD2 Track 15

(tapescript in Student's Book on p.124)

But... how much has Barbara *really* done to help the planet? Let's compare the two journeys. Barbara's trip cost her £2,000. She travelled 14,004 miles, and it took her 51 days. The total amount of CO₂ emissions her trip produced was 1.65 tonnes. If she had travelled by plane, it would have cost her a quarter of the price, only £450, she would have travelled 10,273 miles, and it would have taken her just 25 hours. But the CO₂ emissions would have been 2.7 tonnes.

So yes, Barbara's overland journey did produce less carbon dioxide. On the other hand, of course, if she hadn't gone at all, she wouldn't have produced *any* emissions. So, what do you think of Barbara's trip? We would be very interested in hearing your comments. You can email us at newsday@radio24.co.uk

Extra support

If there's time, get SS to listen to the CD with the tapescripts on p.124 so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

- d • Ask the class what they think, and if they think it was really worth travelling overland.
- e • Focus on the tips and give SS a few minutes to read them. Explain / translate any expressions which SS can't guess – use the photo to explain *energy-saving lightbulbs*.
- Put SS into pairs or small groups. Focus on the task and give them time to talk about each tip. Monitor and help where appropriate.
 - Get feedback and find out how ecologically-minded your SS are.

Extra support

Demonstrate the activity first by saying what you do for each thing.

Extra photocopiable activities

Grammar

future perfect and future continuous p.167

Communicative

In twenty years' time p.205 (instructions p.193)

Song

It's raining men p.235 (instructions p.231)

HOMEWORK

Study Link Workbook pp.27–29



- G** conditionals and future time clauses; *likely* and *probably*
- V** expressions with *take*
- P** sentence stress and rhythm

Taking a risk

Lesson plan

In this lesson SS expand their knowledge of future time clauses and real conditionals, and see the variety of tenses that can be used apart from the present simple and future simple. The topic is risk and the lesson begins with an article which explains how bad we are at assessing risk. In the second half of the lesson SS read and listen to two contrasting attitudes towards exposing young children to risk. The vocabulary focus is on common collocations with *take* (e.g. *take a risk, take seriously*), and pronunciation gives more practice with sentence stress and rhythm. Finally, there is a mini grammar focus on the use of the adverbs *likely* and *probably*.

Optional lead-in (books closed)

- Choose sth you are afraid of (e.g. flying) and ask your SS *How do you think I feel about flying?* Elicit these three ways of talking about what we are afraid of and write them on the board:
I'm frightened of flying. Flying is frightening. Flying frightens me.
- Elicit / point out that a synonym of *frightened* is *scared* and get SS to give you the three forms, i.e.
I'm scared of flying. Flying is scary. Flying scares me.
- Finally, remind SS that *afraid* is a synonym of *frightened* / *scared* and that it doesn't exist in the other two forms.

1 READING

- Books open. Focus on the pairs of alternatives. If you didn't do the optional lead-in, make sure SS understand *scares* (= frightens). To help SS you could pre-teach *horrify* (= to make sb feel extremely frightened), *to assess risk* (= to make a judgement about how dangerous sth is), and *probability* (= how likely sth is to happen).
- Get SS to talk to a partner. For each pair, they have to say which alternative scares or worries them more.
- Get feedback. Ask for a show of hands to see which alternative in each pair scares the class more.
- Focus on the article. Set a time limit for SS to read the article fairly fast and find out which of the two alternatives is actually more dangerous. Check answers.

drowning for children
bacteria in the kitchen
flying and driving carry a very similar risk
heart disease

- Now get SS to read the article again carefully. Then get them to discuss the multiple choice questions with a partner, explaining why they think one is right. Remind SS that the best way to be sure they have chosen the right alternative is by eliminating the others.
- Check answers.

1 b 2 b 3 a 4 a 5 b

- Deal with any vocabulary problems by explaining / translating any words SS couldn't guess.
- This exercise revises common adverbs and adverbial phrases used for linking sentences or introducing new ideas. Get SS to look carefully at the highlighted words and phrases to remember how they are used.

1 However	5 whereas
2 According to	6 Since
3 although	7 instead
4 in fact	

- Elicit / explain that:
 - according to* is used to introduce an idea which is supported by a person / people or research / statistics, e.g. *According to doctors, stress is very bad for our health.* *According to* is always followed by a noun / name and a comma.
 - instead (of)* = in place of somebody / something, e.g. *It was too cold to go the park so we went to the cinema instead. / Instead of going to the park we went to the cinema.*
 - however* is used to add a comment to a previous sentence (often introducing a contrast), e.g. *It poured with rain all day yesterday. However, the forecast for tomorrow is good.* *However* comes at the beginning of a sentence and is followed by a comma.
 - In fact* is used to emphasize that something is true or to introduce more detailed information, e.g. *Heart disease is a serious health problem. In fact it is the most common cause of death in many countries.*
 - whereas* is used to compare and contrast two facts or opinions, e.g. *I love meat whereas my husband is a complete vegetarian.* It is used to join two clauses and is not normally used at the beginning of the sentence.
 - although* is used to contrast two clauses, e.g. *Although she was ill, she went to work. / She went to work, although she was ill.* Put a comma between the two clauses.
 - Since* (in this context) = *because, as*, e.g. *Since John can't come to the meeting on Tuesday, we'll have to have it on Wednesday.*
- Then get SS to use each word or phrase once in the sentences. Check answers.

Extra support

At this point you could go through the article with the class, highlighting useful expressions and eliciting / explaining the meaning of new words and phrases.

- Do this as an open class question, and tell SS (if you feel you want to share this information) if you have any irrational fears.

2 LISTENING

- a • Focus on the task and instructions. Go through the sentences. Elicit *fatal accident* = where sb is killed.
- Give SS a few minutes to discuss the sentences and choose which they think is the right option.
- b • **3.10** Play the CD once for SS to check. Check answers.

1 a 2 c 3 b 4 b 5 c 6 a 7 c

3.10

CD2 Track 16

(tapescript in Student's Book on p.124)

We spend an awful long time in our cars. The average driver spends nearly an hour and a half a day in the car, so obviously the risks involved in driving are something we should take very seriously.

Driving gets a lot of bad publicity and there are a lot of myths about how dangerous it is – but the fact is that, kilometre for kilometre, it is riskier to be a pedestrian or a jogger than to drive a car, or ride a motorbike for that matter. We are also more likely to be injured at work or at home than we are driving a car.

But accidents *do* happen and the reason why a lot of them happen is because people break the rules. In fact 50% of all fatal accidents occur because someone has broken the law. The most frequent reason is breaking the speed limit and the second most frequent is drunk driving. The third cause of fatal accidents is when a driver falls asleep, a surprising 10%.

When we drive is also a significant factor in assessing our risk of having an accident. Driving at night, for example, is four times as dangerous as during the day. This is mainly because visibility is so much worse at night. By day a driver's visibility is roughly 500 metres, but at night driving with headlights it is much worse, maybe as little as 120 metres.

What are the most dangerous times and days to be on the road? Well, between 2.00 and 3.00 a.m. on a Saturday morning is the most dangerous time of the week, when you are most likely to have a *fatal* accident. So if possible, try to stay off the road then. The time of day when you are most likely to have a *non-fatal* accident is Friday afternoon between 4.00 and 6.00 p.m. This is when people are finishing work for the week and it is a time when drivers need to concentrate especially hard. Curiously, Tuesday is the safest day of the week to be on the road.

Which brings us onto *where* accidents happen. Most fatal accidents happen on country roads, so highways or freeways (what you call A-roads or motorways) are much safer. Also 70% of fatal accidents happen within 30 or 40 kilometres of where we live. Why should that be? The answer seems to be that we concentrate less when we are in familiar territory.

And finally let's look at *who* has accidents. Another myth about driving is that women are worse drivers than men. While it's true that kilometre for kilometre women have more *minor* accidents than men, a man is *twice* as likely to be killed in a car accident as a woman. Men take too many unnecessary risks when they're driving. Women are more careful and cautious drivers. But the most important factor of all is age. A driver aged between 17 and 24 has double the risk of an older driver. Which is why a lot of people would like to see the age limit for having a driving licence raised to 21.

- c • Play the CD again. Pause after each paragraph (see tapescript), and elicit as much of the information as possible from SS.

Extra support

If there's time, get SS to listen to the CD with the tapescript on p.124 so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

- d • Put SS in pairs to discuss the questions. Get feedback.

Extra support

Do these as open class questions.

3 VOCABULARY expressions with *take*

- a • Focus on the questionnaire, and quickly go through the questions making sure SS understand any new vocabulary, e.g. *a cautious person* = someone who avoids danger, *demonstration* = a meeting where people protest about sth.
- Now focus on the first question and elicit the missing word (*risks*). Then get SS to complete the gaps in the other questions. Check answers.

1 risks	5 easy	9 advantage
2 decisions	6 notice	10 part
3 seriously	7 care	11 up
4 after	8 time	12 place

- Highlight:
- the prepositions SS need after some of the expressions, e.g. *take advantage of*, *take care of*, *take part in*, etc.
 - that with the expression *take...easy* you must have an object or *it* in the middle, e.g. *take things easy*, *take it easy*, etc.
- b • Get SS to choose a few questions to ask you. Then give them time to interview each other in pairs. First A interviews B with all the questions, and then they swap roles.

MINI GRAMMAR *likely* and *probably*

- Go through examples and then the rules with SS. Point out that the opposite of *likely* is *unlikely*, which is often used instead of *not likely*, e.g. *He's unlikely to come now.* / *He isn't likely to come now.* However, we don't use *improbably*. Instead we say *probably not*, e.g. *he probably won't come now.*
- Give SS a few minutes to complete the exercise and check answers.

1 likely	3 likely
2 probably	4 probably

Extra support

If you think your class need more practice, use the extra photocopiable exercises on p.185.

4 GRAMMAR conditionals and future time clauses

- **Check what you know.** This exercise revises the basic tense usage in first conditional and future time clauses, i.e. the present simple after *if, unless, until*, etc. and *will* + infinitive in the main clause.
- Focus on the exercise and give SS a few minutes to circle the right forms. Get them to compare with a partner and then check answers.

- | | |
|--------------|-----------------|
| 1 I like | 4 won't have to |
| 2 I won't go | 5 I have |
| 3 gets | 6 I hear |

- If SS are having problems, go to the Workbook p.31. Go through the rules and do the exercise.
- **New grammar.** Now focus on the sentence halves and give SS time to match them. Check answers.

- | | | | | | | | |
|-----|------|-----|-----|-----|-----|-----|-----|
| 1 F | 2 J | 3 I | 4 B | 5 G | 6 C | 7 A | 8 D |
| 9 E | 10 H | | | | | | |

- Give SS in pairs time to answer the questions. Check answers.

- 1 2
- 2 In the main clause: any future form, e.g. *will, going to*, present continuous (with future meaning), future perfect, future continuous, or an imperative. In the other clause after *if, in case, when*, etc. any present tense, i.e. present simple, present continuous, or present perfect.
- 3 *in case* = it's possible that this will happen

Extra support

Do these as open class questions.

- Tell SS to go to **Grammar Bank 3C** on p.136. Go through the examples and rules with SS.

Grammar notes

SS have previously been taught that in first conditional sentences and future time clauses we use the present simple after *if, when*, etc. and *will* + infinitive in the other clause. This is a simplification, and here SS learn that in fact you can use any present tense after *if, when*, etc., e.g. the present continuous or perfect, and any future form in the other clause. SS are also introduced to the zero conditional.

Remind SS that although a present tense is used after *if, when*, etc., the meaning is future.

• zero conditional

This has not previously been focused on. Emphasize here that a zero conditional is used to generalize or give facts (*If you heat water, it boils.*) Although zero conditionals are usually based on present tenses, they can also be used in the past, e.g. *If people didn't have money, they didn't eat that day.*

• first conditional

Up to now SS have probably been given a simplified version of the first conditional (i.e. that we always use *if* + present simple, future). In this lesson they learn that a wider variety of tenses is possible (including the two new tenses they have just studied in 3B – the future perfect and continuous).

Remind SS that although a present tense is used after *if*, the meaning is future.

• future time clauses

Perhaps the most important point to emphasize is that a future tense can never be used after *if* or after *when, as soon as, until, unless, before, after, in case*. Typical mistakes are:

- *I'll be ready as soon as I'll have had a shower.*
- *We'll probably be watching the cup final when you'll arrive.*

- The *in case* expression may be new to SS. Be careful that they do not confuse it with *in case of* which is sometimes seen in notices, e.g. *In case of fire, break glass.* You may want to point out that *in case* can also be used in the past tense, e.g. *I took a jacket in case it was cold.*

- Focus on the exercises for 3C on p.137 and get SS to do them individually or in pairs. Check answers after each exercise.

- | | |
|---------------------|------------|
| a 1 I'm not feeling | b 1 before |
| 2 won't be going | 2 in case |
| 3 will be bathing | 3 unless |
| 4 aren't wearing | 4 when |
| 5 we'll have sold | 5 after |
| 6 die | 6 If |
| | 7 in case |
| | 8 until |

- Tell SS to go back to the main lesson on p.46.
- Focus on the sentence stems and get SS to complete them in pairs. Elicit ideas for sentence 1 from the whole class to demonstrate the activity.
- Get feedback. You could write the continuations on the board and get the class to vote for the best tips.

Possible answers

- 1 ...they can swim / ...there is an adult watching them
- 2 ...it's a hot day / ...you are going to be away for a long time
- 3 ...someone has an accident / ...someone cuts himself/herself
- 4 ...they are at least 12 years old / ...they are old enough
- 5 ...you have finished using them
- 6 ...a child or baby tries to eat or drink them
- 7 ...they show you identification / ...you are sure who they are
- 8 ...don't throw water on it / ...cover it with a towel

5 PRONUNCIATION sentence stress and rhythm

- a • **3.11** Tell SS that the six sentences that they are going to hear are the missing bits of the six dialogues, so they should write them after B.
- First, play the CD the whole way through for SS just to listen. Then play it again pausing after each sentence to give SS time to write.
- Check answers.

See tapescript

3.11

CD2 Track 17

- 1 I'll tell you as soon as I know my plans.
- 2 If you come back tomorrow, I'll have finished them.
- 3 I'll be waiting by the ticket office when you get there.
- 4 If she doesn't hurry up, we'll have eaten all the food.
- 5 I'm taking my laptop in case I need it for work.
- 6 There won't be enough steak unless you go and get some more.

- b • Play the CD again and get SS to underline the stressed words. Check answers.
- c • Give SS time to practise saying the dialogues.

6 LISTENING

- a • Focus on the photos and title of the article *Japan's children play safe*. Elicit what SS think it means. They will probably answer, e.g. 'play safely / don't do dangerous things', etc. You could point out that the title is in fact a play on words. The idiom *play safe* = be careful, not take any chances, e.g. *We'd better play safe and get to the airport very early tomorrow in case there are big queues at security*.
- Set a time limit for SS to read it. Get them to underline the safety measures and discuss them with a partner. Get feedback, and encourage SS to say whether they think the measures are normal / necessary or extreme.

The main safety measures are providing proof of identification, making people take their shoes off and disinfecting wheels of baby buggies, security cameras, pets are not allowed, sterilized sand, and inflatable toys to avoid injury.

- b • **3.12** Before doing the listening, elicit two reasons why the Japanese school is the way it is (to protect the children and because parents of an injured child might sue the school). Check SS know the meaning of the verb *sue* (= to formally ask for sth, especially in court)
- Now focus on the other photo and headline, and elicit the meaning of a *breath of fresh air* which means *sth new and stimulating*.
- Explain that they are going to listen to part of an interview with a head teacher, who has a very different philosophy to that of the Japanese school.
- Play the CD once. Get SS to discuss with a partner the main difference between her attitude and that of the Japanese nursery.

She thinks that children today are overprotected, and that they need to be allowed to take risks.

3.12

CD2 Track 18

(tapescript in Student's Book on p.124)

I = interviewer, S = Sue Palmer

- I And this afternoon on *Around Britain* we are visiting an unusual little nursery school in a village in southern England. What makes this school different is that whatever the weather's like, the 20 children spend most of their day not in a classroom, but playing outside. Sue Palmer is the head of the nursery. Hello Sue.
- S Hello.
- I Sue, do the children *really* spend all day outside?
- S Yes, even in the winter, and even if it's raining. They only come inside for breaks so they probably spend about 90% of their day outside. We think this is a much better way of teaching children than by shutting them up in classrooms all day.
- I What kind of things do children learn from being outside?
- S They can learn about the world by doing things. We have a large field next to the nursery so they are in the field all day – playing, exploring, experimenting. They learn about how plants and trees grow, they can learn about insects. They can learn about the danger of fire by sitting around a real fire. They can climb trees and walk on logs...
- I And don't you think that this is a bit dangerous for young children? They might easily fall over, have accidents.
- S No, no, not at all. I think that today's children are totally overprotected, they don't have enough freedom. People have forgotten just how important it is to give our children some freedom. They need to be allowed to take risks during play. My children know which plants can hurt them. They know that fire is dangerous. But nowadays schools do all they can to avoid adventure and risk.
- I Why do you think schools have become so obsessed with eliminating risk?
- S I think it is because schools and teachers are so worried nowadays that if a child has an accident of any kind, however small, that the child's parents will sue the school for thousands of pounds, and maybe put them out of business.
- I Have you ever had any problem with parents?
- S On the contrary, they are very positive indeed about the school and our teaching methods and philosophy. I've heard parents say that children who come to our school are healthier and stronger than other children – and that's in spite of being out in the rain – or maybe it's because of that. I think, and the parents agree with me, that the way we are teaching is the way that childhood should be.
- I Well, thanks very much Sue, that's all we've got time for. Coming up on...

- c • Now focus on the sentences and give SS time to read them and think about what the missing word or phrase is. Point out that the sentences are not taken word for word from the listening, but sum up what it says. Then play the CD again. Pause after each part to give SS time to write. Get them to compare with a partner and play it again if necessary. Check answers.

- | | |
|-------------------|--------------------|
| 1 village | 5 take risks |
| 2 outside, winter | 6 have an accident |
| 3 doing things | 7 very positive |
| 4 freedom | |

- d • Do this as an open class question and say what you think.

7 SPEAKING

- Tell SS that they are going to talk about things they did as children, and whether they think it is safe to do them today.
- Focus on the **GET IT RIGHT** box, and tell SS that the sentences are examples of the sort of language they will need to do the speaking. Give them a few minutes in pairs to cross out the wrong forms. Check answers.

- 1 ~~must~~ / had to
- 2 ✓
- 3 used to / ~~use to~~; ✓
- 4 ✓
- 5 go / ~~to go~~

- Focus on the questions. You could demonstrate for one of the prompts by talking a bit about what you used to do, and whether you think it is safe for children today.
- Put SS in groups of three or four. Encourage them to compare experiences for each point.
- Get some feedback from the whole class.
- Finally, tell SS to go to **Phrasal verbs in context File 3** on p.157 and complete the phrasal verbs which have come up in this File. (Answers p.155)

Extra photocopiable activities

Grammar

conditionals and future time clauses p.168

Communicative

Are you a risk-taker? p.206 (instructions p.193)

Vocabulary

Describing game p.225 (instructions p.221)

HOMEWORK

Study Link Workbook pp.30–32

3

COLLOQUIAL ENGLISH HIGH RISK?

Lesson plan

In the first part of this lesson the person interviewed is EZ (real name Paul Corkery), an expert in 'free running' (also called *parkour*), who set up a very successful organization called Urban Freeflow (www.urbanfreeflow.com), which amongst other things provides people to do stunts for films and advertisements. If SS are not aware of what free running is, they should understand once they see the photos on the page, and read the explanation. In the second part of the lesson, people in the street are asked if they have ever done a risk sport, what it was like, and if there is any kind of risk sport they would like to do.

Study Link These lessons are on the *New English File Upper-intermediate* DVD / Video which can be used instead of the class CD (See Introduction p.9). SS can get more practice on the MultiROM, which contains more of the short street interviews with a listening task and tapescripts.

Optional lead-in (books closed)

- Put SS in pairs to brainstorm risk sports. Elicit their ideas onto the board.

Possible answers

White-water rafting	Potholing / caving
Bungee jumping	Skateboarding
Rock climbing	Surfing
Abseiling (US rappelling)	Skiing
Horse riding	Gliding / paragliding /
Snowboarding	hang-gliding
Parachuting	

- Ask SS if anyone knows what 'free running' is. If nobody knows anything, tell them they will find out in this lesson.

THE INTERVIEW

- Books open. If you didn't do the optional lead-in, ask SS if they know what the people in the photos are doing (free running) and get SS to read the description.
 - Now focus on the glossary. Go through it with the class eliciting how to pronounce the words and phrases.
- **3.13** Focus on the task. Put SS in pairs and give them time to read the questions. Encourage SS not to write anything down when they listen the first time. They should listen and try to get the gist of what he is saying, and then discuss the questions with their partner.
 - Play the CD once (**Part 1**). Give SS time to discuss the questions and tell each other what they understood. Then play the CD once or twice more. This time SS might want to jot down things they heard to help them remember the answers to the questions. Check answers.

- 1 Yes, but people usually do it in one particular place.
- 2 He usually does it in a group of about ten people.
- 3 He was a boxer.
- 4 Because his life changed (he got married and had a child). He tried martial arts but didn't like it, and then found out about free running.
- 5 There are 20 athletes. They work in commercials (= advertisements) and movies, teach in schools, and teach the army and police.
- 6 It helps youth offenders stop doing 'bad things'. They think it's a 'cool' thing to do. In schools, where a lot of kids don't do any PE and maybe have an obesity problem, they also like free running because it's cool and, as a result, they do exercise.

3.13

CD2 Track 19

(tapescript in Student's Book on p.125)

I = interviewer, E = EZ

- I EZ is a free runner who started the organization Urban Freeflow. Free runners use obstacles in a town or city to create movement, by running, jumping, and climbing. Can you do free running anywhere, I mean, for example, if you're on your way somewhere?
- E Yeah, I mean if you wanted to, you could kind of you know do it anywhere, you know if you're on your way to work you could do it, but generally the people who practise would go to a particular spot and practise there and then and then move on elsewhere.
- I Where do you most enjoy doing it?
- E The most rewarding for me would be running in London, here, around the South Bank, and we'd do it in a team of maybe ten of us, and just like someone leading the way and the rest following, and just using basic obstacles, like lamp posts and walls and just moving.
- I How did you first get into free running?
- E My background is in boxing, which I did for about 20 years and I boxed at international level. And I got married and had a kid and had to just change my life around and become sensible all of a sudden. I gave up the boxing and there was a huge void in my life, so I drifted into martial arts, which didn't really do it for me. And I was looking for the next thing to do and I saw this on TV one day, and I remember sitting in bed watching it and said 'That's what I'm looking for'.
- I Tell us about the organization Urban Freeflow.
- E Well, Urban Freeflow started out as a website, but then we devised a performance team, we have 20 athletes in the team now, eight who are very very high-profile now we're sponsored by Adidas now. We take care of all sorts of commercials and movies in that sense. We teach as well, we teach in schools, we've taught the army and police.
- I What do you do with the police?
- E The police run these schemes for youth offenders, and they're trying to get them out of, you know, doing bad things. It's seen as a very positive thing to do, it's seen as a very cool thing to do and for the youths it's very engaging, so that's what we do for them.
- I What about in schools?
- E In terms of schools, same again, there's a big problem in the UK with obesity and kids just aren't practising anything. They're not doing any PE, they're not doing any kind of sport, whereas what we do is perceived as being very cool, and unwittingly they're taking part and exercising so that seems to be a very positive thing.

Extra challenge

You could use the tapescript to elicit more detailed answers from SS.

- c • 3.14 Focus on the task and play the CD once (Part 2). Give SS time to discuss the questions and what they understood. Then play the CD once or twice more. Check answers.

- 1 They are very safety conscious when they work in movies or commercials. They don't take risks. They practise and do things again and again.
- 2 The sense of freedom is what attracted EZ to free running. You don't need anything to be able to do it, just a pair of trainers.
- 3 These are the normal kinds of injuries that people get doing free running.
- 4 He once fell out of a tree and had to go to hospital.
- 5 They are sports which can help you with free running.

3.14

CD2 Track 20

(tapescript in Student's Book on p.125)

- I How dangerous is free running?
- E On the face of it, what we do seems to be quite dangerous, but it doesn't touch on what we do, we're very very safety conscious, we work in movies and commercials where safety is paramount, I mean, everything we do is calculated, there's no risk-taking. If you see a big jump being done, we'd have practised that at ground level thousands of times, over and over and over. I think if anything, the key word for what we do is repetition.
- I What attracted you especially about free running? Was it the risk element?
- E To a degree, the risk element played a part, but it was more about the sense of freedom, the way to be able move within your environment with no limitations, you know, you don't need any equipment to take part, no skateboard, or no BMX, you can just, a pair of trainers and I'm ready to go, that was the real draw for me, just the freedom aspect.
- I Have you had many accidents since you've been doing it?
- E If you're practising this sport, you will pick up the odd scrapes here and there, you'll get blisters on your hands calluses, which is normal. You might get the odd sprained ankle. Personally, I fell out of a tree once, and fell on my head, which wasn't very nice and I had to go to hospital.
- I Is free running really something that anyone can do?
- E It helps if you have a background in some kind of sport, but it isn't essential, you can start from being a complete beginner. Gymnastics would help, but you could be someone who plays football, or does a bit of running and pick it up straight away. As long as you start out very small-scale take your time, there's no problem.

- d • **3.15** This exercise gives SS intensive listening practice in deciphering phrases where words are often run together, and introduces them to some common English expressions. Focus on the phrases and give SS time to read them. Play the CD, pausing after the first phrase and replaying it as necessary. Elicit the missing words, and then the meaning of the whole phrase. Repeat for the other five phrases.

- 1 a **particular spot** (= informal way of saying *place*)
- 2 **leading the way** (= going in front and showing the others where to go)
- 3 **all of a sudden** (= idiomatic way of saying *suddenly*)
- 4 **On the face of it** (= By looking at it)
- 5 **To a degree** (= to a certain extent)
- 6 **As long as** (= *on the condition that*, e.g. *You can go out as long as you are home by 10.00.*)

3.15 CD2 Track 21

- 1 ...but generally the people who practise it would do it at a particular spot...
- 2 We'd do it in a team of maybe ten of us, someone leading the way and the rest following.
- 3 I just had to change my life around and become sensible all of a sudden.
- 4 On the face of it what we do seems to be quite dangerous.
- 5 To a degree, the risk element played a part.
- 6 As long as you start out fairly small-scale, take your time, there's no problem.

- e • Tell SS to go to *p.125* and to look at the tapescript for the interview. Play the CD (**Part 1** and **Part 2**) again and tell SS to read and listen at the same time. Deal with any vocabulary problems and get feedback from SS on what parts they found hard to understand and why, e.g. speed of speech, elision, pronunciation, etc.
- Finally, focus on the question. You could also ask SS *Do you think it would be a good Olympic sport?* Get SS to answer in pairs or as a whole class. Then get feedback from the whole class.

IN THE STREET

- a • Focus on the photos of the people and elicit impressions (possible age, occupation, etc.). Tell SS that they were all interviewed in Covent Garden, a busy shopping area in Central London.
- Focus on the task. (If you did the optional lead-in, you can leave out this stage). You might need to explain *bungee* /bʌndʒi/ *jumping* (= jumping off a high place, e.g. a bridge, with an elastic rope attached to your ankles), *potholing* or *caving* (= going into underground caves), *white-water rafting* (= going in dangerous water or rapids in an inflatable boat).

⚠ Don't ask SS if they have done any of these sports at this stage as they will be talking about this later.

- b • **3.16** Focus on the task. Tell SS they will not need to use all the sports. Play the CD once. Then play it again pausing after each speaker to check answers.

climbing 4 (Ray)
parachuting 3 (Mark)
potholing / caving 2 (Anne), 4 (Ray)
skiing 1 (Agne)
white-water rafting 4 (Ray)

3.16

CD2 Track 22

(tapescript in Student's Book on *p.125*)

I = interviewer, Ag = Agne, A = Anne, M = Mark, R = Ray

Agne

- I Have you ever done any high-risk sports or activities?
AG Yeah, I've done skiing.
I What was it like?
AG It was pretty difficult because it's difficult to coordinate. So it was scary and it was funny, and it was just making a fool of myself.

Anne

- I Have you ever done any high-risk sports or activities?
A Not really, no, except for potholing, but that was in my younger days.
I What was it like?
A I wouldn't say it was particularly high-risk, but it was a very enjoyable experience.
I Is there anything you'd like to try?
A I've always wanted to try skiing. I've never done it, but I think that would be exciting – to go skiing and to go down the mountains free and what have you, but I think I'm a bit old now.

Mark

- I Have you ever done any high-risk sports or activities?
M Yeah, I've jumped out of a plane.
I What was it like?
M Oh, it was awesome! You see the ground below you and the plane door opens and you're suddenly... the distance goes like from there to there as soon as the door opens you're suddenly, you know, you're hurtling towards the ground, you know, at a couple of hundred miles an hour or whatever. And your chute opens and you get sucked back up into the sky. It's kinda cool.

Ray

- I Have you ever done any high-risk sports or activities?
R I've climbed, I've caved, I've white-water rafted down the Zambezi. Do they count?

- c • Focus on the task and give SS time to go through the sentences. Play the CD once. Get SS to compare what they think. Play it again if necessary and check answers.

1 Ray 2 Agne 3 Anne (skiing) 4 Mark

- d • **3.17** Focus on the phrases and give SS time to read them. Play the CD, pausing after the first phrase and replaying it as necessary. Elicit the missing word, and then the meaning of the whole phrase. Repeat for the other three phrases.

- 1 **making a fool of myself** (= do sth stupid in front of other people which makes them think you are an idiot)
- 2 **in my younger days** (= when I was younger)
- 3 **it was awesome** (= wonderful, fantastic, especially in North American English)
- 4 **Do they count?** (= is that included? Here = is that included in risk sports?)

3.17

CD2 Track 23

- 1 It was just making a fool of myself.
- 2 That was in my younger days.
- 3 Oh, it was awesome!
- 4 Do they count?

- e • Tell SS to go to p.125 and to look at the tapescript for **IN THE STREET**. Play the CD again and tell SS to read and listen at the same time. Deal with any vocabulary problems and get feedback from SS on what parts they found hard to understand and why, e.g. speed of speech, elision, pronunciation, etc.
- Finally, focus on the three questions that the interviewer asked the people (i.e. including *Is there anything you'd like to try?*), and get SS to interview each other in pairs. Then get feedback from the whole class.

HOMEWORK

Study Link Workbook p.33

3

WRITING: EXPRESSING YOUR OPINION

Lesson plan

This writing lesson gives SS practice in writing a composition expressing their opinion. There is a focus on linking expressions, e.g. *firstly, in addition*.

- a • Focus on the composition title and elicit opinions from the class to see whether the majority agree or disagree. Then give SS a few minutes to read the composition. Elicit that the writer agrees with the title.

Extra idea

You could elicit the author's reasons for agreeing with community service for young people.

- b • Now focus on the task and on the linking expressions in the list. Give SS a few minutes to fill the gaps. Get them to compare with a partner and then check answers.

2 in most cases	6 In addition
3 Firstly	7 Finally
4 whereas	8 so
5 Secondly	9 In conclusion

- Highlight that:
 - *Firstly / secondly* are used to introduce main arguments. *Finally* is used to introduce the final main argument.
 - *In addition* (or *Also*) can be used to add an extra point to an argument.
 - *whereas* is used to contrast two ideas.
 - *so* is used to introduce a consequence or result, e.g. *I was tired so I went to bed.*
 - *In conclusion* (or *To sum up*) is used to introduce your final paragraph where you summarize your opinion.
- c • Focus on the instructions and the **Useful language** box. Go through them with SS, and highlight that:
 - *Personally...* and *In my opinion...* are both used to emphasize what you think.
 - *For example / for instance* can be used at the beginning of a sentence or in the middle.
 - *Such as* can only be used in the middle of a sentence.

WRITE a composition

Go through the instructions. Then either get SS to plan and write the composition in class (set a time limit of about 20 minutes) or get them just to plan in class and write the composition at home, or set both planning and writing for homework.

If SS do the writing in class, get them to swap their composition with another student to read and check for mistakes before you collect them all in.

Test and Assessment CD-ROM

CEF Assessment materials

File 3 Writing task assessment guidelines

3

REVISE & CHECK

For instructions on how to use these pages, see p.33.

GRAMMAR

- a**
- 1 was being
 - 2 probably never be
 - 3 to be a
 - 4 said that
 - 5 won't come
- b**
- 1 'll be lying
 - 2 will...have started / will have...started
 - 3 has landed
 - 4 drink / have drunk / have been drinking
 - 5 finish / have finished

VOCABULARY

- a**
- 1 kidnapper – the others all steal
 - 2 smuggler – the others are crimes
 - 3 evidence – the others are people
 - 4 scorching – the others refer to cold weather
 - 5 mist – the others are extreme weather
- b**
- | | |
|-------------|-----------|
| 1 committed | 6 blew |
| 2 caught | 7 sweated |
| 3 sentenced | 8 poured |
| 4 kidnapped | 9 melted |
| 5 murdered | 10 took |
- c**
- | | |
|---------|-------|
| 1 with | 4 out |
| 2 up | 5 in |
| 3 after | |

PRONUNCIATION

- a**
- | | |
|----------------------|--------------------|
| 1 weather (it's /ð/) | 4 slip (it's /I/) |
| 2 jury (it's /ʊə/) | 5 sweat (it's /e/) |
| 3 guilty (it's /g/) | |
- b** accuse, blackmail, community, blizzard, seriously,

CAN YOU UNDERSTAND THIS TEXT?

- 1 b 2 c 3 a 4 a 5 b 6 a

CAN YOU UNDERSTAND THESE PEOPLE?

- a** A 5 B – C 2 D 1 E 4 F 3
b 1 N 2 D 3 N 4 M 5 D 6 M 7 N 8 M

3.18

CD2 Track 24

- 1 Young offenders are getting younger all the time. In the past the average age was probably seventeen or eighteen but nowadays we find ourselves dealing with kids of thirteen and fourteen, and even younger. The other week we were called to a house where the burglar alarm had gone off and we found these kids hiding in the garden with the things they'd just stolen from the house and one was fourteen and the other was only twelve.
- 2 So really what they need is sort of stricter control and er rules and I know that lots of people think we're too tolerant and that it's our fault and I suppose it's partly true that we find it difficult to say no to them sometimes. It's not easy I mean you want your kids to have the same as everyone else. I think the problem is nowadays that children get bored and that's why they do these things to get a bit of excitement.
- 3 So then I looked at her and said, *aren't you ashamed of yourself trying to rob an old lady pensioner? I could be your grandmother.* And you know what she did? She spat at me and then she laughed and then she just ran off with my handbag. I was so angry.
- 4 The trouble is that most of us just feel helpless – we can't do anything. They're just not interested and what's worse – they distract and disrupt the other kids who do want to learn, and sometimes they insult us or even get violent. The problem is that they don't have enough discipline at home.
- 5 When I was doing my research I talked to a lot of young people in schools and I asked them if they thought a fine would stop them committing a crime and they said no it wouldn't. They said that the only thing they were frightened of was getting sent to prison. I've also spoken to the police, social workers, lawyers, and they all agree that fines and community service just aren't working.

3.19

CD2 Track 25

I = interviewer, D = Dan, M = Marion

- I Marion and Dan, you are both mountain climbers and you regularly attempt some very difficult and dangerous climbs. Some people might say that you're taking an unnecessary risk.
- D Many things we do in life have an element of risk. You drove here today on a motorway in the rain. That was a risky thing to do. People try to minimize risks – when they drive, they wear a seat belt for example – and I do the same when I go climbing. Before I go, I do my research so that I can avoid avalanche areas, I check the weather forecast, and I make sure my equipment is all working properly. And when I'm on the mountain I use my common sense and I don't take unnecessary risks.
- M Also life isn't just about protecting ourselves from risks. We can't live in a bubble. We have to live life and do things which make us feel alive. Mountain climbing gives me energy to do other things in my life. I'm a secondary school teacher and climbing at the weekend gives me the extra energy I need to be a good teacher.
- D Exactly. I spend most of my time sitting down in an office. It's not the most exciting of jobs and I would go mad if I didn't have the chance to feel the adrenaline pumping through my body when I'm climbing a vertical rock face 3,000 metres up in the air.

- I Now you are both married and you, Dan, have young children. How do your partners feel about you climbing?
- M I was already a mountain climber when I met my partner, but I won't pretend that he's exactly over the moon when I walk out of the door with my climbing gear on a Friday evening. I don't enjoy making him feel worried, but on the other hand, he does know and believe that I would never do anything that would put my life at risk.
- D I used to have a lot of arguments with my partner about whether I was being selfish and irresponsible, especially when our first child was born. But now she's fine with it.
- I But bad things can happen in climbing. Climbers do get killed, don't they?
- M Yes, but this is usually because a climber gets over-confident or too careless, or because they don't do the necessary preparation before the climb.
- D Or just bad luck.
- M Yes, sometimes.

Test and Assessment CD-ROM

File 3 Quicktest

File 3 Test

Progress test 1-3