

# 4

## OVERVIEW

### 4A High emotion

**Goal** | talk about personal experiences

**Language focus** | non-future uses of *will*

**Vocabulary** | anxiety and excitement

**GSE learning objective**

Can talk about personal experiences in detail using linguistically complex language

### 4B Volunteering

**Goal** | discuss political or social issues

**Language focus** | real conditionals

**Vocabulary** | adjective + noun collocations

**GSE learning objective**

Can take part in discussion on political or social issues using linguistically complex language

### 4C The mind's eye

**Goal** | answer questions about abstract topics

**Language focus** | giving impressions

**Vocabulary** | the senses

**GSE learning objective**

Can answer questions about abstract topics clearly and in detail

### 4D English in action

**Goal** | resolve conflicts in negotiations

**Vocabulary** | negotiating

**GSE learning objective**

Can make proposals to resolve conflicts in complex negotiations

#### Roadmap video

Go online for the Roadmap video and worksheet.

#### Check and reflect

Review exercises and communicative activities to practise the grammar and vocabulary from Units 3 and 4.

## VOCABULARY BANK

### 4A Words with self-

### 4C Describing the senses

## MASTER YOUR SKILLS

### 4A Master your reading

**Goal** | understand a narrative or biography

**Focus** | recognising foreshadowing of events

**GSE learning objective**

Can recognise literary techniques used to suggest future events in a narrative

### 4B Master your writing

**Goal** | write a letter of application for an internship

**Focus** | putting a positive spin on limited experience and skills

**GSE learning objective**

Can write a letter of application using appropriate conventions and a range of linguistically complex language

### 4C Master your listening

**Goal** | understand a group discussion

**Focus** | recognising references to common expressions

**GSE learning objective**

Can follow a group discussion on complex, unfamiliar topics

## 4A High emotion

### Introduction

The goal of this lesson is for Ss to talk about personal experiences. To help them achieve this, they will learn or revise non-future uses of *will* and vocabulary related to anxiety and excitement.

### Warm up

Ask Ss to divide a piece of paper (or page in their notebooks) into two columns. At the top of one column they should write *Yep!* and at the top of the other *Nope!* Tell them that you're going to read out a list of things and they should write each one in one of the columns, according to how they feel about them: if they think it's exciting, they write it in the *Yep!* column. If they think it's scary and wouldn't want to do it, they write it in the *Nope!* column. Read out these things: *a bungee jump, flying a plane, a storm, climbing a mountain, scuba diving, swimming with sharks, exploring caves, staying in a haunted house, driving a fast car.* When they have finished, put Ss in pairs to compare their answers. In feedback, ask a few Ss for their answers and find out if anyone has done any of these activities.

## Reading

**1** Focus attention on the photos and elicit what Ss can see. Ss discuss the questions in pairs. When they have finished, elicit answers from a few Ss and find out if other Ss agree.

### Suggested answer:

- A** a fear of heights/water/bridges
- B** a fear of public speaking
- C** a fear of sharks/diving/water

**2** Give Ss a time limit to read the article quickly and answer the questions then check in pairs. Check answers with the class.

### Answers:

- A phobia is self-reinforcing – you become scared of fear itself.
- They're afraid of being unable to breathe (e.g. if peanut butter is blocking their throat).
- Because they're scared of looking foolish in front of others.
- By changing your interpretation of the symptoms you feel.
- They interpret the physical symptoms of fear as excitement.
- 'I am excited.'

## Vocabulary

### Anxiety and excitement

**3** Ss match the words and phrases in bold with the definitions individually, then check in pairs. Check answers with the class and be prepared to give further explanations and examples if necessary.

- Answers:** **1** debilitating **2** thrills **3** rush **4** panic attack  
**5** churn **6** getting a buzz out of **7** traumatic  
**8** a daunting prospect **9** exhilaration  
**10** brings you out in a cold sweat

4 Ss discuss the questions in pairs. Encourage them to use the words and phrases from Ex 3 in their answers. When they have finished, direct them to page 180 to check their answers, then discuss them as a class.

#### Suggested answers:

- 1 It might come from a traumatic childhood or teenage experience of being laughed at (by friends or peers) for dancing in an embarrassing way.
- 2 People interpret the physical fear (e.g. from dangerous sports) or social fear (e.g. from the embarrassment of losing) as exhilaration. Even non-dangerous sports like running might trigger our 'fear' reactions (like running to escape from danger). In a similar way, people can get a buzz out of films (e.g. thrillers, etc.), music (e.g. heavy rock) and video games.

#### Optional extra activity

Tell the class the following situation:

*In an experiment, young single people were asked to tell stories to an attractive researcher while standing on a bridge (either a solid brick bridge or a rickety rope bridge). Those on the rickety bridge told much more romantic stories and were more likely to phone the researcher later. Why?*

Ss either discuss the question in pairs, then report their answers back to the class, or discuss the question as a class.

**Answer:** They misinterpreted the symptoms of fear (e.g. fluttering heart rate, churning stomach) as signs that they were falling in love with the researcher.

#### VOCABULARY BANK 4A p169

##### Words with self-

These optional exercises build on the lexical set in the vocabulary section.

**1a** With **weaker classes**, go through the words in the box with the class first and check understanding. Ss complete the sentences individually, then check in pairs. Check answers with the class.

**Answers:** 1 self-reinforcing 2 self-conscious  
3 self-sacrificing 4 self-made 5 self-righteous  
6 self-contained 7 self-inflicted 8 self-esteem  
9 self-explanatory 10 self-reliant 11 self-effacing  
12 self-indulgent 13 self-pity 14 self-control

**b** Ss decide if each word is generally positive or negative individually, then compare in pairs. Check answers with the class. Afterwards, put Ss in pairs to discuss which ones they can use to describe themselves.

#### Suggested answers:

(the words in brackets aren't especially positive or negative)

**Generally positive:** (self-contained), self-control, self-effacing, self-esteem, self-explanatory, self-made, self-reliant, self-sacrificing

**Generally negative:** self-conscious, (self-indulgent), self-inflicted, self-pity, (self-reinforcing), self-righteous

#### Further practice

**Photocopiable activities:** 4A Vocabulary, p196

**App:** 4A Vocabulary practice 1 and 2

## Language focus

### Non-future uses of will

**5a** 4.1 Go through the questions with the class so they know what to listen for. Ss listen and identify the people individually, then compare their answers in pairs. Check answers with the class.

**Answers:** 1 Rickie 2 Ula 3 Ula 4 Rickie 5 Ula 6 Rickie

#### Audioscript 4.1

- S:** Ladies and gentlemen, welcome to karaoke night! I'm looking for brave volunteers to get the ball rolling. Anybody? Come on, you know you want to.
- U:** What do you think, Rickie? Shall we go for it?
- R:** You must be joking! I could never sing in front of a crowd of strangers! I'd be a bag of nerves!
- U:** Well, it's not exactly a crowd – there are only a handful of people. And they'll probably all be having the same conversation as us right now, over whether to sing or not! Are you worried about singing out of tune?
- R:** No. I'm actually quite a good singer. When I'm alone in the car, I'll happily sing along to the radio. But the thought of performing in public makes me go all hot and cold.
- U:** Well, there's a trick you can use. I use it all the time. Whenever I'm feeling anxious, I'll say to myself, again and again, 'I'm excited.'
- R:** And that works? I'll have to try that. So is there nothing you're afraid of?
- U:** Er ... well, there is one thing, but it's a bit embarrassing. You'll probably have wondered why I always wear t-shirts and pullovers. It's because I hate buttons.
- R:** Buttons? Why?
- U:** Well, I remember when I was a small child, my parents would freak out every time I touched a button because they were worried about me choking. You know how protective parents can be – they will panic, won't they? I must have learnt to associate the objects with the panic, because now I won't wear any clothes with buttons – I won't even touch them.
- R:** Wow! So I guess you're not keen on the jacket I'm wearing, then, with all these buttons on the front? It's my favourite, too!
- U:** I don't like it at all! And you will keep wearing it whenever we meet! But it's OK as long as you keep those buttons a safe distance from me.
- R:** Sure. But it's quite an unusual phobia, though, isn't it?
- U:** Well, it's not as rare as you might think. There's a theory that Steve Jobs, the founder of Apple, suffered from a fear of buttons. You'll remember, I'm sure, that he always wore pullovers, just like me. That might explain why he was obsessed with removing buttons from his gadgets, from computer mouses to iPhones. Apparently, near the beginning of his career, he wouldn't even touch the multi-button computer mouse that his engineers had designed – and sent them back to design a button-free version!
- R:** And the rest is history!
- U:** Exactly.
- S:** Come on ladies and gentlemen, who's going to be first?
- R:** OK, I'm going to go for it.
- U:** Wow! Good for you! How are you feeling?
- R:** Terrified ... I mean, excited, I'm really excited. Wish me luck!

**b** Ss discuss the questions in pairs. When they have finished, elicit their ideas and have a brief class discussion.

**6a** Focus attention on the first extract and ask: *What time does this refer to? (now) Why do they use will?* and elicit that they're making a prediction (but not about the future). Explain that *will* doesn't always refer to the future. Ss read the extracts individually and think about why *will* and *would* are used in each case, then compare their ideas in pairs.

**b** Ask Ss to read the language focus box and check their ideas. Check answers with the class and answer any questions Ss have about the information in the box.

**Answers:** 1 prediction 2 habit 3 prediction 4 habit  
5 refusal 6 prediction 7 refusal

### Optional alternative activity

If you think this language focus will be new to your Ss, you may want to read the language focus box with them before they attempt Ex 6, going through each point and answering any questions they have. Then read the extracts in Ex 6a and check answers with the class.

#### Language checkpoint

*Will* is not necessarily a future form in English, it's a modal, which we can use to make personal predictions (i.e. predictions not based on evidence, but on everything we know about the situation). Because the future is less certain than the past or present, it is most commonly used to make predictions about the future, but not exclusively so.

**7** With **weaker classes**, elicit the first answer as an example first. Ask Ss to rewrite the parts of the sentences in bold individually, then check in pairs. Check answers with the class and write them on the board (or invite Ss to do so).

#### Answers:

- 1 he'll scream
- 2 you'll know my son
- 3 she won't tell her boss
- 4 I'd dance all the time, I'll (usually) just watch
- 5 You'll have heard of claustrophobia
- 6 It won't stop buzzing
- 7 They'll be getting worried
- 8 Greg wouldn't stop

**8a** **4.2** Ss listen to the recording then answer the questions in pairs. Check answers with the class. Then go through the Pronunciation checkpoint to clarify the answer.

**Answer:** *won't* is stressed in the first sentence for emphasis.

#### Audioscript 4.2

- 1 I *won't* do it!
- 2 I won't do it.

#### Pronunciation checkpoint

Without the stress, the *will/won't* might be hard to notice. We don't always need to stress *will/won't* for habits; the stress is just there for emphasis or clarity. If the meaning is clear from context, *will/won't* can be unstressed as normal.

**b** If necessary, play the recording again as a model. Ss practise saying the sentences in pairs.

**9** Ss discuss the questions in pairs. When they have finished, ask a few Ss to share any interesting information they found out about their partner with the class.

### LANGUAGE BANK 4A pp.152–153

**Stronger classes** could read the notes at home. Otherwise, check the notes with Ss, especially the use of the future perfect to refer to the past. In each exercise, elicit the first answer as an example. Ss work individually to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

#### Answers:

- 1 **1 c 2 e 3 a 4 d 5 b 6 f**
- 2 **1** I'll have turned off I'll turn off (= a present habit)
- 2 **2** would live used to live (= a long-term state, not a habit)
- 3 **3** you'll wear you will wear ... (*will* for insistence is always stressed)
- 4 **4** won't be going won't go (= a refusal)
- 5 **5** they'll get worried they'll be getting worried ... (= an inference: they're probably getting worried)
- 6 **6** I'd often spend I'd/I would often spend (= a past habit)

### Further practice

**Photocopiable activities:** 4A Language focus 1, p194;

4A Language focus 2, p195

**App:** 4A Grammar practice 1 and 2

## Speaking

### Prepare

**10** **4.3** Tell Ss that they're going to tell a story about a phobia, but first they're going to listen to someone doing the same. Go through the questions so Ss know what to listen for. Ss listen and answer the questions individually, then compare their answers in pairs. Check answers with the class.

#### Answers:

- 1 Asymmetrical things, especially things that should be symmetrical but aren't.
- 2 Traumatic experiences in his childhood, when his older brother would often mess up his things just to wind him up.
- 3 When he's unable to achieve perfect symmetry.
- 4 Not very. They'll often move his things around just to wind him up.

#### Audioscript 4.3

- P:** Welcome back after the break. I'm still speaking with the renowned journalist Artur Palmeira, about his life and background. Artur, I understand you have an unusual phobia. Can you tell us about it?
- A:** Yes, well, please don't laugh, but I suffer from asymmetriphobia, which is a fear of asymmetrical things. I think it comes from my childhood, when I would spend hours and hours tidying my room or drawing perfectly symmetrical patterns. It just seemed to put my mind at rest, for some reason – symmetry seems to create a sense of order and balance in my mind. But my older brother, Tomas, would often come along later and mess up all my things just to annoy me, which was really upsetting.
- P:** Oh no. Your parents won't have been happy about that, I bet!
- A:** No, absolutely not.
- P:** What about nowadays? I guess your phobia will cause all sorts of problems for you, right?
- A:** Well, obviously there are lots of things in the world that aren't symmetrical, like trees and lakes, which don't freak me out. The problem for me is things that should be symmetrical but aren't, for whatever reason. So for example, let's say I'm cooking dinner and arranging it on a plate, or I'm arranging the objects on my desk, then I'll spend ages making sure everything is arranged symmetrically. And if I'm unable to achieve perfect symmetry, for whatever reason, then I'm likely to get a panic attack – my heart will race, I'll go weak at the knees and I'll find it hard to breathe. The worst thing is that my

colleagues at work will often move my things around just to annoy me – for example, they'll move my computer a few centimetres to the left – and then they'll laugh at me when I get stressed about it. So it's not exactly debilitating, but it does have a negative impact on my life.

P: I'm sure. OK, so how did that affect ...

## Speak

**11** Direct Ss to page 181 and ask them to choose a phobia, then prepare their stories, making notes to answer the questions. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

**12** Put Ss in groups to tell their stories. Monitor and make notes on Ss' language use for later feedback. When they have finished, nominate a student from each group to report back to the class. Give Ss feedback on their language use as a class.

### Reflection on learning

Write the following questions on the board:

*What were the three most useful words or phrases you learnt in today's lesson?*

*How might you use them in the future?*

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

### Homework ideas

**Language bank:** 4A Ex 1–2, p153

**Workbook:** Exs 1–5, p28

**App:** grammar, vocabulary and pronunciation practice

**Fast route:** continue to Lesson 4B

**Extended route:** go to p112 to Master your reading

## 4B Volunteering

### Introduction

The goal of this lesson is for Ss to discuss political or social issues. To help them achieve this, they will learn or revise real conditionals and adjective + noun collocations.

### Warm up

Bring in some logos of famous charities and show them to the class. Put Ss in pairs to try and identify the charities and discuss what work they do.

## Reading

- Ask Ss to look at the photos and discuss the questions in pairs. When they have finished, elicit Ss' ideas and find out if others agree.
- Before Ss read the article, you may want to pre-teach or remind Ss of the meaning of *a (strong) sense of purpose* and *daunting*. Give Ss a strict time limit to read the article quickly and answer the questions individually, then check in pairs. Check answers with the class.

### Answers:

- Benefits for older people:** a sense of purpose (which is good for their health and well-being), reduced loneliness and isolation, a chance to make some rental money and/or for somebody to help with chores around the house, satisfaction of teaching skills to others, a chance to learn twenty-first century skills
- Benefits for young people:** reduced temptation to join gangs, etc., chance to gain work experience and learn skills, opportunity to live independently with reduced rental costs, personalised support at school (e.g. someone to hear them read), chance to learn from experienced experts, satisfaction from teaching twenty-first century skills to others
- Benefits for society:** Bringing different people together fosters trust, respect and friendship, which are essential for the fabric of society.

**3** Ss discuss the questions in pairs. When they have finished, elicit Ss' answers and have a brief class discussion.

## Vocabulary

### Adjective + noun collocations

**4a** Explain that only one of the adjectives collocates with each noun. Encourage Ss to choose which collocates, then check by finding the collocation in the article. Allow Ss to compare answers in pairs, then check answers with the class.

**Answers:** 1 strong 2 prior 3 exorbitant 4 mutual  
5 untapped 6 regular 7 household 8 profound

**b** Ss find more collocations in the article. You could suggest they first underline nouns in the article, then look for the adjectives which go with them. Ss compare answers in pairs. When they have finished, elicit Ss' answers and write them on the board.

### Suggested answers:

daunting challenges, practical skills, accumulated experience, valuable skills, socioeconomic backgrounds

### Teaching tip


Texts are a great way to research and find collocations. Not only that, but they also help Ss see how collocations are used naturally and in context. You can ask Ss to underline nouns in all or part of any text. After that, they can look for adjectives which collocate with the nouns in the text and draw lines between them before recording them in their notebooks. This helps Ss see how collocations are used, as they aren't necessarily placed neatly next to each other in a text.

### Further practice

**Photocopiable activities:** 4B Vocabulary, p199  
**App:** 4B Vocabulary practice 1 and 2

## Language focus

### Real conditionals

**5**  4.4 Give Ss a couple of minutes to read the statements so they know what to listen for. Ss listen and choose the correct alternatives individually, then compare their answers in pairs. Check answers with the class.

### Answers:

- encourage intergenerational communication
- there's a shortage of mentors
- a document containing a provisional offer



## Audioscript 4.4

- A: Ah, good. You're here. It's Kamaria, right?
- K: Yes, that's right. Nice to meet you in the flesh. And thanks for finding the time to see me about sponsoring our project.
- A: No problem. If you'd like to come in and sit down, we can start when you're ready. My name's Alison, and this is my colleague Roger. Now, we've read your application, and we were very impressed, weren't we, Roger?
- R: Yes, absolutely. So, if you'd like to tell us more about your project ...
- K: Well, as I wrote in our application, we work with retired people who are living alone and isolated from society, and young unemployed people, many of whom have low self-esteem. And we bring them together to work on infrastructural and environmental projects. But of course, while those issues are noble causes in their own right, our real aim is to create a bond between the two groups. You see, when people work together, they talk and listen to each other, which builds mutual respect.
- A: OK. That sounds like a very noble cause. I'm just wondering about the older people you mentioned. If you could say a few words about why they're so isolated from society ...
- K: Sure. Well, a few decades ago, people tended to live in very close-knit families, so most older people had grown-up children who could look after them. And if they didn't have children, then at least they had a network of friends and relatives living nearby. But in the modern world, that's just not true anymore. So one of our main aims is to help those people to reintegrate into society.
- R: OK, and tell us a little about the issues for young people.
- K: Well, most employers want people with experience – they won't even give you an interview if you've never had a job before. So our project helps young people by giving them work experience and skills. But much more importantly, we also work on giving people a more positive mindset, so they get used to having responsibility, making and sticking to their commitments, and taking pride in their work, which really improves their self-esteem.
- A: It all sounds great. But one thing concerns me. If you're putting young people together with vulnerable old people, mightn't they be tempted to take advantage of them?
- K: Yes, well, it's something we need to monitor carefully. Basically, each participant is assigned a mentor, who keeps a very close eye out for any signs of danger. But the problem is, there are only three of us mentors, and we're all unpaid volunteers. That's why we're hoping to employ ten more full-time mentors, in order to monitor more effectively and greatly expand the project.
- A: Well, we'd like to help you, but we certainly wouldn't be able to stretch to ten salaries.
- K: Er, we wouldn't be asking for the full amount from you. We've got a meeting with the Chamber of Commerce tomorrow, and we're hopeful that they'll offer us 50 percent of the money we need. But it'll really help our negotiations if we've already got 50 percent from you.
- A: OK, if it'll help your negotiations, we'd be happy to put up the 50 percent.
- K: Oh great. Yes, it'll definitely help. Thank you. But what if the Chamber of Commerce refuse to provide the other 50 percent, would you be willing to put in the other half?
- A: No, I'm afraid if they won't help you, you'll have to find another partner that will. Does that make sense?
- K: Yes, absolutely. I'm sure we'll find the other 50 percent somewhere.
- A: Great. Let's hope we can make this work. We'll draw up a letter of intent now, outlining our provisional offer, which you can show to potential partners. If you'll just bear with me a moment, ...

**6a** Ss read the extracts and think about how they're different, then compare their ideas in pairs.

## Answers:

- 1 *Would* doesn't usually appear in the *if* clause.
- 2 Both parts of the sentence are in the past tense.
- 3 There is a present perfect verb in the *if* clause.
- 4 *Will* doesn't usually appear in the *if* clause.
- 5 *Will* doesn't usually appear in the *if* clause.


**b** Give Ss a minute to read the language focus box (or go through it with the class) and decide why the different structures in Ex 6a are used. Check answers with the class and answer any questions Ss have about the information in the box. This should mainly be revision for Ss at this level.

## Answers:

- 1 *If + would* is being used as a fixed expression for a polite request.
- 2 This is the real past.
- 3 This is a first conditional featuring a past action with a future result.
- 4 We can use *if + will* to talk about refusals.
- 5 We can use *if + will* to talk about willingness.

## Language checkpoint

Conditionals in English are often taught as one of five types (zero, first, second, third or mixed). However, at this level, it's usual to group them into one of two types: real or unreal. Here Ss focus on the first type (real). Ss will study unreal conditionals in Lesson 5B.

**7a**  4.5 Go through the questions with the class so Ss know what to listen for. Ss listen to the extracts then answer the questions in pairs. Check answers with the class.

## Answers:

- a requests
- b They have rising intonation at the end, to mark them as questions.
- c Because the second part is obvious (e.g. If you'd like to tell us more about your project, please do exactly that.)
- d *Yes, of course; No problem; etc.*

**b** Ss practise saying and responding to the extracts in pairs.

**8a** Elicit the first answer as a class and write it on the board. Ss rewrite the rest of the sentences individually, then check in pairs. Check answers with the class and write them on the board (or invite Ss to do so).

## Answers:

- 1 I can't help you if you won't tell me your name.
- 2 If he's had a bad experience, he might not want to try again.
- 3 When I was a child, if anything was broken in our house, my grandfather would fix it.
- 4 I can lend you my car if you'll take care of it.
- 5 We can stay at home if you'd like to cook.

**b** Go through the situations with the class and check understanding. Put Ss in pairs to think of reasons and consequences for each situation. Monitor and help with ideas and vocabulary where necessary, writing any new words and phrases on the board. When they have finished, ask each pair to share their ideas with the class and find out if others had similar ideas.

**LANGUAGE BANK 4B** pp.152–153

**Stronger classes** could read the notes at home. Otherwise, check the notes with Ss. In each exercise, elicit the first answer as an example. Ss work individually to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

**Answers:**

- 1 1 don't/won't 2 you/you'd 3 lived/used to live  
4 you/you'll 5 we  
2 1 's watching, 'll be/'m going to be  
2 enjoyed, 'll love/'re going to love  
3 is, can/could/may/might go, can/could/may/might just get  
4 'd prefer, is

**Further practice**

**Photocopiable activities:** 4B Language focus 1, p197;

4B Language focus 2, p198

**App:** 4B Grammar practice 1 and 2

**Speaking****Prepare**

9 Arrange Ss in small groups and go through the questions with the class. With **weaker classes**, give them some ideas for question 1 (e.g. disabled people, refugees, homeless people). Give Ss plenty of time to plan their projects. Monitor and help with ideas and vocabulary where necessary, writing any new words and phrases on the board. Monitor and make notes on Ss' use of language, especially real conditionals and the adjective + noun collocations from the lesson. Make sure every student in each group makes notes on their ideas, as they'll work with different Ss in the next stage.

**Speak**

10 Arrange Ss in new groups and divide each group into project team members and committee members. Go through the instructions with the class. Ss take turns to convince the committee members to support their projects. Monitor and make notes on Ss' language use. When they have finished, nominate a student from each group to report back on the projects they decided to support and why. Give Ss feedback on their language use as a class.

**Reflection on learning**

Write the following questions on the board:

*Which collocations in today's lesson were new for you?  
How can you use these in the future?*

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

**Homework ideas**

**Reflection on learning:** Ss write their answers.

**Language bank:** 4B Ex 1–2, p153

**Workbook:** Exs 1–4, p29

**App:** grammar, vocabulary and pronunciation practice

**Fast route:** continue to Lesson 4C

**Extended route:** go to p132 to Master your writing

**4c****The mind's eye****Introduction**

The goal of this lesson is for Ss to answer questions about abstract topics. To help them achieve this, they will learn or revise language for giving impressions and vocabulary related to the senses.

**Warm up**

Write on the board: *smell, taste, hear, see, touch*. Tell the class that you're going to read out some things and ask Ss to write the sense that they associate with that thing when they hear it. Tell them not to think too long about their answers and just to write the first sense they think of. Read out these things: *coffee, bread, baby, bus, train, their home town/city, English*. Put Ss in pairs to compare what they've written. Elicit answers from the class via a show of hands for each thing you read out.

**Reading**

1a Focus attention on the picture and elicit what Ss can see. Put Ss in pairs and ask them to take turns to close their eyes and imagine the scenes, while their partner reads out the description of each situation.

**Optional alternative activity**

You could do the visualisations as a class activity, adding more detail in order to help Ss visualise. For example, ask Ss to close their eyes, relax and imagine the following situations in turn:

- 1 *Imagine you're on a long train journey. You slowly leave the city and the scenery starts to become greener. You're looking out of the window and see trees, fields, animals. Take it all in and look at the detail of what you see.*
- 2 *Imagine you're 15 years old and you're just waking up on the first day of the summer holidays. You have many weeks of freedom ahead of you and as you open your eyes you see the warm, summer sun peeking through your closed curtains, slowly lighting up the room. Look around you at your room, at all the furniture and things in it, as you imagine what adventures await you this summer.*
- 3 *Imagine it's a very special day, a family wedding. Everyone is happy, laughing and chatting and catching up on news. You're standing in a group of family members, telling them about what you've been up to. As you glance across the room, you see a family member slowly walking towards you. They look happy and they're calling your name.*

After each one, tell Ss to open their eyes and describe what they saw to their partner in as much detail as possible.

b Ss discuss the questions in pairs. When they have finished, elicit Ss' answers and find out if others in the class agree.

2 Write on the board: *aphantasia* and *hyperphantasia* and ask if Ss have ever heard of them and what they mean (they probably won't have at this stage). Ss read the article then say which condition each statement refers to. Check answers with the class and ask if they found the information surprising.

**Answers:** 1 B 2 A 3 H 4 B 5 A 6 B

**3** Ss discuss the question in pairs. When they have finished, ask a few Ss where they think they are on the scale between the two.

#### Optional extra activity

There's a mild form of synaesthesia called vEAR, where 30 percent of people can 'hear' silent videos. You could search and find videos of this on the internet and show one to Ss. Check if anyone can hear them.

## Vocabulary

### The senses

**4** Refer Ss back to the words and phrases in bold in the article. Ask them to match them with the definitions, then check in pairs. Check answers with the class and be prepared to give further explanations and examples where necessary.

**Answers:** 1 fleeting 2 aroma 3 odour 4 fuzzy 5 vivid  
6 muted 7 rich 8 vibrant 9 crystal-clear

**5a** With **weaker classes**, go through the adjectives in the box with the class first and check understanding of each one. Ss categorise the adjectives in pairs. Explain that some may go in more than one category. When they have finished, divide the board into five sections according to the senses and invite Ss to come up and write the adjectives where they think they go. Find out if the rest of the class agrees.

#### Suggested answers:

**Sight:** blurry, crisp, faint, hazy, indistinct

**Hearing:** faint, indistinct, (metallic), muffled, resonant, shrill, (textured)

**Touch:** (crisp), fluffy, metallic, silky, (succulent), textured

**Smell:** faint, (indistinct), (metallic), musty, pungent, (savoury)

**Taste:** faint, (indistinct), mellow, metallic, pungent, savoury, succulent

**b** Read the example with the class, then ask Ss to think of more examples in pairs. In feedback, elicit their answers and find out if others agree.

**6** Give Ss a couple of minutes to think of answers individually, then put Ss in pairs to compare. In feedback, elicit a few answers and find out if other Ss had any of the same.

## VOCABULARY BANK 4C p169

### Describing the senses

These optional exercises build on the lexical set in the vocabulary section.

**1a** With **weaker classes**, go through the words in the box with the class first and check understanding of each one. Explain that some may go in more than one category. Ss categorise the words individually, then compare their answers in pairs. Check answers with the class.

#### Suggested answers:

**Vision:** blotchy, bristly, crinkly, starlit, willowy

**Sound:** blare, bloodcurdling, clank, clatter, ear-splitting

**Feel:** bristly, crinkly, fleecy

**Taste:** piquant

**b** Ss match the sentence halves individually, then check in pairs. Check answers with the class.

**Answers:** 1 f 2 j 3 l 4 a 5 g 6 d 7 k 8 c 9 h  
10 e 11 b 12 i

**c** Ss categorise the words individually, then compare their answers in pairs. Check answers with the class.

#### Answers:

1 blare, clank, clatter

2 blotchy, bloodcurdling, bristly, crinkly, ear-splitting, fleecy, piquant, starlit, willowy

3 piquant, starlit, willowy

4 blare, bloodcurdling, blotchy, bristly, ear-splitting

5 clank, clatter, crinkly, fleecy


### Further practice

**Photocopiable activities:** 4C Vocabulary, p202

**App:** 4C Vocabulary practice 1 and 2

## Language focus

### Giving impressions

**7a**  4.6 Tell the class that they're now going to listen to two people, Jenny and Marge, describing the same visualisation experience as they did in Ex 1. Go through the questions with the class so they know what to listen for. Ss listen and answer the questions, then compare their answers in pairs. Check answers with the class.

#### Answers:

Jenny is less certain about her experience than Marge. Marge sees a more definite picture, but she is perhaps not trying too hard to imagine the scene.

### Audioscript 4.6

1

A: OK, Jenny, so we're going to do a guided visualisation, OK?

B: Erm, OK ...

A: So – it's a bright sunny day, and you enter a forest. What can you see?

B: Well, lots of trees, obviously!

A: And what can you smell?

B: Hmm, kind of like an old smell ...

A: An old smell?

B: Yes, of things that have been there for a long time, that kind of thing.

A: And can you hear anything?

B: No, it's quiet. Too quiet.

A: And how do you feel?

B: A little afraid. It's pretty cold, and like I said, quiet.

A: OK, so you start to move through the forest. What happens?

B: OK, I start to move through the trees, and I can make out a building in the distance.

A: What kind of building?

B: It resembles a castle. Although it might be a cave ...

2

A: OK, Marge, so it's a bright sunny day, and you enter a forest. What can you see?

B: So, I see trees.

A: And what can you smell?

B: I can smell the trees, and plants.

A: And can you hear anything?

B: Yes, I can hear some birds ... er, in the trees.

A: And how do you feel?

B: I feel OK. It's relaxing.

A: OK, so you start to move through the forest. What happens?

B: OK, I walk through the forest, and I see a bridge.

A: What kind of bridge?

B: Just a regular stone bridge.

**b** 4.7 Give Ss time to read the language focus box or read it with the class. Answer any questions Ss have. Then play the recording for Ss to listen and identify the language Jenny uses. Check answers with the class.

#### Answers:

kind of like an old smell; that kind of thing; a little afraid; It's pretty cold; I can make out a building; It resembles a castle; it might be a cave

#### Language checkpoint

The use of adjective + *-ish* is very common in informal, spoken English, as a way of being vague. Sometimes, in response to a question, just the suffix is used e.g.:

– *Was the film good?*

– *Ish. It wasn't brilliant but it wasn't bad, either.*

**8a** Put Ss in pairs to discuss how they think the words are pronounced. Elicit Ss' ideas to confirm that they realise that the presence of *ish* may cause intrusive sounds to appear between it and the adjective.

**b** 4.8 Play the recording for Ss to listen and check their answer to Ex 8a. Check answers with the class.

Answers: 1 /w/ 2 /w/ 3 /w/ 4 /g/ 5 /j/ 6 /j/

**c** Play the recording again for Ss to listen and repeat. Model and drill the words yourself if necessary.

**9** Explain that one word is missing in each sentence. With **weaker classes**, you could write the missing words on the board in random order first for them to use. Ss complete the sentences individually, then check in pairs. Encourage them to use the language focus box to help if necessary. **Stronger classes** could cover the language focus box while they do the exercise then look back afterwards to check. Check answers with the class.

#### Answers:

1 I see **something** resembling a house.

2 I come to **what** could almost be a castle.

3 It's like a leopard, or that kind **of** thing.

4 I see what can only be described **as** a giant shoe.

5 It's sort **of** like a postbox but not exactly.

6 I don't know **how**, but somehow we escape.

7 In the distance, I can just make **out** the shape of a hill.

8 We're verging **on** exhaustion.

**10** Individually, Ss use phrases from the language focus box to make the description sound less precise. Monitor and check they are using the phrases correctly and offer help where necessary. When they have finished, put Ss in pairs to compare their descriptions. In feedback, ask one or two Ss to read out their descriptions to the class.

#### LANGUAGE BANK 4C pp.152–153

**Stronger classes** could read the notes at home. Otherwise, check the notes with Ss, especially the use of modifiers. In each exercise, elicit the first answer as an example. Ss work individually to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

#### Answers:

1 1 that kind of thing 2 kind of like 3 verging on

4 vaguely 5 Somehow

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

#### Further practice

**Photocopiable activities:** 4C Language focus 1, p200; 4C Language focus 2, p201

**App:** 4C Grammar practice 1 and 2

## Speaking

### Prepare

**11** Arrange the Ss in A/B pairs and direct them to the relevant pages. Give them a minute to read the text and check they understand. Tell them to add two more questions of their own.

### Speak

**12a** Student A starts by reading their script to Student B, who listens and responds. They then swap roles. Monitor and check they are using the language correctly.

**b** Ss discuss the question in pairs, giving reasons. When they have finished, ask each pair to share their conclusions with the class.

#### Reflection on learning

Write the following questions on the board:

*What were the three most useful phrases you learnt today?*

*How might you use them in the future?*

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

#### Homework ideas

**Reflection on learning:** Ss write their answers.

**Language bank:** 4C Ex 1–2, p153

**Workbook:** Exs 1–6, p30

**App:** grammar, vocabulary and pronunciation practice

**Fast route:** continue to Lesson 4D

**Extended route:** go to p99 to Master your listening



## 4D English in action

### Introduction

The goal of this lesson is for Ss to practise resolving conflicts in negotiations. To help them achieve this, they will learn phrases for understanding and responding to emotional language, as well as vocabulary related to negotiating.

### Warm up

Introduce the topic of the lesson with an anagram dictation. Tell the Ss that you're going to read out the letters of a word in random order. Ss listen (and write the letters if they want). The first student to correctly guess the word wins. Read out the letters in *negotiating* in random order, e.g., E - T - G - I - N - N - O - G - A - T - I.

## Vocabulary

### Negotiating

**1** Focus attention on the photo and elicit what Ss can see. Read the example with the class. You could also demonstrate the activity by giving the class some examples from your own life. Ss discuss the question in pairs. In feedback, elicit some examples from the class. To extend discussion on the topic, ask: *How do you usually approach negotiations like these (for example, by being extra nice to the other person, by losing your temper or by offering something in exchange)?* Think of specific examples. Discuss the question as a class.

**2a** Ss match the sentence halves individually, then check in pairs. Check answers with the class.

**Answers:** 1 d 2 f 3 g 4 c 5 h 6 i 7 a 8 e 9 b

**b** Ss categorise the idioms individually, then check in pairs. Check answers with the class and be prepared to give further examples and explanations where necessary.

#### Answers:

**Generally positive:** reach a compromise, give and take, find common ground, break the deadlock

**Generally negative:** dig their heels in, a bargaining chip

**Can be both:** make a concession, stick to your guns, split the difference

Note that some answers depend on your preferred style of negotiating (e.g. whether it's better to be a tough negotiator or the kind who is happy to split the difference). They also depend on whether it's you or your opponent who is sticking to your guns, for example.

**c** Ask Ss to discuss their preferred negotiating style in pairs. When they have finished, ask a few Ss to share their ideas with the class.

**3** Ask Ss to read the text and think of a heading for each paragraph individually and then compare their ideas in pairs. Encourage them to use as many of the idioms from Ex 2a as they can. When they have finished, ask a few Ss to share their ideas with the class and find out if others agree.

#### Suggested answers:

- 1 Find common ground
- 2 Focus on what's true
- 3 Take the emotion out
- 4 Break the deadlock – let them do the talking
- 5 Put yourself in their position
- 6 Reach a compromise and move forward

## Listening 1

**4a** Introduce the topic by asking Ss if it's common to rent rather than buy property in their country/ies. Ss discuss the questions in pairs. When they have finished, elicit Ss' ideas and write any possible sources of conflict they come up with on the board.

**b** **4.11** Ss listen to the recording and note any sources of conflict they mention. Elicit answers from the class and refer back to the ideas on the board to see if any of them were mentioned.

**Answers:** late rent payment, noisy parties/gatherings, leaving a mess, privacy (entering the flat without warning)

#### Audioscript 4.11

- T:** Ah, Mrs Ricardo. Er ... is everything OK?
- MR:** Not really, Toby. We need to talk about your ... Just a moment, can you turn off that music? I can't hear myself think.
- T:** Sorry? What was that? Just a sec ... I'll turn the music off. Sorry about that. What can I do for you, Mrs R?
- MR:** Well, for a start, can you tell me when you're planning to pay this month's rent? In case you're not aware, today is the twelfth, and our contract clearly states that 'Payment must be made by the third of each month. Failure to pay on time may result in immediate termination of this agreement.'
- T:** I know and ... I'm really sorry. I'll try to sort it out as soon as I can. You see, I'm having a few problems with one of my clients, and ...
- MR:** I'm not really interested in your problems with your clients. You have an obligation to pay me for this flat, by the third of each month. Do you understand?
- T:** Yes. It's just that I'm waiting for my client to pay me for a big project, and, well, it's been held up. There's nothing I can do about it.
- MR:** Sorry, Toby, but that's of no interest to me. Pay the money you owe me tomorrow or you'll have to find somewhere else to live. If you won't stick to your side of the agreement, I'll find somebody else who will. Is that clear?
- T:** Yes, Mrs Ricardo. Was there anything else?
- MR:** Actually, yes. I hear you had a party here last week. I've had complaints from the neighbours.
- T:** Really? But it wasn't a party. I just invited a handful of friends round for a meal and a chat. You need to be a little more reasonable, Mrs Ricardo.
- MR:** I am being reasonable, Toby. But I won't have you spoiling my good relations with my neighbours. Do I make myself clear?
- T:** OK. I'll be a model tenant from now on – believe me.
- MR:** I wish I could believe you, Toby, but we've had this conversation before about paying your rent on time, and you've broken your promises every time. I mean, you were supposed to keep everything spotlessly clean, but last week, after your party, it looked like a bomb had hit it.
- T:** Sorry, but what were you doing here last week without my knowledge or permission? It makes me feel really uncomfortable to know you've been in my flat when I'm out.
- MR:** In your flat? I'll have you know, Toby, that this is still my flat, and I'm entitled to come and inspect it whenever I so please.
- T:** Well, no, not really. According to our rental agreement, you have to give me 24 hours' notice before visiting the flat for an inspection. I'm paying a lot of rent for this flat, so I'm entitled to a bit of privacy.

- MR:** Oh, you're paying rent, are you? I hadn't noticed! I'll tell you what: I'll start respecting your privacy as soon as you start respecting my right to receive rent.
- T:** I'll pay you as soon as I can, Mrs R. I promise.
- MR:** Tomorrow, Toby. I'll be here to pick it up this time tomorrow. Any more excuses and it's over.

**5a** 4.12 Ss complete the Useful phrases 1 box individually, then compare their answers in pairs. Play the recording for Ss to check their answers, then check with the class.

**Answers:** 1 or 2 won't 3 have 4 have 5 and

**b** Check understanding of exactly what is meant by a threat in this context (= a suggestion of hostile action). Ss identify the threats in the Useful phrases 1 box individually, then check in pairs. Check answers with the class and elicit the structures used on the board.

**Answers:**

Extracts 1, 2 and 5 are threats.

- 1 Imperative + *or* + statement
- 2 *if* + *won't* (for refusal), *will*
- 5 Noun phrase + *and* + statement

**c** Put Ss in pairs to think of less emotional ways of saying each of the things in Ex 5a. When they have finished, elicit Ss' answers and compare them around the class. Point out the use of *I need...* to make statements sound less emotional and more factual.

**Suggested answers:**

- 1 I need you to pay the money you owe me tomorrow. Otherwise, I'm afraid you'll have to find a new flat.
- 2 I need a tenant who sticks to our agreement.
- 3 It's extremely important for me to maintain my good relationship with my neighbours.
- 4 Don't forget, Toby, it's still my flat.
- 5 If you make any more excuses, I'm afraid that'll be the end of it.

**6a** Ss complete the statements individually. Monitor and help with ideas where necessary.

**b** Put Ss in pairs to roleplay the conversations. When they have finished, ask a different pair to perform each mini-conversation for the class and ask Ss to compare with their own ideas.

## Listening 2

**7** 4.13 Tell the class that they're going to listen to the next part of the conversation, 24 hours later. Go through the statements with the class so they know what to listen for. Ss listen and decide if the statements are true or false individually, then compare their answers in pairs. Check answers with the class and ask Ss to correct the false statements.

**Answers:**

- 1 T
- 2 F – He thinks it's important to keep it, but not in a rented flat.
- 3 T
- 4 F – His client has paid the money into the wrong bank account and the bank is taking a long time to transfer it to Toby's account.
- 5 F – She trusts him, but wants to check because she's been tricked like this before.

## Audioscript 4.13

- T:** Ah, Mrs Ricardo. I've been expecting you. Come in. Would you like a cup of tea?
- MR:** Er ... no thanks. I won't stay long. Toby, there's still no sign of the rent money. That means that, as per yesterday's discussion, ...
- T:** ... I'm out on the streets. Yes, I know. I'm all packed and ready to go, if that's what you really want.
- MR:** Er ... yes, I suppose so. And I see you've been cleaning too.
- T:** Yes. I've tried to make it look nice. I never noticed how beautiful these chairs are. Are they antiques?
- MR:** Well, I'm not sure about antiques, but they're quite old. They belonged to my parents. This was their flat, you see, before they died. So all this furniture is their old stuff. There are a lot of memories here.
- T:** Oh, wow. I had no idea. So it must have been quite upsetting to see everything in a mess before. I'm so sorry.
- MR:** It's OK. They're just things. Maybe it's time to move on.
- T:** Hmm, I'm not so sure. I think it's important to keep things like that ... but maybe not in a flat you're renting to a nightmare tenant like me!
- MR:** Er, yes, sorry. I may have lost my temper a little yesterday.
- T:** It's fine. It's completely understandable. So how come you decided to rent out this flat, then, if it has so many precious memories for you? If you don't mind me asking, of course.
- MR:** Well, I didn't want to rent it out at first. But then, well, I lost my job, and I needed some extra income.
- T:** Oh no. So I can see why you're so desperate for me to pay the rent on time. I'm really sorry about the situation with this month's rent. This situation with my client is driving me crazy – I hate being late with my payments.
- MR:** So what exactly is the problem?
- T:** Basically, they tried to pay me for a big job about two months ago. Unfortunately, due to a stupid mix-up, they ended up paying it into somebody else's bank account. They're in the process of recovering it and transferring it to my own account, but it's ridiculously bureaucratic, and everything is taking weeks and weeks. I can show you all the emails, if you like, to prove that I'm not making it up. It was the payment for about six months' work, you see, so you can imagine I'm pretty desperate for it by now.
- MR:** Yes. I can imagine. That can't be easy for you! So are you saying you expect to have the rent in the next couple of weeks?
- T:** The next couple of days, hopefully. Once the money arrives in my account, I'll be able to pay you for the next two months' rent upfront, if you need it – to apologise for all the trouble. Er ... unless you've kicked me out on the street by then.
- MR:** Well, perhaps I was a little harsh with you yesterday. Maybe we can try and work something out. I suppose I might be able to wait a few more days for this month's rent.
- T:** That would be amazing. I love living here. I'd hate to have to leave.
- MR:** Well, I'm sure it won't come to that. It's more a matter of long-term stability for me – I need to ensure I have a steady income, month in, month out.
- T:** Yes. I completely understand.
- MR:** But yes, I'd like to see that email, if you don't mind. It's not that I don't trust you, of course, but, well, I have been taken advantage of by previous tenants in the past, so you can't be too careful these days.
- T:** Yes, of course.

**8a** Focus attention on the Useful phrases 2 box, then ask Ss to match the phrases with the functions. Point out that some phrases may have more than function. Check answers with the class.

**Answers:** a 1, 5 (also possibly: 3, 4) b 9, 10 c 7, 8 d 2, 6 e 3, 4

**b** 4.14 Ss listen to the two versions of each extract and identify the more empathetic version in each case, then check in pairs. Check answers with the class and elicit what makes the phrase sound more empathetic.

**Answers:**

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

The empathetic version has more 'musical' intonation (i.e. rising and falling) and pauses.

## Audiocscript 4.14

- 1 a It must have been quite upsetting to see everything in a mess.  
b It must have been quite upsetting to see everything in a mess.
- 2 a I may have lost my temper a little yesterday.  
b I may have lost my temper a little yesterday.
- 3 a I can see why you're so desperate for me to pay the rent on time.  
b I can see why you're so desperate for me to pay the rent on time.
- 4 a That can't be easy for you!  
b That can't be easy for you!
- 5 a Maybe we can try and work something out.  
b Maybe we can try and work something out.
- 6 a Well, I'm sure it won't come to that.  
b Well, I'm sure it won't come to that.

c Ss practise saying the phrases in pairs. If necessary, play the recording again as a model for Ss to repeat.

## Speaking

**9a** Put Ss in A/B pairs and direct them to the relevant pages. Give them plenty of time to read about the situations and plan what they're going to say. Encourage them to refer back to the Useful phrases boxes in the lesson to help them. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

**b** Give each pair a couple of minutes to plan how they'll report back to the class, using the questions to help them. When they are ready, ask each pair to report back to the class and find out if other pairs had similar responses.

## Reflection on learning

Write the following questions on the board:

*Do you feel more confident resolving conflicts in English now?  
What other kinds of conflicts do you think this language might be useful in?*

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

## Homework ideas

**Reflection on learning:** Ss write their answers.

**Workbook:** Exs 1–5, p31

**App:** grammar, vocabulary and pronunciation practice

## 4

Check and reflect:  
Units 3 and 4

## Introduction

Ss revise and practise the language of Units 3 and 4. The notes below provide some ideas for exploiting the activities in class, but you may want to set the exercises for homework, or use them as a diagnostic or progress test.

**1** With **weaker classes**, elicit the first answer as an example and write it on the board. Ss rewrite the rest of the questions individually, then check in pairs. Check answers with the class and write them on the board (or invite Ss to do so).

## Answers:

- 1 What is it that you want to speak to me about?
- 2 Could you tell me how much experience you have?
- 3 Didn't you want to speak to Clare?
- 4 You mean we should ask them for more money?
- 5 Who was it that came up with this idea?
- 6 You went where after the meeting?

## Optional extra activity

Write a range of prompts on the board, each one using one of the question forms from the language focus box in Lesson 3A, e.g. *Can you tell me ...*; *What is it ...*. Ask Ss to write a question for each prompt that they can ask another student in the class. Monitor and check Ss are forming the questions correctly. When they have finished, ask Ss to stand up and walk around the classroom, asking other Ss their questions. Encourage them to ask follow-up questions. When they have finished, ask Ss to share any interesting information they found out with the class.

**2** Ss choose the correct alternatives individually, then check in pairs. Check answers with the class.

**Answers:** 1 bounce 2 bright 3 brainwave 4 springs  
5 ideas 6 given

**3a** Ss replace the words in bold individually, then check in pairs. Check answers with the class.

**Answers:** 1 befuddled 2 mull over 3 underestimate  
4 intuitive 5 misinterpret

**b** Demonstrate by telling the class which sentences are true for you and giving more information, then put Ss in pairs to do the same. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

**4a** Ss match the sentence halves individually, then check in pairs. Check answers with the class.

**Answers:** 1 e 2 a 3 c 4 f 5 b 6 d

**b** Put Ss in pairs to share their sentences and give more information. When they have finished, ask a few Ss to share their ideas with the class.

**5** Ss complete the sentences individually, then check in pairs. Check answers with the class.

**Answers:** 1 deeply 2 completely 3 perfectly 4 utterly  
5 quite 6 seriously

**6** Highlight that both options are possible in one of the sentences. Ss choose the correct alternatives individually, then check in pairs. Check answers with the class.

**Answers:** 1 character assassination 2 impartial  
3 unsubstantiated 4 both possible 5 interpretations  
6 footage

**7a** Ss complete the questions individually, then check in pairs. Check answers with the class.

**Answers:** 1 attack 2 buzz 3 prospect 4 churn  
5 exhilaration 6 thrill

**b** Ss discuss three of the questions in pairs. **Fast finishers** could discuss more of the questions. Encourage Ss to ask follow-up questions to find out more information. When they have finished, ask a few Ss to share any interesting information they found out about their partner with the class.

**8** Ss complete the sentences individually, then check in pairs. Monitor and check they are using the correct forms to complete each sentence. Check answers with the class.

**Answers:** 1 won't go away 2 'll/will be studying  
3 wouldn't open 4 will stay up (Not: 'll stay up)  
5 won't have seen 6 'd/would draw

**9** Point out that the first and last letter of each adjective are given. Ss complete the sentences individually, then check in pairs. Check answers with the class.

**Answers:** 1 strong 2 household 3 mutual 4 exorbitant  
5 regular 6 prior

**10** Elicit the first answer as an example. Ss rewrite the sentences individually, then check in pairs. Check answers with the class.

**Answers:**

- 1 If I fail my exam, I may have to retake it. (NB The speaker isn't predicting or promising that he/she will fail, so *will* is wrong.)
- 2 If you loved her previous book, you'll love her new one.
- 3 If your boss won't listen to your opinions, you should find a new job. (NB Here, *won't* refers to a refusal, so it's fine after *if*.)
- 4 If you'd prefer to be alone, I'll leave you in peace.
- 5 If you've never skied before, please raise your hand.
- 6 You can read my poems if / as long as you won't laugh. (NB The speaker is asking for a promise not to laugh later.)

**11a** Ss complete the sentences individually, then check in pairs. Check answers with the class.

**Answers:** 1 vivid childhood memory 2 fleeting glimpse  
3 mellow music 4 hazy image 5 pungent flavours  
6 muffled conversation

**b** Give Ss time to change the statements so that they are true for them. Monitor and check they're using the adjectives correctly and offer help where necessary. When they have finished, put Ss in pairs to share their sentences.

**12** Ss choose the correct alternatives individually, then check in pairs. Check answers with the class.

**Answers:** 1 like 2 Somehow 3 resembling  
4 that kind of thing 5 out 6 on 7 can 8 what

**13** Ss match the sentence halves individually, then check in pairs. Check answers with the class.

**Answers:** 1 i 2 g 3 f 4 a 5 e 6 b 7 h 8 c 9 d

## Reflect

Ask Ss to rate each statement individually, then compare in pairs. Encourage them to ask any questions they still have about any of the areas covered in Units 3 and 4.

## Homework ideas

**App:** grammar, vocabulary and pronunciation practice

## Roadmap video

Go online for the Roadmap video and worksheet.

# 4A Master your reading

## Introduction

Ss develop the reading skill of understanding a narrative or biography by learning how to recognise foreshadowing of events.

## Warm up

Write the following questions on the board:

- Which biographies of famous people have you read?*
- What kind of information do you find in biographies?*
- What's the most interesting one you've read?*

Ss discuss the questions in pairs. When they have finished, elicit Ss' answers and have a brief class discussion.

**1** Introduce the topic by telling the class the last time you wrote a letter on paper and what other things you still write on paper. Ss discuss the questions in pairs. When they have finished, elicit their ideas and have a brief class discussion.

**2a** Focus attention on the photos and ask if Ss have heard of Richard Feynman. Feed in information from the *Culture notes* below. Ss read the first two paragraphs of the blog post then discuss the questions in pairs. Elicit ideas from a few Ss and find out if others agree.

## Culture notes

**Richard Phillips Feynman** was an American theoretical physicist, born in 1918 in New York. He is known for his work on quantum physics and won the Nobel Prize for Physics in 1965. He died in 1988 in Los Angeles.

**b** Give Ss a strict time limit to read the whole blog post quickly and put the events in order, then check in pairs. Check answers with the class.

**Answers:** 1 d 2 e 3 a 4 c 5 b



**3** Ss read the blog post again and decide individually if the statements are true or false, then check in pairs. Check answers with the class and elicit which part of the post gives each answer.

**Answers:**

- 1 T – *he revolutionised the fields of ...*
- 2 T – *in his native New York*
- 3 F – *She ... began to recover*
- 4 T – *The prognosis was bleak*
- 5 F – *killed more people than any other illness*
- 6 T – *against his better judgement he agreed to tell her it was only a mild illness*
- 7 F – *his university ... threatened to withdraw his funding because they felt he should focus on his studies*

**4** Ss find words with the meanings individually, then check in pairs. Check answers with the class and be prepared to give further explanations and examples where necessary.

- Answers:** 1 penned 2 revolutionised 3 pioneer  
4 eminent 5 mutual 6 prognosis 7 talked out of it  
8 succumbed

**5a** Refer Ss back to the last (unfinished) line of the blog post. Ss discuss what they think the reason is in pairs. When they have finished, elicit Ss' ideas.

**b** Direct Ss to the ending of the blog post on page 190 to check their ideas. Check the answer with the class and find out if anyone guessed correctly.

**Answer:** He wrote it two years after she died.

**6** Ss discuss the questions in pairs. When they have finished, elicit their answers and have a brief class discussion.

**7a** Refer Ss back to the sentences in bold in the blog post and ask them to discuss their ideas in pairs. Don't give any answers yet.

**b** Ss read the Focus box and check their answers. Check answers with the class and answer any questions Ss have about the information in the box.

**Answer:** They all foreshadow future events, that is they refer to events in the future of the narrative that have not yet been reached. Their purpose is to help the reader understand the events of the narrative, to stop the narrative becoming too boring with event after event and to create interest and curiosity about how something happens.

**8a** Ss read the extracts and think about what might follow, then discuss their ideas in pairs. Elicit Ss' ideas, but don't give any answers yet.

**b** Ss turn to page 182 and check their ideas. Check answers with the class.

**Answers:**

- 1 Apple used Feynman's image in a commercial in the 1990s, more than ten years after his death.
- 2 Feynman's last words were 'I would hate to die twice. This dying business is boring.'

**9** Put Ss in small groups to discuss the questions. When they have finished, elicit Ss' ideas.

**Homework ideas**

**Ex 9:** Ss write a short biographical piece about themselves.

**Workbook:** Exs 1–7, pp.32–33

## 4B Master your writing

### Introduction

Ss develop the skill of writing a letter of application for an internship by learning how to put a positive spin on limited experience and skills.

### Warm up

Write the following questions on the board:

*What information do you usually include in a job application?  
What three top tips would you give for someone applying for a job?*

Ss discuss the questions in pairs. When they have finished, elicit ideas from the class and find out if others agree.

**1** Focus attention on the photos and elicit what Ss can see. Ss discuss the questions in pairs. When they have finished, elicit Ss' answers and have a brief class discussion.

**Answer:** 1 An internship is usually unpaid and short term.

**2** Give Ss time to read the advert, then put them in pairs to discuss their ideas. Elicit Ss' answers and ask a few Ss to share their reasons.

**3a** Ask Ss to read the email and then discuss in pairs. Elicit Ss' answers and have a brief class discussion.

**b** Read the example with the class, then ask Ss to read the extracts and decide in pairs what points in the advert the other extracts refer to. Check answers with the class.

**Answers:**

- 1 We are seeking a young and very enthusiastic intern ...
- 2 helping with all the latest digital marketing techniques
- 3 for the late teen/early 20s market
- 4 the most interesting and inspiring cultural events / with experience of cultural events and/or organisations
- 5 helping with all the latest digital marketing techniques
- 6 Punctuality is a must!

**4** Ss identify the paragraphs individually, then check in pairs. Check answers with the class.

**Answers:** a 4 b 2 c 5 d 5 e 1 f 1, 5 g 3  
h 1 (and a bit of 5) i 2, 3, 4

**5a** Draw attention to the phrases in bold in the email, then ask Ss to match them with phrases a–e individually, then check in pairs. Check answers with the class.

**Answers:** 1 d 2 c 3 a 4 e 5 b

**b** Discuss the question as a class.

**Answer:** They help the letter to stand out and to make the candidate seem strong and business minded.

**6a** Explain that Rachel hasn't had a paid job in marketing, so she needs to put a positive spin on what she's done academically. Ss look for ways in which she does this, then compare ideas in pairs. Don't give any answers yet.

**b** Go through the information and examples in the Focus box with the class and answer any questions they have. Ss then check their answers to Ex 6a. Check answers with the class.

**Answers:** See Focus box.

**7a** Ss rewrite the phrases, using the information in the Focus box to help. Monitor and offer help where necessary. When they have finished, check answers with the class.

**Answers:**

- 1 ... this experience taught me the value of patience.
- 2 During the project, I was instrumental in helping the team to stage an exhibition ...
- 3 ... I now have a good understanding of how to design a mobile application.
- 4 I completed a great deal of coursework on various aspects of commercial law.
- 5 I am up to date on the latest spreadsheet software.

**b** Ss write their sentences individually. Monitor and help with ideas and vocabulary where necessary, writing any new words and phrases on the board. When they have finished, put Ss in pairs to compare what they've written.

### Prepare

**8a** Go through the list of jobs and elicit ideas as to what each one might involve. Ss choose one they'd like to apply for or choose their own idea. (If any Ss are currently thinking about applying for internships then this would be a good opportunity to practise doing so.)

**b** Ss complete the advert with details that suit them. Monitor and help with ideas where necessary and check Ss are completing it with relevant information.

**c** Ss make notes individually. Monitor and help with vocabulary where necessary.

### Write

**9** Ss write their emails. Encourage them to refer back to the application in Ex 3 as a model and the information in the Focus box to help them. Monitor and offer help and corrections where necessary.

**10a** Remind Ss of the checklist in Ex 4, then put Ss in pairs to swap emails and offer advice and suggestions on how to improve their applications.

**b** Ss write their second drafts, following the suggestions they've received. If you're short of time, they could write their second drafts for homework.

### Homework ideas

**Ex 10b:** Ss write a second/final draft of their email.

**Workbook:** Exs 1–9, pp.34–35

## 4c

## Master your listening

### Introduction

Ss develop the listening skill of understanding a group discussion by learning how to recognise references to common expressions.


### Warm up

Put Ss in pairs to discuss the advantages of spending time alone (e.g. you can do what you want, you can relax, etc.). When they have finished, elicit Ss' ideas and find out if other Ss have similar ideas.

**1** Focus attention on the photo and elicit what Ss can see. Ss discuss the questions in pairs. When they have finished, elicit Ss' ideas and find out if others agree.

**Answer:**

**1** It's a dining in the dark experience. People do this in order to have a different kind of experience and to allow themselves to focus on the food.

**2**  **4.9** Go through the sentence starters with the class so they know what to listen for. Ss listen and complete the sentences individually, then compare their answers in pairs. Check answers with the class.

**Answer:** **1** a bathroom **2** any contact at all **3** 20 days

### Audioscript 4.9

- A:** Thanks again guys for having me over, that's the second time I've blown all the fuses this year. It sure makes you realise how much you rely on electricity.
- B:** Well, accidents will happen! Talking of darkness, I read the other day that someone spent a whole month in complete darkness ...
- A:** Complete darkness?
- B:** Yeah ...
- C:** Where? In a cave?
- B:** In a bathroom.
- A:** A bathroom? You're joking.
- B:** No, she spent most of a month in a pitch black bathroom.
- A:** Why? Sounds like an odd holiday destination ...
- B:** Well, it was like a challenge.
- A:** A challenge?
- B:** Yeah, I think someone challenged her to do it ...
- A:** But why would she want to ...
- C:** ... She probably wanted a book deal and a TV series out of it!
- B:** ... I was about to say that!
- C:** Hehe, great minds!
- A:** Anyway, what happened? I mean, how did she cope?
- B:** Well, it's quite interesting actually because they created this set of rules that she had to abide by during the challenge ...
- C:** They?
- B:** Yeah, the woman and whoever challenged her to do it.
- C:** What sort of rules?
- B:** Well, for example, she wasn't allowed any contact from outside whatsoever. The bathroom was completely soundproofed so she couldn't hear anything from outside and completely dark so she couldn't see anything, and of course no phone, no torch, no TV or anything like that. She had to be in complete darkness for the whole time.
- A:** Wow.
- B:** But there were positives. Like, all her food was brought to her from a local restaurant ...
- C:** Every cloud, I guess, at least she didn't have to cook.
- B:** ... but the meals were delivered at odd times so she couldn't use that to guess the time of day ...
- C:** Why not?
- B:** Well one of the important rules was that she couldn't know what time of day it was ... or how long she'd been in there.

- A: Unbelievable. I don't think I could handle that. Total darkness and not knowing how long till you got out. Did she stick it out for a month?  
 B: Well that's the thing because after 20 days ... no, actually, I'm jumping ahead of myself here. Let me go back to how she got through it ...  
 C: Yeah, OK.  
 B: So what she did, this woman, I've forgotten her name, what she did is she made a routine for herself. She decided that as much as possible she'd follow the same routine inside the bathroom as she had on the outside.  
 A: Hmm, easier said ...  
 B: Indeed! When she woke up in the morning, at least she thought it was morning, she couldn't be sure, but when she woke up she had a bath, combed her hair, got dressed, ate something. Then she did yoga and meditation and she used this routine to keep herself as calm and happy as possible.  
 C: And did it work?  
 B: Up to a point, yeah. She said there were a couple of times when her mind started to play tricks. One was when she started hallucinating, you know ...  
 C: Hallucinating?  
 B: Yeah, she started to see little white balls floating around the room.  
 A: Why?  
 B: I'm not sure exactly but after a while in total darkness your mind starts to see things that aren't there, I guess.  
 A: That would freak me out.  
 B: And a couple of times she started to get into a negative thought cycle where she started thinking 'What if I never get out?', 'What if I go crazy in here?' that kind of thing.  
 A: I'm not remotely surprised.  
 B: She just had to stop herself going down that mental path, you know, she just started meditating or doing yoga or anything to break the thought pattern, really. But we're getting off topic. Let me finish my story. So actually this woman came out after 20 days ...  
 C: Only 20 days?  
 A: That's not such a bad effort.  
 B: The guy who had challenged her said that he realised she was going to win the challenge so he admitted defeat and said that she may as well come out.  
 C: Well, well done her. Hey, maybe my boss will go and hide in a darkened bathroom for a month ...  
 A: Heh, don't count your chickens! Actually, Patrick should be here soon, he's into caving and crawling around in the dark, he might be into it.  
 B: And, speak of the devil ...

**3a** Go through the questions with the class so they know what to listen for, then play the recording again for Ss to listen and answer them.

**b** Ss check in pairs, then check answers with the class.

**Answers:**

- 1 how much she relies on electricity
- 2 Perhaps to become famous and get a book deal or a TV series from it.
- 3 so she didn't know what time of day it was
- 4 By sticking to a routine similar to her one on the outside. She also did yoga and meditation.
- 5 She started hallucinating and she started to go into a negative thought cycle at times.
- 6 The person who challenged her to do it accepted that she would succeed and allowed her to come out early.

**4** Ss discuss the meaning of the phrases in bold in pairs. Check answers with the class.


**Answers:**

- 1 completely dark
- 2 follow
- 3 at all
- 4 he/she can do it because it doesn't make a difference to the situation
- 5 keep going with something until the end
- 6 not even slightly

**5a** Ss read the extract and discuss the question in pairs. Don't give any answers yet.

**b** Ss read the Focus box and check their answers. Go through the information and examples in the box and answer any questions Ss have. Explain that it's common in informal speech to refer to common expressions with just the beginning of the phrase.

**Answers:** See Focus box.

**6a**  **4.10** Ss listen to the extracts and note the shortened expressions individually, then compare their answers in pairs. Play the recording again if necessary, then check answers with the class, elicit or give the full expression and write them on the board.

**Answers:**

- 1 Every cloud (has a silver lining).
- 2 Easier said (than done).
- 3 Don't count your chickens (before they hatch).
- 4 Speak of the devil and he doth appear, or, in modern English, Speak of the devil and here he/she is.

**Audioscript 4.10**

- 1  
 B: But there were positives. Like, all her food was brought to her from a local restaurant ...  
 C: Every cloud, I guess, at least she didn't have to cook.
- 2  
 B: She decided that as much as possible she'd follow the same routine inside the bathroom as she had on the outside.  
 A: Hmm, easier said ...
- 3  
 C: Well, well done her. Hey, maybe my boss will go and hide in a darkened bathroom for a month ...  
 A: Heh, don't count your chickens!
- 4  
 A: Actually, Patrick should be here soon, he's into caving and crawling around in the dark, he might be into it.  
 B: And, speak of the devil ...

**b** Allow Ss to discuss the questions in pairs, then check answers with the class.

**Answers:**

- 1 1 There is something good, even in a situation that seems very difficult or sad.  
 2 Even though the situation was very tough, there were some positives, like having her food brought to her.
- 2 1 It's easy to talk about it but much harder to do it.  
 2 Following a routine in total darkness sounds simple but it's probably difficult.
- 3 1 You shouldn't make plans that depend on something good happening, because it might not.  
 2 She wants her boss to go away for a month, but it's unlikely to happen.
- 4 1 When someone you have just been talking about walks into the room where you are.  
 2 They were talking about Patrick when he arrived.

**7** Ss discuss the questions in pairs. When they have finished, elicit their answers to find out which situation Ss think would be most difficult via a show of hands.

**Homework ideas**

**Workbook:** Exs 1–3, p34