



NATIONAL
GEOGRAPHIC
LEARNING

THIRD EDITION

OUTCOMES

ADVANCED C1

Riccardo Chiappini
with Mike Sayer

Teacher's Book

OUTCOMES

THIRD
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Split Edition A Spark platform, Instant Access	978-0-357-97858-0
Split Edition B Spark platform, Instant Access	978-0-357-97859-7
Teacher's Book	978-0-357-91795-4

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Student's eBook, with audio and video
Assessment Suite
Classroom Presentation Tool, with audio and video
Teacher Resources
Course Gradebook

THIRD EDITION

TEACHER'S BOOK



OUTCOMES

ADVANCED

Riccardo Chiappini



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3rd Edition**
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1



Cities

page 6

- Describe and relate your experiences of a city
 - Tell stories and share urban myths
 - Work together to create a plan to improve a city
- Developing conversations:** Reinforcing, emphasizing and exemplifying a point

2



Relationships

page 14

- Explain what people are like and describe their traits
 - Discuss issues around love and long-term relationships
 - Roleplay sharing and talking through personal problems
- Developing conversations:** Giving your impression

WRITING 1: Describing visual data page 22 **Review 1** page 24

3



Culture and identity

page 26

- Discuss the things you like and don't like about where you live
 - Talk about the cultural meanings of different household objects
 - Explore and explain your own personal cultural identity
- Developing conversations:** Challenging overgeneralizations

4



Politics

page 34

- Discuss how you feel about proposals for your city
 - Compare and contrast political systems
 - Present and vote on policies
- Developing conversations:** Giving opinions

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Going out, staying in

page 46

- Have conversations about a memorable night out
 - Share and discuss fun or unusual activities to do
 - Organize a book club and research titles you could read
- Developing conversations:** Speculating on what is said

6



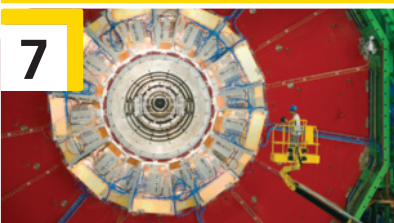
Conflict and resolution

page 54

- Roleplay disagreements where you reach a solution
 - Relate what you have found out about different conflict and peace processes
 - Have debates about issues connected to conflict and peace
- Developing conversations:** Defending and justifying

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Science and research

page 66

- Explain and discuss news stories about science
 - Discuss issues around science and science fiction
 - Practise thinking critically about particular statistics
- Developing conversations:** Expressing surprise and disbelief

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Nature and nurture

page 74

- Tell the stories behind photos
 - Describe animals, their habitats and habits
 - Debate issues around stereotypes
- Developing conversations:** Emphatic tags

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GRAMMAR	VOCABULARY	READING	LISTENING
<ul style="list-style-type: none"> Intensifying adverbs and adjectives Passive structures for plans and predictions 	<ul style="list-style-type: none"> City life Binomials Urban plans and policies 	<ul style="list-style-type: none"> A wiki entry explaining urban legends 	<ul style="list-style-type: none"> Two conversations about cities A radio discussion about an urban project
<ul style="list-style-type: none"> Phrasal verbs <i>Would</i> 	<ul style="list-style-type: none"> Describing people Relationships 	<ul style="list-style-type: none"> An article about long-term partnerships and science 	<ul style="list-style-type: none"> Three short conversations about different people Five people talk about an incident involving a young man
<ul style="list-style-type: none"> Cleft sentences 	<ul style="list-style-type: none"> Society and culture Things in the house Phrases with <i>thing</i> 	<ul style="list-style-type: none"> An article about surprising objects in different cultures 	<ul style="list-style-type: none"> Three conversations about society and culture in different countries Three British people talking about their own cultural identities A lecture about identity
<ul style="list-style-type: none"> Alternatives to <i>if</i> Alternative conditional patterns 	<ul style="list-style-type: none"> Consequences Elections and politics Voting 	<ul style="list-style-type: none"> An article about democracy in Switzerland. 	<ul style="list-style-type: none"> Two conversations about current social topics Five people talking about voting
<ul style="list-style-type: none"> Participle clauses 	<ul style="list-style-type: none"> Nights out Describing books 	<ul style="list-style-type: none"> An opinion piece about free-time activities, children and parenting 	<ul style="list-style-type: none"> Two conversations about nights out A radio feature about books and reading
<ul style="list-style-type: none"> Ellipsis and substitution 	<ul style="list-style-type: none"> Arguments and discussions Conflict and resolution War metaphors 	<ul style="list-style-type: none"> An article about a degree programme called Peace Studies 	<ul style="list-style-type: none"> Two conversations in which arguments occur Three radio debates about news stories connected with conflict
<ul style="list-style-type: none"> Passive infinitive and <i>-ing</i> forms 	<ul style="list-style-type: none"> Talking about science Word families Statistics 	<ul style="list-style-type: none"> An article about predictions in sci-fi 	<ul style="list-style-type: none"> Two conversations about science stories in the news An extract from a radio programme about statistics
<ul style="list-style-type: none"> Compound adjectives Using auxiliaries to add emphasis 	<ul style="list-style-type: none"> Describing scenery Animals Stereotypes 	<ul style="list-style-type: none"> Descriptions of different animals and how they live 	<ul style="list-style-type: none"> Two conversations about holiday photos A lecture about language and gender

SPEAKING**9****Work**

page 86

- Introduce a place of work and explain people's roles
- Give personal responses to a story from someone's work life
- Reach a judgement based on evidence and justify your decision

Developing conversations: Deductions**10****Health and illness**

page 94

- Describe different medical and surgical procedures
- Share and discuss information about different health hacks
- Carry out a survey about attitudes to health

Developing conversations: Replacing forgotten words**WRITING 5: Writing a covering letter** page 102 **Review 5** page 104**11****Play**

page 106

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- Describe games you like playing
- Revise vocabulary using word games

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page 114

- Describe key events in people's lives
- Discuss historical mysteries
- Explain the importance of certain historical events

Developing conversations: Similes**WRITING 6: Writing a magazine article** page 122 **Review 6** page 124**13****News and the media**

page 126

- Share and comment on different news stories
- Debate the pros and cons of a media regulation
- Discuss choices of news stories and create a short bulletin

Developing conversations: Using heads and tails for emphasis in spoken language**14****Business and economics**

page 134

- Make calls for business and networking purposes
- Discuss your views on financial and economic matters
- Roleplay a business meeting to take decisions

Developing conversations: Small talk**WRITING 7: Writing a proposal** page 142 **Review 7** page 144**15****Trends**

page 146

- Discuss views on fashion and styles
- Discuss current trends in different areas of life
- Plan a marketing campaign for a new fashion product

Developing conversations: Backtracking and correcting**16****Danger and risk**

page 154

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- Think and talk critically about texts
- Roleplay a radio phone-in programme

Developing conversations: Interjections**WRITING 8: Citing other people's work** page 162 **Review 8** page 164

GRAMMAR	VOCABULARY	READING	LISTENING
<ul style="list-style-type: none"> Continuous forms 	<ul style="list-style-type: none"> Roles and tasks Adverb-adjective collocations Work rights and benefits 	<ul style="list-style-type: none"> A story from <i>The Living Dead</i>, a business management book 	<ul style="list-style-type: none"> Someone being shown round their new workplace A summary of the lessons David Bolchover takes from his experience News stories about labour issues
<ul style="list-style-type: none"> <i>Will</i> for habits and assumptions 	<ul style="list-style-type: none"> Medical procedures Actions, processes and the body Nouns based on phrasal verbs 	<ul style="list-style-type: none"> A blog about different hacks for health and well-being 	<ul style="list-style-type: none"> Two conversations about surgical procedures Five doctors talking about their jobs and issues connected to their work
<ul style="list-style-type: none"> Linking words and phrases 	<ul style="list-style-type: none"> Sports and events Talking about gaming Phrases with repeated sounds 	<ul style="list-style-type: none"> A blog post about the impact of gaming on students 	<ul style="list-style-type: none"> Three conversations about sport A podcast about word games and word play
<ul style="list-style-type: none"> Emphatic inversion 	<ul style="list-style-type: none"> Personal histories Historical events 	<ul style="list-style-type: none"> An article about mysterious historical sites 	<ul style="list-style-type: none"> A conversation about a remarkable person A short academic presentation about an aspect of history
<ul style="list-style-type: none"> Reporting verbs with the passive 	<ul style="list-style-type: none"> Commenting on news stories Common sayings News headlines 	<ul style="list-style-type: none"> An article about a paparazzo 	<ul style="list-style-type: none"> Five short conversations about the news A mock radio news bulletin
<ul style="list-style-type: none"> Relative clauses and prepositions 	<ul style="list-style-type: none"> How's business? The economy and finance Business situations 	<ul style="list-style-type: none"> An article about money and debt 	<ul style="list-style-type: none"> Two phone calls between business colleagues Part of a business meeting where the speakers discuss a financial loss and a new product
<ul style="list-style-type: none"> Prepositions 	<ul style="list-style-type: none"> Style and fashion Trends Verb forms and word families 	<ul style="list-style-type: none"> An article about a trend that seems to have no end 	<ul style="list-style-type: none"> Six short conversations about clothes and style A discussion on a radio programme about the media and mental health
<ul style="list-style-type: none"> Probability and future phrases 	<ul style="list-style-type: none"> Accidents and injuries Laws and regulations Talking about danger 	<ul style="list-style-type: none"> A news report and a newspaper editorial related to compensation culture 	<ul style="list-style-type: none"> Two conversations about accidents A radio phone-in about the internet.

Introduction to *Outcomes*

ABOUT THE AUTHORS

I'm Andrew. I've been in ELT for 30 years. As well as writing and training, I continue to teach and learn languages. I think that English language isn't an academic subject, but something practical. My experience is that, given the opportunity, anyone can engage in real conversations and express their personality and ideas from the beginning – if you get the right support. In my own teaching, I try to listen to what students are trying to say and help them express it better.

I'm Hugh. I've been teaching English as a Foreign Language since 1993, and writing books and training teachers since 2000. What matters most for me in language teaching – and learning – is the ability to communicate, to be yourself in a foreign language and to forge meaningful connections with others. I see language primarily as a tool, as a way of opening doors and enhancing your experience of the world. In both my teaching and learning, I'm interested in the language that students really need.

SERIES INTRODUCTION

Outcomes is focused on empowering learners to express themselves by developing their ability to have natural conversations in English.

To do this, we start by thinking about the kinds of speaking that we do in real life, using students' interests and the CEFR can-do statements to help inform this. We then think of a clear task for students to work towards in each lesson to mirror these goals. This may be having a social or practical conversation, telling a personal anecdote, discussing issues around a text or completing an extended 'problem-solving' task. We *then* think about what language students might need to fulfil these tasks and write the exercises to present this in the different sections in each lesson. Much of this language is also recycled through motivating reading and listening texts that reflect the world students live in.

We think that choosing language to meet the task, rather than creating a task to practise grammar helps students and teachers. Firstly, the tasks reflect students' real-life interactions better, which is more motivating. Secondly, students are better prepared to use what they're learning straight away in meaningful ways. And thirdly, you will find students tend to stretch themselves more because they are trying to express genuine things. In doing so, they find out what they need to learn next and give you the chance to teach the language.

It's not just choosing the language for the task that makes Outcomes different, it's how we present that language.

With grammar, we sometimes introduce a structure, in a simplified way, earlier than other courses. This is to enable more natural conversations. We will refocus on these structures more fully in a later unit. This means:

- the grammar syllabus is more fully in line with CEFR levels.
- 'new' grammar can be integrated in texts and tasks earlier.

- students get to see a structure in use more often *before* they tackle all its forms or difficult contrasts.
- students have the chance to reuse forms more often over time.

For vocabulary, we consistently present it in collocations, chunks and in the context of sentences to show students how it's used. And because the words we choose are carefully aligned to the CEFR levels students are trying to achieve, they are better able to both meet expectations and use the language in a natural way.

And finally, we help students understand and take part in extended conversations through the Developing Conversation sections. We teach the simple patterns and chunks of language that will enable students to keep conversations going for longer, leading to a more dynamic classroom and better learning.

WHAT'S NEW FOR STUDENTS IN OUTCOMES 3rd EDITION

It's not just the focus on students' real needs and wants that makes teachers and learners love *Outcomes*; it's our focus on good learning practices – especially the consistent focus on revision and recycling. The new edition has been widely informed in consultation with teachers from around the world and we are very appreciative of their input and advice. This edition builds on good learning practice in various ways.

Additional speaking tasks and focus on mediation

We have a new extended speaking section at the end of each unit where students engage in a range of tasks such as debates, problem-solving, creating and conducting surveys, or sharing information and experiences. In the new edition, we have also highlighted tasks that provide practice of different types of mediation skill, **aligned with the updated CEFR**. The result is that students get even more opportunities to **communicate in personalized ways**.

Clearly stated outcomes and refined language input

All lessons are driven by a communicative outcome clearly stated at the beginning of each unit. Each lesson also has three sub aims listed so students and teachers can always see how different exercises relate to the outcomes.

We have also made the learning goals more achievable by closely aligning the language taught to the lesson outcomes. *Outcomes* is already known for helping students use new language effectively by focusing on collocation and giving natural examples. In the new edition, we have more clearly highlighted target language in word boxes or with bolding. We have refined some vocabulary sets to better focus on the lesson outcome or grade language more consistently **in line with CEFR levels**. A fully revised grammar reference provides **short, clear explanations** and additional exercises. The overall effect is to ensure highly **achievable learning goals**.

Integrated pronunciation

In consultation with teachers using *Outcomes*, we have introduced a regular, **fully integrated pronunciation** activity in each unit where students repeat target vocabulary with collocations and identify problematic sounds to work on. Students can also access extra pronunciation practice in the Online Practice on the Spark platform to work on specific sounds.

Fast speech, videos and understanding accents

In real life outside the classroom, hearing language can be difficult because people speak quickly and have different accents. To help students with this, some of the listening exercises focus on **processing fast speech more effectively**.

In the **fully updated video sections**, students also get to hear authentic unscripted language from English speakers across the globe, with exercises to help students **understand different accents** and fast speech.

Tasks for exam success

Part of the real-life outcomes for students is that they often need to take public exams such as IELTS, Key, Preliminary, etc. and many state exams have similar formats. The new edition brings the **updated writing pages** into the core units, and we systematically model and teach the kinds of texts students will have to produce in exams. It also integrates **typical exam-type reading and listening tasks** to support exam success.

My Outcomes

Evidence suggests that learning improves when students take responsibility and evaluate their own progress. The **new My Outcomes self-assessment activities** at the end of each unit get students to discuss what they have studied, as well as to reflect on how they can practise and improve.

Additional online learning tools

The revised and expanded **Online Practice on Spark** provides comprehensive unit-by-unit self-study practice of all target language and skills covered in the Student's Book, as well as new 'On the go' banks offering quick, motivating language practice that students can easily complete on their phones, wherever they are. The Online Practice also provides regular progress checks and adaptive remediation tutorials and activities that reinforce the lessons in the Student's Book.

The fully updated **Vocabulary Builder**, in **the Student's eBook on Spark**, contains all key language from the Student's Book and is organized by unit so that learners can easily refer to the words they need while they are studying. For each key word, the Vocabulary Builder includes: definitions, phonetics, collocations, example sentences and word family members. Students can use the annotation tool to add their own notes and translations.

The Online Practice and Student's eBook with Vocabulary Builder, are now easily accessible in one place via **the Spark platform**, so students can consolidate learning even more easily.

WHAT'S NEW FOR TEACHERS IN OUTCOMES 3rd EDITION

Teachers love *Outcomes* because they see the dynamic, motivated classes it creates and the real improvements in students' learning. The new edition maintains this standard while bringing extra support to deliver consistently great lessons and better monitor students' progress.

Standardized unit sequence with clear goals

Standardizing the sequence of lessons (Conversation Practice, Reading, Listening) and **bringing Writing into the core units** will help teachers and study directors organize their courses more easily. Providing **four goals for each lesson** and prioritizing the **three main communicative outcomes** at the start of each unit will also help guide teachers in how to adapt material for hybrid and online classrooms where the shorter face-to-face lessons will tend to focus on speaking practice.

Teacher development and support

The demands of the curriculum to develop students' skills in **mediation**, in **learner autonomy and cognition**, or in **taking exams**, can present new challenges for some teachers. As well as providing straightforward structured tasks in these areas in the Student's Book, the *Outcomes* Teacher's Book provides a wealth of additional information and ideas on how to train students in these areas.

The Teacher's Book also has a convenient **teacher development section**, focused on practical advice on everything from organizing pairs and groups to giving feedback to students. Newer teachers may find it useful to read this section in one go and/or build their skills throughout the course with the in-unit references embedded at relevant points.

Additional photocopiable tasks

Teachers can adapt classes and give extra practice with **simple, effective photocopiable tasks** in the Teacher's Book. As well as fully updating the existing worksheets, we have added an additional communicative fluency task for each unit.

Integrated digital tools for lesson preparation, teaching and assessment

The new **Spark platform** brings together digital tools that support every stage of teaching and learning.

For reliable placement, the **National Geographic Learning Online Placement Test on Spark** provides student alignment to the CEFR, recommends placement within the *Outcomes* programme and delivers a skills-specific report for each test-taker.

The **Classroom Presentation Tool on Spark** provides teachers with the materials they need to prepare and teach engaging live lessons. It includes the complete Student's Book with video, audio, answer keys and games.

The **Outcomes Assessment Suite on Spark** offers pre-made unit and mid-course review tests and customizable question banks, allowing teachers to easily assign formative and summative assessments for evaluating student progress.

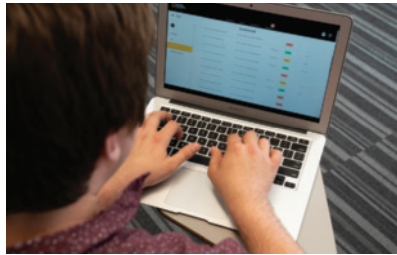
The **Course Gradebook on Spark** allows teachers to track student and class progress against skill, learning objectives and CEFR scales. Integrating results from all assignments in the **Online Practice** and **Assessment Suite**, it provides comprehensive data that can inform future lesson-planning.

spark

Bring the world to the classroom and the classroom to life with the Spark platform – where you can prepare, teach and assess your classes all in one place!



Manage your course and teach great classes with integrated digital teaching and learning tools. Spark brings together everything you need on an all-in-one platform with a single log-in.



Track student and class performance on independent online practice and assessment. The Course Gradebook helps you turn information into insights to make the most of valuable classroom time.



Set up classes and roster students quickly and easily on Spark. Seamless integration options and point-of-use support helps you focus on what matters most: student success.



On a hot day in Hong Kong, people crowded into an air-conditioned train. When the lights dimmed, one young woman stood out, lost in the glow of her own digital world.
©Brian Yen

Integrated digital tools on the all-in-one Spark platform support every stage of teaching and learning:

Placing students reliably at the right level

Preparing and teaching live lessons

Assigning practice, tests and quizzes

Tracking student and class progress, turning information into insights



Student's Book unit walkthrough

The **unit opener** introduces students to the topic through compelling photography and engaging discussion points, and sets their expectations for the unit ahead through clear goals focused on practical communicative outcomes.

8

Nature and nurture

IN THIS UNIT, YOU:

- tell the stories behind photos
- describe animals, their habitats and habits
- debate issues around stereotypes

SPEAKING

- 1 Work in pairs. Imagine your partner is the photographer who took this photo. Interview them to find out the story behind the photo and how they came to take it.
- 2 Change roles. The person being interviewed should now think of a different story.
- 3 Work in groups. Tell each other about a time when you saw an animal in the wild. Then choose the best story to tell the rest of the class.

An orphan elephant lays its trunk over a keeper's head; Reteti Elephant Sanctuary, Kenya.

74

Unit 8 Nature and nurture 75

Clear **learner outcomes** outline what students can expect to achieve by the end of the unit.

Engaging **opener photos** and corresponding **speaking activities** encourage students to make personal connections to the topic and provoke lively discussions.

Lesson A prepares students to practise typical conversations that they are likely to have in everyday life. Language development activities in this lesson build towards a Conversation Practice task. The listening section provides context for the language and develops listening skills, with audio featuring English speakers from around the world.

Lesson goals ensure students and teachers have a clear sense of progression throughout the unit and an understanding of how each activity links to the main communicative outcome.

The **Developing Conversations** tasks provide students with practical chunks of language that they can use straightaway in meaningful interactions inside and outside the classroom.

8A

Absolutely breathtaking

VOCABULARY Describing scenery

1 Work in pairs. Which of these geographical features can you see in the pictures?

coastline	cove	crater	dunes	gorge
mouth	plains	range	ridge	woodland

2 Complete the sentences with words from Exercise 1.

- It's very popular with birdwatchers because it's at the _____ of a river and there's a lot of wetland there that attracts birds.
- There's a steep _____ leading up to the main peak and the views from up there are stunning – assuming you're not too scared to look down!
- We stayed in this lovely area of _____ set in a deep valley up in the mountains.
- It's miles from anywhere, really. You just drive along dirt tracks across these huge rolling _____. There aren't many trees or anything. It's all just grassland.
- It's a mecca for climbers because there are these amazing steep cliffs on either side of the _____. I saw quite a few people climbing without ropes. They must be mad.
- We walked along the cliffs until we found this little _____ with a lovely sandy beach, where we scrambled down and went for a dip.
- When I was a kid, we used to go to the beach and swim and play in the sand _____ and stuff.
- It's a great drive, that. It goes along a really dramatic stretch of _____.
- There's a big mountain _____ there which marks the border between the two countries.
- From the top of the volcano, you can see right into the huge _____. It's pretty incredible.

3 Listen to the words from Exercise 1 and practise saying them on their own and in a phrase. Which words or phrases do you find hard to say? Practise saying them again.

4 With your partner, discuss the questions.

- Which of the features in Exercises 1 and 2 do you have in your country? Whereabouts?
- Which parts of your country do you think are the most beautiful? Which parts least appeal to you? Why? Have you been to these areas? When? Why?
- Are any parts of your country popular with these people? Why?

birdwatchers	climbers	hunters
cyclists	divers	campers

LISTENING

5 Listen to two conversations in which people are talking about photos. Answer the questions about each conversation.

- Where were the people in the photo?
- What were they doing there?
- What was the scenery like?



6 Work in pairs. Try to remember what the speakers said about these things. Then listen again and check your ideas.

Conversation 1

- a cable car
- a bit of a scramble
- rusty old cables
- a head for heights
- a death wish

Conversation 2

- a family reunion
- a creepy-crawly
- paradise
- jellyfish
- debt

7 With your partner, discuss the questions.

- Had you heard of either of the two places the speakers visited?
- Which of the two places sounds better to you? Why?
- Would you ever do any extreme sport like base jumping? Do you know anyone who has?
- Are there any things you think you would appreciate more now than you did in the past?

8 Add emphatic tags to the sentences.

- I wouldn't drive it if I were you.
- The views were just stunning.
- The scenery takes your breath away.
- I just love it there.
- It made no difference whatsoever.
- He'll never change.
- I've never been anywhere like it.
- That sounds amazing.

9 Listen and check your ideas.

10 Work in pairs. How many different replies using emphatic tags can you think of for each sentence (1–6)?

- What was your hotel like? Was it OK?
Oh, it was just perfect, it really was.
Put it this way: I wouldn't recommend it, I really wouldn't.
Wonderful! I couldn't have been happier to stay for another week. I really could!
- So, was it worth climbing to the top?
- What was your tour guide like?
- You cycled there, didn't you?
- It must have been nice to get away from it all for a few days.
- What did you think of the place?

DEVELOPING CONVERSATIONS

Emphatic tags

We often add tags to emphasize our opinions. We usually begin with a pronoun + really and we then repeat the auxiliary if there is one (or add do / does / did if there isn't).

A: Wow! The view from up there must've been pretty breathtaking!
B: Yeah, it was stunning, it really was.

CONVERSATION PRACTICE

11 Choose one of these tasks. Then work in pairs. Take turns to tell your partner about your places. Your partner should listen and respond with questions and comments.

- Think of a place you have visited that had interesting scenery. Think about what you were doing there, how you travelled around and what the place was like.
- Choose two or three photos from File 6 on page 190. Imagine you took them and be ready to explain where they are, what was happening, what you were doing there and what the places were like.

Pronunciation P activities encourage students to identify and practise problematic sounds in the target vocabulary.

Each unit provides several opportunities for students to develop and practise different forms of **mediation**. These tasks are clearly signposted with the **M** icon and have supporting notes in the Teacher's Book.

Lesson B focuses on developing students' reading skills. Vocabulary and grammar activities equip them with the language input they need to engage with a reading text that explores real-world topics, develops reading stamina and provides stimulus for rich classroom discussion.

8B

The animal kingdom

IN THIS LESSON, YOU:

- describe animals, their habitats and habits
- read about different animals and how they live
- identify key information in texts
- practise using and making multi-word adjectives

READING

1 Work in pairs. Look at the photos with the article and discuss these questions for each animal.

- Where do you think the animal lives – in what kind of landscape and in what part of the world? Explain why.
- Why do you think it might have adapted as it has and what special features might it have developed?
- What do you think it might eat? Explain why.

2 Read the descriptions of four animals. Match each animal with the correct photo and check your ideas from Exercise 1.

3 Match each sentence (a–l) with one of the animals (1–4). Underline the parts of the descriptions that help you decide. Then compare your ideas with a partner.

- It's started moving to habitats where it's in less danger.
- It can store up dangerous substances found within its prey.
- Its limitations in one area have led to it developing another unusual ability.
- It's able to crack open well-protected prey.
- It's good at disguising itself.
- It has a particular cultural significance for some.
- It has developed a special way of accessing food reserves.
- It generally avoids more densely-forested areas.
- It'll sometimes catch its prey in the air.
- It usually eats its victims in one go.
- It's not certain it will survive much longer.
- It holds a particular record.

VOCABULARY Animals

4 Work in pairs. Find examples in the photos of these things. What other body parts can you name?

hoof	nostrils	horn	scales
claw	hump	feelers	beak

5 Match the sentence beginnings (1–8) with the endings (a–h).

- It **leaps out**
 - It can **sense**
 - It **gnaws**
 - It can **blend**
 - It can **withstand**
 - It has **evolved** to
 - Males usually **mate**
 - It **tunnels**
- through tree bark.
 - with several females.
 - freezing temperatures.
 - and snatches its prey.
 - down into the earth.
 - into the background.
 - the slightest movement.
 - have a tongue that's longer than its body.

6 Work in pairs. Think of an animal for each sentence in Exercise 5. Discuss why each action might be done.

GRAMMAR

Compound adjectives

Compound adjectives are made up of two or more words. We put a hyphen between these words. Compound adjectives can be formed in these different ways:

- noun + adjective (sky-blue)
- adjective + noun (last-minute)
- adjective, adverb or noun + present / past participle (tough-looking, densely-forested)
- number + noun (a ten-minute walk).

7 Work in pairs. Look the examples in the Grammar box. Then match these adjectives with the categories (1–4). Think of one noun that each adjective could describe.

award-winning	child-friendly
high-powered	life-threatening
long-term	self-conscious
six-lane	star-shaped
tailor-made	water-resistant

8 Work in pairs. Think of as many different compound adjective + noun collocations as you can using the adjectives from Exercise 7. You can change either word of the compound adjectives to make new ones.

- a match-winning performance
- an Oscar-winning film
- an award-worthy innovation

G See Grammar reference 8B.

SPEAKING

9 **M** Work in groups of four: two As and two Bs. Read a text about another animal from the photos.

Student As: Look at the text in File 7 on page 191.
Student Bs: Look at the text in File 24 on page 197.

10 With the person in your group who read the same text:

- compare what you understood about the animal – its habitat and habits and the threats it faces.
- decide what you feel is the most interesting fact about the animal.
- check you understand the phrases in bold and try to remember them.

11 Now work in a new pair: one Student A and one Student B. Close your books. Tell your partner as much as you can about the animal you read about.

- Which animal do you feel is the most interesting? Why?
- Which animal do you think has the bleaker future? Why?

READING



Wiki animals

1 Unofficially considered to be a national symbol of Kenya, this brightly-coloured bird prefers open or grassy woodland and is most commonly found in southern and eastern Africa – although it has sometimes been spotted in the Arabian peninsula too. It usually nests high up in trees and also uses these vantage points to hunt from. It has a unique hunting style, remaining motionless while waiting for its prey to draw near, then swooping down for the kill once it's spotted an insect, amphibian or even a small bird on the ground, consuming its victims whole. However, it, in turn, is often targeted by eagles and falcons.

Generally, it has a strong body and a fairly large head. The average body size is 37 cm (including the tail) and the wingspan can stretch to almost 60 cm. Life expectancy in the wild can be up to a decade.

2 Perhaps surprisingly, this animal can swim underwater as well as tunnel underground, which is handy as it inhabits low wetland areas. Its long claws are adapted for tunnelling through the earth and its water-resistant fur allows it to remain underwater. Its long thick tail is thought to store extra fat to draw upon during the mating season. It is functionally blind, which is why it has developed the distinctive star-shaped set of feelers that give it its name. These feelers allow it to sense nearby movement.

Uniquely, it can also smell underwater. It does this by blowing out tiny bubbles through its nose in order to capture scents that are sucked back in. These adaptations are highly efficient and it is apparently the fastest eater in the animal kingdom, able to identify, snatch and consume its prey all in a matter of milliseconds.

3 Most commonly found in woodland, its short, broad wings and long tail allow it to manoeuvre quickly through the trees, while the light striped markings on its breast and its darker upper parts help it to blend into the background as it lies in wait for its prey before shooting out of the trees in pursuit. It has relatively long legs that enable it to kill in mid-flight. Its long, slender central toe is adapted to grip, while a small projection on the underside of the claw enables it to grip and hold on to its prey whilst flying. Its small, hooked beak is used for plucking and tearing flesh rather than killing. It also sometimes hunts on foot through vegetation. In recent years, it has made more frequent appearances in urban environments, where it has no predators and where it is often seen as a pest which preys on garden bird populations.

4 This tough-looking creature has large teeth in its upper jaw that remain visible even when its mouth is closed, a sign of a powerful bite than can spell the end for shrimps, crabs and other smaller fish. Adults tend to live on rocky seafloors at depths of up to 100 metres. The species is most often found along western Atlantic coasts from Brazil up to Florida.

Despite its relative size (it's not uncommon for it to reach lengths of well over a metre) and weight (approaching 30 kilos in more extreme cases), it's still preyed on by sharks and other large predators. It's also considered a decent meal by people who fish the coastal shores. However, some diners have experienced mild food poisoning. This creature isn't poisonous to humans in itself, but poisons can build up in its system from contamination in the food chain. It remains a popular catch and faces a very real threat from over-fishing.

Unit 8 Nature and nurture 79

Topic-related **vocabulary** is clearly presented in useful chunks and within the context of sentences to show students how it's used.

Grammar sections provide students with the language they need to achieve the communicative outcome of the lesson. Grammar is clearly presented, with students encouraged to actively notice the features of the form. A fully revised Grammar Reference section with additional practice can be found at the back of the book.

Lesson C exposes students to a variety of text types exploited through exam-type listening tasks to support exam success. Accompanying audio showcases the range of accents students are likely to hear when communicating in international contexts. The lesson culminates in an extended speaking task in which students can put the ideas and language from the unit as a whole into practice in an engaging communicative task, often providing opportunity to practise mediation skills.

Fast speech FS activities help students process difficult-to-hear language – a crucial skill for taking part in successful communication beyond the classroom.

8C

Nurture not nature

IN THIS LESSON, YOU:

- debate issues around stereotypes
- discuss, analyze and practise your note-taking skills
- listen to part of a lecture about language and gender
- practise adding emphasis to positive sentences

LISTENING

1 Work in groups. Discuss the questions about note-taking.

- 1 Do you think you're good at taking notes or not?
- 2 What system do you use when taking notes? Why?
- 3 When do you need to take notes in your daily life?
- 4 Do you take notes in the same way in your own language and in English?
- 5 What do you normally do with your notes after your English class / a meeting / a lecture?
- 6 How do you think you could improve your note-taking skills?

2 **FS** Listen to a lecture about language and gender by a lecturer in linguistics. Take notes on what you hear.

3 Work in pairs. Compare your notes and check what you understand.

4 **FS** Certain short chunks and phrases are often used in lectures. Listen and write what you hear.

5 Listen again to the lecture and answer these questions. Then compare your ideas with a partner.

- 1 How are the figures 20,000, 7,000, 16,000 and 45,000 connected?
- 2 Which of these figures is most reliable? Why?
- 3 What were the findings of studies by Jack Chambers and Janet Hyde?
- 4 Why did the lecturer cite the study in Gapun?
- 5 What do Deborah Cameron and Simon Baron-Cohen disagree about?
- 6 What's the lecturer's conclusion?

6 Work in groups. Discuss these questions.

- 1 Is there anything you didn't fully understand in the lecture?
- 2 Is there anything in the lecture that surprises you?
- 3 Is there anything you agree or disagree with? What? To what extent?
- 4 Do you agree that nurture is more important than nature in determining how people act? Why? / Why not?

GRAMMAR

Using auxiliaries to add emphasis

We can add the auxiliaries *do / does / did* to positive sentences. This is far more common in everyday speech than in more formal, written language. We do this:

- 1 when contrasting two things:
I do want to return to these bigger questions later on, but first ...

I did get most of what she was on about, but I missed ...

2 when we want to contradict or agree with people:
It does sound interesting, doesn't it?

I did actually address that point earlier on.

3 when we want to emphasize a particular point:
I do know that I recommend her almost every week.

It does bother me that I get stereotyped, of course.

I did warn you about this.

We also add emphasis by placing *do* before an imperative.
Do have a read of her work if you get the chance.

7 Add *do, does or did* in the sentences. Make any other necessary changes.

- 1 The holidays start next week. I really need a break.
- 2 Now I come to think of it, my ex-husband used to interrupt me all the time.
- 3 If I'm honest, I suspect she probably uses more words than me in her day-to-day speech.
- 4 Her research in this area is central to what we're studying next term, so read it before the start of term.
- 5 I found a copy online and I read it last month, but can't for the life of me remember what it was about.
- 6 That's it for today, but make sure you check out the new video that'll be going up next week.
- 7 Don't get me wrong. I enjoyed the book. I just think it's a bit ordinary.
- 8 If there's anything at all I can help you with, please reach out and let me know.
- 9 Some differences may be genetic, but I think most of it is down to the way parents bring up their kids.
- 10 That doesn't mean stereotypes are always wrong, but it means we need to be aware of them and approach them in a critical manner.

8 Complete these sentences in ways that are true for you. Then explain your ideas to a partner.

- 1 I really do need _____.
- 2 I did enjoy _____ . It was much more fun than I thought it would be.
- 3 I do know I _____ , but there are plenty of other people who are worse than me!
- 4 It can be hard to _____ , but it does get easier over time.
- 5 Don't get me wrong. I do like _____ . It's just that _____ .
- 6 I know it might sound a bit odd, but when I was younger my _____ did use to _____ .

G See Grammar reference 8C. >>>

VOCABULARY Stereotypes

9 Complete the sentences with these pairs of words.

assertive + stand up	assumptions + pigeonholed
breadwinner + egos	deep-rooted + quotas
fitting in + defied	norm + frowned upon
rigid + restrictions	sparked + posing

- 1 I don't like people making _____ about me and I don't like being _____ .
- 2 He _____ a huge media storm by _____ in a dress for a Vogue photoshoot.
- 3 He's never been bothered about _____ and he's always _____ stereotypes.
- 4 Some guys don't feel comfortable with a woman being the _____ . I guess it must hurt their _____ .
- 5 Women working is the _____ today, but not that long ago it was _____ .
- 6 I think gender roles today are far less _____ and there are fewer _____ than there used to be.
- 7 Women today are more _____ than my mum's generation were. We _____ for ourselves.
- 8 If they're serious about tackling _____ discrimination, they need to introduce _____ for women and people from minoritized ethnic groups.

10 Work in groups. Discuss the questions.

- 1 Do you think gender stereotypes have changed in your country? In what way?
- 2 Do you know anyone who conforms to traditional gender stereotypes? Do you know anyone who defies them? In what way?
- 3 Do you know people who are very different to the stereotype that exists of them (gender, nationality, etc.)?
- 4 What stereotypes might other people have of you? How far do you think you conform to these stereotypes?

SPEAKING TASK

11 You are going to debate this statement.

'Stereotypes have no basis in fact. They do untold harm and we should do all we can to combat them.'

Follow these steps.

- Decide if you broadly agree or disagree with the statement.
- Work in a group with people who have the same opinion. List points you can make to support your opinion and argue against your opponents.
- Use examples from your discussion in Exercise 10.

12 Nominate one person in your group to be the speaker.

Follow these steps.

- The speaker in each group has five minutes to present their arguments.
- After each turn, you can comment and ask questions.
- Take a class vote. Did anyone change their minds? If so, why?

MY OUTCOMES

Work in pairs. Discuss the questions.

- 1 What classroom activities did you find enjoyable?
- 2 What useful language have you learned for talking about aspects of nature?
- 3 What was challenging about the reading or listening texts?
- 4 What do you intend to do at home to practise language from the unit?



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The **My Outcomes** reflective tasks encourage students to personalize their learning journey by discussing what they have learned in the unit, how they can improve, and what language and skills they'd like to practise and use outside of the classroom.

A **Writing lesson** every two units models and teaches text types that students will need to produce in real life and in exams.

The **writing genre** often reflects texts that students will be expected to produce in international exams.

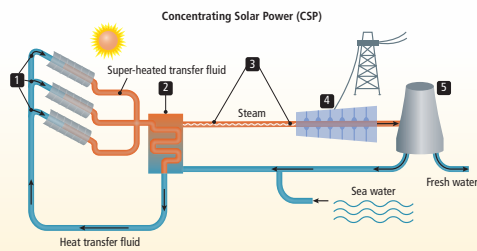
Useful Language sections introduce and practise relevant language to support students in their writing practice.

WRITING 4

Describing processes

IN THIS LESSON, YOU:

- write a description of a scientific process
- read a short description of an energy-creating system
- discuss issues around energy sources
- describe different kinds of processes



SPEAKING

1 Work in pairs. Look at the diagram. Discuss these questions.

- 1 What process do you think the diagram shows?
- 2 At what point in the diagram would you say the process starts?
- 3 What are the end products?
- 4 What do you think might happen at each stage of the process?

READING

2 Now read the description of the process and label parts 1-5 on the diagram.

The diagram shows a process known as Concentrating Solar Power (CSP), whereby solar energy is used to create steam that is, in turn, used to power electrical generators. The electricity generated can then be used to power nearby towns and villages.

At the start of the process, large parabolic troughs are directed at the sun. The surfaces of the troughs reflect the sun's rays and concentrate them onto pipes carrying a fluid that is thus heated up to a very high temperature. This super-heated fluid passes through a heat exchanger, where it heats water to boiling point, thereby creating steam, before returning in a loop back to the parabolic trough. The steam meanwhile is conveyed through pipes at high pressure to a generator, where it drives the turbines that create electricity. After the steam has gone through the turbines, it is cooled in a tower, and converted back into water. The water then continues in a loop back to the heat exchanger, where it is again boiled to create steam. At the same time, sea water is also drawn into the system, presumably to maintain pressure inside the system.

3 Work in pairs. Look again at the description and discuss these questions.

- 1 What is the purpose of each of the three paragraphs?
- 2 How does the writer avoid using personal pronouns (I, we, they, us, etc.) in the text?
- 3 Would you avoid such pronouns in similar texts in your language?

SPEAKING

4 Work in pairs. Discuss the questions.

- 1 Do you think the process you read about would be a good idea in your country? Why? / Why not?
- 2 What benefits / problems are there with the following energy sources or energy-saving schemes? Do you have any of them in your country? Is there any opposition to them?

wind farms	hydroelectric dams
fracking	nuclear power plants
solar farms	subsidies for improving insulation
oil / gas drilling	subsidies for renewable energies

VOCABULARY Processes

5 Replace the words in bold in 1-12 with these words and rewrite each sentence in the passive.

assemble	categorize	discard	dismantle
dispatch	filter	insulate	package
power	screen	ship	shred

- 1 They **wrap** the pipes with foam to minimize heat loss.
- 2 They **check** the final product for impurities.
- 3 They **sort** the tea leaves into different grades according to size and quality.
- 4 They **don't throw away** anything during the process to maximize efficiency.
- 5 They **send out** finished products to customers.
- 6 They **put together** the parts in a central plant.
- 7 They **take apart** the machinery piece by piece.
- 8 They **box** the oranges and load them onto lorries.
- 9 They **drive** the turbines by forcing water through them.
- 10 They only take payment after they **send** the order from the warehouse.
- 11 They **take out all the impurities** from the water.
- 12 They **take** the plastic **and tear it into tiny strips**.

6 Work in pairs. Discuss the questions.

- 1 What processes do you think each of the sentences in Exercise 5 are part of?
- 2 Why might different processes use these things?

an algorithm	a conveyor belt	a filter
a furnace	a magnet	a pump

7 Complete the sentences with *whereby* or *thereby*.

- 1 Glasblowing is the process _____ glass is heated and then shaped.
- 2 The milk is heated to around 70%, _____ killing the vast majority of microbes.
- 3 We have to comply with strict regulations _____ our machines are inspected weekly, _____ ensuring total safety.
- 4 There's a trade-in scheme _____ any car over fifteen years old can be scrapped for \$3,000 when buying a new car.

8 Choose two of the processes below. Write one-sentence explanations of the processes using *whereby*. Then add a possible result to each using *thus* or *thereby*. Search for extra information to help you if you need to.

desalination	Gaia
hydroelectric power	metamorphosis
a veto	photosynthesis
osmosis	auditing
distillation	landfill
an embargo	a high court appeal

USEFUL LANGUAGE

Whereby, thereby and thus

Whereby explains the way something is done according to a method, agreement, rule, etc. The meaning is similar to *by which*. It is followed by a clause with a subject + verb.

The diagram shows a process known as Concentrating Solar Power, **whereby** solar energy is used to create steam.

Thereby and *thus* both show the result of a particular process that has been previously mentioned. *Thereby* is a shorter way of saying *and by doing this*.

Thereby is followed by a present participle.

It heats water to boiling point, **thereby creating** steam.

Thus can be used instead of *in this way*.

The mirrored surfaces of the troughs reflect the sun's rays and concentrate them onto pipes carrying a fluid that is **thus** heated up to a very high temperature.

9 Work in groups. Share your explanations from Exercise 8. Can you work out which processes each person is describing? For example:

A: *It's a process whereby trade with another country is prevented, thereby putting pressure on that country to change what are seen as objectionable policies.*

B: *That's an embargo, right?*

PRACTICE

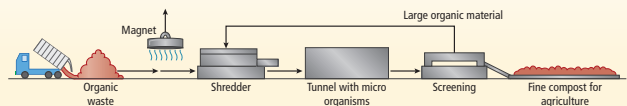
10 Work in pairs. Look at the diagram below and discuss:

- what process you think it shows
- where the process starts and what the end product is
- what happens at each stage of the process.

11 Work on your own. Write a description of the process. Use between 150 and 200 words.

12 Swap your description with your partner. Can you see any ways the description could be improved? Check:

- that there are no personal pronouns
- there are logical paragraphs
- the use of passives
- the use of *whereby*, *thereby* and *thus*




Students work with a practical **writing model** before producing their own text of the same genre.

Review lessons revisit topics and conversations from the previous two units and consolidate learning through additional practice of the target language. The review features two brand new videos, each linked to a different unit, in which students hear authentic, unscripted language from English speakers from around the world.

New **'Out and about' videos**, featuring real *Outcomes* students and teachers, showcase natural language in use and introduce students to a wide range of accents.

New **'Developing Conversations' videos** model improvised conversations linked to the topic and Developing Conversations focus in Lesson A. This enables students to make the connection between what they learn in class and the conversations they will have outside the classroom.

REVIEW 4 Video
Grammar and Vocabulary



VIDEO Out and about

1 Work in pairs. Discuss the questions.

- What's the most beautiful landscape you've ever seen?
- What would you say is the most beautiful bit of your country? Why?

Understanding accents

Some accents replace an /aʊ/ sound with /ɔɪ/, so *buy* /baɪ/ may sound more like *boy* /bɔɪ/; *aisle* /aɪl/ like oil /ɔɪl/; and *tie* /taɪ/ like toy /tɔɪ/.


2 Watch the video. Which place do you most / least like the sound of? What did you hear about it?

3 Match two statements with each speaker and explain your choices. There are two statements you do not need. Then watch again to check.

- It's one of the most visually stunning places in the world.
- I went climbing while I was there.
- It's a totally alien landscape.
- There are some amazing mountain ranges there.
- I got an amazing view across the river.
- It's a few miles from the coast.
- I'm a bit biased, but I'm going to say my hometown.
- Our dog went scampering up the slopes.

4 Work in groups. Choose two of the following topics. Tell the rest of the group about them.

a great view	a small shop you love
a place by the sea	a place with amazing wildlife
travelling with pets	a mountain range you've been to



VIDEO Developing conversations

5 You are going to watch two people talking about science-related stories in the news. Watch and take notes on what they say.

6 Work in pairs. Compare what you understood. Watch again if you need to.

7 Discuss the questions with your partner.

- What do you think of the research findings that they discuss?
- Who might be interested in funding this kind of research and why?
- Are you more of a cat person, more of a dog person or neither? Why?

8 Watch again. Complete the sentences with three to five words in each gap.

- Researchers in an American university have _____ about cat owners being more intelligent.
- Dog owners need to be at home more, obviously, because the dog needs to _____.
- This guy that _____ said that this is what they found.
- We don't need to _____ and we can go out to do our job.
- _____ did they make that study? I don't believe it.
- Well, I just read this, so maybe you should _____ it.
- But I mean, _____. You do need more time for your dog at home.
- Cats are more intelligent, they _____, you know.

CONVERSATION PRACTICE

9 Work in pairs. You are going to practise a conversation.

- Choose a conversation practice from either Lesson 7A or Lesson 8A.
- Look at the language in that lesson.
- Check the meaning of anything you've forgotten with your partner.
- Have the conversation. Try to improve on the last time you did it.

GRAMMAR

1 Complete the text with one word in each gap.

Stuck in my dull office job, I often dreamt of ¹ _____ transported to a tropical island. Then one day, I was actually offered the chance to fulfil that dream. There's an award-² _____ TV programme where a group of people are abandoned on a remote island to see how well they survive. I made a last-³ _____ decision to enter – and was amazed to ⁴ _____ accepted! The island was beautiful, it really ⁵ _____, but before long, we discovered its downsides. After ⁶ _____ dropped off, we got lost in the dense jungle, which was alive with snakes and large insects. I later suffered from dehydration, which can be ⁷ _____ threatening if left untreated. But I ⁸ _____ survive the month-⁹ _____ programme and it changed my outlook on life. I'm much more appreciative of what I have now than I used to be, I really ¹⁰ _____.

2 Read the first sentence in each pair. Complete the second sentence so that it has a similar meaning. Use between two and four words, including the word in bold.

- I read she has a driver who takes her everywhere. I read that she _____ everywhere. **INSISTS**
- I don't understand why some people seem to think it's bad to be smart. Being smart seems _____ in some circles. **FROWNED**
- People are going to judge you and it's best to ignore it. I wouldn't _____ if I were you. **WORRY**
- He had the suit specially made for him. He decided to splash out and get _____. **TAILOR**
- He brought his daughter, who was only six at the time, with him on the trip. His _____ came with him on the trip. **OLD**
- She's working for a big financial firm now and seems to be in quite an important role. She's got this very _____ finance now. **POWERED**

VOCABULARY

3 Complete the sentence with the correct form of the word in bold.

- He had some very _____ ideas that were well ahead of their time. **progress**
- A good vet should be confident and _____. **assert**
- There are speed _____ on this road. **restrict**
- The argument is _____ flawed. **fundamental**
- The government has promised to reverse the environmental _____ of recent years. **degrade**
- He was adopted, and he never knew his _____ parents. **biology**
- Her _____ as a scientist is now recognized. **great**
- The _____ analysis suggests that there may be some adverse side effects. **statistics**

4 Decide if these words and phrases are parts of animals or features of landscape.

beak	claw	coastline	cove	crater
dunes	feelers	gorge	hoof	horn
hump	plains	range	ridge	scales

5 Match the verbs (1–10) with the collocates (a–j).

- devise
- insert
- defy
- gnaw
- emit
- blend
- sense
- treat
- withstand
- undertake

- into the background / different styles
- their staff really badly / you with respect
- a way / a mechanism
- greenhouse gases / radiation
- a probe / the USB
- tiny movements / danger
- the procedure / the analysis
- expectations / stereotypes
- the extreme cold / pressure
- on a bone / through tree bark

6 Complete the sentences with a preposition in each gap.

- Contrary _____ popular belief, high-fat diets may not lead to heart disease.
- The sample group was chosen _____ random.
- There's very obviously a causal link _____ the use of plastic and harm to marine life.
- We all have a vested interest _____ the project being a success.
- I don't like it when people make assumptions _____ me based on my appearance.
- It's pretty easy to extract DNA _____ leaves or seeds.
- If we want to protect the natural world, we need to pivot _____ a more sustainable approach.
- I worry that this is just the thin end _____ the wedge and could lead to far worse things.
- The invention of the microscope paved the way _____ many important new discoveries.

7 Complete the text with one word in each gap. The first letters are given.

There has been an 'up _____ trend in levels of obesity and the blame has generally been placed on the 'ad _____ effects of saturated fat. Despite 'co _____ evidence, most doctors recommend reducing the amount of fat in our diet. However, a recent paper by Chowdhury and Wamakula has suggested this advice is 'fi _____ and that there is no 'co _____ between fat and heart disease. This idea has become quite 'm _____ and has 'sp _____ a bit of a media storm. The research has been criticized by some who suggest the figures don't 's _____ u _____ to scrutiny and the results are 'd _____ to a failure to take into account all the 'va _____ involved. There's no suggestion that the figures have been 'tw _____, but until they've been 'du _____ in a range of different conditions, it's probably wise to be sceptical.

Students have the opportunity to revisit one of the **Conversation Practice** tasks from the previous units that they would like to improve on.

Additional **vocabulary** and **grammar activities** revise the language students have learned and offer practice of task types found in international exams.

1

Cities

IN THIS UNIT, STUDENTS:

- describe and relate their experiences of a city
- tell stories and share urban myths
- work together to create a plan to improve a city

DEVELOPING LEARNER INDEPENDENCE

AIM

to do the flick test to become familiar with the Student's Book and its aims

Ask students in pairs to 'flick' through their new Student's Book and answer the questions below:

- 1 What topics are covered in the Student's Book?
- 2 How many sections are in each unit? In which sections can you usually find the following: a reading text, a listening activity, a speaking task, new vocabulary, a focus on grammar, a writing activity?
- 3 Where can you find the grammar and vocabulary reference?
- 4 What do you find interesting, surprising or particularly useful about the book?
- 5 In what ways do you think the book will match your interests and needs?

SPEAKING

AIM

to set the scene and introduce the theme with a photo to get students talking about cities and city life

Optional lead-in activity Tell students to look at the unit title, aims and photo. Ask: *What do you think this unit will be about? What skills, language or situations do you expect to learn and practise?* If students don't know each other, you could also ask them to work in pairs and briefly describe the city or town they live in, or a city they have visited, and say whether they like(d) it and why.

TEACHER DEVELOPMENT 4: LEARNING AND CHECKING NEW WORDS

Go to page 259 for information and advice.

- 1 Start by telling the class that in this unit they're going to be learning how to describe cities, discuss city life and urban problems, and tell anecdotes and urban myths.
 - Ask students to look at the photo on pages 6–7. Ask: *What can you see?* Elicit a brief description of the photo.
 - Organize the class into pairs to discuss the question.
 - Ask different pairs to share their answers with the class. Write on the board the adjectives they use to describe the place in the photo.

Example answers

Positive: affluent / wealthy, charming, clean / spotless, compact, suburban / residential, well-run / organized, peaceful

Negative: boring / dull, expensive / pricey

- 2 Put students into groups of four to discuss the question. Monitor and note the most interesting language and ideas the students use.

Example answers

Advantages: residents feel safer, aesthetics, comfortable

Drawbacks: higher costs of living, slow-paced lifestyle

- 3 Go around the room and check students are doing the task.
 - In feedback, look at the language the students used well and the language that needs correcting.

Culture note

The photo shows an aerial view of Dehesa de Campoamor, a district in the city of Alicante on the Costa Brava on the southeastern coast of Spain. Today it's one of the most sought-after areas for permanent or holiday residences. It was known as Dehesa de Matamoros until 1854 when it was acquired by Spanish poet Ramon de Campoamor.

Optional extra activity Personalize this topic by asking students whether they would like to live in Dehesa de Campoamor. Encourage students to give a full answer.

TEACHER DEVELOPMENT 8: FEEDBACK ON CONTENT, LANGUAGE AND ERRORS

Go to page 262 for information and advice.

1A A real buzz about the place

Student's Book pages 8–9

IN THIS LESSON, STUDENTS:

- describe and relate their experiences of a city
- talk about city life and places they know
- practise listening to conversations about city experiences
- practise adding emphasis to descriptions and anecdotes

VOCABULARY City life

AIM

to introduce and practise words and expressions to describe cities and city life

- 1 Tell students to read the sentences and work out the meaning of the words and phrases in bold by using the context and the surrounding words in each sentence.
 - Ask students to compare their ideas in pairs. Encourage them to justify their opinions by referring to the immediate context.
 - If possible, ask students to confirm their guesses by looking up the words and phrases in a dictionary.

Language notes

springing up (v) = appearing suddenly

buzz (n) = a positive, exciting feel

grand houses (n) = large houses, such as those built for wealthy people

gated apartments (n phr) = apartment buildings surrounded by fences or walls with a gate that can only be accessed by residents

transport infrastructure (n + n) = all the physical components of transport systems, e.g. railways, bridges, tunnels

runs very smoothly (v phr) = works, functions very well

smog (n) = thick fog in cities caused by smoke and pollution

choke on the fumes (v phr) = stop breathing because of traffic pollution

trace (n) = a small or barely visible amount

littering (v) = the act of dropping rubbish on the ground in public spaces

grinds to a halt (v phr) = stops

horns (n) = devices on a car or motorbike that are used to make a noise

gentrification (n) = the process of improving an area of a city or town to attract wealthier residents

settling down (phr v) = starting to live in a place where you intend to stay for a long time

neglected (adj) = not receiving care or attention

derelict (adj) = ruined, abandoned

developments (n) = areas on which new buildings have been built in order to make a profit

outskirts (n) = the areas outside a city or town

crammed (v) = forced into a small area

dingy (adj) = dark and dirty

TEACHER DEVELOPMENT 4: LEARNING AND CHECKING NEW WORDS

Go to page 259 for information and advice.

- 2 Organize the class into pairs to answer the questions.
 - Monitor and provide support as necessary (e.g. by suggesting ideas students can use).
 - In feedback, elicit answers from different groups and react to their ideas. Praise good use of language and correct errors if necessary.

Example answers

- 1 People, vehicles, colours, music, restaurants, cafés, bars, etc.
- 2 When buildings are left to fall into decay or when no new buildings are built.
- 3 Bridges, water supplies, electrical grids, telecommunications, etc.
- 4 A process (e.g. the manufacturing of a product), a business, a machine, a web server, etc.
- 5 Services and facilities (e.g. newer bus lines and bus stops), road improvement, etc.
- 6 Why neglected: Decrease in public service quality (e.g. public transport), increased litter, broken road signs, etc.
Other signs: Decrease in public service spending, local opportunities for work dying out or moving away, transport networks being restructured / changed.
- 7 1 up-and-coming, vibrant 2 affluent
3 well-run 4 polluted
5 spotless, well-run 6 chaotic, congested
7 up-and-coming 8 run-down
9 sprawling 10 deprived, congested

Optional extra activity Focus students' attention on the photo on page 9 and ask them to describe it using the adjectives in bold in Exercise 1, and the adjectives from the box in Exercise 2, question 7.

Culture note

The photo on page 9 is a view of the district of Chinatown in Bangkok, Thailand. It's an area with a bubbling nightlife, with lots of restaurants, jade shops and neon lights.

Language notes

affluent = rich

spotless = clean

congested = crowded

sprawling = stretched out

run-down = in bad repair

vibrant = lively

Pronunciation notes

- Note the stress in *congested*, *polluted*.
- Note the pronunciation of the *-ed* ending in *gated*, *neglected*, *congested* and *polluted*: /ɪd/.
- Note: *sprawling*: /ˌsprɔːlɪŋ/.

LISTENING

AIM

to practise listening for general understanding, and to hear key phrases in a spoken context

TEACHER DEVELOPMENT 10: DEVELOPING LISTENING SKILLS

Go to page 262 for information and advice.

- 3** ▶ Before playing the audio, encourage your students to take notes while they listen. You could suggest they draw two columns for each conversation – one for good things, one for bad things. Play the audio.
- Monitor and provide support as necessary.
 - Before giving feedback as a class, ask students to compare their answers in pairs.

Answers

Conversation 1

Positive: the nightlife is crazy, the whole city is still buzzing at four in the morning; downtown is very vibrant

Negative: the traffic is terrible; it's very humid and hard to walk around; it's very polluted

Conversation 2

Positive: affluent (though this also contributes to it being boring); good to bring up kids; clean; everything runs smoothly

Negative: conservative and affluent; dull, not much going on, no music scene or anything

Audio script

- 1
- A: How was your trip?
 B: Great. Really amazing. Have you ever been there?
 A: No. What's it like?
 B: It's really wild. It took me by surprise, actually.
 A: Yeah?
 B: Yeah. I don't know what I expected, really. I just thought it'd be quieter, but the nightlife is totally insane.
 A: Really?
 B: Honestly. We went out with these people and ended up in a place in the early hours and it was just absolutely packed.
 A: Yeah?
 B: Seriously. You literally couldn't move. In fact, the whole city was still buzzing. You can still get stuck in traffic at three or four in the morning.
 A: Wow!
 B: Actually, that was a bit of a pain, the congestion.
 A: Really? Is it bad?
 B: Unbelievable! You just spend hours and hours in the taxi crawling along with everyone sounding their horns. You might as well walk really.
 A: So did you?
 B: Well no, actually, because it's unbearably humid, and at least the car has air con. Honestly, you walk out of your hotel and it's like hitting this thick wall of heat.
 A: Gosh. Really?
 B: Honestly. You'd just die if you walked for any length of time.
 A: There must be a fair amount of pollution, then.
 B: That as well. The smog is incredible. I mean, our hotel was supposed to have this amazing view – and I guess it would have on a clear day – but half the time you could hardly see a thing beyond about 200 metres. And you nearly choke on the fumes when you're outside.

- A: Sounds awful. Are you sure it's so great?
 B: Well, you know, it does have its drawbacks but, as I say, it just has a real buzz – especially downtown with the skyscrapers and the neon lights flashing and the people and the noise. It's just a really, really vibrant place.

2

- C: What's your home town like? It's supposed to be nice, isn't it?
 D: It is, if you like that sort of place.
 C: What do you mean?
 D: It's just very, very conservative. You know, it's very affluent – you see loads and loads of people in fur coats and posh cars, and the streets are spotless, but it's also just incredibly dull. There's not much going on.
 C: Right.
 D: I know it's a bit more run-down here, but at least it's more lively. There's more of a music scene, you know.
 C: Yeah, I know what you mean. So you wouldn't consider going back to live there?
 D: Maybe. I mean, don't get me wrong, it is a good place to live if you're bringing up kids – everything works very smoothly and, as I say, there's not a trace of litter on the streets. So if I were to settle down, I might move back. It's just not what I want right now.
 C: Fair enough.

- 4** Ask students to work individually to read the questions and prepare to answer them. Set a time limit.
- Tell students to share their answers with a partner before eliciting them as a class. Encourage students to ask each other more questions and justify their opinions. You could demonstrate this by asking questions, e.g. *Why do you think they're talking about Las Vegas?*
- 5** ▶ Ask students to read the ten sentences. Before playing the audio, ask students to work in pairs and try to remember or work out which words are missing in each sentence.
- Play the audio again. Students listen and write the missing words. Play the audio as many times as necessary, especially those sections your students find most difficult to understand, or pause after each set of missing words.
 - In feedback, write the answers on the board.

Answers

- | | |
|-------------------------|------------------------|
| 1 took me by surprise | 2 in the early hours |
| 3 might as well | 4 it's like hitting |
| 5 have its drawbacks | 6 that sort of place |
| 7 more of a music scene | 8 consider going back |
| 9 get me wrong | 10 were to settle down |

Language notes

That was a bit of a pain = that situation was annoying
Don't get me wrong = used to explain or before rephrasing when someone might misunderstand or be upset by what you're saying

- 6** Organize students into groups of four or five to discuss the questions.
- Monitor and note any examples of good use of language, as well as errors to correct during feedback.
 - Elicit some of the topics students discussed in their groups. Use your notes to praise good language students used and correct errors as necessary.

TEACHER DEVELOPMENT 2: ORGANIZING PAIRS AND GROUPS

Go to page 258 for information and advice.

Optional extra activity Ask students to individually choose five of the phrases from Exercise 5 and write them on five pieces of paper (or card). Then organize the class into groups of three to act out a short conversation about a city, similar to Conversation 1 in Exercise 3. Explain that they have to try and use as many of the useful phrases as they can. Each time they use a phrase, they put the corresponding piece of paper down on the table. The student who uses the most phrases wins.

GRAMMAR Intensifying adverbs and adjectives

AIM

to check students' understanding of how to use intensifying adverbs and adjectives to describe and relate their experiences of a city

- 7** Pre-teach or elicit the meaning of *deserted* (= a place where there are no people). Read through the information in the Grammar box as a class. Then ask students to read the sentences. If necessary, deal with unfamiliar vocabulary before students do the activity.
- Ask students to correct the mistakes in the sentences, explaining that one sentence is already correct.
 - In feedback, elicit answers.

Example answers

- 1 ~~X~~ *absolutely* – very / really (*fancy* is a gradable adjective)
- 2 ~~X~~ *really* – real (because we use the adjective form to intensify nouns)
- 3 ✓ (because *amazing* is an ungradable adjective)
- 4 ~~X~~ *very, very* – *absolutely* / *completely* / *utterly* / *really* (*deserted* is an ungradable adjective)
- 5 ~~X~~ *really and really* – *really, really* (we use a comma instead of *and* to repeat *very* or *really*)

Language notes

Intensifying adverbs are adverbs of degree. Adverbs of degree, such as *absolutely*, *totally* and *utterly*, make the adjectives they modify stronger.

Choosing the right adverb depends on:

- the appropriate degree of intensification, e.g. *extremely* is stronger than *really*.
- collocation patterns, as certain adverbs normally collocate with certain adjectives, e.g. it is more common to say *absolutely huge* than *completely huge*.

- the type of adjective that needs intensifying, as we use different adverbs depending on whether the adjective is gradable or ungradable.

Gradable adjectives can be measured. Adjectives such as *large*, *small* and *nice* are gradable, e.g. a bed can be more or less large, small or nice.

Ungradable adjectives cannot be measured. Adjectives such as *amazing*, *fantastic* and *spotless* already express absoluteness, e.g. a city cannot be graded as more or less amazing, fantastic or spotless.

Intensifying adjectives are the adjective form of these adverbs, and we use these to intensify nouns, e.g. *Her desk was an absolute mess.*

We can combine intensifying adverbs and adjectives with the conjunction *and* to add emphasis to the sentence, e.g. *It was totally and utterly unfair. It's a complete and utter disgrace.* We don't usually combine *extremely*, *incredibly*, *really* and *very*, but we can repeat them by replacing the conjunction *and* with a comma, e.g. *She's very, very clever.*

TEACHER DEVELOPMENT 6: APPROACHES TO GRAMMAR

Go to page 260 for information and advice.

- 8** Ask students to read the instructions and check their understanding. Model the task by writing a comment of your own on the board about an area you know, e.g. *The streets in the Gràcia district in Barcelona are always absolutely filthy the day after the 'Fiesta Mayor'.*
- Ask students to work individually and write their comments. Then organize them into groups of three or four to share their ideas. Allow weaker students to work with stronger students if necessary.
 - In feedback, elicit some sentences and deal with error correction as necessary.

TEACHER DEVELOPMENT 13: DIFFERENTIATION

Go to page 264 for information and advice.

G For further guidance and practice, see Grammar reference 1A in the Student's Book. It explains use and form in greater detail, and provides written accuracy practice.

Answers to Exercises 1, 2 and 3, Grammar reference 1A

- 1 1 *absolutely*
2 *really*; *absolutely*
3 *absolutely*; *Totally*
4 *really*; *really*
5 *completely*; *total*
6 *complete and utter*; *complete*
7 *complete*; *total*
8 *really, really*; *really*; *really*
- 2 2 The train was *really* / *totally* / *completely* / *absolutely* packed.
3 The restaurant was (*really* / *totally* / *completely* / *absolutely*) (*awful* / *terrible* / *rubbish*).

- 4 The museum was (totally / completely / absolutely) (amazing / fantastic / brilliant).
 5 It's absolutely crucial / vital / essential that you are not late.
 6 My hotel room is OK, but it's (really / totally / completely / absolutely) (tiny / minute).
 7 The building work next door is really / totally / completely / absolutely deafening. I can't concentrate.

3 Example answers

- 1 Life is 2 My exam result was
 3 Thai food is 4 War is
 5 The economy is 6 The new film is
 7 Studying

DEVELOPING CONVERSATIONS

Reinforcing, emphasizing and exemplifying a point

AIM

to introduce and practise ways of reinforcing, emphasizing and exemplifying a point

- 9** Read through the information in the Developing conversations box as a class. Pre-teach *simile* (= an expression used to compare two things which always includes 'like' or 'as'). Ask students to read the sentences (1–6) and the examples (a–f). If necessary, check students' understanding of key words (see Language notes).
 • Organize the class into pairs to match sentences 1–6 with examples a–f. Monitor and provide support as necessary. Then write the answers on the board for students to check.

Answers

- 1 c 2 f 3 e 4 a 5 b 6 d

Culture notes

Beverly Hills is a city in California's Los Angeles County. It's known primarily as an affluent location, with several gated mansions and communities.

Language notes

building site (adj + n) = an area where a building (e.g. a house or facility) is constructed or repaired

royalty (n) = people who belong to a royal family

race track (n + n) = a path, often oval, on which cars, bikes or horses compete against each other

mansions (n) = very large and expensive houses

air con (n) = short for 'air conditioning'

crumbling buildings (adj + n) = old, weak and close to break or collapse

- 10** Ask students to work in pairs. Tell them to prepare by first reading the sentences and the examples in Exercise 9 again, and then thinking of how they could add adverbs to make the conversations more interesting. Allow time for students to practise their conversations. Monitor and provide support as necessary.

Pronunciation notes

Pay attention to how students use stress and intonation in Exercise 10 – students should exaggerate intonation on words like *really* and *honestly*.

CONVERSATION PRACTICE

AIM

to practise language from the lesson in a free, communicative, personalized speaking activity

- 11** Ask students to think about two cities they have been to. Encourage them to make notes about the positive and negative aspects of these cities and at least one thing that happened to them in one of the cities. Monitor and provide support as necessary.
12 Organize the class into pairs to have conversations about their chosen cities. Monitor and note any examples of good use of language as well as errors students make.
 • In feedback, elicit the most interesting points the students discussed and use your notes to praise good use of language and correct errors.

Optional extra activity For students to have further practice, you could organize the class into new pairs and ask them to do the task again.

TEACHER DEVELOPMENT 7: DEVELOPING SPEAKING SKILLS

Go to page 261 for information and advice.

1B Urban tales

Student's Book pages 10–11

IN THIS LESSON, STUDENTS:

- tell stories and share urban myths
- talk about monuments and legends where they live
- practise avoiding assumptions when reading a text on urban myths
- learn about binomials and use them to discuss city life

SPEAKING

AIM

to set the scene and introduce the theme; to get students talking about urban legends

- 1** Tell students that in this lesson they're going to talk about urban legends. You may want to elicit or explain the meaning of *myth* or *legend* (= an ancient story), and *moral* (= the message that an author wants to give the reader through their story).

- Organize the class into groups of three to answer the questions. Monitor and note any interesting use of language, as well as any errors.
- Elicit answers from different groups. Praise good language and help students correct errors if necessary.

READING

AIM

to practise reading for gist and specific information

- 2 Tell students they're going to read a wiki entry about urban legends. If necessary, explain *wiki entry* (= an entry on the free online encyclopaedia Wikipedia).
 - Ask students to read the extract to check if it mentions any of the ideas they discussed in Exercise 1, and if there's any new information they can find.
 - Elicit ideas from the class and deal with error correction as necessary.
- 3 Tell students to read sentences 1–9. Ask them to read the text again and mark the sentences T (true), F (false) or NG (not given).
 - Before giving feedback as a class, ask students to compare their answers in pairs.

Answers

- 1 NG (*'Urban legend' is a term popularized by Professor Jan Brunvand in collections such as The Choking Doberman and Other 'New' Urban Legends.*)
- 2 F (*One area of folklore is fairy tales and myths, such as those collected by the Brothers Grimm in the early 19th century, which typically involve magic or monsters and carry a moral.*)
- 3 T (*Brunvand found that students saw folklore as fundamentally old and not something that was part and parcel of modern life.*)
- 4 T (*He started collecting these urban legends and asked his students to contribute stories they heard or saw reported in the media.*)
- 5 T (*Statement 5 is a well-crafted summary of the second paragraph in the second section of the reading text.*)
- 6 T (*Other realistic details are added by the teller, such as setting the events in a real city.*)
- 7 NG (*And just as stories such as Medusa or Hansel and Gretel may have reflected those societies' misogynistic attitudes or fear of famine, Brunvand suggested urban legends may reveal something about the darker side of city life and what we are afraid of in contemporary society.*)
- 8 NG (*Urban myths have much in common with rumours, conspiracy theories or fake news, and the boundaries between them are not cut and dried. They are all fictions that get retold orally or through social media, but by and large, rumours and conspiracy theories arise in response to particular events which we feel threatened by.*)
- 9 F (*The boundaries between them are not cut and dried.*)

EXAM-STYLE SKILLS TASKS:

True, false or not given

Students at advanced levels are asked to complete true / false / not given exercises in several official exams. They require students to decide whether the information in a given statement is true (can be confirmed by what the text says), false (contradicts the text), or if the information is not given (the text doesn't mention it).

To train your students in this type of task, you could ask them to work in pairs to analyse pairs of sentences such as the ones below. Ask them to decide whether Sentence a conveys the same information as Sentence b (true), whether Sentence a and Sentence b say opposite things (false) or if Sentence a conveys a completely different message from Sentence b (not given).

- 1 a We still know little about how to use high-efficiency technology in our town, because it hasn't been around for long.
b Given the fact that high-efficiency technology is relatively new to us, conclusive findings on its implementation in our town are limited.
- 2 a According to a recent survey, around 40% of the local population use social media to connect with friends, spending an average of two hours every day on these platforms.
b Forty percent of the local population avoids using social media and prefers spending time with friends and family face-to-face instead.
- 3 a The urban evolution of the Spanish city of Barcelona has been constant since its foundation in Roman times to the present day, although since the nineteenth century it has been boosted thanks to the *Eixample* district plan.
b The *Eixample* district plan is the most admired urban project in Barcelona's evolution as a city.

Answers

- 1 a and b convey the same information = true
- 2 a and b say the opposite = false
- 3 a and b say completely different things = not given

- 4 Ask students to select six words or phrases from the text that were new to them and that they think might be useful to remember.
- 5 Organize students into groups. Tell students to compare their words or phrases with their group and agree on the six most useful ones.

Language notes

sewage system (n) = network of pipes transporting wastewater to points of treatment and disposal

authenticity (n) = the quality of being genuine, real

hairdo (n) = hairstyle

grisly (adj) = awful, horrifying

cockroach (n) = fairly flat, brown or black insect sometimes found in the home

mugger (n) = someone who attacks people in order to steal their money

Optional extra activity Encourage students to use a separate notebook to keep a record of new vocabulary. Suggest they could organize this by theme.

- Ask students to write the six new words or phrases in their notebooks. For each one, tell them they need to come up with or find a simple definition, one or more synonyms, and an example phrase or sentence.

6 Organize the class into pairs. Ask pairs to take turns answering each question. Monitor and note any examples of good use of language as well as errors students make.

- In feedback, elicit ideas from some pairs and help students correct their own errors if necessary.

Optional extra activity **M** Ask students to use the questions in Exercise 6 as a framework to create a poster or presentation about urban tales. They could use the wiki entry as a source text, plus any materials they can find online, in print (if you can, find and bring some in yourself), as well as their own knowledge.

TEACHER DEVELOPMENT 11: DEVELOPING READING SKILLS

Go to page 263 for information and advice.

VOCABULARY Binomials

AIM

to introduce and practise binomials (common pairs of words usually linked with *and / or*)

V See Vocabulary reference 1B in the Student's Book.

7 Read the information as a class. Ask students to find five more examples of binomials from the wiki entry on urban myths. Elicit some examples and then give feedback by writing all the binomials from the text on the board.

Answers

part and parcel = an essential part of something

far and wide = over a large area

cut and dried = clear

by and large = generally

first and foremost = mainly, more than anything else

time and again = often, on a regular basis

8 Ask students to match the words from each box to make binomials with the conjunctions *and / or*.

Answers

checks and balances = sets of rules that help to prevent a person or group from exerting too much power in an organization

here and there = in different places

hit and miss = not planned or done carefully and so not likely to be successful

hustle and bustle = a large amount of activity and noise
law and order = a situation characterized by respect for and obedience to the law and the authorities
long and hard = very carefully (usually used in the expression *Think long and hard*)

out and about = active, doing things you usually do, especially when you haven't been able to for some time

rise and fall = the best and worst moment of something (e.g. a culture, a political power, a product)

rules and regulations = guidelines made by an authority to control the way things are done or how people behave

safe and sound = still alive and healthy after a dangerous situation

straight and narrow = morally acceptable (usually in the expression *The straight and narrow*)

to and fro = alternating movements in opposite directions

TEACHER DEVELOPMENT 3: APPROACHES TO VOCABULARY

Go to page 258 for information and advice.

9 **P** **▶** Tell students to listen to the binomials from Exercises 7 and 8 and choose which are most difficult for them to say. Play the audio without pausing it and then elicit the most difficult ones from some students.

- Play the audio again, this time pausing after each binomial for students to repeat it.

Audio script

by and large
checks and balances
cut and dried
far and wide
first and foremost
here and there
hit and miss
hustle and bustle
law and order
long and hard
out and about
part and parcel
rise and fall
rules and regulations
safe and sound
straight and narrow
to and fro

Pronunciation notes

Note the weak stress and pronunciation of *and*, which is reduced to /ən/.

TEACHER DEVELOPMENT 5: DRILLING FOR PRONUNCIATION

Go to page 260 for information and advice.

10 Organize the class into pairs to fill the gaps with the binomials from Exercises 7 and 8.

- In feedback, write the answers on the board.

Answers

- | | |
|-------------------------|-------------------|
| 1 By and large | 2 part and parcel |
| 3 hustle and bustle | 4 here and there |
| 5 rules and regulations | 6 rise and fall |
| 7 long and hard | 8 out and about |
| 9 hit and miss | 10 law and order |

11 Organize the class into small groups. Refer groups to the sentences in Exercise 10. Ask groups to discuss to what extent they think the sentences are true or not.

- Monitor and provide support as necessary. Encourage students to reuse the language from the lesson as well as justify their opinions. Note any examples of good use of language as well as errors students make.
- Elicit ideas from some groups and help students correct their own errors if necessary.

SPEAKING

AIM

to provide students with an opportunity to read and discuss their opinion about a selection of popular urban myths

MEDIATION

Mediating a text

A mediator often needs to add information that may not be in the source text and to explain certain points. In Exercise 12, before students tell each other about their urban myth, encourage them to answer these questions:

- 1 *What are the key points in the story?*
- 2 *What does my partner already know about this story?*
- 3 *What do they not know that I might need to explain?*

This will help them better understand which pieces of information will need summarizing, and which ones will need expanding on. After completing Exercise 12, ask students to reflect.

Ask: How did reflecting on what your partner knew about the topic help you make your speech more effective?

12 **M** Organize the class into A / B pairs. Tell As to go to page 189 and Bs to page 196. Ask students to choose an urban myth outline from the list of three as shown on their page. Ask students to read the outline and prepare to relay it to their partner.

- Students tell each other about the urban myth outline. Monitor and note any examples of good use of language as well as errors students make.
- Elicit reactions from students by asking them questions such as: *Did you like the urban myth you read / heard? What moral do you think we can learn from the urban myth you read / heard? Do you think there's any truth in it? Why? / Why not?*

TEACHER DEVELOPMENT 1: INSTRUCTING

Go to page 258 for information and advice.

1C Urban planning

Student's Book pages 12–13

IN THIS LESSON, STUDENTS:

- work together to create a plan to improve a city
- talk about urban plans and policies
- practise identifying main ideas in a podcast about Neom
- explain predictions and expectations related to plans

Optional lead-in activity Ask students to do a quick online search on *urban planning*. They could focus on a particular project that has been or is projected to be carried out. Set a time limit for students to search for information and prepare to relay it to the class.

Ask groups to briefly tell the class what they have found out.

VOCABULARY Urban plans and policies

AIM

to introduce and practise words and phrases to talk about urban planning and policies

- 1** Organize the class into pairs to complete the sentences. Monitor and provide support as necessary.
- In feedback, write the answers on the board.

Answers

- | | |
|--------------------------|---------------------------|
| 1 inward + thriving | 2 demolish + from scratch |
| 3 pump + beacon | 4 envisaged + materialize |
| 5 harness + renovate | 6 initiated + spiralled |
| 7 undertook + credited | 8 pilot + scale it up |
| 9 consultation + imposed | |

Language notes

inward (adj) = towards the inside of someone or something

thriving (adj) = growing, successful

pump (v) = (usually said of money or resources) to force, inject

beacon (n) = a good example

demolish (v) = destroy a building, generally to make the land where it stands available for a new building

from scratch (prep phr) = without preparation

envisaged (v) = imagined what will happen

harness (v) = collect, gather

spiralled (v) = (usually said of costs and prices) increased faster and faster

undertook (v) = began to do something

credited (v) = considered to have done something

pilot (n) = test, trial

scale it up (v) = increase the amount or size of something

imposed top-down (phr) = established by those in charge, not by the people who are affected



2 Organize the class into pairs. Ask pairs to read the sentences in Exercise 1 again and together decide which could happen or could have happened in their city or town.

- Encourage students to justify their answers. Monitor and provide support as necessary.
- In feedback, elicit answers from different pairs. If your students are all from the same city, town or area, you could extend the feedback session into a class discussion.

LISTENING

AIM

to practise understanding fast speech; to listen for gist and for specific information


3   Read through the fast speech information as a class. As an example, play the first phrase as many times as necessary, and elicit the words that are most stressed (*smaller* and *scale*).

- Play the audio and pause after each phrase. Play each phrase as many times as necessary.
- In feedback, write the answers on the board.

Audio script and answers

- 1 on a smaller scale
- 2 also known as
- 3 so, for context
- 4 give or take
- 5 to give it credit
- 6 so to speak
- 7 to some extent

Optional extra activity Students might benefit from doing a gist listening activity before moving on to Exercise 4. Play the introduction and ask: *What is the Neom project?*

4  Refer students to the items in the box and explain they will listen to find out why the items are mentioned.

- Play the audio.
- In feedback, elicit the answers from different students and confirm or, if necessary, correct what they say.

Answers

St Petersburg = the speaker gives examples of visionary urban projects, and St Petersburg is one of them

500,000 = the number of people Neom is projected to house in the first modules

two = 500-metre-high blocks that will be cutting through mountains and desert and end in the Red Sea

170 = the two 500-metre-high blocks will be 170 kilometres long

2030 = the date by which the building work is projected to be completed

2045 = the year by which the population in Neom is projected to reach nine million

Audio script

P = Presenter, FB = Faiza Bashir


P: Some two and a half thousand years ago, Socrates said that 'by far the greatest and most admirable form of wisdom is that needed to plan and beautify cities and human communities'. Town planners have been dreaming up ideas for the perfect city environment probably ever since the first towns appeared. And now and then, those admirable men and women get the chance to start from scratch and try and make dreams a reality. Think St Petersburg, Brasilia, or – on a smaller scale – Milton Keynes in the UK. Well, the latest of such visionary projects is Neom in Saudi Arabia, also known as 'The Line'. Neom will initially house 500,000 people in the first modules, to be built over the next few years, but will eventually be extended to two continuous 500-metre-high blocks up to 170 kilometres long, cutting through mountains and desert and ending in the Red Sea. The design has called upon a host of international experts in design and architecture and aims to be a model of sustainability. The building work is projected to be completed by 2030 at a cost of \$500 billion dollars and the population is expected to have reached nine million by 2045. Here to discuss the plan and whether it can possibly live up to these sky-high expectations is the architectural journalist, Faiza Bashir.

FB: Hi. Pleasure to be here.

P: So Faiza, could you perhaps just start by explaining a bit more about the Line and the ideas behind it?

5 Organize the class into groups. Ask students to share their initial thoughts on Neom and come up with six questions they think the audio will answer.

- Tell them to write down their questions and leave space to make notes under each one. You may want to model the task by providing a couple of example questions, e.g. *What technology are they going to use? What forms of transport will be available to residents?*
- Elicit some questions from different groups and write the most relevant ones on the board.

6  Play the audio. Students listen and take notes.

- In feedback, you could elicit the answers to the questions on the board before referring students to the audio script on Student's Book page 201 for them to read and check.

Audio script

P = Presenter, FB = Fazia Bashir

FB: So, for context, Neom is one of several projects Saudi Arabia is pumping money into, preparing for a post-oil economy. As such, it's intended to be a beacon for international business on the one hand, and on the other a model of an emissions-free city where citizens can get everything they need within a short walk.

P: And how is that envisaged?

FB: Well firstly, they'll harness innovative technology and renewable energy to power the city. And secondly, there won't be any roads – just two hundred metres of gardens and walkways between the two blocks with amenities and housing arranged at different levels.

P: I see, so how will people get out of the city?

FB: The plan is for an underground high-speed link that'll travel the length of the line in twenty minutes – give or take.

P: Wow! Is that possible?

FB: Yeah, I mean, the Shanghai Maglev, which is currently the fastest train, reaches speeds of four hundred and sixty kilometres per hour, so it's within the bounds of what's already possible. There are certainly bigger hurdles to overcome than that.

P: Really? I did wonder about issues such as controlling heat in the desert and how sunlight penetrates the lower levels of the city.

FB: Well, yes, absolutely. These are massive challenges, and I think that's reflected in the spiralling budget, which is set to rise to nearer a trillion dollars.

P: Wow!

FB: Yeah, and the completion date looks likely to be pushed back to nearer 2050.

P: It is a massive undertaking.

FB: Absolutely. And to give it credit, I think these kind of moonshot projects can be incredible drivers of innovation. I know they're already making major advances in water desalination to provide drinking water from the sea for a whole city, and no doubt there'll be other breakthroughs. But you know, technology can't guarantee the perfect environment they envisage.

P: Why not?

FB: Because cities are complex organic entities, peopled by complex communities, and subject to the complexity of the natural world. They take on a life of their own.

P: OK, just explain that a little more.

FB: Well, for example, cities grow, and successful cities grow faster, but how? Well, they tend to attract newcomers with limited resources who are seeking their fortune, so to speak. So their options are either to cram into existing houses and areas which were not built to sustain so many people, or otherwise they set up new informal settlements wherever they can, which then need facilities like sewage and recycling plants. Where will those be in Neom? Who's going to live next to them?

P: I see – can't you plan for that growth?

FB: To some extent. But everything's subject to change. For example, you need jobs for inhabitants. OK, initial plans may provide that, but then new industries emerge that require a factory or office or some other change to the city space. At the same time, industries that were expected to provide thousands of jobs can fail, leaving derelict buildings and unemployment, which in turn hits local services and leads to migration out. I mean think of Detroit – a booming city in the 70s, built on the car industry, but as that industry declined, its population shrank and by 2013 it was bankrupt.

P: Isn't it recovering now though?

FB: Well, the decline has certainly been halted, but the point is, cities' fortunes naturally rise and fall. And some say it's better to let that happen naturally through gentrification rather than imposing plans top-down. Basically, people eventually will repopulate and restore neglected areas because they're being priced out of smarter neighbourhoods. They settle, start families, demand new facilities for kids and secure funding to, say, clean up a park or commission public art to celebrate their community ...

P: That's interesting, because parks and art might seem peripheral elements of good cities, but when I think about where I live, there was a little park at the end of our road, which was quite run down and underused, but then some community activists got together and campaigned to get it renovated – and now it's somewhere we're really proud of.

FB: Exactly.

P: But are you saying urban planners should take a back seat?

FB: Not at all – probably your local activists were in consultation with planners, and as urban populations are set to grow, we'll be needing their wisdom even more. Nor does it mean that Neom won't eventually thrive – just don't be surprised if unexpected issues arise along the way.

7 Refer to the Exam-style skills tasks box to explain this type of task to your students if necessary.

- Ask students to try and remember the missing words first, without listening. Then play the audio for students to confirm, correct or add their answers.
- In feedback, write the answers on the board.

Answers

- | | |
|---|---------------------------------------|
| 1 economy | 2 gardens and walkways |
| 3 Shanghai | 4 innovation |
| 5 new informal settlements | 6 (new) industries |
| 7 bankrupt | 8 gentrification |
| 9 people / local people / community activists | 10 urban planners / unexpected issues |

EXAM-STYLE SKILLS TASKS:

Completion tasks

To do this task effectively, students should:

- 1 Predict possible words that could fill the gaps and that the speakers may use in the audio (e.g. *economy, lifestyle, nation, future*).
- 2 Use a limited number of words (or a number) from the audio. Encourage students to always double-check the instructions to find out how many words they can use to complete the sentences.

- 8** Organize the class into pairs to choose three questions and discuss them. Encourage students to use some of the language from the lesson in their discussion. Monitor and note any examples of good use of language, as well as errors to correct during feedback.
- In feedback, elicit answers from different pairs. Deal with error correction as necessary.

GRAMMAR Passive structures for plans and predictions

AIM

to check students' understanding of how to use passive structures to talk about plans and predictions

Optional lead-in activity Advanced students should be familiar with the passive form. However, if you think your students need to review the form and use of the passive, write these (or similar) sentences on the board:

- a *The City of Arts and Sciences in Valencia was designed by Calatrava and Candela.*
- b *Calatrava and Candela designed the City of Arts and Sciences in Valencia.*

- Elicit which sentence is in the active form (b), and which is in the passive form (a). Then ask these concept questions:
 - 1 *Which is the subject in each sentence?* (a The City of Arts and Sciences; b Calatrava and Candela)
 - 2 *Who does the action in each sentence?* (a and b Calatrava and Candela)
 - 3 *Who or what receives the action in each sentence?* (a and b The City of Arts and Sciences)
 - 4 *Do you think it's important to name the people who did the action?* (Yes, because Calatrava and Candela were the ones who designed the complex.)
- Point out that the agent in the passive voice is usually introduced by the preposition *by*. Ask: *What's the verb structure in the passive?* (*be* + past participle of the main verb)

- 9** Read through the information in the Grammar box as a class. Explain that to answer the three questions, students will have to analyse all the examples given in the Grammar box.
- Organize the class into pairs to answer the questions. Monitor and provide support as necessary.

- In feedback, elicit answers from different pairs. For further support, see the Language notes and Grammar reference 1C in the Student's Book.

Answers

- 1 By using a past passive structure. For example, *Companies that **were expected to provide** thousands of jobs are failing*, means that the companies' plan to deliver more jobs has changed. Some students may suggest that the change of plans is also conveyed by the contrast between the use of the past tense to refer to the initial plans (*were expected*) and the present tense to refer to the situation today (*are failing*).
- 2 By using the preposition *by* before the time expressions, e.g. *by 2030, by 2045*.
- 3 In the first example, both verbs are in the passive (*is projected, to be completed*); in the other sentences, it's only the first verb that is in the passive.

Language notes

Verbs to talk about plans and predictions

Other common verbs that are used to talk about plans and predictions are: *announce, calculate, estimate, expect, hope, intend, project* and *set*. In the active form, these verbs are normally followed either by a *that* clause in the active voice (e.g. *We expect that the new sports facilities will be ready by the end of next year*) or by an infinitive form (e.g. *We intend to complete the new sports facilities by the end of next year*). When used in the passive, these verbs are always followed by an infinitive (e.g. *The new sports facilities are expected / intended to be ready by the end of next year*).

Form: Subject + *am / is / are* (present tense) or *was / were* (past tense) + past participle of the main verb (e.g. *projected*) + infinitive of the second verb (e.g. *to rise*).

By: When we want to emphasize that a plan or prediction will happen *before a certain time*, we introduce the time expression with the preposition *by* (e.g. **by** *the end of next year*).

10 Model the activity by giving an example sentence yourself, e.g. *With the new regulations, the number of petrol vehicles in our town is estimated to decline to 3,000 by 2030.*

- Organize the class into pairs to write the sentences. Monitor and provide support as necessary. If you notice students are making errors with the use of the passive voice, provide them with immediate correction.
- In feedback, write the answers on the board.

G

For further guidance and practice, see Grammar reference 1C in the Student's Book. It explains use and form in greater detail, and provides written accuracy practice.

Answers to Exercises 1, 2 and 3, Grammar reference 1C

- 1**
- 1 The redevelopment is expected to cost around €500 million.
 - 2 The sports complex is projected to be completed by next March.
 - 3 The new service is intended to reduce journey time by around 30 minutes.
 - 4 The work was supposed to have been finished by now.
- 2**
- 1 are expected to continue
 - 2 is forecast to increase
 - 3 is expected to boost
 - 4 is intended to enhance
 - 5 were expected to be finalized / have been finalized
 - 6 was supposed to be
- 3**
- 1 is projected to fall over the next two years
 - 2 are intended to continue into next month
 - 3 is expected to close next year

SPEAKING TASK

AIM

to develop students' speaking skills in an extended fluency-based activity; the task has a goal, an intended outcome and requires mediation, and it encourages students to use all their language resources in English to successfully complete it

MEDIATION

Mediating concepts

In mediating concepts, students are engaged in collaborative group work. Each group member contributes with their own opinions, knowledge and expertise so that the group can reach a given objective (e.g. solve an issue, create a poster).

Before a mediating concept activity, it's a good idea to remind students what being in 'collaboration mode' means. For example, you could explain that they will have to be: ready to clarify their views, repeat and reformulate points that they, or other group members, might have made; tolerant of misunderstandings, disagreements and conflicts; ready to find solutions to resolve these.

Remind your students in the role of leader that while their main responsibility is to organize work and facilitate understanding between the members of their group, the success of the group will be dictated by how all of the members work together and support each other.

At the end of Exercise 11, ask team members: *How much did you contribute to group work? How easy or difficult was it to collaborate with other people? Why?* Ask leaders: *Did you take into consideration your team members' opinions? How easy or difficult did you find leading group work? Why?*

TEACHER DEVELOPMENT 9: MEDIATION

Go to page 262 for information and advice.

- 11** **M** Ask students to read the information and the bulleted instructions. Allow them to ask you questions to make sure they understand the objective (i.e. to use a budget to improve a city).
- Organize the class into groups of four or five. If you wish, students can use slides to make their presentations.
 - Allow enough time for groups to organize the work. Monitor and provide support as necessary, e.g. by suggesting how each group could split their responsibilities.
 - Set a time limit of fifteen minutes for groups to discuss their ideas, find solutions and prepare their presentation.
 - Monitor and provide support as necessary. If any of your groups run out of ideas, you could provide them with possible solutions yourself, or you could help them find real examples of urban planning solutions online.

- 12** Ask students to present their solutions to the class. Encourage the students who are listening to the presentations to prepare some questions while they listen, and allow time for them to ask their questions at the end of each presentation.
- When all the groups have presented their ideas, lead a class discussion for students to decide which solutions were the most interesting ones.
 - Give students feedback. You could ask yourself questions such as: *How well did the student(s) collaborate in group work? Did they support each other? What evidence do I have of this? Were the solutions included in the final presentation relevant? Were they clear to me / the audience?*

TEACHER DEVELOPMENT 14: ASSESSMENT

Go to page 264 for information and advice.

MY OUTCOMES

AIM

to reflect on what students have learned and on how to improve in a personalized speaking activity

- Give your students time to read the questions and prepare things to say. You could tell students to make a few brief notes.
- Organize the class into pairs or small groups. Give students five to ten minutes to discuss the questions.
- In feedback, ask a few pairs to tell the class what they said. Alternatively, you could have a class discussion in which groups share the ideas they have, and comment on each other's ideas.

TEACHER DEVELOPMENT 16: MY OUTCOMES

Go to page 265 for information and advice.

ii For further practice, use Communicative activities 1.1 and 1.2 on pages 266–267.