

### Introduction to the unit

The title of this unit is *Beyond belief!* and the content includes topics which are unbelievable but true. Optical illusions, weird but wonderful facts, and incredible stories provide the context for the language work on modals of probability, both present and past. Following the grammar practice sections, the *Spoken English* box has the title *What on earth ... ?* and appropriately looks at how ... *on earth ...* can be added to questions to express disbelief!

Strange or unbelievable stories continue in the following two sections; solo weddings in Japan are the unusual theme in the *Reading and speaking* section, and the incredible story of the man who 'posted himself to Australia' is the subject of the *Listening and speaking* section.

The *Vocabulary* section continues the coverage of phrasal verbs with a focus on verbs with *out* and *up*. *Everyday English* looks at common adverbs and expressions for expressing attitude.

*Writing* continues the storytelling theme with the second focus on writing a narrative. In *Writing a story (1)* in Unit 4 students practised language for linking ideas, and in *Writing a story (2)* in this unit students focus on how to organize a text.

## Language aims

### Grammar

#### Modals of deduction

This is the second unit focussing on modal verbs. Unit 5 dealt with modals of permission, advice, and obligation, and their use in requests and offers. If necessary, remind students of the introduction to modal and related verbs in Grammar reference 5.3–5.5 on SB pp145–6. Modals for future possibility also appeared in Unit 8. In this unit the focus is on *must/may/could/might/can't* for making deductions. The language work is divided across two presentations. The first covers the present modal forms *must/may/could/might/can't* + infinitive. It also highlights the continuous infinitive form, e.g. *He could be looking at me* and the use of the verb *look like*. The second presentation covers the past modal forms *must/may/could/might/can't* + *have* + past participle. Students met the perfect infinitive forms *might/could* + *have* + past participle in Unit 9 when expressing past possibilities which didn't happen, and *should have* + past participle for expressing advice for past situations (see Grammar reference 9.5–9.6 on SB p151). Although they will be familiar with the forms, they are still likely to make mistakes.

### Possible problems

Students may be confused that, when using modals of deduction, the negative of *must be/must have been* is *can't be/can't have been*, not *mustn't/mustn't have been*. Many languages don't have a direct equivalent of *may/might/could* and so students tend to approximate the meaning by using *perhaps* or *maybe*, sometimes as a direct translation from their own language. Students often have problems producing the more complex perfect modal forms. It's worth briefly revising common past participles to help them. Students also tend to overstress *have* in these forms instead of making it weak, /əv/. There is a pronunciation section on SB p103 to help students with this key area.

#### Common mistakes:

\*No answer.

\*She *mustn't* be at home.

\*She *might* working today.

\*She *might* be work today.

\*They *must* have leave early.

\*She *can't* have went out.

\*He *looks* as his mother.

#### Corrections:

She *can't* be at home.

She *might* be working today.

They *must* have left early.

She *can't* have gone out.

He *looks* like his mother.

### Vocabulary

The vocabulary focus in this unit is phrasal verbs with *out* and *up*, e.g. *work out*, *make up*. Students look at phrasal verbs used across this unit, analyse dictionary extracts, and then work on a range of phrasal verbs and their meanings in context.

### Everyday English

In this lesson, students practise the use of common adverbs for expressing attitude in speaking, e.g. *apparently*, *actually*, *obviously*, *hopefully*, etc.

### Additional material

#### Workbook

Modals of probability are reviewed, practised, and consolidated, including the continuous infinitive and past forms. Phrasal verbs with *up* and *out* are practised, and there is vocabulary extension work on phrasal verbs + prepositions, as well as verbs with *be* and *have*.

#### Photocopiable activities

There are photocopiable activities to review grammar (*What on earth is happening?*), vocabulary (*Up or out?*), and communication (*Just kidding!*) at the back of the Teacher's Guide as well as on the Teacher's Resource Centre. There is also a worksheet to accompany the video on the Teacher's Resource Centre.

## Notes on the unit

### Unit opener page

Choose from these activities to engage your students with the topic and target language of this unit:

- Talk about the title
- Talk about the unit goals (*grammar, vocabulary ...*)
- Watch the video
- Look at the bottom banner
- Do the activity

Point to the title of the unit, 'Beyond belief!' Make sure students understand the meaning of the phrase (something that is difficult to believe). Explain that in English this phrase can also be used for emphasis, for example, *They were shocked beyond belief.* (= They were extremely shocked).

If you don't have time to watch the video, go through the unit goals below the title: *grammar, vocabulary, reading, Everyday English, listening, writing. If you wish, give an example for each from the unit.* You can use the video script for ideas.

**Video (2 minutes approximately):** The video gives a step-by-step overview of the unit. Play the video, pausing where necessary – especially for students to answer any questions. This makes it a more interactive experience.

Highlight the option of practising online.

As shown in the bottom banner, don't forget that there are many exercises to consolidate and practise the target language of the unit in the Workbook as well as online. There are links to these exercises on the relevant pages of the Student's Book and they can be done in class time or you can set them for homework.

**Summary:** If you're short of time, try to watch the video together. The audio and images together make the different goals of the lesson very clear. Then move on to the speaking activity.

### Notes for the activity:

- 1 Ask students to describe what they can see in the foreground and in the background of the photo. Elicit what type of celebration it might be. (It is the Chinese Lantern festival which, traditionally, ends the Chinese New Year period marking the beginning of Spring.) If there is time, you could ask students to research beliefs and traditions in connection to this celebration.
- 2 Read the quote by Buddha and focus attention on the question. Elicit suggestions. Encourage students to come up with at least two or three different ideas.

### Suggested answers

Check your facts, ask questions, ask for other people's opinions, etc.

## Grammar

### must be/can't be/looks like ...

#### STARTER SB p100

This section sets up the theme of the unit with a series of optical illusions. Your students may well recognize some of them, but should still enjoy working with a partner to discuss what they think of the images. Check comprehension of *a parallel bar, a soldier, earrings, and a candlestick.*

Give students a few moments to look at the images and decide what they can see before putting them in pairs. Students discuss the optical illusions, exchanging information about what they can see and trying to find the things and people in the list across the range of images. Monitor and check the language students use to discuss the images. They are unlikely to use the modal verbs or *look like* completely correctly, but it will give you an indication of the areas students need to focus on. Discuss the answers with the class. Elicit/Check *a skull* and, if the words arise in feedback, also check *a see saw* and *a seal*, relating to pictures 5 and 7, respectively. Encourage individual students to point out where the 'hidden' images are. Tell students not to worry if they couldn't find all the things in the task – different people are able to see different things.

### What do you see? SB p100

This section focuses on the present form of the modals of deduction, along with the verb *look like*.

- 1 Read the instructions with the class. Ask students to work in pairs to identify the illusions that they think the lines of conversation refer to. Elicit ideas in whole class feedback, but do not confirm answers – this stage is to familiarize students with the images that they will hear being discussed, but their perceptions may be different from those of the speakers they are going to hear in exercise 2.
- 2 **10.1** Give students time to read through the instructions and tell students to point to the pictures with their partner as they listen. Play the recording and pause it at key moments to check which picture is being referred to (*it's got big ears ... a rabbit and a duck ... I can see 'evil' ... four or three – it depends on how you look at it ...*, etc.). If necessary, play the recording again so that students can identify which two pictures in the illusions the woman can't see. Check the answers with the class.

### Answers

The pictures are discussed in the order 7, 2, 6, 4, 5, 1, 3, 8.  
The woman can't see the seal in 7, the word 'good' in 6, the soldier in 3, or the lady in 8.

### 10.1 What do you see?

- A These are great fun! Let's see if we can work them out.  
B OK ... I can see ... two rabbits.  
A Two?! No, that one isn't a rabbit ...  
B It looks like a rabbit to me. It's got big ears.  
A No, no, those are a horse's ears! That picture's a horse or a seal.  
B Mmmm, it might be a horse but I can't see a seal ... but ... there's definitely a rabbit in this picture ... a rabbit and a duck!  
A Yeah, they're easy to see. Now, what about this one? I can see the word 'good'.  
B 'Good'? I can't see 'good' ... but I can see 'evil'.  
A That's interesting! (laughter) I can't see 'evil' ... Oh, yes now I can ... I can see both words now. That's really clever!  
B This drawing's clever too – it looks like four shelves but there can't be four ...  
A Yeah, four or three – it depends how you look at it. And this is another clever drawing.  
B Which one?  
A The one with the parallel bar.  
B Parallel? It doesn't look parallel at all. It looks like a see saw.  
A It is parallel. I've checked it with a ruler.  
B Wow! Amazing! The diagonal lines must be creating the illusion.  
A Yeah, I think you're right.  
B Now, what about the guy with the earring! He could be looking straight at me ... on the other hand he ...

- A ... he might be looking at me! ... And that guy, the soldier, doesn't he look miserable ...
- B That's not a soldier! It's someone touching their toes.
- A It must be a soldier – he's wearing a helmet ... and he's got his eyes closed.
- B Really? I can't see that at all. But ... look at the eyes in this one ... the skeleton! It looks like something from a horror movie and it's wearing an earring, too.
- A Yeah, this one's really weird, but look more closely ... it's not a skeleton and it's not an earring. It just looks like a skeleton.
- B Huh?
- A It's an old-fashioned lady looking at herself in a mirror.
- B No! (disbelief) A lady? It can't be a lady. And what's the earring?
- A I'm not so sure about that. It may be a candlestick.
- B Well, whatever it is, it's scary. OK, good fun! Is that the lot?

### GRAMMAR SPOT SB p100

- 1 Read the sentences as a class and elicit the answers to the concept questions.

#### Answers

It **must be** a horse. = most sure; the other three sentences are less sure.

- 2 Students discuss the meaning in pairs before checking with the class.

#### Answer

It's impossible that it is a horse.

- 3 Give students time to do the tasks in their pairs. Check the answers. Also, remind students that we can't say *look as*: \*She looks as a successful businesswoman.

#### Answer

A noun.

- 4 Give students time to do the tasks in their pairs. Check the answers.

#### Answers

*must be creating, might be looking*

If necessary, refer students to Grammar reference 10.1–10.2 on SB pp151–2.

### Practice SB p101

#### Fact or fiction?

This section gives students the opportunity to practise modals when speculating about widely held beliefs on a range of subjects.

- 1 Give students time to read the statements. Check comprehension of *sunflowers*, *salt water*, and *freshwater* (water which contains no salt), *a quack*, *an echo*, *a toilet flush* (the sudden flow of water that cleans a toilet), *a hemisphere*, *a hurricane*, and *hyperactive (adj)*, or allow students to use dictionaries as they read the statements. Ask two students to read out the examples for sentence 1. Check the main stresses on the responses, drilling chorally and individually as necessary:

That **must be true** ...

I'm **not so sure**. It **might be** ... because

Put students in pairs to discuss the statements. Monitor and check for accurate use of the modals and correct pronunciation. Check students are using the negative form *can't be* correctly, rather than *mustn't be*. Students discuss the statements as a class. Then feed back on any errors in the use of the modals and correct them carefully.

- 2 10.2 Play the recording and let students check their ideas. Play the recording again if students have missed any of the facts in the explanations. Elicit which facts students found most surprising.

#### Answers

- |         |         |         |
|---------|---------|---------|
| 1 false | 4 false | 7 true  |
| 2 true  | 5 false | 8 false |
| 3 true  | 6 false | 9 true  |

#### 10.2 Fact or fiction?

- 1 **Sunflowers turn to follow the sun.**

FICTION: It's true there are flowers that follow the sun, but, despite what many people believe, the sunflower is not one of them. Certainly, when you see a field of sunflowers, the flower heads are facing more-or-less in the same direction, but always in the same direction, from sunrise to sunset.

- 2 **The milk of a hippopotamus is pink.**

FACT: It is true that the colour of a hippo's milk is bright pink. This is because the milk contains two unique acids, and one of these is red, which when mixed with the white milk turns it pink. Hippos nurse their babies for about a year and are the only mammals to produce pink milk.

- 3 **Salt water boils quicker than fresh water.**

FACT: Salt water boils faster than pure water because the salt water has a lower heat capacity. In other words, it takes less energy to raise the temperature of salt water than pure water. This means that the salt water heats up faster and gets to its boiling point quicker.

- 4 **A duck's quack doesn't echo.**

FICTION: This is a much-quoted scientific myth, but it is not true. Scientists have done experiments to prove this. But, where did this myth come from? Perhaps it's because quacks aren't usually loud enough to produce an echo.

- 5 **A toilet flush rotates in a different way depending on which hemisphere you are in.**

FICTION: Some people like to believe that the flow of water down the drain in sinks, bathtubs, or toilet bowls changes according to whether you are in the northern or southern hemisphere. This is not true. Drains can flow both clockwise and anti-clockwise in both hemispheres.

- 6 **Hurricanes always have girls' names.**

FICTION: This used to be true. From 1953 to 1979, only female names were used, but now both men's and women's names are used. One name for each letter of the alphabet. The same lists are reused every six years. These are the first seven names for 2020: Arthur, Bertha, Cristobal, Dolly, Edouard, Fay, and Gonzalo.

- 7 **Elephants can't jump.**

FACT: Elephants have the same number of bones in their feet as other mammals, but they can't jump. This is because the bones in an elephant's foot are more closely packed together than in other mammals, so they do not have the flexibility that you need to jump.

- 8 **Too much sugar makes children hyperactive.**

FICTION: Sugar does not change kids' behaviour. In 1994, a research study proved that a sugary diet did not affect behaviour. But, sugar does change one important thing: parents' expectations. After hearing that their children have had a lot of sugar, parents are more likely to say their child has become hyperactive, even when the sugar was not really sugar, but only a placebo.

- 9 **Fish have a three-second memory.**

FICTION: Scientists have proved that goldfish memory is nowhere near as short as three seconds. They conducted two experiments with fish food which proved that goldfish can actually remember things for as long as five months!

**SUGGESTION** Students can research other widely held beliefs and urban myths for homework. Get them to write true/false statements and then test other students in pairs/small groups.

## Grammar and speaking

3 This exercise gives practice of the modals in a statement and response activity. Focus attention on the prompts for the example and elicit the main stresses in the sentence: You **must** be very **worried**.

Put students in new pairs to continue the task. Point out that students will need to use continuous infinitive forms in some of the responses. If necessary, refer the class back to exercise 4 in the *Grammar spot* on p100. Monitor and answer any queries about vocabulary, and check for accurate use of the modals and correct pronunciation. Note down any common errors and highlight them after checking answers.

### Answers

- It might be my mum.
- It must be raining.
- He can't be at home.
- She could be in the coffee bar.
- There must be a fire somewhere.
- It might be John's.
- You must be joking!

## Guess what they are talking about

4 **10.3** This exercise consolidates the target modal verbs with a series of situational dialogues. Focus attention on the questions for conversation 1. Play the recording for conversation 1 and get students to listen and read. Ask two students to read and complete the responses to the questions. Give students time to read the questions for conversations 2–5. Play the recording, pausing after each conversation to give students time to discuss the questions in pairs. Elicit students' conclusions and reasons in a feedback session.

### Suggested answers

- They can't be at home because they are paying for the drink. They could be in a restaurant, but they aren't ordering food. They must be in a pub because they pay for the drinks when they order them.
- They can't be talking about a TV because one of them suggests taking out the battery. It might be a mobile phone, but they talk about unplugging it, and mobile phones aren't usually plugged in. It must be a laptop because the screen is frozen.
- It can't be an exam because she doesn't talk about passing or failing. It could be a doctor's appointment because she might be waiting for results or she could also be talking about a job interview because people often receive a call a few days after an interview to tell them if they got the job or not.
- They must be brother and sister because they talk about 'Mum and Dad'. They can't be husband and wife or just friends because they talk about 'Mum and Dad'. They must be talking about an anniversary present because they mention the number of years (25). Mum and Dad can't be 25 years old because they have older children. It can't be a wedding present because they mention the number of years.
- It might be a car journey, but one person keeps telling the other person what to do. It could be a driving test, but the driver is told to look in their mirrors which wouldn't happen in the test. It must be a driving lesson.

## 10.3 What are they talking about?

- A A glass of dry white wine and a mineral water, please.  
B Still or sparkling?  
A Sparkling, please.  
B Do you want ice and lemon with that?  
A Just ice, thanks. How much is that?

- A I can't believe it. My screen's frozen again.  
B Switch it off, unplug it, and take the battery out. Then start it up again. That's the only thing that ever works for me.  
A OK. Here goes.
- A So, how did it go?  
B Not too bad, thanks.  
A Were you very nervous?  
B Yeah, but I tried not to show it.  
A When will you hear?  
B In a couple of days. They said they'd phone me at the end of the week and let me know.
- A Have you any idea what to get them?  
B Not really, but it should be something special.  
A Yeah, 25 years is a long time.  
B It would be nice to get something silver.  
A Yeah. Why don't we club together and get something from both of us, then we can afford something really nice.  
B Good idea. Mum and Dad would love that.
- A Right! Left at the next crossroads.  
B What? Left or right?  
A I said 'left'! Right?  
B What?  
A Aargh! That was close! Now, left up that hill and look in your mirrors not at me! Right?

## What went wrong? SB pp102–3

### must have been / can't have been

This section introduces and practises modal verbs of deduction in the past, in the context of two friends talking about a disastrous holiday. Students hear only one side of the conversation at first and this provides a natural context for them to use modals of probability to talk about what *must/might/could* or *can't have* happened. Students are given the opportunity to check their ideas when they listen to the complete conversation in exercise 4.

Avoid pre-teaching/checking vocabulary as this will give away information about the holiday too early. Instead, deal with vocabulary queries when monitoring. Bear in mind that students might find the following items challenging: *a mad rush, a nightmare, a bumpy ride, turbulence, paper-thin walls, cloudless skies, the tail end* (of a hurricane), *to take off/land*.

1 **10.4** Focus attention on the photos of the two men and on the title of the section *What went wrong?* Elicit which man looks upset and tell students that his name is Alex. Say that the other man is called Rick. Ask students *Why do you think Alex looks upset? What went wrong?* and accept any suggestions.

Play the recording. Students read and listen, then discuss with a partner what they think has happened. Monitor and help, dealing with any vocabulary queries as you go. Elicit a range of possible ideas as to what has happened, but do not confirm or reject answers at this stage.

## 10.4 What went wrong?

R = Rick, A = Alex

R Alex, you're back! Did you and Hannah have a good time?

A

R Really? What on earth happened?

A

R I bet you were furious with her – that's the one thing you *do* need to travel these days. Did you go back to get it?

A

R By four hours! That's a long time. Were things OK when you finally took off?

A

R I know, my poor sister. Turbulence can be really scary. Hannah must have been terrified. So, did things get better when you landed?

- A  
 R You poor things! No sleep, after that nightmare journey. Didn't you complain?  
 A  
 R Three o'clock! Were things any better the next day?  
 A  
 R So ... even the weather was awful. Sorry, Alex, but Leah and I were much luckier in Spain ... we had cloudless skies every day.  
 A  
 R What? No sun at all – just wind and rain!?  
 A  
 R You're kidding! You must have been so glad to get home and go back to work!

2 This is a recognition task to check that students understand the use of the modal verbs. Explain that there is one 'more likely' answer in each pair. Elicit the answer to question 1 as an example. Encourage students to give reasons for their answers. Students continue the task, working in pairs. Monitor and help as necessary. Do not check answers with the class until after exercise 4.

### What do you think?

- 3 Focus attention on the example and then elicit a summary of students' ideas for each question from different pairs. Monitor students' use of the modal verbs and note down any common errors. Deal with these when focusing on the *Grammar spot* after exercise 4.
- 4 **10.5** Play the recording and get students to check their answers. Establish if they had worked out the story correctly and if there were any surprises.

#### Answers

- They must be brothers-in-law.** (Alex talks about his wife/partner who dislikes flying and Rick agrees, saying 'my poor sister'.)
- They must have been on holiday abroad.** (We know that they needed their passports. Alex says later in the conversation that the bad weather wasn't what you expect in Bermuda.)
- Hannah could have forgotten her passport.** (We know that Hannah left her passport on the kitchen table. Alex doesn't say that he had forgotten his passport, because they just had to go back and get Hannah's.)
- The flight must have been delayed.** (Alex says that the flight was delayed by four hours.)
- She must be afraid of flying.** (Alex says that Hannah is afraid of flying. Rick mentions that his sister must have been terrified of the turbulence. She could have been sick, but we don't know because there is no reference to this happening.)
- They can't have liked their room.** (Alex says that the walls were paper thin which means that they were disturbed by the noise from the room next door. This meant that they couldn't sleep.)
- They can't have been in Spain.** (Rick says that he and Leah were in Spain when he compares his experience to Alex and Hannah's. This implies that they were in different countries. Also, Alex mentions that the weather was unexpected for Bermuda so this means that they were not in Spain.)
- There may have been a hurricane nearby.** (Alex says that a hurricane didn't directly hit them, but that they experienced the tail end of one (Hurricane Gonzalo). This implies that it was nearby and it is the reason for so much rain. It can't have rained every day because Alex says the sun came out as they were travelling to the airport to come home.)

### 10.5 What went wrong?

R = Rick A = Alex

- R Alex, you're back! Did you and Hannah have a good time?  
 A Huh! It was the worst holiday ever! Everything that *could* go wrong, *did* go wrong!  
 R Really? What on earth happened?  
 A Well, it began in the taxi on the way to the airport when Hannah realized she'd left her passport on the kitchen table.  
 R I bet you were furious with her – that's the one thing you *do* need to travel these days. Did you go back to get it?  
 A Yes, of course, we had to. It was a mad rush. But we needn't have hurried because when we finally got to the airport, the plane was delayed by four hours.  
 R By four hours! That's a long time. Were things OK when you finally took off?  
 A No, things got even worse. The flight was a nightmare, a really bumpy ride and Hannah is afraid of flying at the best of times.  
 R I know, my poor sister. Turbulence can be really scary. Hannah must have been terrified. So, did things get better when you landed?  
 A I wish! It was dark when we arrived at the hotel and we were exhausted, so we went straight to bed, but we couldn't sleep. There was a party, or something, going on in the room next door and the walls were paper-thin.  
 R You poor things! No sleep, after that nightmare journey. Didn't you complain?  
 A Yeah, we banged on the walls, but they couldn't hear. Finally, we rang the hotel reception and they gave us a different room, but by that time it was three o'clock in the morning.  
 R Three o'clock! Were things any better the next day?  
 A Well, in the morning, we opened the curtains, and guess what ... it was raining! Not what you expect in Bermuda.  
 R So ... even the weather was awful. Sorry, Alex, but Leah and I were much luckier in Spain ... we had cloudless skies every day.  
 A Yeah, and it continued to rain for the rest of the week ... apparently it was the tail end of Hurricane Gonzalo. Just our luck!  
 R What? No sun at all – just wind and rain!?  
 A Not exactly – the sun finally came out as we were travelling to the airport to come home.  
 R You're kidding! You must have been so glad to get home and go back to work!

#### GRAMMAR SPOT SB p103

This section highlights the past modal forms, building on the present modals in the *Grammar spot* on SB p100. At this stage, you can focus on helping students get the form right, as pronunciation is practised in the section that follows.

- Read the notes as a class and then ask students to work out the present forms. Point out that these forms can also have future meaning, e.g. *They might miss their flight because the traffic is so bad.*

#### Answers

They must be on holiday.  
 We might miss our flight.  
 They can't be in Spain.

- Give students time to formulate the sentences and then check the answers.

#### Answers

There must have been a delay.  
 He might have told her.

- Read the notes as a class and then get students to work out the past form. Emphasize that *must* in this context is a modal verb of obligation, not of deduction.

#### Answer

I had to renew my passport.  
 We had to get a visa.

Refer students to Grammar reference 10.3 on SB p152.

## Grammar and pronunciation

This section helps students with the pronunciation of the weak form /əv/ in forms like *must have*, which should help to consolidate the forms and give students confidence in producing them.

Your students might have worked extensively with phonemic script or they might only feel comfortable with commonly referred to symbols such as /ə/. They might not have looked at whole phrases transcribed using phonemic script, as in exercise 2. You could use this as an opportunity to familiarize students with it and to highlight how it is helpful to refer to on occasions.

- 1 **10.6** Elicit the modal form that matches with /'mʌstəv/ (*must have*). Students continue the task, working individually. Check answers with the class. Play the recording and use it as a model. Students repeat chorally and individually. Elicit the pronunciation of *have* /əv/. Highlight connected speech and show how /əv/ follows on directly from the modal verb, e.g. /'mʌstəv/.

### Answers

could have – /'kʊdəv/

can't have – /'kɑːntəv/

may have – /'meɪjəv/

must have – /'mʌstəv/

*have* is pronounced as /əv/ (the weak form)

- 10.6** See SB p103.

- 2 **10.7** This controlled speaking exercise practises the past modal forms at sentence level. These modal forms were practised in isolation in exercise 1 and now they are built into a full sentence. Play the sentences and get students to repeat. If students have problems with the weak forms, refer them to the stress shading on the sentences. You could also highlight how *been* is pronounced /biːn/ in these sentences. Students repeat the sentences as a class. Play the recording again if students have problems with the pronunciation.

- 10.7** See SB p103.

## Grammar and speaking

- 3 Focus on the example in 1 and ask a pair of students to read out the statement and response. Give students time to read the statements and prompts, and to write their responses. Do not check answers until after exercise 4.
- 4 Put students in pairs and ask them to take it in turns to read and respond. Monitor and check for accurate formation of the past modals and for the correct stress. Note any common errors to correct carefully with the class at the end. Check answers as a class. Give students feedback on any areas of pronunciation to work on which you noted when monitoring.

### Answers

2 He must have been ill.

3 She might have overslept.

4 You must have left it at home.

5 She can't have finished already!

6 He may have done well in the test.

**SUGGESTION** You could extend the speaking exercise by asking students to add another response to the dialogues they practised in exercise 3. Ask students to work with a new partner. Model the task with a confident student, e.g.

A *I can't find my ticket.*

B *You must have dropped it.*

A *But I haven't got any money to pay the fine. What shall I do?*

Remind students to focus on /əv/ during the speaking exercise. Monitor the pairwork, assessing accuracy and pronunciation.

## Discussing grammar

- 5 This exercise reviews modals of obligation and ability, *shall* for suggestions and certainty, and also the modals of probability from this unit. If you are short of time, ask students to complete the sentences for homework and then do the discussion stage in the next lesson. Elicit possible answers for sentence 1. Students complete the exercise, working individually. Discuss the answers as a class.

### Answers

- 1 He **can't/may/could/might/must/should** have been born in the 1960s. (*can't* = impossibility; *may/could/might* = possibility; *must* = certainty; *should* = advice about a past situation, but the advice is too late, because he wasn't born in the 60s)
- 2 **Can/Could** you help me with the washing up, please? (requests)
- 3 You **can/can't/could/must/should** see the doctor immediately. (*can* = possibility; *can't* = impossibility; *could* is possible if part of a conditional sentence, e.g. *You could see the doctor immediately if it was an emergency*; *must/should* for obligation/advice)
- 4 **Can/Can't/Could/Must/Should/Shall** we go out for a meal tonight? (*Can/Could* = permission/request; *Can't we ...* expresses a strong desire; *Must* (obligation) expresses that the speaker doesn't want to go; *Should* = advice; *Shall* = a suggestion)
- 5 You **can/can't/could/must/might/should/shall** do more exercise. (*can/can't* = ability; *could* is possible if part of a conditional sentence, e.g. *You could do more exercise if you had more time*; *must* = strong obligation; *might* = possibility; *should* = advice; *shall* = a strong intention)
- 6 I **can/can't/could/must/might/should/shall** learn to speak English. (*can/can't* = ability; *could* is possible if part of a conditional sentence, e.g. *I could learn to speak English if I went to live in the UK*; *must* = strong obligation; *might* = possibility; *should* = advice; *shall* = a strong intention)

## SPOKEN ENGLISH *What on earth ... ?*

- 1 **10.8** Read the notes and examples as a class. Play the recording and get students to repeat, imitating closely the stress and intonation. If students have problems, drill the sentences chorally and individually. This can be fun as students often enjoy the drama associated with this expression. You could focus attention on the photograph below the *Spoken English* box for additional speaking practice. Ask *What on earth has happened?* Elicit one idea about what might have happened. Get students to ask and answer this question in pairs. Discuss suggestions as a class.

## 10.8 What on earth ... ?

What on earth has happened?

How on earth could that have happened?

Where on earth have you been?

2 **10.9** Read through the cue sentences with the class. Elicit possible responses to sentence 1. Students then work in pairs to continue the task. Monitor and check for accurate stress and intonation. Play the recording and get students to check their answers. If students had problems with the pronunciation, drill the sentences using the recording as a model. Then put students in new pairs to practise again.

### Answers and audioscript

#### 10.9

- a A I can't carry all these shopping bags.  
B What **on earth have you bought?**
- b A Tom's broken his arm in three places.  
B How **on earth did he do that?**
- c A There's someone at the door!  
B Who **on earth could it be** at this time of night?
- d A My aunt left all her money to a cat's home.  
B Why **on earth did she do that?**
- e A I can't find my car keys.  
B Where **on earth have you put them?**

### Additional material

#### For teachers

Photocopiable activity – Grammar: *What on earth is happening?* pp221–4

#### For students

Online Practice – *Look again*

Workbook pp64–7, exercises 1–12

## Reading and speaking SB pp104–5

### Why on earth would anyone do that?

#### About the text

The theme of the unexpected is carried through into this section in a text about solo weddings in Japan. The introductory text is an advert for solo weddings and the main text is written in the style of a magazine feature from the perspective of an American woman who chooses to have a solo wedding.

In 2014, a Japanese travel agency called *Cerca Travel*, which specialized in solo travel for women, decided to develop the business idea of solo wedding packages. These include a wedding dress, hair, make-up, flowers, and a photoshoot. According to news articles, they attract single women, married women who have never had a big wedding ceremony or women whose partners don't want a big ceremony. They are particularly aimed at single working women who have no partner but want to have a fairytale wedding.

The main text is divided into four sections: *A growing trend*, *Getting ready for the Big Day*, *The Big Day!*, and *Back home*. Students work through the text step-by-step, and detailed comprehension is covered in several question-and-answer exercises and one error correction task.

You may need to pre-teach/check these words from the text: *single (adj)*, *the Big Day* (the wedding day), *a wedding gown*, *a wedding ceremony*, *the bride*, *the groom*, *a spinster* (see footnote at the end of the article), *a long-term relationship*, *a divorcee*, *to break up with sb* and the idiom *to be stood up at the altar* /'ɔ:1.tə/ (to be let down at the last minute by your bride/groom who has decided he/she does not want to get married. The altar is the table used when conducting a religious ceremony).

Lead in to the topic by asking students to brainstorm words and expressions connected with love and relationships, e.g. *to fall in love*, *to go out with sb (to date sb)*, *to get engaged to sb*, *to get married to sb (to marry sb)*, *to get divorced*, *a wedding*, *a wedding ring*, etc.

- 1 Focus attention on the advert and set the task. Set a time limit of 1–2 minutes for students to read the text. Elicit ideas and suggestions.

#### Answers

A 'solo wedding' is where you pay to have photos taken of yourself wearing a wedding dress. The advert says that you might want a solo wedding if 'you are single and you don't know if you will get married' in the near future.

- 2 Ask students to describe what they can see in the photos and focus attention on the headline of the article. Ask students to explain the phrase. Note that, although *but* is usually used as a conjunction to connect ideas that contrast, it can also mean 'except' when it is used after words such as *all*, *everything*/*nothing*, *everyone/no one*, *everybody/nobody*.

#### Answer

It means that on the day, you have everything you would normally have on your wedding day – except a man to marry (i.e. the groom).

- 3 **10.10** Read through the situation about Naomi Harris and ask students to focus on the introduction. Make sure you clarify the meaning of *stood up at the altar* (see *About the text* above). Play the recording and elicit answers to the questions. You could refer students to the title of this section *Why on earth would anyone do that?* before eliciting ideas to recycle the language from the previous page. Encourage use of modals to speculate about ideas, e.g. *It might be ...*, *She may/might/could want to ...*

#### Answers

She can't be 'stood up at the altar' because there is no man coming to the wedding to marry her.

#### 10.10 See SB p104.

- 4 This reading comprehension task relates to the first section of text. Give students time to read through the questions. Pre-teach/Check *marriage prospects* (the possibility of getting married in the future) and refer students to the definition at the end of the article of *a spinster*. Set a time limit of 3–4 minutes. Students read and answer the questions. Monitor and answer any vocabulary queries. Put students in pairs to compare ideas. Check answers with the class.

### Answers

- 1 To get married. She was in a long-term relationship in her late 20s, but he broke up with her and it took her a long time to recover from that.
- 2 Because she says that he broke up with her 'abruptly'.
- 3 Because single women outnumber single men in New York.
- 4 Because she travels so much for work.
- 5 Yes, because she says that other people in her profession have managed to get married.

- 5 Explain to students that they need to correct the mistakes in the summary. Read out the first sentence in the 'Getting ready for the big day' text on SB p104 and elicit the two corrections (*Yukiko Inoue, ten years*). Remind students to underline the parts of text which provide the correct information in the article.

The level of vocabulary in this section could challenge some students, so they could refer to dictionaries to help them, but it is a good idea to encourage them to use the context for understanding new words wherever possible. Set a 3–4 minute time limit and ask students to complete the task. Suggest that fast finishers look up the meaning of new words in the text.

### Answers

Cerca Travel has been run by **Yukiko Inoue** for the last **ten** years. Natsumi started the idea of solo weddings because she **wanted to have professional photos taken of her in a wedding dress**. Over 100 Japanese women have since paid for the experience. **Naomi has never** dreamed of looking like a princess in a beautiful wedding dress and is **nervous about** choosing one. She tries **eight** on and is surprised by how lovely she looks. She chooses the **first** one she tries.

- 6 The final task focuses on Naomi's feelings and emotions both on and after her Big Day. Adjectives ending in *-ed* and *-ing* were practised in Unit 1 and these two questions recycle this language point.

Students need to read through a longer section of text to extract the information needed to answer these last two questions. The amount of time needed to complete this task will vary depending on each student's reading ability. As with the previous exercise, suggest that fast finishers look up the meaning of new words in the text while they are waiting.

Ask students to discuss their answers with a partner before checking with the class.

### Answers

- 1 She would have liked to have an actual ceremony and a 'fake husband' in the photos.
- 2 She was disappointed that her next relationship with a man also didn't last. She was pleasantly surprised to find that she loves showing off the photo album of her solo wedding.

### What do you think?

Give students time to read through the questions. Put students in small groups to discuss the questions. The discussion could become personal and some opinions might spark a lively debate. Monitor and make sure students are comfortable with the topics. Be prepared to steer the discussion away from certain subjects if you think anyone is looking uncomfortable. Elicit a range of opinions in a feedback session.

If you have time in class, students can watch the Unit 10 video about the magician Martin Rees.

### Additional material

#### For teachers

Photocopiable activity – Video worksheet: *Amazing world records*

#### For students

Online Practice – *Practice*

## Listening and speaking SB p106

### How on earth did he do that?

#### About the text

This listening exercise continues the theme of remarkable stories. It is about an Australian athlete who travelled back home in a crate in the 1960s because all his money had been stolen and he desperately wanted to see his family.

The listening text comes in the form of a radio interview between a presenter and two men, Australian Reg Spiers and his British friend, John McSorley. The interview first appeared on a BBC World Service programme called *Outlook*, which broadcasts human interest stories from around the world. The recording may be a lot longer than students are used to, but they will hear it at least twice and they will work on the two main comprehension tasks with a partner. There is a suggestion in the notes for exercise 2 about how to divide the listening tasks into two parts if your students need more support.

Vocabulary can be checked/pre-taught as each task is set up, or you could give students a list of words to research for homework before the lesson.

#### Background notes

- The Commonwealth Games is a multi-sport event involving sportsmen and women from the Commonwealth of Nations. This is a voluntary association of 52 independent states, many of which are former colonies of the British Empire.
- Bombay is the former name of Mumbai, a big city on the west coast of India.
- Perth is the capital of the state of Western Australia.

- 1 Ask questions about the photos, e.g. *What can you see? When do you think the photo was taken?* Elicit information about the photos. Read out the information and display the comprehension questions on the board. Give students one minute to read the information, and then check answers with the class.

Check understanding of *a wooden crate* (a large box made of wood that is used for carrying fruit, bottles, etc.) and *to be stranded* (to be unable to move from where you are, maybe because of a money or transport problem). Tell students that Reg Spiers' sport was throwing the *javelin* /'dʒævlɪn/ (a long stick with a pointed end). At this point, avoid asking students to speculate how he carried out his plan and instead focus on the facts.

#### Answers

He got into a wooden crate.  
He wanted to go back home to Australia so that he could be there for his daughter's birthday.

- 2  **10.11** Write *Reg's remarkable story* and the title of the section *How on earth did he do that?* on the board. Elicit some initial ideas about how Reg posted himself to Australia.

Read out the task. Elicit/Check the meaning of the following vocabulary:

*pinched* /pɪntʃt/ (stolen), *cargo* (n) (goods carried by plane or ship), *to line sth* (cover the inside surface of sth), *to make up sth* (to invent a story), *fictitious* (adj) /fɪk'tɪʃəs/ (invented and not existing).

Focus attention on the example. Then read out line 2 and elicit several ideas about what happened based on the given information. Remind students to use past modals of deduction where possible. Put students in pairs to discuss ideas. Monitor language use during the speaking activity and assess how well students are using past modals of deduction. Elicit ideas and accept any suggestions about Reg's remarkable story in feedback.

### Possible answers

- 2 He might have put himself in a crate.
- 3 Friends or colleagues might have said this. They must have been talking about his crazy plan to post himself to Australia.
- 4 His friends or colleagues might have helped him. They must have lined the inside of a box with paper.
- 5 They might have written the name of the company on the crate.
- 6 He must have spent 60 hours in the crate.
- 7 He must have felt very hot.
- 8 His wife or his daughter might not have believed his story.

Explain to students that they are going to listen to the interview to check their ideas. Tell them it is quite a long interview, but that they will hear it twice and not to worry about understanding every word. Advise them just to focus on the details from exercise 2.

If your students need a lot of extra support, you could divide the interview into two parts and break up the task, i.e. **Part 1** – play the recording up to *No. No no no no. No, I wouldn't, they'd worry*, then press pause. Check information relating to lines 1–4. **Part 2** – play the recording to the end to check information relating to lines 5–8.

Allow pairs of students time to discuss their ideas after listening. Check what happened with the class.

## 10.11 The man who posted himself to Australia

R = Reg Spiers J = John McSorley Jo = Jo Fidgen

J We first met in the '62 Commonwealth Games that were held in Perth, Australia, and we immediately got on.

R We just hit it off.

Jo And both very accomplished athletes, national champions, record holders at the javelin.

J You know we'd built up a friendship in Australia, and we wrote to each other.

R People wrote letters in those days!

J And then, there's a knock, knock, knock on my door and it's Reg. He was over and fortunately I was able to put him up and he stayed, what, about four or five months.

Jo But as you say Reg you got injured, so, you wanted to get home to see ... you were married by now, you had a little girl, you wanted to get home for her birthday.

R There was one catch; I didn't have any money!

J Reg, after a little while got a job, and he was erm, earning some money at the airport, so while he was working there he was saving up to go home and then he had his wallet pinched.

R So I had to find another way home.

Jo So where, where did this idea come from, to disguise you as air freight?

R Well I worked for Air France, and I worked in the export cargo section, so I saw animals coming through on aircraft and it just came to me. I thought, well, wait a minute, hang on a minute. The biggest piece of freight you could put in aircraft to go to Australia was, I remember, five feet, by three feet, by two and a half feet. That was the biggest that the plane could take.

Jo You thought, I know, I'll get in a box and send myself home to Australia.

R Why not. Ha ha ha ha. And I was in a hurry.

Jo John, what did you think when you heard this idea?

J Well, when he first came back with this idea, we thought, you know, he was joking and so on, but there was an intensity about it, and, ... we thought, God, this guy's serious, so if he's gonna do it, I'd better make him a box.

Jo So how did you go about making this box, John?

J He told me it's got to be five feet, by three feet, by two and a half. Because Reg is about six foot two, well-built and handsome and all that sort of thing, so five feet by three feet, by two and a half allows him to sit up with his legs straight or lie back with his legs bent.

Jo Where did you make this box, John?

J Made it largely, largely in the flat, but we found that looking at it in the light, in a certain light, you could actually see through the cracks, so we had to line the inside of it with some paper, 'cos he, he actually went as 'Plastic Emulsion'.

Jo That's what was written on the box was it? 'Plastic Emulsion'?

J That's what was written on the box, to be sent to a Mr Graham and collected. We made up the company, a fictitious address in London, fictitious address in Perth.

Jo Was your family in Australia aware of this plan, Reg?

R No. No no no no. No, I wouldn't, no, they'd worry.

Jo So the big day came, a Saturday in West London. Tell us what happened that day, how did you prepare, Reg?

R How do you prepare? You don't prepare, you just get in the box and go, ha ha!

Jo John, when Reg is getting into this box, what have you put in there for supplies for him?

J For supplies; well he's, he's got a couple of plastic bottles, you know, one to pee in and one to drink. He's got, you know, various food items.

R Mainly baked beans ... probably not a good move! Ha ha!

Jo There's a thought!

J He's got his bag, he's got a torch ...

R Pillow and a blanket.

Jo Were you strapped in there, Reg?

R Well, there were straps in there, yes. If they turned the box upside down, which they did one time, it all held me in place.

J Now, Reg had an enormous appetite, so we had to slow his system down.

R Ha ha ha! I didn't eat for weeks.

Jo Literally, you didn't eat for a week?

R No, I didn't eat for a week. I was very, well, I was young.

J Ha ha and then that was it, he was off.

Jo So what's going on with this box that you're in Reg, while you're waiting for the plane to take off?

R I can see out of, through the slats and they had a huge freight shed and they took the fr ... the crate in there and they put it up high.

Jo Oh dear!

R And then out to the aeroplane, see you later. Simple as that! It was pitch black most of the way. Ha ha. It was about 60 hours in the thing.

Jo What were you thinking about then?

R My life up to that point you know, all sorts of thoughts go through your mind, but I wasn't frightened. I'm happy, everything's working, I'm breathing, I'm not cold ... it's not that comfortable, but I can make it. So I just carried on.

Jo So next leg was to Bombay.

R Bombay and it's so hot I've taken all my clothes off and then I think it went to Singapore and then I think it went to Perth. I knew when it hit Perth. The hold opened up, these Aussie guys came on and said 'this big so and so thing this is not for us is it?' And 'yeah it's for us' and I knew where I was, I'm home.

Jo How did that feel to be back in Australia?

R Ah I was thrilled, wonderful.

Jo Did you make it in time for your daughter's birthday?

R Yeah!

Jo And your wife?

R Happy to see me, of course.

Jo What did she say when you told her how you got home?

R She didn't believe me ha ha ha ha, but then she thought about it for a moment and thought well, well yes, the silly, the silly man has done just that.

3 **10.11** Focus attention on the task and elicit/check the meaning of the following vocabulary:

*strapped* /stræpt/ *into sth* (fastened into sth with a belt),  
*pitch black* (extremely dark).

Give students time to read through and discuss the statements with a partner before listening. They might be able to recall some of the necessary information. Remind them that they need to correct the false statements. Play the recording again. Allow pairs of students to compare their answers. Finally, check answers with the class and elicit corrections for the false statements. Clarify the meaning of *baked beans* (small, white beans cooked in a sauce made from tomatoes, usually sold in cans) when checking statement 5.

### Answers

- 1 F They met at the 1962 Commonwealth Games in Perth, Australia.
- 2 T
- 3 F He made the box for Reg.
- 4 F They didn't know about his plan.
- 5 F He had baked beans.
- 6 T
- 7 F He wasn't frightened.
- 8 F His wife thought he was silly.

**SUGGESTION** Ask students to tell Reg's story in their own words, using lines 1–8 in exercise 2 as prompts. This will encourage them to practise a variety of tenses, as well as sequencing events in a story.

### What do you think?

Read out the questions and give students time to think about their answers. Elicit a range of responses in a whole class discussion. In larger classes, students can work in groups and then report back.

**SUGGESTION** This is a true story and if your students have access to the Internet you could ask them to research what happened to Reg Spiers after he arrived in Australia, both immediately afterwards and later on in his eventful life.

**EXTRA IDEA** If your students have access to the Internet, set the following homework task: Go to the BBC World Service programme *Outlook's* homepage and research another human interest story, take notes, and report the story back to the group.

### Additional material

#### For students

Online Practice – *Practice*

## Vocabulary SB pp106–7

### Phrasal verbs with *out* and *up*

This is the second focus on phrasal verbs in the course. If necessary, refer students back to *Phrasal verbs (1)* in Unit 5 and remind them that phrasal verbs can be literal or idiomatic, and separable or inseparable.

1 The phrasal verbs in this exercise are recycled from other sections in this unit. Elicit the verb for sentence 1. Students complete the task individually. Check answers with the class.

### Answers

- 1 We **developed** a friendship.
- 2 I was able to **give him a bed**.
- 3 We **invented** the name of the company.
- 4 I **calculated** it – it was 60 hours in the box.
- 5 I **finally chose** the first one I tried.

2 Focus attention on the dictionary extracts. Point out that they show different uses of two of the phrasal verbs from exercise 1. Put students in pairs to answer the questions.

### Answers

- 1 *work out* has four meanings, *make up* has three meanings.
  - 2 They stand for *something* and *somebody*.
  - 3 separable: *work sth out* with the meanings 'to find the answer; to solve sth' and 'to calculate sth'; *make sth up* with the meanings 'to invent sth' and 'to form sth'.
- inseparable: *work out* with the meanings 'to progress in a good way' and 'to do physical exercise'; *make up (with sb)* with the meaning 'to become friends again after an argument'.

3 Elicit the phrasal verb students need to use for sentence 1, and the correct tense and form of the verb. Remind students to use the context to work out the correct tense and form of the phrasal verbs in the rest of the exercise. Students complete the sentences, working individually. Check the answers with the class.

### Answers

- |            |              |
|------------|--------------|
| 1 work out | 5 work out   |
| 2 made, up | 6 make up    |
| 3 make up  | 7 work out   |
| 4 work out | 8 worked out |

4 This exercise introduces more examples of phrasal verbs and the nouns and noun phrases that can follow them. Elicit the answer for *find out* before students complete the task, working individually. Allow students time to check their answers in pairs, then check with the whole class.

### Answers

- find out** what time the meeting starts  
**eat up** all your greens and you'll be healthy  
**eat out** in a Chinese restaurant  
**save up** to buy a new car  
**sort out** my problems in life  
**take up** golf  
**fall out with** your boyfriend  
**come up with** a good idea

5 This exercise consolidates the meaning of the phrasal verbs in exercise 4. Elicit the phrasal verb for sentence 1. Students complete the task in pairs. Remind them to use the same form as the verbs in the original sentences.

### Answers

- 1 You need to learn to relax. Why don't you **take up** yoga?
- 2 He's just **come up with** a brilliant plan to save the business.
- 3 There's no dessert until you've **eaten up** all your meat and vegetables.
- 4 Lily isn't talking to Sam. She must have **fallen out with** him.
- 5 I need an accountant to **sort out** my financial difficulties.
- 6 We're **saving up** so we can buy a house.
- 7 Have you **found out** why you didn't get the job?
- 8 I don't feel like cooking. Shall we **eat out** tonight?

6 **10.12** This activity gives students the opportunity to use the phrasal verbs in a more personalized way. Elicit a possible ending to sentence 1. Students work in pairs to complete

the rest of the sentences. Ask pairs of students to read their sentences to the rest of the class and then compare ideas.

Play the recording to give students a further set of answers to compare their own answers with. Elicit the responses speaker B makes. Elicit/Check the meaning of the following phrases speaker B uses: *When's it due?* (When is the baby going to be born?), *It's one of those days.* (Everything is going wrong today), *Take your mind off things.* (Stop yourself from thinking about a problem), *I'll believe it when I hear it!* (I don't really believe it.), *Never let the sun go down on an argument.* (Always make peace with someone after an argument.) Use this as an opportunity to extend students' vocabulary by noting these useful expressions.

### 10.12 I've just found out ...

- 1 A I've just found out that my sister's expecting a baby.  
B That's fantastic. When's it due?
- 2 A I don't ever fall out with my wife.  
B What, never? You're kidding! I don't believe it.
- 3 A I can't work out if I feel warm or cold today.  
B Yeah. It's one of those days.
- 4 A I'm saving up to take my grandparents on holiday.  
B That's kind. They must be delighted.
- 5 A I need to sort out my life. I've got problems at work and I've got problems with my boyfriend ...  
B Poor you. Come on, let's go out for a drink. Take your mind off things.
- 6 A I've just come up with a fantastic idea.  
B Uh! I'll believe it when I hear it.
- 7 A I'm going to take up rock climbing – I need a new hobby.  
B Are you mad?! You feel dizzy climbing a step ladder.
- 8 A It's important to make up after an argument.  
B Yeah, kiss and make up. Never let the sun go down on an argument.

#### Additional material

##### For teachers

Photocopiable activity – Vocabulary: Up or out? pp225–6

##### For students

Online Practice – Look again

Workbook p68, exercises 1–4

## Everyday English SB p107

### Expressing attitude

In this section, students focus on key adverbs and phrases that express a speaker's attitude and link sections of conversation. These are very common in spoken English and provide valuable 'extra' information on what has been said or what is going to be said.

The text revisits the theme of 'solo weddings' and the two speakers discuss their opinions and feelings about this reported trend.

- 1 **10.13** Focus attention on the photo and on the title *Have you read about this girl?* Elicit ideas about what the conversation is about. Read the instructions as a class and then play the recording through once. Check the answers.

#### Answers

They're husband and wife. They're talking about an article about a woman who had a 'solo wedding'.

- 10.13** See SB p107.

- 2 **10.13** Students read and listen to the conversation again, focusing more closely on the words in bold. Check comprehension of some of the target words and expressions which may be new. Ask *Which word/expression means ... ?*

- from what I have heard about the situation (*Apparently*)
- I find that hard to believe (*You're kidding!*)
- in addition to what I've just said (*anyway*)
- I think it's probably true that ... (*Presumably*)

Model the pronunciation of the adverbs as necessary and get students to repeat them chorally and individually. Highlight the stressed syllable in the single words, e.g. *apparently*, *presumably*, *obviously*, etc. Encourage students to pay attention to intonation, exaggerating the voice range if students sound rather 'flat'.

Play the recording again. Then, put students in pairs to practise the conversation and tell them to pay particular attention to the stress and intonation of the words in bold. Monitor and check pronunciation.

- 3 **10.14** This exercise gives students the opportunity to practise the adverbs and phrases in a personalized way. Check comprehension of *actually* (in fact). It's worth pointing out to speakers of Latin languages that *actually* doesn't refer to time and is not a synonym for *at the moment* or *currently*. Elicit a possible ending for the first exchange. Students work in pairs to complete the task. Monitor and help as necessary.

Play the recording and get students to compare their answers. Ask two students to read out their version of sentence 1 and continue the conversation. Students work through the rest of the activity in their pairs. Monitor and help as necessary.

You will need to review these expressions in subsequent lessons. Encourage students to try to use them in their conversations in and outside the classroom.

### 10.14 Expressing attitude

- 1 A Hi! You're Pete, aren't you?  
B **Actually**, no, I'm not. Pete's over there talking to Robert.
- 2 A What did you think of the film? Great, wasn't it?  
B **Personally**, I thought it was rubbish. I just don't like all that blood and fighting.
- 3 A What's the latest gossip about Kate and her boyfriend?  
B **Apparently**, she's going to dump him. She's met someone else.
- 4 A What's the weather like in spring?  
B **Generally**, it's warm during the day, but you still need to wear a jumper or cardigan in the evening.
- 5 A What time will we arrive?  
B **Hopefully**, in the next hour, unless there's another traffic jam.
- 6 A I've phoned and left messages for them, but no reply.  
B **Presumably**, they're away on holiday. Try them on their mobile.
- 7 A What did you do when you saw the accident?  
B **Obviously**, we called 999 immediately. Then went to see if we could do anything to help.
- 8 A How did you feel when they offered you the job?  
B **To be honest**, I was amazed. I didn't expect to get it, but of course I was delighted. It'll be a challenge.

#### Additional material

##### For teachers

Photocopiable activity – Communication: *Just kidding!* pp227–8

##### For students

Online Practice – Look again

Workbook p69, exercises 1–2

Online Practice – Practice

## Writing – A story (2) SB p108

### Organizing a text

This is the second opportunity for students to write a story. The first covered linking ideas, and this one focuses on organizing the text and producing an interesting narrative. The pre-writing work is about the story of the *Titanic*, which guides the main writing task in which students use picture and text prompts to write the story of the Trojan Horse.

### About the text

The *Titanic* was a large British passenger ship which was thought impossible to sink. It hit an iceberg in the Atlantic Ocean on its first voyage in 1912. It sank, and more than 1,500 passengers died. There have been many books and films about the event. In 1997, an American film starring Kate Winslet and Leonardo DiCaprio was a huge success and won 11 Oscars.

The Trojan Horse was a wooden horse used by Greek soldiers to trick their enemies, the Trojans, during the Trojan War. The Greeks built a large wooden model of a horse and offered it to the Trojans as a gift. The Trojans accepted it, and took it into Troy, unaware that Greek soldiers were hiding inside it.

- 1 Focus attention on the example sentences. Elicit/Check the meaning of *to hit an iceberg*. Put students in pairs/small groups to discuss the question. Elicit a range of answers from the class.
- 2 Pre-teach/Check the following vocabulary: *to warn, lifeboat, to sink (sank, sunk)*. Focus attention on the pictures and elicit possible wording for the first picture. Students tell the rest of the story in pairs. Give students time to read Text A and match sentences from it to the pictures.

### Answers

- 1 On April 10 ... New York.
- 2 On the night of April 14 ... listening to the band.
- 3 The *Titanic* was travelling fast ... the Atlantic.
- 4 Some ships nearby warned of icebergs ... delivered.
- 5 A look-out sounded the alarm ... too late.
- 6 The *Titanic* hit an iceberg ... quickly.
- 7 The lifeboats only saved some of the people.
- 8 The band played until it sank.
- 9 Most of them died in the sea.

- 3 Students read Text B and compare it with A. Encourage students to use the context and what they already know about the story to help them with new vocabulary. You may need to check *maiden voyage* /'vɔ:ɪdʒ/ (first crossing), *knot* /nɒt/ (the unit of speed used by ships), *SOS* /,es əʊ' es/ (a message sent from a ship when in danger and in need of help). Elicit which text is more interesting (B) and why.

### Possible answers

Text B uses a range of vivid adjectives: *luxurious, magnificent, sumptuous*, etc. It gives a lot of details about speed, times, etc. It uses more interesting alternatives for 'basic' verbs, e.g. *hit – strike; die – meet their death; warn – sound the alarm*.

- 4 Give students time to read the questions through before they discuss texts A and B again. Elicit ideas about the general organization of the texts. Students discuss the questions in their pairs. Elicit a range of answers from the class.

### Answers

**The aims of the three paragraphs:** In Text A, the main part is quite short with basic events told one after the other; in B the main story is much longer with details of the timing of events and information about all the people involved.

In Text A, the conclusion is very short and given in very simple language; in B there is more detail and the story is brought up-to date.

Text A gives only basic details of the events of the story; B tells the reader about the range of people on the ship, the atmosphere at different points, and gives a detailed narrative of the events with times.

In Text A, there is little attempt to interest the reader; in B, the setting and atmosphere are described and the events are narrated in detail.

Both texts tell the story in a roughly chronological way, using the past continuous for longer actions and the past simple for the main events. But text B links some events together in non-chronological ways, using a wider variety of tenses and structures, e.g. ... *the ship sank, just two hours and forty minutes after hitting the iceberg*. (= it hit the iceberg and then sank; two events linked using *after*); *Amazingly, they had kept playing until the ship disappeared beneath the waves* (past perfect to refer back to an earlier action).

**The language:** Text A uses very basic descriptive language, e.g. *rich, quickly, interested*, etc.; Text B uses much richer language, e.g. *luxurious, magnificent, sumptuous, amazingly, incredibly*, etc. Text A uses very simple sentence structure; B uses a wider range of constructions and more complex sentences, with clauses linked in different ways, e.g. *The owner of the ship was on board, encouraging the captain to go faster*. The sentences in text B also start in different ways, e.g. with *However, After all, Amazingly*, etc.

- 5 Tell students that they are going to prepare to write about another famous story. Write *The Trojan Horse* on the board and elicit anything students already know about the story. Refer students to the pictures on p157 and give them time to read the text prompts below the pictures. Deal with any vocabulary queries, e.g. *hollow (adj), a goddess, to tear down, to creep (crept) out of, a slave*.

## Writing – A story (2) SB p157

### The Trojan Horse

- 1 Students continue working in their pairs to write the story. Remind them to try to make it interesting, and tell them they can use the questions in exercise 4 on SB p108 as a checklist. When monitoring, prompt language correction and refer students to the questions in exercise 4 as necessary.
- 2 Students read some of their stories to the class. With larger classes, they can do this in groups. They can also read the story on p159. Elicit some reactions to the story.

### Additional material

#### For students

Online Practice – *Practice*

Workbook p69, *Review*, exercises 1–2

Online Practice – *Check your progress*