

# UNIT 10

## Occasions

### UNIT CONTENTS

#### G GRAMMAR

- Regret and criticism structures (unreal conditionals; modals; *wish, if only, it's time*)
- Passive reporting verbs (*it* structures; *to* + infinitive structures)

#### V VOCABULARY

- Communication verbs: *address an audience, assert, attack, back up, conclude, demonstrate understanding, go into (too much) detail, make comments under your breath, move on to a new subject, pay tribute, present key information, sell an idea, summarise, voice concerns about*
- Superstitions, customs and beliefs: *be on the safe side, convinced, convincing, customary, dubious, far-fetched, fingers crossed, good fortune, good luck charm, gullible, magic spell, make a wish, persuasive, plausible, tempt fate, third time lucky, touch wood, traditionally, ward off evil*
- Language in context: Idioms; Praising idioms
- Wordpower: *luck* and *chance*: *be in luck, blow your chances, count yourself lucky, fighting chance, not stand a chance, on the off chance, tough luck*


#### P PRONUNCIATION

- Main stress
- Consonant groups
- Tone in question tags

### GETTING STARTED

#### OPTIONAL LEAD-IN

Books closed. Put students into pairs and ask them to make a list of things that could go wrong at a wedding, e.g. terrible weather, forgetting the rings, someone dropping the wedding cake. Write the list on the board and ask the class if they have ever experienced any of these things at a wedding.

- a  Elicit *bride* (B1) and *bridegroom* (a man who is about to get married or has just got married). Give students one minute to think about their answers to the questions before talking about the photo as a class. If you wish, give students information from the Culture notes.



### UNIT OBJECTIVES


At the end of this unit, students will be able to:

- understand instructional texts about presentations and speeches, articles about sports psychology and detailed film reviews
- follow and understand details including the attitudes of the speakers in narratives about socially awkward public speaking situations and radio discussions of the origins of superstitions
- use a range of lexis to: describe communication, regrets and criticisms and customs, beliefs, rituals in their own and other cultures and respond to these ideas and discuss possible origins; give a short talk using anecdotes to illustrate main points
- follow an interview and an idiomatic social interaction in which speakers congratulate each other on their success
- use a range of expressions and strategies for turn-taking in more formal conversations and interviews to continue speaking, interrupt and encourage others
- write an informative review of a film or TV series using a range of devices to make description concise and effective



### CULTURE NOTES

This photo shows a couple getting married in the London Aquarium on 14 February, 2011. The man outside the tank is the wedding official and he is using signs to give the instructions. In the UK, you can get married outside a church or official registry office if the place is a permanent structure with a roof (this rules out many outside locations such as beaches and forests) and if it has been approved for purpose. As other examples of non-traditional wedding locations, couples regularly get married on the route of the London Marathon course, running the whole way in wedding clothes; a Russian couple got married while cycling around their home city; a Belgian couple got married on a bungee-jump platform.

- b  Put students into groups to discuss the questions. For questions 1 and 2 take feedback as a class. For question 3 tell students to share their suggestions and ask the class which is the most original and interesting.



### EXTRA ACTIVITY

Tell students that there is a (not very well-followed) tradition to give anniversary presents according to the number of years of marriage: 1st = paper, 2nd = cotton, 3rd = leather, 4th = fruit/flowers, 5th = wood. Put students into pairs to think of more modern equivalents for the first five years, e.g. 1st = digital, 2nd = environmentally friendly, 3rd = sporty.

# 10A I really wish I'd been on time

## OPTIONAL LEAD-IN

Books closed. Ask students to remember what Sara's presentation in Lesson 6C was about (Max), and why she made it (to convince everyone he was worth interviewing again). Put students into groups to write down the expressions they learned about organising a presentation in 6C, e.g. *My focus today is ...*. Check answers as a class. Then tell students to go back to SB p.74 and find the expressions they couldn't remember.

## 1 SPEAKING and VOCABULARY

### Communication verbs

- a** Ask students what kind of situations people need to give speeches or presentations in, e.g. a wedding, winning an Oscar. Tell students to discuss the questions in pairs. Take feedback as a class.
- b** Ask students why they think people use speechwriters. Tell students to read the quotes. Then put students into groups to discuss the questions. If necessary, pre-teach *embodiment* (someone or something that represents a quality or an idea exactly) and *sway* (persuade someone to believe or do one thing rather than another). Take feedback as a class.

### Suggested answers

Emma Watson: self-belief can overcome any nervousness  
Sir Winston Churchill: you need to believe in the message yourself  
Ashley Ormon: it's important not to try to please everyone  
Chris Anderson: good speeches make a difference  
Students' own answers

## CULTURE NOTES

Emma Watson (born 1990) is a British actress most famous for her role as Hermione in the *Harry Potter* film series.

Sir Winston Churchill (1874–1965) was the UK Prime Minister during the Second World War, famous for his wartime speeches.

Ashley Ormon is an editor and a writer of poetry, books and articles, mostly on religious topics.

Chris Anderson (born 1957) bought the TED concept, first launched in 1984, in 2001 through the media company which he founded and then greatly expanded TED on a non-profit basis.

- c** Ask students if they've ever had to listen to a really bad presentation. Put students into groups to discuss the questions. Take feedback as a class.

At the end of this lesson, students will be able to:

- read, listen to and discuss factors that make a successful speech or presentation using a range of communication verbs
- speak about regrets for past situations using a range of structures to express regret and criticism
- use main stress appropriately in regrets and criticisms
- give a one-minute speech based on a personal experience

## LOA TIP ELICITING

- A 'pyramid' discussion is an effective way of eliciting as many different ideas as possible from students, maximising a discussion and varying the interaction pattern.
  - Arrange students into pairs and give them a time limit to discuss 1c.
  - At the end of the time limit, or when students start to run out of ideas, put two pairs into a group to compare ideas.
  - Then put students into new groups of four made up of students from different groups to compare what they have discussed.
  - Finally, tell a student from each group to present the group's ideas to the whole class. Ask a volunteer to write the ideas on the board in note form in two lists: what makes a good presentation; what can go wrong.
- d** Tell students to read the sentences to see if their ideas are mentioned.
- e** Check students understand *finer* (C1) (needing to be considered very carefully) and *throwaway* (something that someone says without thinking carefully and is not intended to be serious). Tell students to match the verbs and verb phrases in bold from 1d with the phrases 1–7. Check answers as a class.

### Answers

1 present 2 demonstrate 3 address 4 move on to  
5 go into 6 illustrate 7 make

- f** Students complete the exercises in Vocabulary Focus 10A on SB p.167. Play the recording for students to check their answers to Exercise a. Check answers as a class after Exercise b. Put students into pairs to do Exercise c and then put them into groups to discuss the questions in Exercise d. Take feedback as a class after both Exercise c and d. Tell students to go back to SB p.116.

### Answers (Vocabulary Focus 10A SB p.167)

**a** 1 demonstrated 2 address 3 move on to 4 made  
5 presented 6 illustrate 7 go into  
**b** 1 c 2 h 3 g 4 b 5 f 6 a 7 e 8 d

## 2 READING

- a Ask students if they have heard about TED talks. Tell them to read *TED* and the first column of the article *How to Give a Killer Presentation* and then answer the questions. Pre-teach *halting* and *tumble out* if necessary (see the Vocabulary support box below). Check answers as a class.

### Answers

- 1 through short talks (up to 18 minutes)
- 2 He was very shy, spoke English haltingly and was incoherent. His talk was a great success and he received a standing ovation.

### VOCABULARY SUPPORT

*an unlikely candidate* – not the usual type of person to do a certain thing

*halting* – stopping often while you are saying or doing something, especially because you are nervous

*tumble out* – (speaking) if somebody's words tumble out, they speak quickly and the ideas don't come in a logical order

*frame sth* – organise ideas in a clear structure

*incoherently* – in a way that is not clear, especially with words or ideas that are joined together badly

*compelling* – very exciting and interesting and making you want to watch or listen

*hang on sb's every word* – listen carefully and with fascination

*sustained* – lasting a long time

*a standing ovation* – when an audience stand and clap and cheer to show their appreciation

*muddled* – things that are muddled are badly organised

*mesmerising* – very attractive, in a mysterious way, making you want to keep looking

- b Tell students to read the rest of the article (*Chris Anderson's advice on giving presentations*) and match the headings with the advice. Check as a class.

### Answers

- 1 Frame Your Story
- 2 Plan Your Delivery
- 3 Develop Stage Presence
- 4 Plan the Multimedia
- 5 Putting It Together

### FAST FINISHERS

Tell students that there are nine words or phrases you are going to check the class understands before students read the text again in detail in 2c (the words are listed in the Vocabulary Support box below). Ask them to underline the words or phrases that they think have been chosen and guess their meaning.

- c If you used the activity for fast finishers above, elicit the words and phrases fast finishers have underlined in the text and write them on the board. Go through the words and phrases in the Vocabulary support box and elicit or give their meaning. Then tell students to read the text again and make notes on how the ideas will improve presentations. Put students into pairs to compare notes. Check answers as a class.

### Suggested answers

- 1 people love listening to stories
- 2 avoids a long and complicated talk with information on too many different subjects
- 3 keeps the audience's attention and gives the impression you are a strong speaker
- 4 helps you make eye contact with people in different parts of the audience, so people feel you are speaking personally and directly to them
- 5 avoids using the wrong technology and makes you think about keeping things short and simple
- 6 starting to prepare six months or more in advance allows time to perfect the talk
- 7 avoids the talk being formulaic and makes it your own

### VOCABULARY SUPPORT

*abound* – exist in large numbers

*be wired to do sth* – automatically behave in a certain way as a result of genes or design

*cover (too much) ground* – describe (too many different) areas of expertise or knowledge

*scope (C2)* – the range of a subject covered


*painstakingly* – thoroughly, with a lot of care and attention to detail

*map sth out* – plan in a detailed, well-organised form


*formulaic* – organised mechanically according to a standard pattern or style

*emulate* – copy something achieved by someone else and try to do it as well as they have



*take sth on board (C1)* – understand or accept an idea or a piece of information

- d  Ask students which heading in 2b the advice *Look at the audience, not the slides* would come under (Develop Stage Presence). Put students into pairs to discuss the most relevant piece of advice in the article for them. Take feedback as a class.

### HOMEWORK ACTIVITY

-  Tell students to watch Richard Turere's TED talk *My invention that made peace with lions* at home on YouTube if they have the technology. In class put students into groups to discuss whether they were as impressed with Richard's speech as Chris Anderson was.

## 3 LISTENING

- a  Ask students if they would feel more nervous giving a speech or presentation to people they knew or to strangers. Tell students to discuss which of the situations in 3a they would feel most comfortable in. Take feedback as a class.
- b  4.40 Ask students what they think the situations are in the photos. Play the recording for students to listen and answer the questions. Check answers as a class.

## Answers

- 1 Rob: was best man at his friend's wedding  
Chantal: was giving a presentation to her managers  
Milos: was fundraising
- 2 Rob: didn't have one of his speech cards and didn't thank the bride's parents  
Chantal: didn't have any PowerPoint slides because they weren't on the memory stick her colleague brought into work on the morning of the presentation after working on them at home the previous evening  
Milos: got distracted by a beautiful girl he knew in the audience
- 3 Rob: has a difficult relationship with the bride and groom  
Chantal: got promoted  
Milos: hasn't been asked to make any more speeches



## CULTURE NOTES

The best man at a wedding is usually a close friend or relation of the groom (the man about to be married). His main duties are to support and help the groom, keep the wedding rings safe and make a speech at the reception.

## Audioscript

**ROB** I agreed to be best man at my friend Dan's wedding. I mean, I was really thrilled that I was asked – it was a great honour. I was fine with the whole thing – you know, organising the pre-wedding party, the ring – everything. I just threw myself into it. But the one task that really unnerved me was having to give a speech at the reception. I'm just hopeless at giving speeches – they make me feel right out of my depth. I should never have agreed to be best man, but, like, Dan's my best mate. Anyway, I decided to get organised and I planned the whole thing out. Y'know, I thought of some funny stories about Dan and all that sort of thing. And I worked out who I needed to acknowledge and say thanks and all that stuff. I put it all on little cards, so by the time the big day came around, I was feeling reasonably on top of things. Just before going to the church, I started feeling really jittery, and while I put all the cards in the pocket of my jacket, I forgot to check they were all there. I really regret not doing that. Anyway, we got to the reception and I somehow managed to get through the speech ... Got a few laughs at my jokes. I thought I'd made a good job of it. But Dan was giving me these funny looks. The card I forgot was the one where I thanked the bride's parents and all that sort of thing. And the bride, Jessica, was not impressed. So now there's this strange tension between Dan and me, and Jessica is very cool with me. It's all a bit awkward. I mean, it was a genuine mistake. If only I'd checked those cards. And I have to say that part of me wishes that Dan hadn't asked me to be best man. Oh well, I guess they'll get over it. Eventually.

**CHANTAL** Ever since I started my present job, I've had this really strange relationship with this colleague of mine, Martin. Back then, we were both at the same level in the company and it's like he somehow resented that – like I should have started out on a lower level or something. Who knows? We had to do this joint presentation to managers on a project to upgrade the IT systems in the company. We worked out the content together – well, actually, a lot of the ideas were my ideas. And then, Martin agreed to make our PowerPoint slides look good – he's good at that kind of thing. So anyway, everything was on a memory stick and Martin said he'd take it home and work on it and make it look really professional. I really wish I'd copied the presentation on to my hard drive. You know the golden rule – always make a copy, otherwise it's a recipe for disaster. So, the next day, we go upstairs to this meeting room to give our presentation. Martin plugs the memory stick into the laptop and ... it's just not there. He's incredibly apologetic and says he can't understand what went wrong and all that sort of thing, but ... I have my suspicions ... For a minute I was in a state of absolute panic and then I thought 'I can do this.' So when all the managers came in I just told them the truth – that we'd had a problem with IT, but that I would

give the presentation anyway. You see, the one thing Martin didn't know about me is that I'm very good at improvising. And I just explained the whole project and it went like clockwork. The managers were all impressed and I really made my mark. In fact, I'm pretty sure my presentation led to my promotion and I became manager of the project we were presenting. If it **was** Martin who sabotaged the presentation, I've no doubt he now regrets deleting all that data. Not me! Had he been less underhand, I might not have the job I've got now.

**MILOS** I'm a volunteer paramedic on an air ambulance service. It's very costly to run a service like this, so we need to do quite a bit of fundraising. One of the ways we can do this is by going around to different community groups and talking about our work. It's not something I'd say that I enjoy, but I can do it well enough. This friend of mine, Teresa, has given me a few tips. She told me to look at a point towards the back of the room, and avoid looking at people's faces – it can put you off. Anyway, I was giving a speech to a Parent-Teacher Association at the local primary school, and about half-way through, for some reason, I looked down at people in the front row. And there she was – Ivana – looking up and giving me a gorgeous big smile. Ivana was the most beautiful girl in our class at school. She wasn't my girlfriend, but I used to wish she were. So in the middle of the speech, my heart melted, I turned to jelly ... I couldn't go on – I was completely lost for words. I just sort of stood there like an idiot and grinned back at her. I grinned and she grinned and ... well, what a romantic fool! I was sort of saying to myself, 'C'mon, get a grip on yourself!' But, no way. You know, if I had listened to Teresa's advice, I might have been OK. In the end, I think I ... sort of apologised and told people to look at the website, and then I made a pretty quick exit. Needless to say, we didn't get many donations from the Parent-Teacher Association. If it wasn't for my stupidity, we could have raised more money that day. They haven't asked me to give any more speeches – a good thing – I'm just sticking to being a paramedic these days.



## VOCABULARY SUPPORT

*unnerve sb* – make somebody feel less confident and slightly frightened

*jittery* – nervous

*give sb funny looks* – looking at somebody in a way that implies there is something wrong

*be cool with sb* (C2) – behave in an unfriendly way towards somebody

*the golden rule* – an important rule or principle, especially in a particular situation

*sabotage* – intentionally prevent the success of a plan or action

*underhand* – done secretly and dishonestly in order to achieve an advantage

*put sb off* – distract somebody from something

*turn to jelly* – start to feel weak

*grin* (C2) – smile widely


*stick to sth* – limit yourself to doing just a particular thing, or things

- c** Students may want to listen again before doing this activity. If so, you could write some of the expressions from the Vocabulary support box up on the board, and ask students to listen for what they refer to in the text. Ask students which situation interested them the most. Put students into groups to discuss the questions. Take feedback as a class.

## FAST FINISHERS

Tell fast finishers to write two reactions from people listening to each person: Rob, Chantal and Milos, e.g. Rob: *Aren't you going to mention us? That one about the zookeeper on his wedding night was funny.* Chantal: *Very cool given the circumstances. My trick didn't work!* Milos: *Why do you keep looking at me? I'm not giving any money after that!* Compare reactions with another fast finisher.

### d Language in context Idioms: Plans into action

-  4.41 Tell students to complete the idioms. Play the recording for students to check. Drill the idioms.
- Tell students to match the idioms with the meanings. Check as a class.

#### Answers

- 1 threw 2 out 3 good 4 recipe 5 went 6 made  
7 words 8 yourself
- 2 a 4 b 7 c 3 d 8 e 1 f 5 g 6 h 2

## 4 GRAMMAR

### Regret and criticism structures

- Tell students to read the sentences and decide which one doesn't show regret. Check as a class.


#### Answer

5 Had he been less underhand, I might not have the job I've got now. (She is glad he was underhand as it led to her promotion).

- Tell students to underline the structures for regret. Check as a class. Ask students to give an example of a third conditional and then ask them to mark the sentences with a third conditional. Check answers as a class.


#### Answers

- I should never have agreed to be best man.
- If only I'd checked those cards.
- Part of me wishes that Dan hadn't asked me ...
- I really wish I'd copied the presentation ...
- She wasn't my girlfriend, but I used to wish she were (my girlfriend).
- If I had listened to Teresa's advice, I might have been OK.
- If it wasn't for my stupidity, we could have raised more money ...  
third conditional: 7 and 8 (in 8 *wasn't = hadn't been*)

-  4.42 **Pronunciation** Tell students to mark the word groups and underline the main stress in the two sentences. Play the recording for students to listen and check. Drill the sentences.

#### Answers

- If I had listened to Teresa's advice, I might have been OK.
- If it wasn't for my stupidity, we could have raised more money.


-  4.43-4.47 Students read the information in Grammar Focus 10A on SB p.156. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class. Tell students to go back to SB p.118.

### Answers (Grammar Focus 10A SB p.156)

- a1 a2 b1 2 a2 b1 3 a1 b2 4 a1 b2
- 2 hadn't dropped  
3 ought not to  
4 would  
5 should have waited  
6 might  
7 have heard  
8 wish  
9 could  
10 cleaned
- 2 had 3 rather 4 ought 5 should 6 were 7 should  
8 only 9 time

## CAREFUL!

A common mistake students make is to use *wish* instead of *hope*: *I wish you can understand my position.* (Correct form = *I hope you can understand my position.*)

-  Put students into groups to talk about the regrets. Monitor and encourage students to use different structures for regrets and criticism. Take feedback as a class.

## EXTRA ACTIVITY

Write a list of negative events on the board, they can be real or unreal, or a mixture, e.g.

*We lost the World Cup on penalties!*


*1503 people died when the Titanic sank.*

*We're in an economic recession.*

*My wife's had a terrible hair cut.*

Ask students how these things might have been prevented and what is regretful about what happened. Elicit a range of regret and criticisms for each item, e.g. *If only our goalie hadn't jumped left. If the team hadn't been under so much pressure, I'm sure we would've won.*, etc.

## 5 SPEAKING

- Tell students to plan a one-minute speech *Learning from my mistakes*, thinking about what they said in 4e and following Chris Anderson's advice. You could put students into pairs to practise giving the speech before the next stage.
-  Put students into small groups to give their speeches and answer follow-up questions. Ask groups to choose the best speech and ask students to give some of the best speeches to the class.

### ADDITIONAL MATERIAL

- Workbook 10A
- Photocopiable activities: Grammar p.219, Vocabulary p.239, Pronunciation p.270

# 10B It's said that peacock feathers are bad luck

At the end of this lesson, students will be able to:




- discuss superstitions, customs and beliefs in their own and different cultures using a range of words and phrases connected with luck, magic and customs
- pronounce consonant groups in and across words
- read about the significance of ritual in sport and discuss the motivation behind rituals
- use passive reporting structures to be more objective and distance themselves from the facts reported
- listen to and speak about superstitions connected with the theatre and discuss and write about where they originate from

## OPTIONAL LEAD-IN

Books closed. Tell students you are going to do some magic. Ask them to write down any number between 1 and 9, e.g. 3. Tell them to multiply this number by 9, e.g.  $3 \times 9 = 27$ . Tell students to make the answer one digit if necessary by adding the two digits together, e.g.  $2 + 7 = 9$ . Tell students to subtract 5 from this number, think of the corresponding alphabet letter, e.g.  $9 - 5 = 4$ ,  $4 = D$ , and think of a country in Europe beginning with this letter. Tell students to add 1 to their number, e.g.  $4 + 1 = 5$ , think of an animal beginning with the corresponding alphabet letter, and then the usual colour of this animal. Finally, tell students to write down the country, the animal and the colour, and then say: *Does anyone have a grey elephant from Denmark?* As if by magic, most students will if they have followed the steps because when they multiply their first number by 9 the two digits always add up to 9.

## 1 SPEAKING and VOCABULARY

### Superstitions, customs and beliefs

- a**  Ask students in what situations they might need some luck, e.g. when buying a lottery ticket, for getting good weather on holiday. Tell students to look at the pictures and discuss the questions. Take feedback as a class.
- b**  Ask students which objects they think the sentences describe. Tell students to compare their answers in pairs.
- c**  **4.48** Play the recording for students to listen and check their answers in 1a and 1b. If necessary, pre-teach *beckon* (move your hand or head in a way that tells someone to come nearer) and *paw* (the foot of an animal that has claws or nails, such as a cat, dog or bear) and refer to the Culture notes for *feng shui*. Drill the words and phrases.

#### Answers

- 1a 1 They are all lucky charms, supposed to bring luck and protect people.  
2 Ba Gua mirror: China; Horseshoe: Britain, the USA; Maneki-neko: China, Japan; Wish bracelet: Brazil
- 1b 1 Wish bracelet 2 Horseshoe 3 Horseshoe  
4 Ba Gua mirror 5 Maneki-neko 6 Wish bracelet  
7 Ba Gua mirror

## CULTURE NOTES

Feng shui /*fʊŋʃweɪ*/ is an ancient Chinese belief that the way your house is built or the way that you arrange objects affects your success, health and happiness. Feng shui is widely practised today, e.g. the Disney company changed the location of the main gate to Hong Kong Disney in its building plans because of Feng shui principles.

## Audioscript

**SPEAKER** All these objects are lucky charms from different parts of the world. They're all supposed to bring luck or protect you in some way. This is a horseshoe, and these were traditionally nailed above doorways in Britain and also in the USA, and they bring good luck to the household. Because they're over the door, they stop bad luck entering the house and they protect it against magic spells. Some people say it's important that the open side should be upwards, so the luck doesn't 'run out'. In other words the horseshoe collects the luck for you.

Now this one is a special kind of mirror, which are traditionally used in China, and they're an important part of feng shui. It's customary to hang them above the front door of a house, and they always face outwards so they can ward off evil and protect the house. The idea is that the mirror deflects any bad energy coming towards the house, so it's very important that you should hang them outside the house, not inside.

And this figure of a cat is called *maneki-neko*, which literally means 'beckoning cat'. You may see these if you go to a Chinese or Japanese shop or a restaurant – they're often just by the door. They come from Japan originally, and they're supposed to bring good fortune to the owner. You see the cat's paw is raised – sometimes it's the left paw and sometimes it's the right paw. If it's the left paw, this attracts customers. And if the right paw is raised, it invites good fortune and brings wealth to the owner – so it's a good idea to have both kinds!

And these are wish bracelets, which are worn as a good-luck charm in Brazil. And they're also worn just as a fashion accessory because they look good. The idea of these is, you tie the ribbon three times round your wrist and you make a wish with every knot you tie. If the ribbon wears out naturally and falls off your wrist, your wishes will come true. So it's really important not to cut the ribbon off.

- d** Ask students which of the words and phrases are connected with luck and magic and which with customs. Check answers as a class.

#### Answers

luck and magic: make a wish, magic spells, good fortune, good luck charm, ward off evil  
customs: traditionally, customary



## LOA TIP CONCEPT CHECKING

- When you are concept checking whether words and phrases belong to one category or another, you can appeal to a variety of learning styles, visual, auditory and kinaesthetic, for students to form strong associations with the language and have some fun. Read out each of the words and phrases and tell students to do one of the following:

Click their fingers once if it belongs to 'customs' and twice if it belongs to 'luck and magic'.

Move to the left side of the room for 'customs' and right for 'luck and magic'.

Stand up for 'customs' and remain sitting for 'luck and magic'.

Repeat back the 'customs' in a loud voice but whisper back the 'luck and magic'.

Write down the 'customs' in one colour and 'luck and magic' in another.

### EXTRA ACTIVITY

Write this magic spell for good weather (check students understand the pun: *spell* = a period of weather / a magic spell) on the board:

1 cup of 6-day old milk (low-fat or full-cream)

3 tablespoons of baby's tears

2 donkey hairs

half a glass of fresh air

Mix together under a full moon while reading the alphabet backwards. Then burn your umbrella.

Put students into pairs to make spells for things they'd like to have or to happen.

- e** 4.49-4.50 Students complete the exercises in Vocabulary Focus 10B on SB p.168. Play the recording for students to check their answers to Exercise a and b. Play it again for students to listen and repeat the words in Exercise b. Check answers to Exercise c. Take feedback as a class after the discussion in Exercise d. Tell students to go back to SB p.119.

#### Answers (Vocabulary Focus 10B SB p.168)

- a** 1 good luck charm 2 good fortune 3 traditionally  
4 customary 5 ward off evil 6 make a wish  
**c** 1 convincing/persuasive/plausible 2 gullible  
3 convincing/persuasive/plausible 4 convincing/persuasive/  
plausible 5 dubious/far-fetched 6 convinced  
7 dubious/far-fetched  
Similar: convincing/persuasive/plausible; dubious/far-fetched

- f** Cross your fingers and ask students why people do this (for good luck). Tell students to match the expressions with their function. Check answers as a class.

#### Answers

- 1 fingers crossed, touch wood, third time lucky  
2 you're tempting fate  
3 to be on the safe side

- g** 4.51 Tell students to complete the sentences with the expressions. Play the recording for students to check.

#### Answers

- 1 touch wood 2 third time lucky 3 fingers crossed  
4 you're tempting fate 5 to be on the safe side

- h** 4.52 **Pronunciation** Ask students to underline the consonant groups in *magic spells*. Tell students to do the same for the words and expressions in 1f. Play the recording for students to check. Point out that the /d/ in *third* isn't usually fully pronounced before the /t/ of *time* (see 2c and 2d on SB p.38). Then drill the expressions.

#### Answers

fingers crossed  
to be on the safe side  
touch wood  
third time lucky  
you're tempting fate

- i** Put students into pairs to take it in turns to say what they are planning and respond using an expression from 1f.

### FAST FINISHERS

Ask pairs of fast finishers to think of a situation where they would need a lot of luck, e.g. asking the boss for a pay rise, and to do the role play in i in the new situation.

- j** Ask students if they believe the saying *You make your own luck*. Put students into groups to discuss the questions. Take feedback as a class.

## 2 READING

- a** Ask students why many sports teams and even competitions, like the Olympics, have a mascot (a person, animal or object that is believed to bring good luck, or one that represents an organisation). Ask students to look at the photo of Nadal and say what he's doing, and why. Take feedback as a class. If you wish, give students information from the Culture notes below about Rafael Nadal.

### CULTURE NOTES

Rafael Nadal (born 1986) is one of the greatest tennis players of all time. He has won every major tennis championship, Olympic gold, and team competitions for his country, Spain.

- b** Tell students to read the introduction to the text to check their answers and say why he is doing this and how effective it is. Check answers as a class.

#### Answers

lining up his water bottles; belief in the power of rituals to bring luck  
This behaviour can give an illusion of control and of a way to contribute to success, thus reducing anxiety, so it probably is effective.

- c** Ask students what they know about the other sports stars in the pictures. Tell students to read the article to find examples of the rituals and say which one isn't mentioned. Check answers as a class.

## Answers

- 2 Serena Williams: bouncing the ball five times before her first serve, twice before her second
- 3 Cristiano Ronaldo: goes onto pitch first when playing for Portugal, last when playing for Real Madrid
- 4 Lewis Hamilton: used to have a conker with him
- 5 Serena Williams: ties her shoelaces in a particular way, wears same pair of socks during a run of wins; Cristiano Ronaldo: only player to start match in long-sleeved shirt when playing for Portugal; Lewis Hamilton: used to wear the same underwear, put one sock on a certain way before adjusting his helmet
- 6 Cristiano Ronaldo: sits at back of team bus or plane
- 7 Cristiano Ronaldo: gets his hair done (in a different style) during half-time
- 1 touching yourself or other people isn't mentioned

## VOCABULARY SUPPORT

*line sth up* – put things into a line

*go through sth* – practise or perform a prepared sequence, e.g. a script, a presentation, a ritual

*come about* (C2) – originate, start to happen

*an illusion of sth* (C2) – a false belief that something is real


*drive* (n., C1) – energy and determination to achieve things

*a run of sth* (C2) – a continuous period in which something, e.g. successes, losses, luck, etc., is repeated or lasts

*abide by sth* – (formal) to obey a rule

*conker* – the shiny, brown, poisonous nut of a horse chestnut tree

*get in sb's way* – stop somebody from achieving something

- d**  Ask students if they think rituals could help average players, too. Put students into groups to discuss the question. Take feedback as a class.

## FAST FINISHERS

Ask fast finishers to think of a ritual which would help them in English tests, e.g. always walking around the room clockwise before they sit down at their desk.

## **3** GRAMMAR Passive reporting verbs

- a** Write these sentences on the board and ask students to compare the structures:

*Hamilton broke the record.* (active)

*The record was broken by Hamilton.* (passive)

*Hamilton is reported to have broken the record.* (passive reporting verb)

Tell students to read the sentences and choose the two reasons for using passive reporting verbs.

### Answers

to show the information comes from someone else  
to show this is not necessarily what they believe

- b** Ask students to rewrite *Hamilton is thought to have broken the record.* beginning with *It* (It is thought that Hamilton has broken the record.). Tell students to answer the questions individually. Then go through the questions with the class and check answers.


## Answers

- 1 a
- 2 a
- 3 b
- 4 b
- 5 a
- 6 b
- 2 1 a
- 2 a
- 3 a
- 4 a
- 5 a
- 6 b
- 3 2 The champion tennis player is even reported to wear the same ...
- 3 It is claimed that Williams is so convinced ...
- 4 It is believed that he insists on sitting ...
- 5 When playing for Portugal Cristiano Ronaldo is said not to allow any other player to start ...
- 6 It's said that Lewis Hamilton has overcome the superstitions ...

- c**  Ask students to say some of the sentences from 3a in a more conversational style. Check answers as a class.

### Suggested answers

- 1 They reckon that 'lucky' routines make you more relaxed.
- 2 I've heard that she wears the same pair of socks all the time when she's winning.
- 3 They say Serena Williams is so superstitious that she blames herself when she loses.
- 4 People say he has to sit on the back row whenever they're off to a match.
- 5 It's common knowledge that Cristiano Ronaldo doesn't allow other Portugal players to start the match in long sleeves.
- 6 I read in the paper that Lewis Hamilton isn't superstitious any more.

- d**  **4.53** Students read the information in Grammar Focus 10B on SB p.157. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class. Tell students to go back to SB p.121.

### Answers (Grammar Focus 10B SB p.157)


- a** 2 It 3 that Sam 4 revealed 5 was regarded  
6 that mistakes will be made 7 been shown to
- b** 2 He is said to have lived in a cave. / It is said that he lived in a cave.  
3 Basketball is seen as / seen to be very popular in Asia.  
4 It was not reported what her reply was.  
5 It is suspected that the people responsible have left the country. / The people responsible are suspected to have left the country.  
6 It is thought that the winters get very cold in this part of the world. / The winters in this part of the world are thought to get very cold.
- c** 2 known 3 seen 4 considered 5 expected 6 implied  
7 not understood 8 explained

## CAREFUL!

Students sometimes make the mistake of not putting *it* before the passive reporting verb: ~~Don't wear anything red because is believed that it brings bad luck.~~ (Correct form = *Don't wear anything red because it is believed that it brings bad luck.*)




## 4 LISTENING

- a  Ask students what Shakespeare plays they can name. Put students into groups to say what they know about *Macbeth*. In class feedback give students information from the Culture notes.

### CULTURE NOTES

*Macbeth*, written about 1606, is set in Scotland and very loosely based on history. A general, Macbeth, driven by the prophecies of three witches and the ambition of his wife, Lady Macbeth, kills the king of Scotland, Duncan, to become ruler himself. Macbeth, tormented by guilt and paranoia, murders more people to keep power, including another general, Banquo. In the end, Lady Macbeth commits suicide and Macbeth is killed by Macduff, a supporter of Malcolm (Duncan's son), who becomes the next king.

- b  4.54 Play the recording for students to listen and answer the questions. If necessary, pre-teach the different meanings/uses here of *curse* (n. a cause of trouble or unhappiness; v. 1 say magic words that are intended to bring bad luck to someone; 2 use a word or expression that is not polite and shows that you are angry; *cursed* adj. experiencing bad luck caused by a curse), *a curse* n. (supernatural power of magic words intended to cause harm or punish) and pre-teach *spit* (C2) (force out the contents of the mouth, especially saliva) and *curse* v. (US) (UK, usually *swear* v., say a word that is considered extremely rude). Check as a class.

#### Answers

- 1 It brings bad luck.
- 2 Three witches are cooking a magic potion.
- 3 Leave the theatre building straight away, spin round three times in the street, spit, curse and then knock on the door to be allowed back in.
- 4 a, c, d

#### Audioscript

**PRESENTER** Even if you don't go to the theatre or know much about Shakespeare, you've probably heard of Shakespeare's character, Macbeth, who murders the king of Scotland and then becomes king himself, only to be destroyed by his enemies and by his own guilt. What is not so well known is that *Macbeth* is also considered an unlucky play by actors. Actor Naomi Atkins is about to play the role of Lady Macbeth in a new production at the Cavendish Theatre. Naomi, tell us about the superstition – the play is supposed to be cursed, isn't it?

**NAOMI** Yes, that's right. And especially it brings bad luck if you mention the play by name when you're in the theatre. So, we always refer to it indirectly – we always call it 'the Scottish play' or 'that play'. Some actors even avoid quoting lines from it before a performance. As you know, the play opens with a scene with three witches cooking a magic potion, and people say it's especially unlucky to quote the witches' lines at the opening of the play.

**P** And what happens if you say the word, *Macbeth* – are you cursed?

**N** Yes, or the production is – something's bound to go wrong. But, there's a kind of penalty you can pay, to make it all OK again. This actually happened to me. I said the name of the play by mistake during rehearsals.

**P** What happened?

**N** Well, to stop the curse, I had to leave the theatre building straight away, then when I was out in the street, I had to spin round three times, spit, curse and then knock on the door to be allowed back in.

**P** And that neutralised the curse?

**N** That neutralised it, yes. We had a good laugh about it. It was a bit of a joke, but you'd be surprised how seriously some people take it.

**P** Do we know where this comes from? Why is the play cursed?

**N** Well no one knows for certain, but as I said the play does start off with a scene where witches are casting spells, and Shakespeare is believed to have got the words from real witches. And then the witches saw the play, and they put a curse on it because, of course, the play revealed their spells.




**P** Another explanation I heard was there's a lot of sword-fighting in the play, so people think there's more chance for someone to get injured. So it's unlucky in that way.

**N** Yes, there are lots of different ideas. Another explanation is that the play was very popular, so it was often put on by theatres that were in debt as a way to increase their audience numbers. But then of course, the theatres normally went bankrupt anyway, so they put the blame on the play and they said it was cursed.

**P** That's a nice idea.

**N** Yes, I like that one. As I say, nobody really knows.


## 5 SPEAKING

- a  Ask students why they think actors are so superstitious. Tell students to read the superstitions and say where they might come from. Take feedback as a class (the correct explanations are given in 5d).
- b Put students into pairs to choose one of the superstitions. Tell them to write an explanation for it, using passive reporting verbs as in the example.
- c  Ask one student from each pair to read out their explanation. Ask the class to vote for the best explanation for each superstition in 5a.
- d  Tell students to turn to SB p.131 and read the real explanations. If you wish, give students information from the Culture notes below.

### CULTURE NOTES

There are other possible explanations for the superstitions, e.g. the *leg* in *Break a leg* may be a chair leg as theatregoers sitting on chairs used to bang their chairs on the ground rather than clap, which could break the chair legs if the audience was really enthusiastic. You could also point out that people use *Break a leg* in everyday usage to wish someone good luck before anything, not necessarily a performance.

### ADDITIONAL MATERIAL

 Workbook 10B

 Photocopiable activities: Grammar p.220, Vocabulary p.240

# 10C Everyday English

## Before we move on

### OPTIONAL LEAD-IN

Books closed. Put students into groups to discuss what the best end to the *Solar Wind* story would be for the remaining main characters (Alex, Emma, Max, Sara). Take feedback as a class.

## 1 LISTENING

- a** Ask students what they would do if they had their mobile and it rang right now in the middle of English class. Tell students to look at picture a and discuss the question. Take feedback as a class.
- b** **4.55** Play Part 1 of the video or the audio recording and ask students what the two reasons for the call are. Check answers as a class.

### Answers

She's tracked down the source of the leaked story about Max. She'd like Max to at least consider coming for his interview with Sara the next day.

### Videoscript/Audioscript (Part 1)

- MAX** I asked you not to contact me again, didn't I?  
**NADIA** I know that, Mr Redwood, but I just wanted to –  
**M** You've got a nerve!  
**N** Sorry, if I could just finish what I was saying, Max!  
**M** Oh, go on then!  
**N** I've managed to track down the source of the leaked story about you ...  
**M** Don't tell me! Sara was gossiping about me again –  
**N** Sorry to interrupt, but Sara wasn't idly gossiping. She was updating me on her research and was overheard by another journalist, who showed some very poor judgement. He's no longer a member of our team, I hasten to add.  
**M** I see.  
**N** I'd like you to at least consider coming in for your interview with Sara tomorrow. I know how much she was looking forward to it. And I think it would be refreshing for all of us, after our experiences with Oscar Simmons!  
**M** Hmm ...

- c** **4.55** Play Part 1 of the video or the audio recording again and tell students to answer the questions. Check answers as a class.

### Answers

- 1 He thinks it's over-confident and rude of her to call because the last time they spoke he asked her not to try to contact him again.
- 2 idly gossiping
- 3 *refreshing* (C1): adjective to describe a welcome improvement; a pleasant change from previous events/situation

### VOCABULARY SUPPORT

*track sb/sth down* (C2) – find someone or something after looking for them in a lot of different places

*idly* (C2) – in a way that is not serious or has no real purpose

*judgement* (C2) – the ability to make good decisions

*hasten to say, add, etc.* – used when we need to avoid misunderstandings by giving somebody some more information quickly

At the end of this lesson, students will be able to:

- use turn-taking language and strategies in conversations and interviews to continue speaking, interrupt and encourage others
- use the appropriate tone in question tags to ask for clarification or confirmation
- take part in a more formal interview in which turn-taking is required

- d** Tell students to look at the picture and say why they think Max changed his mind about the interview. Take feedback as a class.
- e** **4.56** Play Part 2 of the video or the audio recording and ask students to put the topics in the order they're mentioned. If necessary, pre-teach some of the expressions from the Vocabulary support box on p.168. Check answers as a class.

### Answers

- a 3
- b 4
- c 1
- d 2

### Videoscript/Audioscript (Part 2)

- SARA** Thanks for this, Max.  
**MAX** No worries.  
**S** Hello. My name is Sara Neroni, and I'm going to be talking to Max Redwood, author of the best-selling science fiction novel *Solar Wind*, and who is in the process of writing his second novel, *Gravity Zero*. Good to see you, Max!  
**M** Thanks. And good to see you too, Sara.  
**S** Now, as anybody who's read your first book will know, you're an incredibly imaginative, creative person, Max, but where do you get your inspiration from? Could you tell us a little bit about that, please?  
**M** Before we get started, can I just make a point about creativity? I just wanted to say that ... it doesn't come easily all the time. I was in a bad place up until recently. I thought all of my ideas had dried up ... but, my fans got me through that and encouraged me to keep at it.  
**S** Oh, really? I'm glad to hear that.  
**M** But anyway, to answer your question about inspiration, I think I first got interested in space travel when I was growing up.  
**S** Speaking of which, you grew up here in Brighton, didn't you?  
**M** Yeah, that's right. It was really my dad who got me into space – I mean, first got me interested in space! He bought me this telescope and we would look up at the stars at night together. I'd imagine all sorts of weird and wonderful worlds up there.  
**S AND M** And did you say / And I never ...  
**S** Please, after you.  
**M** Yeah, as I was saying, I never forgot those worlds.  
**S** Now if you don't mind me coming in here, you had trouble sleeping as a child, didn't you?  
**M** Yeah, that's right. So I spent more time than most kids that age in my own little world ...

- f** **4.56** Play Part 2 of the video or the audio recording again and tell students to make notes under each topic in 1e. Check answers as a class.

### Answers

- a father bought him a telescope, they looked at stars at night
- b had trouble sleeping as a child, spent time in his own little world
- c thought ideas had dried up, but fans got him through, encouraged him to keep writing
- d grew up in Brighton

## VOCABULARY SUPPORT

*get sb through sth* (C1) – help somebody deal with a difficult or unpleasant experience

*not come easily (to sb)* (C1) – something does not happen for someone without difficulty / someone finds a particular activity very difficult

*sb is in a bad place* – somebody is unhappy, depressed about life / the future, etc.

*dry up* (C2) – if a supply of something dries up, it ends

*be in your own (little) world* – be someone who spends a lot of time concerned with their own, original, thoughts and ideas rather than those of other people / society

- g** Replay the interview between Oscar and Max on SB p.38 (video or audio recording 2.2) as a contrast. Put students into pairs to discuss whether the interview with Sara was successful. Take feedback as a class.

### Suggested answers

Yes. They are relaxed and friendly. Max acknowledges Sara's support without mentioning her name, which surprises and pleases her. There are no awkward pauses and they even accidentally interrupt each other in their eagerness to speak.

## EXTRA ACTIVITY

Put students into pairs to continue the interview between Sara and Max from where it stops, talking about what Max did when he couldn't sleep. Ask students to write three lines for Sara and three lines for Max, practise reading the dialogue out loud and learn it by heart to act out in front of the whole class.

## 2 USEFUL LANGUAGE Turn-taking

- a** Tell students to match the expressions with their uses. Check as a class. Drill the expressions.

### Answers

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

- b** Elicit some more formal types of conversation from the students, e.g. a business meeting, a job interview. Ask students to discuss the question in pairs, using the categories a–c in 2a as a starting point for their answers. Take feedback as a class.

### Answers

- when you are encouraging somebody to continue with what they are saying, perhaps after an interruption
- when you have a formal agenda or a task to perform and you want to say something first
- when you feel a topic under discussion is coming to a close, to continue speaking about a topic

- c** 4.57 Tell students to read the conversation. Elicit the interviewee's profession (mountaineer). Ask students to complete the conversation with expressions from 2a. Play the recording for students to check.

### Answers

- Sorry to interrupt, but
- as I was saying
- Go on.
- If you don't mind me coming in here
- Sorry, if I could just finish

## FAST FINISHERS

Ask fast finishers to think of what people in these different professions could teach business people: a mountaineer, a chef, a clown, a nanny, a gardener, e.g. a mountaineer could teach business people about the determination required to get to the top.

- d** Put students into pairs to act out the conversation. Tell them to change the profession of the interviewee.

## 3 LISTENING

- a** 4.58 Play Part 3 of the video or the audio recording and ask students to choose the best answers to the questions. If necessary, pre-teach *gushing* (expressing a positive feeling, especially praise, in such a strong way that it does not sound sincere). Check answers as a class.

### Answers

1 c 2 b 3 d

### Videoscript/Audioscript (Part 3)

- SARA** Thanks, Max. I think that went really well. **A** Definitely.
- MAX** Yeah – seemed to go OK. I quite enjoyed it actually! **M** Listen, Sara ... Alex and Emma are coming over to my new place tonight. You'd be very welcome.
- A** Hats off to you both! **S** Thanks very much, Max. I'd love to.
- S** Well, credit where credit's due – Max made it so easy. **M** Great.
- M** Well ... **A** Oh, wait till you see the place, Sara. It's a converted warehouse. It's massive, isn't it, Max?
- S** You were so different this time, weren't you? Y'know, from that interview with Oscar? **M** I suppose so.
- A** Well, that's because you're a better interviewer than Oscar. **S** Oh, plenty of room for dancing then!
- M** That's right, you are. **M** Well, it's not going to be that kind of thing, really.
- A** And I'll tell you what, I overheard Nadia singing your praises this morning. **A** No?
- S** Really? **M** Well, I thought we could all sit down together and watch *Moon Station X*.
- A** Gushing, she was. Thanks you're the best thing since sliced bread! **S AND A** Oh ... Great ...
- S** Do you think my job is safe then?

- b** Ask students how Sara and Alex feel about Max's way of celebrating (unenthusiastic). Elicit some achievements, e.g. passing a test, and put students into pairs to discuss how they celebrate them. Take feedback as a class.

### c Language in context Praising idioms


- 4.59 Make sure that students understand *praise* (C1) (things you say that express your admiration and approval for someone or something). Tell students to match the two halves of the idioms. Then play the recording for students to check. Drill the expressions.

### Answers

1 b 2 d 3 a 4 c

## 4 PRONUNCIATION

### Tone in question tags

- a  4.60 Say: *We're near the end of the last unit in the book, aren't we?* with a falling tone on the question tag and *You're going to carry on studying English, aren't you?* with a rising tone on the question tag. Elicit which question you don't know the answer to (the second question) and whether the tone went up or down at the end (up). Ask students whether the tone went up or down for your first question and why (down, because the answer is obvious). Play the recording for students to say whether the tone rises or falls on each question tag. Check as a class and drill the sentences.


#### Answers

1 fall 2 rise 3 rise 4 fall 5 fall

- b Tell students to complete the rules. Check as a class.

#### Answers

rising; falling

- c  4.61 Play the recording for students to say whether the tone is rising (A) or falling (B). Check as a class. Drill the sentences.



#### Answers

1 B 2 A 3 A 4 B 5 A 6 B




### LOA TIP DRILLING

- When drilling sentences, ask students to identify the word groups and the tone changes in each sentence.
- Ask students how many word groups there are in the questions in 4c (two) and what they are (statement + question tag).
- Ask students what the tone is at the end of the first word group (falling) and at the end of the second word group (rising or falling, depending on the meaning).
- Do a choral drill of the questions using your hands like a conductor to show the two word groups and the tone changes: *You did, didn't you?*: sweep your hands down in one movement for *You did* and then down again in a separate movement for *didn't you?*; *You can't, can you?*: hands down for *You can't* and then back up for *can you?*. Make sure students repeat first with you and then after you, using the correct tone for both word groups.

- d  Put students into pairs to take turns saying sentences from 4c, using different tones for the question tag. Their partner says *A* or *B*. As feedback, say some of the sentences yourself with different tones for students to say *A* or *B*. Then say the number of a sentence and *A* or *B*, e.g. *2B*, and ask individual students to say the sentence with the appropriate tone.
- e  Say to students: *Max is quite an unusual person, isn't he?* with a falling tone and elicit agreement from the class. Ask students whether the tone was rising or falling, and why (falling, because it's an opinion to elicit agreement). Put students into pairs to give their opinions on the topics and agree with each other.

## 5 SPEAKING

- a Ask students to invent a sporting celebrity. Tell them to make notes on their answers to the questions.
- b Ask students to think of some more questions, different from those in 5a, to ask another sporting celebrity.
- c  Put students into pairs to take turns interviewing each other. Encourage students to use turn-taking expressions and tag questions.



### EXTRA ACTIVITY

Ask students to think of a world-famous sports person, past or present. Put students into pairs. Tell them to try and guess each other's sports person by asking their partner *Yes/No* tag questions, e.g. *You're a footballer, aren't you? Your sport is connected with water, isn't it?* See which student can guess the sports person in the least number of tag questions.

### ADDITIONAL MATERIAL

- ▶ Workbook 10C
- ▶ Photocopiable activities: Pronunciation p.271
- ▶ Unit Progress Test
- ▶ Personalised online practice

# 10D Skills for Writing

It's an intense and inspiring story


At the end of this lesson, students will be able to:

- read and compare film reviews, discuss their content and analyse their structure
- write a review of a film or TV series using adjectives to give an intense description and being as concise as possible

## OPTIONAL LEAD-IN



Books closed. Ask students to tell you films with really good names, even if the films themselves weren't great, e.g. *One Flew Over the Cuckoo's Nest*; *Honey, I Shrunk the Kids*. Ask students if they have ever chosen to watch a film just because of the title and how they usually decide whether to watch a film or not.

## 1 SPEAKING and LISTENING

- a**  Tell students what *whiplash* means (a neck injury caused by a sudden forward movement of the upper body, especially in a car accident). Ask students what genre a film with this name could be (e.g. thriller, horror). Then tell students to look at the photo and poster and say what they think the film is about.
- b** Tell students to check their prediction in 1a against the descriptions and to match the descriptions with the places you would find them. Check answers as a class. You could show a clip from *Whiplash* if you have the technology in order to give students a flavour of the film.

### Answers

1 A 2 B 3 D 4 C

- c**  Ask students if they have ever read a film review which they completely disagreed with. Put students into pairs to discuss the questions. Take feedback as a class.
- d**  **4.62** Play the recording for students to listen, make notes to answer the questions and see if any of the speakers agree with their opinions about reviews. Take feedback as a class.

### Answers

- 1 Sasha: online reviews; they are more reliable as you get a range of different opinions from ordinary people  
Marie: newspaper and magazine reviews; there are particular reviewers she thinks are reliable; doesn't read amateur reviews as you don't know the people's tastes  
Kim: doesn't read reviews; films shouldn't be taken too seriously  
Isser: never reads a review before seeing a film, wants to see a film 'fresh', without preconceived ideas; reviews often contain 'spoilers', information about what's going to happen
- 2 Sasha: before going to the film  
Marie: after going to the film  
Kim: never  
Isser: perhaps after seeing the film
- 3 Sasha: reviews for accommodation, travel destinations, products, electronic equipment  
Marie: not mentioned  
Kim: reviews of things you spend a lot of money on where there are definite differences between the products, e.g. a laptop or TV  
Isser: not mentioned  
Students' own answers

### Audioscript

**SASHA** I'm a review addict. I'd never dream of going to see a film without checking the reviews online first. I think it's worth seeing whether a film has good reviews or bad reviews. Even if someone has recommended it to me, I like to read the review first before I ... see it myself. And I find that online reviews are good because I get a very wide range of different opinions. I like this because it's more

reliable than the newspaper reviews that are written by the so-called experts. Y'know, the online reviews are written by ordinary people like me. I also like reviews um, for accommodation and travel destinations, products, electronic equipment. It's one of the incredible things about the Internet – everything's been reviewed by someone, somewhere in the world.

**MARIE** I read a lot of film reviews, mainly in newspapers and magazines. I trust a professional opinion and there are actually some reviewers that, er I can really rely on to recommend some good films. But I don't read the reviews to help me decide whether I should watch a film or not – I read it afterwards so it doesn't spoil it. I think, also it's interesting to compare the review with what I initially thought of the film. And er, it can usually help me understand the film better, especially if it's a, a more obscure or complex film. And also reading the review can sometimes help me in case I missed something in the original film. I, I don't like the er ... kind of Internet, amateur reviewers because I mean you don't even know who these people are – and er, they may not even have the same taste in cinema that I might have.

**KIM** I can never be bothered with reviews. I mean I usually download films and watch them at home. I hardly ever go to the cinema any more. I choose something that I like the look of – it doesn't have to be great – it's just a way for me to switch off completely after work and wind down, y'know – it's just relaxation. I really don't understand why some people take films so seriously. I do look at reviews for some things. I mean if I'm going to buy a laptop or a TV and I'm spending that much money on something then, yes, there's a difference between the products. But, not for films.

**ISSER** I avoid reading reviews of films or TV series, especially TV series, because I just don't trust them because I think it's just one person's opinion and I'd rather go and see a film with an open mind – without any preconceived ideas about what it might be like. Reviews nearly always contain spoilers of some kind. They mention something about a character or something that is about to happen. I don't like that. I'd rather start watching a film without knowing anything about it. And ... sometimes, if I really like the film, I would like to go and read the review after I've seen it, er, but definitely not before.

## VOCABULARY SUPPORT

*wouldn't dream of doing sth* (C2) – used to say that you would not do something because you think it is wrong or silly

*obscure* – not widely popular because it is unusual and difficult to understand

*like the look of sth* – be attracted to something because it seems suitable

*switch off (from sth)* – stop thinking about something and relax

*wind down* – relax after a stimulating/demanding situation or activity

*pre-conceived ideas (about sth)* – ideas and opinions you have in advance of actually experiencing something

*spoiler* – information about an important part of a story, e.g. the ending, which, if known before watching, will make the film/book/TV show less enjoyable

- e  Put students into pairs to discuss the questions. Take feedback as a class.

## 2 READING

- a Tell students to read the reviews. Put students into pairs to discuss which film is more positive and what the main differences in the reviewers' feelings are. Encourage students to guess the meaning of the words and phrases in the Vocabulary support box if they ask about them. Check answers as a class.

### Answers

Reviewer A is more positive; liked the exploration of the teacher-student relationship.

Reviewer B found the film a bit simple and unrealistic; the message was depressing.

### VOCABULARY SUPPORT

*elite* (adj.) – describing a school, club, etc. which is high-status because membership requires that you fulfil some very rare criteria, e.g. be one of the most talented in the country, etc.

*subject sb to sth* – cause somebody to experience something unpleasant

*ferocious* – frightening and violent

*push sb to the limit* – force somebody to work so hard they are likely to break down (either physically or emotionally)

*uncompromising* – unreasonable; unwilling to change your ideas/methods when they conflict with what other people want

*portrayal of sth/sb* – a representation of something/somebody, such as a performance by an actor, in a book or film

*sadistic* – getting pleasure by being cruel to / hurting another person

*sb's vision of sth* – somebody's specific or detailed idea/plan of how the future of something will develop


*single-minded* – completely focused on achieving one thing, whilst ignoring everything else

*sb's pursuit of sth* (C2) – when somebody tries to achieve something over a long period of time

*thought-provoking* – stimulating questions and ideas in the mind of the viewer/reader/listener, etc.

### FAST FINISHERS

Ask fast finishers to imagine that a film is being made about their life. They must write down the five main characters and the actors to play them, e.g. me – Mario Casas; my boss – Julia Roberts. Students can then compare casting with another fast finisher.

- b  Ask students if they know any other good films about music. Put students into groups to discuss whether or not they would like to see the film. Take feedback as a class.

## 3 WRITING SKILLS

### Film reviews; Concise description

- a Ask students what elements they would expect to see in a review, e.g. overall impression. Tell students to tick the elements that are in the reviews and say if the elements are in the same order in both reviews. Then ask them if the elements they haven't ticked should be included in a review. Tell them to justify their opinions. Check answers as a class.

### Answers

Ticks: 2, 3, 5, 6, 7, 8

They aren't in the same order in both reviews. In Review B, the names of the actors are given after information about the plot.

- 1 when and where the writer saw the film is irrelevant
- 4 how the film ends would be a spoiler

- b Ask students to write *A*, *B* or *both* to indicate which reviewer mentions strengths and weaknesses in the areas given. Check answers as a class.

### Answers

1 both 2 both 3 both 4 B 5 both 6 B

- c Ask students to underline two or three useful expressions to talk about films, e.g. *well worth a watch*, and compare with other students.
- d Ask students to read the first sentence of Review B. Ask students to expand the part in commas without changing the meaning (*Whiplash, which is a new film by director Damien Chazelle, is set in a top music academy in New York.*). Then tell students to compare the excerpts with the actual words in the first paragraph of Review A and choose the reason for the difference.

### Answer

2

### LANGUAGE NOTES


*Terence Fletcher, a jazz teacher at the school* is an example of apposition: two noun phrases in parallel, the second describing the first. The other examples are participle clauses, often used in writing in order to be more concise (see 6B, SB p.73 and Writing Focus 10D).

### EXTRA ACTIVITY

Books closed. Read out Review B but change or leave out some words so that there are mistakes, e.g.:

*Whiplash, a new film by director Damien Chazelle, is set on a top music academy in New York. (Whiplash, a new film by director Damien Chazelle, is set **in** a top music academy in New York.)*

Ask students to listen carefully and stop you as soon as they hear a mistake by raising a hand. Elicit the correction from one student and continue to the end of the review.

- e  Students complete the exercises in Writing Focus 10D on SB p.175. Students read the table and make the sentences in Exercise a more concise. Check answers as a class. Monitor Exercises b–d and take feedback as a class. Tell students to go back to SB p.125.

### Suggested answers

- a**
- 1 *Manhattan*, a classic Woody Allen movie, now appears a bit dated.
  - 2 Realising he has only a few months to live, he decides to make as much money as possible.
  - 3 British director Mike Leigh is planning to make a new film.
  - 4 Determined to solve the crime, she works on the case night and day.
  - 5 Nina, a promising young dancer played by Natalie Portman, lives with her mother. / Nina, played by Natalie Portman, is a promising young dancer who lives with her mother.
  - 6 Set in the future, Panem is a totalitarian country divided into 12 districts.
  - 7 Trapped in the mountains and running out of food, they send four people off to get help.

## 4 WRITING

- a** Ask students what films or TV series they particularly recommend or don't recommend. Ask students to choose a film or TV series they know and to plan a review for someone who hasn't seen it. Tell them to include the main strengths and weaknesses and other elements from 3a in their review, and to structure it into four paragraphs.
- b** Write on the board this sentence describing the plot of a film and ask students to make the first clause more effective: *After she has escaped from her bad stepmother, Cinderella goes for a ride in the woods.* (Having escaped from her wicked stepmother ...). Tell students to write their review using adjectives for more intense description and making the information as concise as possible. Weaker students could use their notes from Writing Focus 10D Exercise d on SB p.175 as the basis for their review.
- c** Put students into pairs to read each other's reviews. If they have seen the film or series, they should say if they agree with the review; if they haven't, they should decide whether they would like to see it.



### LOA TIP REVIEW AND REFLECT

- The end of the course is a good time for students to reflect on their progress and review their achievements and goals.
- Write some prompts for students to think about on the board: *grammar, vocabulary, pronunciation, listening, speaking, writing, reading.*
- Give students time to reflect on their progress in these areas, how the course helped them and how they can improve in the future. Encourage students to be specific, e.g. *grammar, I have trouble with articles, I could get an app and do some practice exercises.*
- Put students into groups to compare and make a list of suggestions which could benefit the whole class, e.g. for future motivation, take an advanced English exam.
- Students share their suggestions with the class and discuss general issues about the course and their language learning.

### ADDITIONAL MATERIAL

- ▶ Workbook 10D

# UNIT 10

## Review and extension

### 1 GRAMMAR

- a Read out this sentence and ask students for a suitable word to complete it: *I think it's \_\_\_ time we repainted the bedroom.* (about/high) Tell students to complete the sentences, using the words in the box. Check answers as a class.

#### Answers

- 1 have
- 2 rather
- 3 It
- 4 only
- 5 time
- 6 wish
- 7 needn't
- 8 ought to

- b Tell students to rewrite the sentences, using the words in brackets. Check answers as a class.

#### Answers

- 1 You should have phoned me.
- 2 You needn't have met me.
- 3 It is said that the president owns a private zoo. / The president is said to own a private zoo.
- 4 I wish we lived closer.
- 5 Alex couldn't have been on time.
- 6 If only Sarah hadn't lost her temper.
- 7 It is thought that she died in a car crash. / She is thought to have died in a car crash.

#### FAST FINISHERS

Ask fast finishers to make up two sentences that either go before or come after three of the sentences in 1b. Students compare their sentences with another fast finisher and say which sentences in 1b their partner's sentences come before or after, e.g. *It takes me two bus rides to come and see you.* (I wish we lived closer.).

### 2 VOCABULARY

- a Ask students to cover endings a–f and try to complete 1–6 with their own ideas. Then tell students to uncover a–f and match 1–6 with a–f. Check answers as a class.

#### Answers


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

- b Tell students to complete the sentences using the first letter of the words as a clue. Check answers as a class.

#### Answers

- 1 fingers
- 2 time
- 3 tempting
- 4 convincing
- 5 side
- 6 make

### 3 WORDPOWER *luck and chance*

- a  4.63 Go through the phrases and ask students to use them to replace the words in italics. Play the recording to check. Drill the phrases.

#### Answers

- 1 count yourself lucky
- 2 on the off chance
- 3 a fighting chance
- 4 it's tough luck
- 5 blow my chances
- 6 're in luck
- 7 don't stand a chance


#### LANGUAGE NOTES

*Tough luck* is often used as a fixed expression, without a subject or verb. It usually signifies a lack of sympathy for someone's problems or difficulties, but spoken with sympathetic intonation can also be used to express sympathy.

- b  4.64 Ask students to complete the dialogues using the correct form of the phrases. Tell them to use one word in each gap. Play the recording for students to check.

#### Answers

- 1 blown; on; off
- 2 in
- 3 stand; Tough
- 4 count; fighting

- c  Ask students what you would say to someone who survived being struck by lightning the day before (*Count yourself lucky!*). Put students into pairs. Ask students to take turns to put themselves in each situation and to explain it, e.g. *I've missed my bus.* Their partner then responds, e.g. *Tough luck!* Tell both students to respond to each situation as there is more than one possible answer. Take feedback as a class.

#### EXTRA ACTIVITY

Ask students to mark the chance of these things happening in their lifetime from 0 (no chance) to 5 (every chance):

- *they themselves moving and living abroad*
- *electronic money replacing physical money*
- *smoking being made illegal in all restaurants*
- *another language replacing English as an international language*
- *the average retirement age becoming 75 in their country.*

Put students into groups to compare their marks and discuss their opinions.

-  Photocopiable activities: Wordpower p.250

#### LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable worksheets and the Personalised online practice.