

# UNIT 7

## Connections



### UNIT OBJECTIVES

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

- understand opinion and attitudes and follow complex discussions and descriptions in articles and broadcast material about the social implications of technological advances and scientific findings, responding to the ideas raised
- use a range of lexis to describe, speculate and make deductions about technological advances and hypothetical inventions including their origins and implications
- use a range of lexis to describe qualities of society and social relationships and situations, giving emphatic opinions on life in the digital age
- understand the attitudes and opinions of speakers using idiomatic language in arguments and strategies they use to resolve conflict
- use a range of expressions to apologise and admit fault in social and professional contexts
- write a clearly structured, cohesive proposal using linkers to highlight and give evidence appropriately

### UNIT CONTENTS

#### G GRAMMAR

- Speculation and deduction: modals, semi-modals and idiomatic phrases to express certainty, possibility and impossibility
- Cleft sentences: *wh*-cleft sentences and *it*-cleft sentences to highlight information

#### V VOCABULARY

- Compound adjectives: *absent-minded, backbreaking, clear-headed, glassy-eyed, hair-raising, half-hearted, hard-hearted, heartbreaking, heartwarming, jaw-dropping, left-handed, lifelike, light-headed, light-hearted, mind-boggling, mouth-watering, narrow-minded, open-minded, self-conscious, short-sighted, tongue-tied, warm-hearted*
- Nouns with suffixes: Society and relationships, e.g. *loneliness, ostracism, tolerance, viewpoint*
- Language in context: Information; Challenging; Apologising and admitting fault
- Wordpower: *self*: *self-aware, self-centred, self-confident, self-sacrificing, self-satisfied, self-sufficient*

#### P PRONUNCIATION

- Word stress: compound adjectives
- Tone in cleft structures
- Sound and spelling: *ou* and *ough*

### GETTING STARTED

#### OPTIONAL LEAD-IN

Books closed. Put students into pairs to say or guess what these words connected with technology mean:

*bit coin* (digital currency)

*clickbait* (attractive hyperlinks that encourage you to click to another website)

*permadeath* (when a computer game character cannot reappear after it is killed)

*selfie stick* (a device for holding a smartphone or camera so you can take a photo of yourself)

*silver surfer* (an older person who uses the Internet)

*wikiality* (information that is assumed to be true because it appears in a web-based encyclopedia)

- a Give students one minute to think about their answers to the questions before talking about the photo as a class.



### CULTURE NOTES

This photo shows pupils watching a robot which is helping their classmate, Jonas, in hospital to keep up with school. Jonas uses a tablet from his hospital bed to control the robot's eyes and follow the lesson. This is part of the *Avatar Kids* project by a French company, Aldebran Robotics, to allow sick children to continue in school and even go on school trips. As well as being Jonas's 'eyes', the robot can put his hand up in class for Jonas, set maths questions, give feedback, read different languages and demonstrate gym class activities. Jonas's classmates look after the robot.

- b Put students into groups to discuss the questions. If students need encouragement, prompt them with ideas from the Suggested answers below. Take feedback as a class. If you wish, give students information from the Culture notes above.

#### Suggested answers

- 1 advantages: allows sick children to keep up with school; makes them feel less isolated  
disadvantages: technology not available to everybody; could be broken or misused by younger pupils
- 2 An internet connection is static and can't move with the lesson. The robot gives the boy a physical body in the classroom. The children feel curious.
- 3 social activities like parties; speaking with family and friends



### EXTRA ACTIVITY

Ask students to think about how far they do/don't like to adopt new technologies into their life and mark their position on a line from 'always the last to get one' to 'always the first to get one'. Put students into pairs to explain their position with examples and then talk about the position of other people in their family with examples.

# 7A There's no way robots will ever replace humans

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

- read an article about technology and speculate about the ideas and opinions stated using a range of grammatical forms for speculation and deduction
- use a range of compound adjectives and pronounce them with the appropriate stress
- listen to different ideas for innovation from a range of speakers and present their own idea in a one-minute time frame

## OPTIONAL LEAD-IN

Books closed. Put students into groups to discuss which of these inventions would be the most useful:

- an alarm clock which wakes you up when you've had the exact amount of sleep needed
- a tablet which contains all the calories and vitamins needed for one day's nutrition
- an instrument which tells you what kind of mood someone is in on a scale of 1 (terrible) to 5 (fantastic).

## 1 READING and SPEAKING

- a** Ask students to name and describe the capabilities of any well-known robots, real or fictional, e.g. *RoboCop* (from the film). Put students into pairs to look at the photos and discuss the questions. If necessary, pre-teach *state-of-the-art* (C1) (using the newest ideas, designs, and materials); *humanoid* (a machine or creature with the appearance and qualities of a human); *come close to doing sth* (C1) (almost achieve or do sth). Take feedback as a class.
- b** Tell students to read the short text and think of four questions to ask these robots. Ask some students to read out their questions and ask other students to predict how a robot might answer them.
- c** Tell students to read the article and answer the questions. Use the Vocabulary support box to help as necessary. Check answers as a class.

### Answers

- 1 Students' own answers
- 2 (a) face, skin, facial expressions, can interact, witty, profound responses to questions (b) nothing from the neck down, not all of her responses to questions make sense
- 3 He said he would be satisfied with a semi-coherent chat, and so he is probably satisfied.
- 4 Students' own answers
- 5 Robots will come to life one day as self-determined, fully conscious beings who will match or be superior to human beings intellectually. It will be reached by filling the robot with more and more information.

## EXTRA ACTIVITY

Put students into pairs. Ask them to take it in turns to be Bina48 and answer their partner's questions from 1b in a similar way to the robot.

- d** Tell students to work out the meaning of the words in bold, using a dictionary if necessary. Check answers as a class.

### Answers

- 1 *disconcerted*: worried by something and uncertain
- 2 *reassuringly* (C1): in a way that makes you feel less worried
- 3 *be something of a sth* (C2): used to describe a person or thing in a way that is partly true but not completely or exactly; *recluse*: a person who lives alone and avoids going outside or talking to other people
- 4 *hidden depths*: serious qualities that you do not see immediately

## VOCABULARY SUPPORT

*off-the-shelf* – if a product can be bought off the shelf, it does not need to be specially made or asked for

*or so sb claims* – this phrase implies the speaker does not believe what has been said

*an array of sth* (C1) – an admirable variety of something on display

*settle for sth* – accept something, although it is not exactly what you want

*heart-to-heart* – a serious conversation between two people, in which they talk honestly about their feelings

*semi-coherent* (C2) – almost but not completely logical / possible to understand

*tipping point* – the moment at which a series of small events builds up enough to cause a larger more important development

*counterpart* (C1) – a person or thing that has the same purpose as another one in a different place or organisation

- e** Ask students if they think robots could replace them in their (future) job. Put students into groups to discuss the questions. Take feedback as a class.

### Suggested answers

It is improving all the time, and the stage where robots become really like humans may not be far off.  
Students' own answers

## 2 VOCABULARY Compound adjectives

- a** Ask students what you would call somebody who works for themselves (self-employed). Say that *self-employed* is a compound adjective, refer students to *lifelike* and *self-conscious* and their meanings and ask students to match the compound adjectives in the text with their meanings. Check as a class.

### Answers

- 1 clear-headed
- 2 human-like
- 3 absent-minded
- 4 glassy-eyed
- 5 self-determined


## FAST FINISHERS

Write *cyber* on the board and ask fast finishers what it is related to (computers, especially the Internet). Ask what these words (might) mean and which are real: *cyberdate* (a romantic meeting on the Internet, not real); *cyberpet* (a device acting like a pet, real); *cyberspeak* (computer jargon, real); *cyberteacher* (a robot teacher, not real).

- b** Put students into pairs to think of as many compound adjectives with *self-*, *-like*, *-eyed* and *-minded* as they can in a time limit. Ask the pair with the most compound adjectives to write them on the board and explain them.

#### Suggested answers

- 1 self-aware; self-centred; self-catering; self-motivated; self-obsessed; self-taught
- 2 birdlike; catlike; childlike; model-like; warlike
- 3 blue-eyed; dry-eyed; pop-eyed; wide-eyed; big-eyed; one-eyed
- 4 high-minded; like-minded; open-minded; strong-minded


- c**  **3.18–3.20** Students complete the exercises in Vocabulary Focus 7A on SB p.164. Ask students to read both Tips. Play the recording for students to listen and check their answers to Exercises a and b. Play the recording for Exercise c. Check answers and elicit the pronunciation rule. Drill the compound adjectives. Tell students to go round the class and ask questions for each prompt in Exercise d so that they find at least one student for each prompt. Tell students to go back to SB p.81.

#### Answers (Vocabulary Focus 7A SB p.164)

- a**
- 5 left-handed
  - 6 hard-hearted
  - 7 clear-headed
  - 8 mouth-watering
  - 9 jaw-dropping.
- b**
- 1 narrow-minded
  - 2 half-hearted
  - 3 absent-minded
  - 4 short-sighted
  - 5 light-headed
  - 6 light-hearted
  - 7 hair-raising
  - 8 mind-boggling
- c**
- 1 mind-boggling; heartwarming; open-minded; short-sighted
  - 2 adjective + body part + -ed; body part + present participle


### CAREFUL!

A typical error students make with compound adjectives is punctuation: *It should be mentioned that only an efficient, well-qualified and openminded assistant would give the support we need.* (Correct usage = *It should be mentioned that only an efficient, well-qualified and **open-minded** assistant would give the support we need.*). Another mistake students sometimes make is to hyphenate compounds with *well* when they come after nouns: *The area was well-known for its high environmental standards.* (Correct usage = *The area was **well known** for its high environmental standards.*).

- d**  Put students into groups. Tell them each to think of a compound adjective, e.g. *self-conscious*, but not say what it is. One student starts and the other students tell him or her to do things in a way that will show the word, e.g. *Brush your teeth* – the student will brush their teeth in a self-conscious way. The students keep giving instructions to do things until they find out the word. Then it is another student's turn to listen to instructions and demonstrate their word.

## **3** SPEAKING and GRAMMAR


### Speculation and deduction

- a**  Put students into pairs to read the opinions and discuss how far they agree with them. Take feedback as a class.

- b** Ask students to look at *may well have been* in opinion 1 and elicit how sure the speaker is (quite sure but not certain) and whether it refers to the past, present or future (past). Do the same with the other phrases in bold.


#### Answers

- a**
- 1 quite sure
  - 2 very sure
  - 3 certain
  - 4 very sure; quite sure
  - 5 quite sure
  - 6 certain; very sure
- b**
- 1 past
  - 2 past and present
  - 3 present/future
  - 4 future; future
  - 5 future
  - 6 past; present

- c**  **3.21** Tell students to rewrite the opinions in 3a using the expressions. Play the recording for students to check.

#### Answers and audioscript

- 1 It's likely that was because the interviewer asked difficult questions.
- 2 I bet they've been developing this technology for decades, to get this far.
- 3 There's no way robots can ever replace human beings.
- 4 It's quite possible that robot nurses will soon be looking after patients in hospitals. Although it's highly unlikely they'll be doing skilled jobs.
- 5 There's a good chance robots that can respond to feelings will be developed in the next 50 years.
- 6 Scientists are bound to have made progress since the article was written. I'm sure they're getting closer and closer to creating conscious machines.


- d**  **3.22–3.27** Students read the information in Grammar Focus 7A on SB p.150. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class. Exercise c could lead to a discussion about whether time travel might be possible one day and if it were, what the consequences would be. Tell students to go back to SB p.81.

#### Answers (Grammar Focus 7A SB p.150)



- a**
- 2 's going to
  - 3 highly
  - 4 could
  - 5 will
  - 6 slim
  - 7 can
  - 8 must
  - 9 can't
  - 10 can
- b**
- 2 Customers are bound to complain.
  - 3 I may well see/be seeing Ian tomorrow.
  - 4 Barbara must have broken the window – she was playing round here.
  - 5 The referee can't have seen the incident.
  - 6 Damien should know the answer.
  - 7 I/You can tell that Greta is dissatisfied.
  - 8 The lights are on so Karen has got to be at home.
- c**
- 2 ✓
  - 3 might/could/would
  - 4 no way
  - 5 ✓
  - 6 ✓
  - 7 could
  - 8 should/will/could
  - 9 unlikely
  - 10 won't

### CAREFUL!

A mistake students sometimes make is to use *bound to* rather than *likely/obliged/forced to*: *Also, music is not bound to be of use to a scientist.* (Correct form = *Also, music is not likely to be of use to a scientist.*).

- e** Ask students to rewrite the sentences using the verbs in brackets to speculate or make deductions. If necessary, pre-teach *foresee* (C1) (expect a future situation or event) and *pose* (C1) (cause a problem/threat). Monitor to make sure students are using the expressions accurately.
- f**  Put students into pairs to compare their sentences and discuss their opinions. Take feedback as a class.

## 4 LISTENING

- a  Put students into groups to discuss what issues the pictures show. Take feedback as a class.
- b  3.28 Play the recording for students to listen and check their ideas in 4a. If necessary, pre-teach some of the words from the Vocabulary support box. Ask students to write a one-sentence summary of each solution. Check answers.

### Answers

- 1 People get away with telling lies and misleading others; the invention is a fact-checker app that would alert us when someone tells lies or mistruths
- 2 There is too much noise and visual stimulation in the modern environment; the invention is a remote control that would modulate, tone down and filter sensory information
- 3 Being good-looking gives some people an unfair advantage in life; the invention is a mask that would conceal people's appearance when they are interviewed so that they wouldn't be judged on how they look

### Audioscript

**SPEAKER 1** Politicians, media pundits, writers and students get away with claims that are not based on fact.

If I was ruler of the world for a day, I would install fact-checker apps into our smartphones, into our computers, so that when facts were broken, when people told lies, or told mistruths, our phones went 'Brrrrrrrr!', or the lines on our computer screen popped up in red. That way, we'd know what was fact and what was fiction.

Of course, I wouldn't apply it to everyone. I wouldn't apply it to poets, to novelists and others who specialise in imaginary ideas. My aim would be to ensure that we benefit from the age of the Internet of things to have an Internet of facts and ideas, and through this we would hopefully get away from the infuriating falsehoods that are being widely disseminated.

Over time, good ideas would be spread far and wide, and bad ideas would be seen as a joke, rather than being the source of misinformation and perpetuating ignorance.

**SPEAKER 2** The invention I would like to propose is a remote control that can modulate the amount of sensory information you get – the amount of sound, or smell, visual information, etc.

I came up with this idea because I cycle around London quite a lot, and every day I notice how much I am bombarded with the sounds of traffic and the smells of the city and visual advertising and media. I think this is something that in general people deal with in a number of different ways. Often it relies on putting more information or stimulus into your body, like wearing headphones or looking in your phone.

A remote control would allow you to tone down what's there. I imagine it would work like a force field you can set at your ideal level, because everyone is different, and everyone has different ideal levels, and it just filters everything that comes in and out.

**SPEAKER 3** Well, my idea for changing the world is quite simple, and it can be justified on the grounds of justice and fairness. It is simply that when someone is interviewed, for a job, for example, that they should have to conceal their appearance.

They would have to wear a mask. They would not be able to exploit their, let's say, personal or their social, visual capital. They would have to be judged according to their merit. It would create a level playing field. It would ensure that the best person was recruited to a company – irrespective of whether that person was good-looking or ugly, as conventionally determined.

It would serve the interest both of fairness in respect of that person's rights, and it would ensure a level playing field therefore for that reason. But it would also ensure the most meritocratic outcome – the best person would be chosen for the job.

- c  3.28 Play the recording again, pause after each speaker and ask students what impact the idea is intended to have.

### Suggested answers

- 1 Good ideas would reach more people and bad ideas would be exposed. People would be better informed.
- 2 Everyone could receive their ideal level of stimuli from the outside world.
- 3 It would ensure employers hired the best possible candidates and create a fairer employment market.

### VOCABULARY SUPPORT

*pop up* – suddenly appear

*apply a rule/standard to sb/sth* (C1) – make somebody or something obey a rule or judge them by a standard

*far and wide* – to/from/in, etc. many different places in the country/world

*perpetuate sth* – make something continue to happen / be the situation

*ignorance* (C2) – lack of knowledge, understanding or information

*modulate sth* – change the amount of something to make it more suitable

*stimulus* (C2) – something which stimulates the senses

*tone sth down* – reduce something such as noise, colour, strong language etc. to an acceptable level

*on the grounds of* (C1) – (formal) because of a particular reason

*a level playing field* – used to describe a competitive situation which is fair because everyone has the same chance of success

*irrespective of sth* (C2) – (formal) without considering something, often because it is irrelevant

*determine sth* (C1) – (formal, often passive) make a decision or judgement

*serve the interests of sth/sb* (C1) – (formal) help achieve something which is an advantage (for sth/sb)

*meritocratic* – of a system/society/organisation in which people have power because of their abilities, not because of money, social position, etc.

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

### EXTRA ACTIVITY

Put students into groups to discuss whether these statements are fact or fiction:


*You use more calories sleeping than watching TV.* (fact)

*There are more English native speakers than Spanish.* (fiction)

*Mount Everest would fit into the deepest area of the sea.* (fact)

*You could live without water if you ate enough fruit.* (fact).

Tell students to write five of their own fact/fiction statements to test other groups.

- e  3.29 Put students into groups to predict the experts' reactions to the ideas. Then play the recording to check. If necessary, pre-teach *close to home* (relevant and familiar, possibly because it is uncomfortably close to the truth).

### Suggested answer

They all think the ideas are good, but they have reservations about them.




## Audioscript

**SPEAKER 1** It's hard to argue with the idea that we want truth over falsehood. I think the trickiest part of this is actually knowing what the truth is and what facts are and aren't correct. And so, my biggest concern would be that the fact app might itself be full of falsehoods that we haven't found out yet, or could be used to deceive us.

**SPEAKER 2** I was intrigued though by the idea that you want to filter out these noises or smells or whatever it is when you're cycling. Isn't there a danger you could miss out something that's rather important for your safety? For example, you might just miss that taxi that was coming round the corner that you didn't know about. So turned down, you go straight into it. So I think you'd need a smart filter which would be able to recognise what was essential for you to see and hear, red traffic lights, for example, and what could safely be filtered out, like advertisements or noise from building sites.

**SPEAKER 3** It's a fascinating idea, and it's very close to home for me because I've hired hundreds of people and done hundreds of job interviews, many of which have been over Skype or telephone. And I think I like the values and the spirit behind the suggestion. My hesitation about it is that you know they say 80 per cent of communication is non-verbal, and I think a lot comes across in expressions and bearing. Some of it is unfortunate and shouldn't influence your decision. Some of it is actually essential, I think – to assess someone's characteristics for a job. So I'm not sure what I think.

- f**  **3.29** Tell students to choose the point each expert makes. Play the recording again for students to check their answers.

### Answers

- 1 b
- 2 b
- 3 a

- g**  **3.30** **Language in context** Information

- 1 Elicit the meaning of some of the words, e.g. *If you filter information, do you let all of it in?* (no) *Do you let none of it in?* (no) *So what do you do?* (only let some of it in). Ask students to complete the sentences. Play the recording for students to listen and check.
- 2 Students answer the questions. Check answers.

### Answers

- 1 a claims; fact  
b falsehoods; disseminated  
c misinformation  
d filters  
e conceal
- 2 1 fact  
2 claims  
3 falsehoods, misinformation  
4 disseminated, conceal, filters

## LOA TIP ELICITING



- Use prefixes and suffixes to help elicit meaning.
- Say to students: *Is 'mis-' a positive or negative prefix? (negative). So is misinformation a good thing? (no). Give me some examples of words ending '-hood': (neighbourhood, brotherhood). What word class are they? (nouns). So what is a synonym of 'falsehood'? (lie). Do you think there is a difference between 'falsehood' and 'lie'? (falsehood sounds less harsh). Does the 'dis-' in 'disperse' and 'distribute' mean to send 'out' or 'in'? (out). So could 'disseminate' be about keeping or releasing information? (releasing).*
- Remind students again of this way of working out meaning when they study nouns with suffixes later in the unit on SB p.85.

## FAST FINISHERS

Ask fast finishers what *get away with* and *get away from* mean in sentences a and b: *get away with sth* (succeed in avoiding punishment or criticism for something); *get away from* (escape). Ask students to think of more *get* phrasal verbs with two particles, e.g. *get up to sth* (do something, often something that other people would disapprove of); *get around to sth* (do something that you have intended to do for a long time).

- h**  Put students into groups to discuss the questions. Take feedback as a class.

## 5 SPEAKING

- a**  Encourage students to think of as many inventions or new ideas as possible, using the prompts to help them, and write them on the board. Put students into small groups to choose an invention or idea, make notes, then plan and practise a 60-second presentation (it may be useful to remind students of the presentation language in 6C on SB p.74). Students choose one person from each group to present their idea to the rest of the class. Tell students to make notes of each idea as they listen as they will need them for the next stage.
- b**  Put students back into their groups to discuss how necessary, interesting and practical the other ideas were. Groups then ask each other to clarify any points or get extra information. Finally, ask students to vote for the best idea (they can't vote for their own!).

## ADDITIONAL MATERIAL


- ▶ Workbook 7A
- ▶ Photocopiable activities: Grammar p.213, Vocabulary p.233, Pronunciation p.264

# 7B What I enjoy is a heart-to-heart chat

## OPTIONAL LEAD-IN

Books closed. Put students into pairs and ask them to have an SMS conversation: they cannot speak and can only send messages on their mobile devices. If they don't have the technology, ask them to pass each other messages on a piece of paper. After about five minutes, ask students how it felt compared to speaking to each other.

## 1 SPEAKING and LISTENING

- a  Ask students to compare online and print newspapers and say whether print news still has a future. Put students into groups to discuss reading habits and choose a headline they might read. Take feedback as a class.

## EXTRA ACTIVITY

Put students into groups and tell them to choose one of the headlines. Ask students to discuss what story might be behind the headline: what happened and why it is news. Groups then take it in turns to present their story, briefly, to the rest of the class, each student saying part of the story.

- b Ask students where you would find a blurb (on the back cover of a book). Tell students to read the blurb and say whether the writer thinks the Internet makes us more or less connected. Check as a class.

### Answer

not necessarily more

- c Ask students: *What is the subject of 'accelerated'?* (one). *What does 'one' refer to?* (the age of connection). *What does 'age of connection' mean?* (everyone being in communication). *What could be happening to communication?* (it is increasing). Ask students to work out the meanings of the other highlighted words from the context. Tell them to check in a dictionary if necessary. Check answers as a class.

### Answers

*accelerate* (C1): happen or make something happen sooner or faster



*ubiquitous*: seeming to be everywhere

*immensely* (C1): extremely

*inevitably* (C1): in a way that cannot be avoided

*cosmopolitan* (C1): containing or having experience of people and things from many different parts of the world

*engage* (with something/somebody): become closer to something/somebody so that you can understand it/them

- d  Ask students why they think the author uses water as an example of shipping goods (water is a strange product to ship such a long way given that it falls free from the sky). Ask students to discuss the comparison in pairs. Take feedback as a class.
- e  3.31 Ask students why they think the book is called *Rewire*. Ask students to summarise the main point the book makes, according to Zelda, in one sentence. Tell three or four students to give you their answers and ask the rest of the class to comment on how accurate and complete they are.

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

- listen to and read about research-based opinions on how people relate to one another in society and react to the views expressed
- use cleft structures with the appropriate intonation to emphasise information
- use a range of noun suffixes to express their opinions, including abstract ideas

## Suggested answer

We need to change our online behaviour so that we can connect more with different people and cultures.

## Audioscript

**PRESENTER** Welcome to *From My Bookshelf* – the weekly programme where guests talk about a book that they think everyone should read. This week's guest is media expert and commentator Zelda Freeman. Welcome Zelda, thank you very much for being here today. Tell us about your book.

**ZELDA** Well um ... the most intriguing book I've read in the past few years – *Rewire* by Ethan Zuckerman – er, he's an academic, um, and he thinks deeply about the role of media in our society.

**P** Zuckerman. The main thing about his book, I hear, is that he's challenging the myth about the Internet, is that true?

**Z** Yes, er ... the myth. And what's interesting is that we only think we're more connected ... But, the point he's making is, that we're actually wrong. Er, in some ways, the Net manages to isolate us.

**P** So we're all connected together but we're isolating ourselves? That sounds like a contradiction – how is that possible?

**Z** Well, use myself as an example. I use the Internet to find out news. I read a lot of newspapers online, but it's only British ones that I read. There's nothing stopping me from reading an English-language newspaper in China – it's just a click away. But, I don't. What Zuckerman is saying is that the Internet is a very powerful tool, but very few of us exploit it to its full potential.

**P** I have to ask – does it matter?

**Z** Well, yes ... The reason why it matters is that we're living in an age of economic and physical connection. Um, our economies are connected. So, if the share market in the US sneezes, then we all feel the effects. Um, a dangerous virus breaks out somewhere in the world and it can travel around the globe very quickly. And more people are moving around. What we really need to understand is how other countries and cultures work. We're more linked into each other than we used to be, so we need to be a lot more cosmopolitan.

**P** But in the 21<sup>st</sup> century, I'm sure a lot of people already know this. Does it actually matter if we don't do anything about it?

**Z** Well, good point ... I mean, Zuckerman makes a very good point about that. We tend to think we know more than we actually do. It's a kind of false cosmopolitanism. And he uses this example because we know we could in theory read *The Times of India* online, but we almost begin to imagine that we actually do that, although in reality we don't. It's the possibility of connection that means we begin to think of ourselves as being cosmopolitan.

**P** So we begin to think that a possibility is a reality?

**Z** Exactly, I mean that's fine for many things, but as far as the Internet is concerned, I really think we need to think about it a bit more.

**P** So why do you think that we don't connect more?

**Z** Well Zuckerman suggests that our online behaviour is not that different from our offline behaviour. Um, so for example we form social groups according to the people we meet as we grow up, and we get together with people with similar attitudes and interests.

**P** So like we do in social media, we only friend people we want to actually be friends with?

**Z** Yes, that's right. What we don't do is explore much beyond that. But the thing is, we can – we actually have the potential to do that.

**P** So does Zuckerman himself, does he have any suggestions?

**Z** Well, he says that all we need to do is 'disconnect' from our current way of thinking and 'rewire'. We all have to learn to behave in a very different way.

**P** How?


**Z** That's the problem. It's a challenge. You need to identify what he calls 'bridge figures'. These are people who are able to translate ideas from one culture to another. They can explain it, give it context, and they help us to understand it.

**P** So like in some kind of magazine or journal?

**Z** No not really. He means being much freer than that. So, for instance, bloggers. These are people who have a passion for this kind of thing. Um ... their information needs to be open and accessible and therefore it's free for everyone.

**P** Won't this just be more information online that people don't read?

**Z** So, as I mentioned before, business and politics are more and more connected. Um, um, business and political leaders need to be genuinely cosmopolitan in this day and age. So people who are 'bridge figures' are likely to assume more and more important roles in business, and also in politics. They've rewired already. So, if we want to do well in the world, we need to rewire as well.

**f**  **3.31** Ask students if they would read *Rewire*. Play the recording again. Tell students to note down examples. Check answers as a class. Use the Vocabulary support box to help with vocabulary as necessary.

#### Suggested answers

- 1 we read a lot of newspapers online (but not necessarily those from other cultures, although they're widely available); we form social groups (but only with people similar to ourselves)
- 2 economically: we're affected by changes in the US share market; physically: dangerous viruses can spread quickly round the world and more people are moving around
- 3 we know we could read *The Times of India*, so we almost begin to think that we do
- 4 bloggers, business and political leaders; they translate ideas from one culture to another

#### VOCABULARY SUPPORT


*myth* (C1) – a commonly believed, but false, idea

*isolate* (C1) – separate one, or a group, from the main group so that it has no contact

*contradiction* (C2) – the state in which two statements, ideas, etc., cannot both be true because they contain opposing ideas

*sneeze* (B2) – used figuratively to mean change slightly/suddenly/briefly


*assume (a role)* (C2) – (formal) to start to take responsibility for a particular thing/job

**g**  Ask students if any of them see themselves as 'bridge figures'. Put students into groups to discuss the questions. Take feedback as a class.

#### EXTRA ACTIVITY

Tell students that they are 'bridge figures' and need to share ideas from their culture(s) with others. Put students into groups, mixed nationalities if possible, to think of three things that other countries/cultures would find interesting and informative and to decide how to share that information, e.g. upload a video onto YouTube about wedding traditions in their region. If time and resources are available, ask students to put their suggestions into practice.

## 2 GRAMMAR Cleft sentences

**a**  **3.32** Ask students to match the sentence halves. Play the recording for students to listen and check.

#### Answers

1 c 2 e 3 a 4 d 5 b

**b** Write this sentence on the board: *What's important is people care about each other.* Ask students: *What is important?* (People care about each other.) Write this sentence on the board: *All I want is to live in a fair world.* Underline *What's important is ...* and *All I want is ...* and ask students: *What does this part of the sentence do? Make the sentence more polite, or emphasise the information that follows?* (emphasise) Ask students to answer the question in pairs.


#### Answer

the information (a–e) that follows each cleft structure (1–5)

**c** Ask students how many verbs there are in the cleft part of the sentences (two or three). Ask students which verb joins the cleft to the complement to elicit the answer.


#### Answer

be (is)

**d**  **3.32 Pronunciation** Ask students what tone comment phrases take at the start of sentences (fall–rise). If necessary, refer students back to SB p.75. Ask students to predict what tone the cleft part of the sentence takes. Play the recording for students to listen and check their prediction. Check the answer.

#### Answer

fall–rise

**e**  **3.33–3.34** Students read the information in Grammar Focus 7B on SB p.151. 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.83.

#### Answers (Grammar Focus 7B SB p.151)

**a** 2a 3d 4f 5h 6b 7c 8e

**b** 2 ~~The captain of the ship was she~~ It was the captain of the ship  
3 ~~what~~ (that) 4 ~~taking~~ (to) take 5 ~~to~~ (that) you  
6 ~~which~~ (that) 7 ~~What~~ It 8 ~~is~~ It is

**c** 2 All I need is ten euros.

3 It is a job (that/which) nobody wants to do.

4 What you are asking for is unreasonable.

5 The reason (why) we chose Portugal was the friendly people.


6 What happened was (that) our car ran into a tree.

7 It was her cousin who/that was causing all the trouble.

8 The thing that bothers me is (that) I don't know Jason so well.


#### CAREFUL!

A mistake students sometimes make is to forget *be* in the cleft: ~~*What is special about soap operas that they attract attention more than any other TV programme.*~~ (Correct form = *What is special about soap operas is that they attract attention more than any other TV programme.*)



**f**  **3.35** Say: *Zelda wants more awareness of the problems.* and ask students to change it into a cleft sentence beginning with *What* (What Zelda wants is more awareness of the problems.). Tell students to change the sentences. Then play the recording for students to listen and check.

### Answers and audioscript

- 1 What we don't need is wi-fi all over town.
- 2 It's only at work that I use the Internet.
- 3 All we have to do is unsubscribe from social media to help us reconnect.
- 4 What's incredible is just how liberating it is to go digital.
- 5 The reason it worries me is (because/that) people end up living in virtual worlds and losing touch with reality.

**g**  Ask students to complete the cleft sentences individually. Put students into pairs and tell them to take turns to say their sentences and comment on their partner's sentences. Take feedback as a class and ask some students to say their sentences.

## 3 READING

- a**  Ask students if they regularly communicate with anyone who they have never met face-to-face and if so whether they could call these people friends. Put students into pairs to discuss the difference between face-to-face and online friendships. Take feedback as a class.
- b**  Put students into pairs to say whether they think the statements are true or false, and why. Take feedback as a class.
- c** Ask students to read the article and check their answers in 3b. Use the Vocabulary support box to help with the idiomatic expressions if necessary. Check answers as a class. If students have struggled with the scientific language in the article, do the Extra activity.

### Answers

- 1 T (those exposed to cold temperatures find it easier to grasp viewpoints other than their own)
- 2 F (to take the heat out of a disagreement, you should decrease the heat of the room)
- 3 F (the writer says he wants to draw this conclusion, but it's not proven)
- 4 T (cold makes us lonely and loneliness makes us feel cold; warmth makes us feel the opposite)
- 5 T (loneliness has been found to make numerous serious diseases worse)

### VOCABULARY SUPPORT

*take the heat out of (an argument)* – reduce the level of anger/excitement

*be music to sb's ears* – be something that you are very pleased to hear

*on closer reading* – when read again more carefully, the first interpretation was wrong or incomplete

*be in the doghouse* – be disappointed of

*keep track of sth* – be continuously informed about something

*a nudge in the right direction* – a small effort to improve a situation

### EXTRA ACTIVITY

Write two lists on the board and divide the class into As and Bs:

*Student A: extrapolate trigger finding reinforce*

*Student B: exert effects replicate findings exacerbate*

Ask students to check with a dictionary and write a synonymous paraphrase for each expression. In AB pairs, students explain the words in their lists to each other, using the context of the article.

- d** Ask students if the author believes in the link between cold and loneliness (generally, yes). Ask students to read the article in more detail and answer the questions. Check answers as a class.

### Answers

- 1 It helps us see other perspectives and gives us a sense of social distance and separateness.
- 2 Loneliness makes people feel physically cold. Ostracised (lonely) people preferred hot food, and their skin temperature dropped.
- 3 Research which makes connections between things that don't logically seem to be connected, like loneliness and physical coldness, or words connected with old age and the speed we walk at. The research has lost popularity because scientists have not been able to repeat certain studies and get the same results.
- 4 Because temperature does, in fact, have an important link with loneliness.
- 5 Connections through social media make us feel lonely because they don't involve heat.
- 6 They warm us up and make us feel less lonely.

### EXTRA ACTIVITY

Put students into groups to discuss whether they would agree with these statements if they were presented with research evidence to back these claims up:


*People will pay 50% more for a 10% improvement.*

*The happiest period of your life is between 35 and 40.*

*The more you pay people, the better their results at work.*

*Talking to flowers and plants helps them grow faster.*

*People with pets live 10% longer than people without pets.*

- e**  Ask students whether we can measure concepts like tolerance and loneliness in experiments. Put students into groups to discuss the questions. Take feedback as a class.

## 4 VOCABULARY Nouns with suffixes: Society and relationships

- a** Ask students if they know any of the highlighted words and if so tell them to explain the words to the class. Ask students to guess the meaning of the rest of the words from the context and check with a dictionary. Check answers as a class.

### Answers

*grasp viewpoints* (C1): understand opinions

*affable tolerance* (C2): willingness to accept, in a friendly way, behaviour and beliefs that are different from your own, although you might not agree with or approve of them

*prejudice* (B2): an unfair and unreasonable opinion or feeling, especially when formed without enough thought or knowledge

*perspectives* (C1): particular ways of considering something

*intimacy*: a situation in which you have a close friendship with someone

*loneliness* (C1): the state of being lonely

*ostracism*: avoiding someone intentionally, or preventing someone from taking part in the activities of a group

*exclusion*: the act of not allowing someone or something to take part in an activity or to enter a place

*social contact* (B1): communication with people, relating to activities in which you meet and spend time with other people and that happen during the time when you are not working

*security* (B1): protection of a person, building, organisation or country against threats such as crime or attacks by foreign countries

*isolated* (C1): feeling unhappy because of not seeing or talking to other people





## LOA TIP CONCEPT CHECKING

- Translation is an efficient way of concept checking vocabulary if you share the same L1 as the students and there is nothing in the communicative approach discouraging translation. However, you can use variations on the basic saying the word in L1 for students to then say the word in L2.
- Say the definition of the word in L1 rather than the word itself.
- Say an example sentence in L2 with the highlighted word in L1, e.g. in Turkish: *There needs to be more hoşgörü of people from different cultures* (tolerance).
- Give a synonym or antonym of the highlighted word in L1.
- Say one of the words highlighted and give a list of three or four words in L1 for students to choose from. Alternatively, do the opposite: say a word in L1 and offer three or four of the highlighted words.

**b** Ask students to complete the phrases. Check answers as a class.

### Answers

- 1 viewpoint 2 perspective 3 perspective; intimacy  
4 social contact 5 security

**c** Ask students what the noun forms of the words are. Check as a class.

### Answers

coldness; loneliness; ostracism; exclusion; isolation

**d** 3.36 Ask students to add the appropriate suffix from the nouns in 4c to each group of words. Play the recording for students to listen and check. Then tell students to check any new words in a dictionary.

### Answers

- 1 -ism: materialism; optimism; socialism; separatism; capitalism  
2 -ness: nervousness; rudeness; selfishness; fairness; closeness  
3 -ion: collaboration; distribution; liberation; innovation; separation

## CAREFUL!

A mistake students sometimes make is to use the wrong noun form: *I hope the city will accept the proposal that will benefit all of the residents and tourism that come to our great city the most.* (Correct form = *I hope the city will accept the proposal that will benefit all of the residents and **tourists** that come to our great city the most.*). *Handled the situation with calmness and professionalism.* (Correct form = *I handled the situation with calmness and **professionalism**.*).

**e** Tell students to study the examples and complete the rule. Refer students to the Learning Tip. Check answers as a class.

### Answers

-ness -ism -ion

**f** Ask students what the difference between the meaning of the three nouns is, using a dictionary if necessary, and to make example sentences showing the differences.

## Answers

*separation* (B2): a situation in which two or more people or things are separated; an arrangement, often legal, by which two married people stop living together as a couple

*separatism*: the belief held by people of a particular race, religion, or other group within a country that they should be independent and have their own government or in some way live apart from other people

*separateness*: the state of existing or happening independently or in a different physical space



## FAST FINISHERS

Ask fast finishers to find three more nouns for each suffix, e.g. *tiredness, realism, decision*.



## HOMEWORK ACTIVITY

▶ Ask students to read the information in the Learning Tip again and find five sets of words with the same base form but different suffixes, e.g. *collection* (a group of objects of one type that have been collected by one person or in one place); *collective* (an organisation or business that is owned and controlled by the people who work in it); *collectivism* (a theory or political system based on the principle that all of the farms, factories, and other places of work in a country should be owned by or for all the people in that country). Tell students to record the different meanings with example sentences. In the next class, ask them to share their words with a partner.

## 5 SPEAKING

**a** Ask students to look at the picture and ask how the man feels in such an isolated environment. Write this sentence on the board and ask students for nouns that would be suitable: \_\_\_\_\_ *is one way to make yourself unpopular and isolated.* (e.g. *Selfishness, Rudeness*). Tell students to complete the sentences using the words studied in the lesson or their own ideas, checking the form in a dictionary. Students then add two more sentences of their own on the same topic. Monitor and support students as necessary. Check that students' answers use appropriate suffixes.

**b** Put students into pairs to explain their ideas from 5a and then discuss and agree five key qualities and kinds of behaviour that are important to social relationships. Take feedback as a class.

**c** Put students into groups to choose one of the situations and decide how to deal with it, making a list of problems and suggestions. Tell each group to present their analysis of the situation to the rest of the class.

**d** Ask students to discuss in groups whether they have any personal experience of these situations. Ask students to share any interesting anecdotes with the class.

## ADDITIONAL MATERIAL

▶ Workbook 7B

▶ Photocopiable activities: Grammar p.214, Vocabulary p.234

# 7C Everyday English

## I was out of line

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

- apologise and admit fault in real-life contexts such as a telephone conversation using a range of functional language
- pronounce spellings with *ou* and *ough*

### OPTIONAL LEAD-IN

Books closed. Put students into groups and read out this situation:

*It is late on Saturday night and Tom gets a phone call from his friend Sally saying she needs to see him urgently. Tom drives as fast as he can to Sally's, too fast to stop in time when he sees a barrier in the middle of the road the road workers had forgotten to remove. Tom's car crashes into the barrier. Sally then phones Tom to say she can wait until the morning.*

Ask students to discuss whose fault the accident was: Sally's, Tom's, the road workers'.

## 1 LISTENING

- a** Draw arrows on the board to indicate four different intonation patterns: fall, rise, rise–fall, fall–rise. Get students to pronounce the word *Sorry* with the different intonation patterns and to say what the meaning could be: fall (normal pronunciation, an apology); rise (to get attention, *Sorry, are you Mrs Brown?*); rise–fall (sarcasm, *Sorry for giving my opinion.*); fall–rise (contradiction, *Sorry, B is the right answer.*). Put students into pairs to look at pictures a–d and discuss the questions. Take feedback as a class.

### Suggested answers

- The elephant can't hear the mouse.
  - The child doesn't understand what the man is saying.
  - The shop assistant has made a mistake with the money.
  - The man is drawing the bus driver's attention to the fact that the bus's wheel is on his foot.
- Students' own answers

- b** Ask students to look at the pictures and say who could be apologising for what. Take feedback as a class.

- c** **3.37** If you have the video, play it without sound first and ask students to say who looks as if they are apologising. Play Part 1 of the video or the audio recording. Check answers as a class. If necessary, pre-teach *call it a day* (stop the work you are doing) and *poke your nose into sth* (C2) (try to discover things that are not really related to you).

### Answers

- Max is apologising to Sara for being on the phone.
- Sara is apologising to Max for talking about his book with Alex.

### Videoscript/Audioscript (Part 1)

- MAX** Excuse me a moment, I'll have to take this ... Hi Wendy ... Yes, I agree, we do need to talk this through. I'm with someone right now though. Can I call you back? Yes. OK. Speak later. Bye. Sorry about that.
- SARA** No worries. Sometimes it can't be avoided.
- M** It was my publisher asking about another book.
- S** Oh? Most writers would be over the moon to get the opportunity to write a second novel.
- M** Yeah, but I'm not sure I could, even if I wanted to.
- S** I'm sure that's not true, Max. I'm sure you'll come up with something soon. Hey, y'know, Alex had a good idea yesterday, for more to the *Solar Wind* story.
- M** Alex?

- S** Yeah. You know how we said a sequel is impossible ... Well, he said you ought to write a prequel. Y'know ... Tell the story of what happens before *Solar Wind*.
- M** So, you've been talking this through with my sister's boyfriend?
- S** Well, yes, I thought it might be a good idea ...
- M** I think it's a bit out of order!
- S** Sorry?
- M** First, you hide the fact that you're a journalist. Then, you go gossiping about me to the whole world! It's not on!
- S** Well, I wouldn't say Alex is the whole world, exactly ...
- M** To be perfectly honest, I'm not sure I can go through with another interview.
- S** You're right. I was out of line.
- M** People poking their noses in! I've had it up to here with it!
- S** Max, please, it's not like that! I'm sorry, it was inexcusable of me to pretend I was a fan, but ... I think you're overreacting here.
- M** Maybe so, but I think we had better call it a day. Please don't bother me again.

- d** **3.37** Ask students what the outcome of the conversation is (Max doesn't want to speak to Sara). Play Part 1 of the video or the audio recording again for students to answer the questions. Check as a class. When checking question 2, ask students to explain these expressions Max used: *It's a bit out of order*. (It's not really correct behaviour.); *It's not on*. (It's unacceptable.); *I've had it up to here*. (I can't tolerate the ongoing situation.)

### Answers

- He's annoyed by them asking him about a second novel.
- He's angry that she's discussed his problem about writing a sequel with Alex.
- She's upset and disappointed.

- e** Ask students if they sympathise more with Max or Sara here. Put students into groups to discuss the question. Take feedback as a class.

## 2 PRONUNCIATION Sound and spelling: *ou* and *ough*

- a** **3.38** Write on the board:

*Then, you go gossiping about me*

Ask students if the pronunciation of the underlined *ou* sounds is the same or different (different: *you* = /u:/; *about* = /aʊ/). Play the recording. Ask students to note down one word spelled with *ou* in each sentence and to answer the question. Check answers as a class.

### Answers and audioscript

- I agree, we do need to talk this through.
  - I'm with someone right now though.
  - I'm not sure I could, even if I wanted to.
  - Well, he said you ought to write a prequel.
  - I think it's a bit out of order.
- The sound of the letters *ou* in each word is different.

- b** **3.39** Ask students how many different ways *ou* is pronounced in the sentences in 2a (five). Students complete the table with words from the box and say which sounds are short and which are long (diphthongs count as long sounds). Play the recording for students to listen and check their answers. Drill all the words.

**Answers**

- 1 /ʊ/ could, should (short)
- 2 /u:/ soup, through, route (long)
- 3 /aʊ/ pronouncing, south (long)
- 4 /əʊ/ though (long)
- 5 /ɔ:/ thought, ought, poor (long)
- 6 /ʌ/ tough, enough, rough, southern (short)
- 7 /ɒ/ cough (short)
- 8 /ə/ conscious, thoroughly (short)

- c** **3.40** Tell students to underline the *ough* words in the conversation. Play the recording. Drill the conversation line by line. Then put the students into pairs to practise the conversation.

**LOA TIP DRILLING**

- Drilling conversations containing the target sounds is useful as it is more natural to pronounce sounds in a context.
- Books closed. Write the conversation in 2c on the board. Drill it line by line and put students into pairs to read it out.
- Rub out several words from the conversation on the board. Drill it line by line again. Students will need to remember the missing words and their pronunciation.
- Rub out more words and drill the conversation in several stages until finally the whole board is blank and students are repeating the conversation from memory.
- Put students into pairs to practise the conversation. Then drill the conversation line by line a final time.

**EXTRA ACTIVITY**

Put students into pairs to write a new conversation using as many words spelled with *ou* and *ough* as possible. Put pairs into groups of four. They take it in turns to read out their conversations to the other pair. Students listen and check the pronunciation.

**3 LISTENING**

- a** **3.41** Tell students to look at the photo and guess what Emma and Max are arguing about. Ask students to put the events in the order they think they will happen. Then play Part 2 of the video or the audio recording for them to check.

**Answers**

- a 4 b 1 c 8 d 6 e 3,7 f 9 g 2,5

**Videoscript/Audioscript (Part 2)**

**EMMA** Oh, hello Max! Take a look at this house. Isn't it gorgeous?  
**MAX** Yeah, nice.  
**E** Look, it's dead cool. This website allows you to take a virtual tour around the house.  
**M** Right. But surely that price is way out of your league.  
**E** Yeah, but I thought ... for you.  
**M** Me? Why?  
**E** Well, you need somewhere to live.  
**M** Why don't you just come out with it? You're throwing me out!  
**E** No, no, no, of course not. Look, there's no need to get so worked up about it!  
**M** Why is everyone trying to organise my life for me today? First Sara, now you!  
**E** Max!  
**M** Why doesn't everyone just get off my back?!

**E** Look, calm down, Max. I'm sorry. That wasn't very tactful of me, was it? But, y'know, you do need a place of your own. We both do, to be honest.  
**M** You're right. As always.  
**E** Max.  
**M** I'm sorry I overreacted. I don't know what came over me. I've just been really stressed recently. But I had no right to take it out on you like that.  
**E** It's OK. We all lose it from time to time.  
**M** Me more than most!  
**E** Hmm. What were you saying about Sara?  
**M** Oh. Apparently, she and Alex have been discussing my next book. Alex's got a brilliant idea, I'm told.  
**E** Oh, I see. And what's that?  
**M** Well, that I should write a prequel.  
**E** Not a bad idea.  
**M** Do you honestly think that that idea hasn't crossed my mind?!

**E** Oh, Max! Don't get all angry again, please!  
**M** Well, for goodness' sake! I'm fed up of being completely misunderstood all the time!  
**E** Well, if you've had that idea, why haven't you done anything about it?  
**M** Well ... you wouldn't understand.

**E** Try me! Y'know this is just typical you! Constantly whining about how nobody understands you, but given half the chance, you can't be bothered to explain what's going on in that big head of yours.  
**M** Emma! All right then, fine. I'll tell you. I'm scared that I'll ruin *Solar Wind* by writing something rubbish that everyone hates.  
**E** What?  
**M** I'm scared, Em.  
**E** Do you remember that time you wrote that short story for the school newspaper?  
**M** Not really.  
**E** Oh, come on, you do so. What was it called ... ? Um ...  
**M** *Solar Breeze*.  
**E** It wasn't, was it? Anyway, you write that story, the whole school loves it, Mum and Dad are beside themselves with pride, as are you, and Miss Hall suggests you enter the National Short Story competition. Do you remember?  
**M** Yes.  
**E** And what a hoo-ha that was! You were entering the competition, you weren't entering the competition, you were, you weren't. Mum, Dad and I had to endure listening to at least 30 versions of it – sometimes even in the middle of the night. We all went without sleep for about three weeks.  
**M** Emma, look, I know where you're going with this, OK.  
**E** Good! And in the end, you won first prize! And I was so proud of you, Max.  
**M** You were?  
**E** Yeah! Because the thing about my big brother is ... he always pulls it off. Am I right, or am I right?  
**M** You're right.  
**E** And tell me, how did you leave it with Sara?  
**M** Sara? I guess I overreacted there too, if I'm honest. Well, I had a bit of a go at her, actually. Stormed off ... I know what you're thinking. Right again. I'd better ring and apologise.  
**E** Yeah, I think you'd better do that, Max.

- b** **3.41** Ask students why Max mentions Sara (Emma is behaving like her and trying to organise his life). Tell students to watch or listen again and decide what Emma and Max agree about. Play Part 2 of the video or the audio recording again. Check answers as a class.

**Answers**

- 1 no 2 yes 3 yes

## VOCABULARY SUPPORT

*dead* (adv., C1) – extremely

*be out of your league* – be too good or too expensive for you

*worked up* – upset or very excited about something

*lose it* – lose control of your behaviour

*do sth about sth* – take action to deal with something

*whine* – if you whine, you repeatedly complain in a way that is annoying to other people

*be beside yourself with sth* (C2) – experience a powerful emotion

*hoo-ha* – an occasion when there is too much interest in or discussion about something that is not important

*go without sth* (C2) – not have something that you usually have

*where sb's going with sth* – said during a long monologue, speech etc. to say what the speaker's eventual point will be

*pull sth off* – succeed in doing something difficult or unexpected

*have a go at sb* – attack/criticise somebody verbally during a disagreement

*storm off* – leave a situation angrily and without saying goodbye

### c Language in context *Challenging*


Ask students how Max feels when he says these expressions (angry, aggressive). Tell students to say the expressions in other words. They could use the context in the audioscript on SB p.184 to help them. Check answers as a class.

#### Answers

- 1 Say what you really mean.
- 2 Stop interfering in my life.

## EXTRA ACTIVITY

There are a large number of idiomatic and informal expressions in this script. If students are interested, look at the expressions in the Vocabulary support box together with the script on SB pp.184–5. Ask students to find and underline the expressions, and then play the audio/video again and stop it after each phrase. Elicit the meaning of each expression.

- d  Ask students why they think Emma mentions the *Solar Breeze* episode (to make Max feel more confident). Ask students if the conversation ends better or worse than the one with Sara (better). Put students into pairs to discuss the questions. Compare ideas as a class.


#### Suggested answers

Students' own answers  
calmer, better, more positive (about his next book), sorry/guilty

## EXTRA ACTIVITY


Tell students to write the last line of Max's short story *Solar Breeze*. Give some examples, e.g. *The breeze had gone but the wind was coming ...* Put students into groups to compare their last lines and say which one is the most interesting.

## 4 USEFUL LANGUAGE Apologising and admitting fault

- a  Ask students why the satnav might want to apologise (e.g. it has guided the driver into the sea / a river). Ask students which part of its words are apologetic and which admit fault.

#### Answers

apologetic: I do apologise  
admits fault: it was my fault entirely

- b  3.42 Tell students to complete the expressions. Play the recording for them to check. Drill the expressions.


#### Answers

- 1 inexcusable
- 2 line
- 3 tactful
- 4 came
- 5 right
- 6 guess


- c Tell students to imagine that they were in a café and they shouted at a waiter because he brought white sugar not brown sugar. Ask students what expression from 4b they would use afterwards. Tell students to put expressions from 4b with the situations and say that more than one could be appropriate. Check answers as a class.

#### Suggested answers





- a 4
  - b 5
  - c 3
  - d 4, 6
- 1, 2 possible for all

- d  Ask students if they think Sara is expecting Max's call and how she might react. Put students into pairs to plan and practise the phone call using the functional language. For variety, you could ask some students to behave as a relieved Sara, an unforgiving Sara, an indifferent Sara, etc. Choose several pairs to role-play the call in front of the whole class.

## 5 SPEAKING

-  Divide the class into pairs and assign A and B roles. Student As read the Conversation 1 card on SB p.136 and Student Bs the Conversation 1 card on SB p.131. Student A starts the conversation. They then both read their Conversation 2 cards and Student B starts. Encourage students to use the functional language for apologising and admitting fault on SB p.87 and monitor. As part of the class feedback, ask students if they have ever been in any situations like this.

## ADDITIONAL MATERIAL

-  Workbook 7C
-  Photocopiable activities: Pronunciation p.265
-  Unit Progress Test
-  Personalised online practice



# 7D Skills for Writing

It may result in improved cooperation

## OPTIONAL LEAD-IN

Books closed. Divide the class into groups of five. Tell students that the group is going to make a profit today. Tell them you will give them £25 or the local equivalent. They have five minutes to plan how they will use the money to make a profit. They should involve every person in the group in the plan. Stop students after five minutes. A speaker for each group explains the plans for the money. The class votes on the plan most likely to make the most profit. As feedback, ask students to describe how their group decided what to do and if they were happy with their plan.

## 1 LISTENING and SPEAKING

**a** Ask students what things are better to do alone and what things in teams. Put students into pairs to look at the pictures and answer the questions. Check ideas as a class.

### Suggested answers

- 1 a team which is office-based, maybe quite traditional as leader is sitting at head of table
  - 2 students or colleagues working closely, sharing information
  - 3 two sports teams, friendly, competitive
  - 4 colleagues working side-by-side, probably on different tasks, but cooperating to get a job done
- Students' own answers

**b** Put students into groups to discuss the questions. Take feedback as a class.

**c** **3.43** Ask students what kind of teamwork might be important in an insurance company. Play the recording for students to listen to each speaker in turn and make notes for each question. If necessary, pre-teach *be/get caught up in sth* (C2) (become involved in something, often without wanting to) and *pull together* (work hard as a group in order to achieve something). Check answers as a class.

### Answers

#### Claudio

- 1 Masha
- 2 stubborn, aggressive, too talkative, inflexible, no sense of humour
- 3 nice, good ideas, creative

#### Masha

- 1 Sam
- 2 funny habits, pays too much attention to detail, doesn't start a project until he understands everything about it, calls things to a halt / slows things down unnecessarily if something doesn't make sense to him, inflexible
- 3 old-fashioned, sweet, precise, asks the right questions, thinks ahead and predicts possible problems

#### Sam

- 1 Claudio
- 2 reads newspaper online when he should be working, strange, doesn't say a lot in meetings, seems to be laughing at colleagues, lazy, not sincere
- 3 quiet, says things worth listening to, good at solving problems, clever

#### Vicki

- 4 She thinks they aren't pulling together and can't communicate well with each other. She thinks they need to do a team-building course or something similar.

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

- listen to professionals talking about the ingredients of a good team while using words and expressions appropriate to that sphere
- discuss characteristics of a good team, personality attributes and team-working strategies
- use devices for linking, highlighting and exemplifying ideas in writing
- write a formal proposal on the role and value of a team-building activity


### Audioscript

**CLAUDIO** Deep down, Masha is a nice person. I mean, if we go and have a coffee together and just talk about everyday things we get on just fine. But in meetings she really winds me up. She's the most stubborn person I know. What annoys me is that once she gets hold of an idea she won't let it go. She'll defend her idea and get quite aggressive about it. And sometimes she just won't stop talking and I'm sitting in a meeting and inside myself I'm saying 'Stop talking now, please!' Admittedly, she does have really good ideas sometimes. In fact, she's very creative, but she doesn't seem to understand that there can be other ways of looking at things. What she needs to do is lighten up – get a sense of humour. In this job, what you need more than anything else is the ability to laugh at yourself.

**MASHA** There's something a bit old-fashioned about Sam that I find very sweet. It's the thing I like about him the most. He has lots of funny little habits, like every morning he has coffee and a chocolate biscuit at exactly 9:45 am. It's always the same kind of biscuit, and only ever one. The trouble is that this kind of precision affects the way he works. His attention to detail is incredible, but it's a bit of a handicap. What frustrates me is the way he absolutely refuses to start work on a project until he understands absolutely everything about it. And then when a project is underway, if there's something that he thinks doesn't make sense, he'll call everything to a halt until he thinks it's sorted out. Sometimes it's just so unnecessary, and it really slows things down. But sometimes the question he is asking is the right one to ask. And I have to admit, he's really good at predicting where problems might come up. But I just wish he was a bit more flexible.

**SAM** I sit next to Claudio in the office. The one thing I really appreciate about him is he's quiet. I don't like working next to someone who talks all the time. However, I know for a fact that when it looks like Claudio is really concentrating on something, he's reading a newspaper online. I can see his screen. I don't really think he should be doing that. And in team meetings I find him a bit strange. What unsettles me is the fact he doesn't say a lot. He spends a lot of time sitting there looking bored or with a cynical smile on his face. I sometimes get the feeling that he's ... well, that he's laughing at the rest of us. Still, when he does say something, it's usually worth listening to. Sometimes, when I notice a problem in a project, it'll be Claudio who comes up with the solution. Vicki, our team leader, she likes that. I always get the feeling that Claudio's her pet. He is clever, but I think he's a bit lazy and I'm not altogether sure he's sincere.

**VICKI** I'm really going to have to do something about the team I manage. We're supposed to be working on projects that improve business processes, but I feel like we spend more time managing each other than the project. We're not pulling together as a team. Team meetings have become really ... painful – there's no other word for it. The main reason why this is happening is that they just can't seem to communicate well with each other. Masha talks all the time and wants everything done her way. Sam interrupts and goes off on tangents, and Claudio just sits there looking as though everything were beneath him. I mean they all have their strengths. Masha's a great ideas person, and Sam is brilliant at anticipating problems. And Claudio is the ultimate fixer – and he has a good sense of humour. But each individual is caught up in their own agenda. What we need to do is some kind of team-building course or something.

- d  3.43 Ask students who they think sounds the most difficult person in the team. Tell students to complete the summaries with words from the box, using dictionaries if necessary. Then play the recording again for students to listen and check. Ask students to look at the audioscript on SB p.185 if necessary. Concept check some of the expressions, e.g. *makes (you) feel uncomfortable* (unsettles); *something which presents a problem* (bit of a handicap).


#### Answers

- 1 winds up
- 2 lighten up
- 3 attention to detail; bit of a handicap
- 4 unsettles; cynical smile
- 5 goes off on tangents
- 6 beneath him
- 7 caught up in their own agenda



#### FAST FINISHERS

Ask fast finishers to add more phrasal verbs ending with *up* to the two in the box (*wind up*, *lighten up*), e.g. *bring up* (to care for a child until he or she is an adult); *cheer up* (to start to feel happier).

- e  Tell students to cover up d, look at the personality attributes and remember who has them, e.g. *pays a lot of attention to detail* (Sam). If necessary, pre-teach *tolerable* (of a quality that is acceptable, although certainly not good). Students rank the personality attributes according to their acceptability. They then compare their order with a partner and justify their ranking. Take feedback as a class.


## 2 READING

- a Ask students if they have any experience of team building. Elicit how it is done or how they imagine it is done. Tell students to read the proposal and say why Vicki has chosen The Interpersonal Gym and how she thinks it will work. If necessary, pre-teach *absenteeism* (when people are not at work or at school when they should be) and *negotiate (obstacles)* (deal with something difficult, in this case things that are in the way). Check answers as a class.

#### Suggested answers

TIG have 12 years' experience in providing personal development programmes. Team-building programmes are their speciality, with games and problem-solving activities which will appeal to all team members. The programme is likely to increase sales, lower absenteeism and increase profits.

Her team will improve their active listening and collective decision-making. They will have effective professional development resulting in increased job satisfaction amongst team members.

- b  Put students into groups to discuss how Claudio, Masha and Sam will each react to the news. Students should base their ideas on the personality attributes of each person. Take feedback as a class.

## 3 WRITING SKILLS Proposals; Linking: highlighting and giving examples

- a Ask students what the difference between a report and a proposal is (a report looks back, a proposal forward). Tell students to complete the headings in the proposal. Check answers as a class.

#### Answers

Training needs

The TIG programme – what they do

Benefits to our business

- b Tell students to underline the phrases starting with *I* in the report and tick all the reasons for them. Ask students if the proposal is formal or neutral, giving an example (e.g. *to outline plans*), and explain why Vicki chooses this style. Check answers as a class and refer students to the Writing Tip.

#### Answers

I currently manage; I have identified; I believe; I believe; I hope

✓ to introduce her opinions

✓ to be more persuasive

formal, because the report is for senior management



#### EXTRA ACTIVITY

Ask students to rewrite these parts of the proposal in a more relaxed style as if Vicki was writing to colleagues:

*I currently manage* (I'm in charge of at the moment)

*The need for greater interpersonal awareness within a team framework has become apparent.* (It's clear to me that we need to improve our ability to understand and communicate with each other as a team.)

*activities that are likely to appeal to all team members* (activities that everyone on the team will like)

*from organisations similar to our own* (from companies like ours)

*therefore lower absenteeism* (so fewer people missing work).

You could also do the activity the other way around: give students the suggested answers and ask students to underline the formal equivalents in the proposal.

- c Students look at the highlighted words and phrases and match them with their functions. Check answers as a class.

#### Answers

1 For instance

2 As detailed in; as demonstrated by

3 Specifically; namely

4 in particular

- d Ask students to complete the paragraph and add the words and phrases to their answers in 3c.

#### Answers

##### 3d

1 especially

2 such

3 as shown by

##### 3c

1 give an example: such as

2 give evidence: as shown by

4 highlight an individual thing: especially

- e ▶ Students complete the exercises in Writing Focus 7D on SB p.173. Students read the table. Refer to the Language notes if necessary. Check answers to Exercise a and monitor Exercise b. After Exercise c, students could compare their achievements in English and discuss how to improve further. Tell students to go back to SB p.89.



#### Answers

- a
- 1 For instance / Specifically
  - 2 as demonstrated by / as shown by / such as / namely
  - 3 as demonstrated by / as shown by
  - 4 especially / in particular
  - 5 such as / namely / especially / in particular
  - 6 For instance / Specifically
  - 7 as demonstrated by / as shown by / such as / namely / for instance
- b, c Students' own answers

#### LANGUAGE NOTES

*Especially* (one of the top 50 misspelt words in English) means particularly / in particular and *specifically* means for a particular reason/purpose or restricted, not general, in nature: *It was a ~~specifically~~ an especially warm welcome. The target market is specifically ~~especially~~ female.* A common mistake made by students is to use *especially* at the beginning of a sentence: *Especially, In particular, the views were outstanding.*

## 4 WRITING

- a  Ask students if they think they have the skills to lead a team. Put students into pairs to choose one of the teams and discuss ways of helping them. Take feedback as a class for each team.
- b ▶ Tell students to read the two programmes on SB p.136. Ask them to discuss the advantages and disadvantages of each with their partner and choose one. Take feedback on the advantages and disadvantages of each programme as a class. Tell students to go back to SB p.89.
- c Students write their proposals individually. Tell them to read the prompts, and to use a structure with headings like Vicki's and formal language.
- d  Students read their partner's proposal, decide whether they will agree and tell their partner why.



#### LOA TIP REVIEW AND REFLECT

- When you give feedback on writing, encourage students to reflect on the process involved by writing multiple drafts, with each draft an improvement on the previous version. This is particularly helpful for weaker students.
- Students read one another's proposals and provide the first feedback, based on how persuasive the proposal is. Students rewrite their proposals.
- You give feedback on the content, including whether all the prompts in 4c have been covered, and the style. Students rewrite their proposals.
- Finally, give feedback on the language: mistakes and suggestions for more complex and descriptive language. Students now produce a final version.
- Ask students to compare their first and final proposals. They should see a clear development in content and language.
- The process of rewriting is smoother if students can use computers to edit and make changes.



#### EXTRA ACTIVITY

For homework, ask students to imagine the training took place and write a report about its success. Tell students to look back at SB pp.28–29 for the structure of a report and useful language. When they have finished their reports, students give a mini-presentation to the class about their main findings and recommendations.

#### ADDITIONAL MATERIAL

- ▶ Workbook 7D

# UNIT 7

## Review and extension

### 1 GRAMMAR

- a Write this sentence on the board and ask students how each modal makes the meaning different: *Jody should / must have told her.* (should = it was a good idea for Jody to tell her but he didn't; must = Jody definitely told her). Tell students to choose the correct options in the sentences. Check answers as a class.

#### Answers

- 1 will 2 couldn't 3 that flying cars will  
4 may 5 must 6 should

- b Write this sentence on the board and ask students to reorder it beginning with *It: with wanted to It who you speak I was* (It was you who I wanted to speak with.). Tell students to complete the sentences. Check as a class.

#### Answers

- 1 What  
2 was  
3 happened  
4 It  
5 All  
6 not  
7 to  
8 only

### 2 VOCABULARY

- a Say to students: *My uncle is weak-sighted and can't read the newspaper without his glasses.* and ask them to correct you (short-sighted). Tell students to correct the mistakes. Check answers as a class.

#### Answers

- 1 warm-hearted  
2 back-breaking  
3 absent-minded  
4 mind-boggling  
5 light-hearted  
6 heart-breaking

#### FAST FINISHERS


Ask fast finishers to identify the compound adjective in the sentences that can be correct in a different context and to give its meaning (*light-headed* = if you feel light-headed, you feel weak and as if you are going to lose your balance).

- b Go through the words in the box and elicit the noun forms. Tell students to replace the words in italics with the noun forms. Check as a class.

#### Answers

- 1 nervousness  
2 innovation  
3 rudeness  
4 collaboration  
5 optimism  
6 Selfishness  
7 liberation

### 3 WORDPOWER *self-*

- a  3.44 Concept check the adjectives in the box: *Which two are negative?* (self-centred, self-satisfied). *Which two are opposites?* (self-sacrificing, self-centred). *If a country is self-sufficient, does it need imports?* (no). *Someone who doubts herself all the time needs to be more ...* (self-confident). *How is 'self-aware' different from 'self-conscious'?* (If you're self-aware, you have good knowledge and judgement about yourself. You concentrate on your own thoughts and don't worry what other people think about you. If you're self-conscious, you're nervous or uncomfortable because you know what people think about you or your actions.). Tell students to replace the words in italics in the sentences with the adjectives. Play the recording to check.

#### Answers

- 1 self-confident 2 self-aware 3 self-centred  
4 self-satisfied 5 self-sacrificing 6 self-sufficient

- b Tell students to read the text quickly and say what happened to change the person's life (a self-help course). Ask students to complete the text with adjectives from 3a. Check as a class.

#### Answers

- 1 self-confident 2 self-sufficient 3 self-centred  
4 self-satisfied 5 self-sacrificing 6 self-aware

#### EXTRA ACTIVITY

Put students into groups to discuss which of these self-help books they would read:

*Improve your memory* (Get great marks in tests and never forget a face again!)


*How to say no* (Stop people taking advantage of you)

*Sleep less, work and play more* (Techniques to sleep less and still feel fresh)

*Get in perfect shape in 30 days* (Ideal when a holiday is coming up)

*Freedom from the Net* (End internet addiction and get a real life).

Ask students if they would recommend any of these books to people they know.

- c  Use an example of a well-known person all the students will have an opinion about and ask students to describe him or her using the adjectives in 3a. Give students time to write adjectives for each category of people. Put students into pairs to discuss their ideas. Take feedback as a class.

-  Photocopiable activities: Wordpower p.247

#### 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.