

# UNIT 9

## Cities



### UNIT OBJECTIVES

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

- understand details of texts about urban planning and architecture and respond
- follow broadcast reporting and descriptions of innovations and controversial issues in city planning and respond
- use a range of lexis to: describe iconic buildings; discuss, describe, relay and present on ideas for apps, community action and improvements to their local area
- understand the attitudes and feelings of speakers using idiomatic language in a conflict situation and the strategies they use to express feelings, comment on the behaviour of others and describe intentions
- use a range of expressions to deal with conflict situations
- write a well-structured essay describing and discussing the causes of social change using linking words to express reasons and results

### UNIT CONTENTS

#### G GRAMMAR

- Reflexive and reciprocal pronouns (*herself; each other*)
- Ellipsis and substitution (to avoid repetition)
- Linking: Reasons and results: *as a (direct) consequence (of), as a result, because of, causing, consequently, due to, hence, leads to, noticeable, one key factor, outcome, owing to, results in, thereby, therefore, thus, which ... means*

#### V VOCABULARY

- Verbs with *re-*: *recreate, redevelop, regain, regenerate, reinstate, rejuvenate, renovate, restore, revamp*
- Describing buildings: *bungalow, cabin, dated, graceful, housing estate, imposing, innovative, mansion, nondescript, out of place, over the top, penthouse, power station, retail park, semi-detached, skyscraper, studio, stunning, tasteless, tower block, warehouse*
- Language in context: Colloquial expressions; Metaphorical phrases; Animal idioms
- Wordpower: *build: build around, build in, build on, build up, build up into*

#### P PRONUNCIATION

- Sound and spelling: *re-*
- Word stress, primary stress
- Sound and spelling: foreign words in English: *aficionado, avant-garde, cappuccino, c'est la vie, déjà vu, faux pas, finite, kaput, karaoke, kindergarten, nada, paparazzi, pronto, rendezvous, Schadenfreude, siesta, tête-à-tête, typhoon*

### GETTING STARTED

#### OPTIONAL LEAD-IN

Books closed. Write these criteria for a good city to live in on the board:

- transport links
- affordable housing
- shopping
- multiculturalism
- safety
- friendly locals
- entertainment options
- atmosphere

Elicit some more criteria from students. Ask students to give each criterion a mark from 1–5 (1 = terrible, 5 = excellent) for the city they live in or their closest city. Put students into pairs to compare marks and discuss.

- a Put students into pairs to describe the photo. Take feedback as a class.

- b 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 below.



#### CULTURE NOTES

This photo shows a house in the middle of a housing development in southern China. The owners of the house have refused to let the property be demolished. Originally, the house was part of a village but all the other residents were relocated in the 1990s. The owners don't even live in the house now but the property company have no legal way of getting rid of the house and essential maintenance work can't be carried out on the road it occupies. A similar inconvenient property is Stott Hall farmhouse in the middle of a major motorway in the north of England. Drivers often stop there, for fuel and repairs, but the farmer does not seem to mind, in fact he helps them out however he can.

- c Put students into groups to discuss in what situation they would agree to their family home being demolished. Take feedback as a class.



#### EXTRA ACTIVITY


Put students into groups. Ask them to think of legal ways of putting pressure on a homeowner to move, e.g. organising a petition signed by as many local residents as possible. Ask each group to share their ideas with the class and choose the best suggestion.

# 9A They did it all themselves

## OPTIONAL LEAD-IN

Books closed. Give students two minutes to draw and label a rough map of an urban area they know well, e.g. their neighbourhood, including main buildings, transport links, parks, etc. Put students into pairs to show each other their maps and suggest how the area could be improved, e.g. adding roads, making the hospital more central, etc. Take feedback as a class.

## 1 READING

- a**  Tell students to look at the picture and say how it looks different from the street where they live. Put students into pairs to discuss the questions. Take feedback as a class.
- b** Ask students why they think the street is called Exhibition Road (possible answer: it's a model for other streets) and tell them the real reason (see the Culture notes below). Give students time to read the article and answer the questions individually. Check the answer to question 1. Then put students into groups to compare and explain their answers to the second question. Take feedback as a class.

### Answers

- 1 It improves safety.
- 2 Students' own answers

## CULTURE NOTES

Exhibition Road is in the centre of London. Three of London's important museums, the Science Museum, the Natural History Museum and the Victoria and Albert Museum, are on it. It is named after the Great Exhibition of 1851, which was held at Hyde Park, to the north of the road. The shared space project was completed in time for the 2012 London Olympics.

- c** Ask students if this is the first street of its kind (no, the idea comes from the Netherlands). Tell students to answer the questions, using a dictionary if necessary. Use the Vocabulary support box to help students with vocabulary if necessary. Check answers as a class.

### Answers

- 1 Suggested answers: traffic signals, kerb marking (in the text); advertising boards, benches, litter bins, parking meters, railings
- 2 They control and threaten people and treat them like children. Students' own answers
- 3 We wouldn't expect it to work; others should copy the example.
- 4 Drivers don't drive irresponsibly when the road markings are taken away / they aren't allowed to drive dangerously (although this is not explained further in the text, logically, normal road safety laws would apply)
- 5 Having space dedicated to traffic and controlled by signs and green traffic lights makes motorists feel that the space belongs to them.

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

- read an article about urban development and decide how convincing the arguments put forward are
- use a range of verbs with *re-* relating to urban development, saying them with the different pronunciations of *re-*
- discuss improvements and challenges to cities and the urban environment
- use reflexive and reciprocal pronouns for a range of functions
- listen to a podcast and reactions to the influence of technology on cities
- prepare and present an idea for improving their local urban area

## VOCABULARY SUPPORT

*kerb* – the edge of a raised path nearest the road

*tactile* – designed to be perceived by touch

*strip* (C1) – a long, flat, narrow piece

*hectoring* – communicate in an unpleasantly forceful way, in order to get somebody to do something

*nannying* – giving too much advice or making too many rules so that people are treated like children and not allowed to think for themselves

*co-exist harmoniously* – exist together in a friendly and peaceful way

*eye contact* (C2) – when people look directly at each other's eyes during communication; lack of eye contact implies low confidence / poor communication

*counter-intuitive* – something that is counter-intuitive does not happen in the way you would expect it to

*blueprint* – plan or design that explains how something can be achieved

*a jigsaw of sth* – made up of a large number of small pieces which are designed to fit together

*free-for-all* – a situation without limits or controls in which people can have or do what they want

*in a similar vein* – in a similar way


*invade sb's space* (C2) – enter into an area around somebody, or that somebody feels is theirs, in a way that makes the person feel uncomfortable, angry, etc., e.g. the space closest to their body, car, etc.

## FAST FINISHERS

Point out the phrase *stretch of road* and ask fast finishers what it means (a continuous section of road). Ask them to complete these other quantifying phrases, using a dictionary if necessary: a \_\_\_\_\_ of luck, a \_\_\_\_\_ of grass, a \_\_\_\_\_ of thunder, a \_\_\_\_\_ of land, a \_\_\_\_\_ of fresh air, a \_\_\_\_\_ of anger.

### Suggested answers

stroke, blade, clap, plot, breath, fit


- d**  Ask students if they would feel safe walking down Exhibition Road. Put students into groups to discuss the questions. Take feedback as a class.

## 2 VOCABULARY Verbs with re-

- a Ask students how the words in bold are similar in meaning. Check answers as a class. Ask how they are similar in form (they both start with re-) and how they are different (in these sentences *revamped* is an adjective, *redeveloped* is a verb).

### Answers

Both words refer to processes that make something that was old, or had deteriorated, good again.  
*revamp*: change or arrange something again, in order to improve it  
*redevelop* (C1): change an area of a town by replacing old buildings, roads, etc. with new ones

- b  4.10 Tell students to replace the words in italics with the correct form of the verbs in the box. Play the recording for students to listen and check.

### Answers and audioscript

- The council's policy is to regenerate the port area of the city.
- It's a beautiful old building. They just need to renovate it.
- It's good that students are moving into this area. It will help to rejuvenate it.
- There's a place in China where they've recreated a traditional English town, with authentic materials and architecture.
- The fountain in the main square was dry and falling to pieces. Now they've restored it.
- The town needs new industries so it regains its appeal as a place to live and work.
- Removing the speed limit led to so many accidents that they decided to reinstate it.



### LOA TIP ELICITING



- Use the general meaning of re- to elicit the meanings of the words.
- Give students simpler examples with words they already know: *If you 'retake' a test, what do you do? (do it again). Can you think of a 'remake' of a famous film? (King Kong).* Elicit the general meaning of re-, to do something again, often to do it better.
- Tell students to read question 4 and ask *Is this a new idea? (no). Are they repairing something? (no). Are they building something which already exists somewhere else? (yes).* Then ask students to choose the best word to replace the phrase in italics and put it in the appropriate tense (recreated).
- Point out that this meaning does not apply to all verbs with re- and elicit examples, e.g. you usually only *resign* from your job once.



### LANGUAGE NOTES

Highlight that *rejuvenate*, *renovate* and *revamp* cannot be used without re-: *juvenate*, *novate* and *vamp* are not words.

### c Pronunciation

-  4.11 Play the recording for students to listen to the pronunciation of e in re- in the verbs in the table. Ask students in which word the e sound is longer (redevelop). Drill the two verbs.
-  4.12 Tell students to add the other verbs with re- in 2a and 2b to the table and identify which verb has a different sound and can't be added. Play the recording for students to check. Drill the words.

### Answers

1 /i:/	2 /ɪ/
revamp	restore
recreate	regain
reinstate	regenerate

Different: /e/ renovate




### FAST FINISHERS




Tell fast finishers to add these verbs to the table: *relax*, *repeat*, *re-educate*, *refund*, *reject*, *rehouse*, *require*, *result*. Check and drill the words.

### Answers

/i:/: re-educate, refund, rehouse  
 /ɪ/: relax, repeat, reject, require, result

- d  Tell students to look around their classroom/school and say if any renovation or any other changes are needed. Put students into groups to discuss the questions. Take feedback as a class.

## 3 READING and SPEAKING

- a  Put students into pairs to look at the pictures and discuss the questions. Take feedback as a class.
- b  Divide the class into groups of four and assign A, B, C and D roles (students can share a role if necessary). Student As go to SB p.128. Student Bs go to SB p.133. Student Cs go to SB p.134. Student Ds go to SB p.136. If necessary, put the following words and definitions on the board for students' reference during the task: *carbon emissions* (carbon released into the atmosphere by, e.g., burning fuel), *turf* (the surface layer of garden lawns and sports pitches: the grass, its roots and the attached soil), *makeover* (a process within a certain timeframe involving a series of changes intended to make something more attractive), *developers* (C2) (businesses that profit from buying land or buildings, improving them and then selling on to a new owner). Tell students to read their fact files and make notes to help them retell the information. Tell students to go back to SB p.105.
- c  Tell students to explain the ideas they read about to one another in their groups, using the prompts given. Take feedback as a class.

## 4 GRAMMAR Reflexive and reciprocal pronouns

- a Ask students which picture this comment could refer to: *You can just help yourself to refreshments.* (B). Tell students to read the comments and say which picture they could refer to. Take feedback as a class.


### Suggested answers

1 C; D 2 A; B; D 3 C; D 4 C 5 B; D 6 C

- b Put students into pairs to look at the words and phrases in bold and answer the questions. Check answers as a class.

### Answers

- 1 a 6 (themselves) b 3 (itself) c 1 (by yourself)  
 d 2 (for themselves)  
 2 a *we support ourselves*: we don't need other people's help;  
*we support each other*: I help them and they help me  
 b *they talk to themselves*: they speak as if they were alone, not to another person; *they talk to one another*: they speak with another person / other people

- c**  **4.13–4.14** Students read the information in Grammar Focus 9A on SB p.154. 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 in groups of how cities will cope with an increasing global population. Tell students to go back to SB p.106.



**Answers (Grammar Focus 9A SB p.154)**

- a** 1 a2 b1 2 a1 b2 3 a1 b2 4 a2 b1 5 a2 b1 6 a2 b1  
**b** 1 ourselves 2 John himself 3 herself 4 myself 5 myself 6 himself 7 one another 8 each other's  
**c** towns and cities find themselves under tremendous pressure ... let alone enjoy ourselves there ... But, let's just remind ourselves / one another / each other of the challenges ahead. The technology (itself) may be there but we would be opening ourselves up to lots of problems ... The world needs to sort itself out and we need to learn to live with one another / each other. I hope I've made myself clear.

 **CAREFUL!**

Students often use a reflexive pronoun after verbs which don't need them, especially *feel*: *How do they feel themselves being in a group?* (Correct form = *How do they **feel** being in a group?*). Another typical mistake is not to use the reflexive pronoun when it's necessary, especially after *enjoy*: *The performance went well, and the spectators enjoyed a lot.* (Correct form = *The performance went well, and the spectators enjoyed **themselves** a lot.*). Some students also confuse the reflexive with the object pronoun, especially *myself/me*: *His knowledge of geography often impressed myself.* (Correct form = *His knowledge of geography often impressed **me**.*). Another typical error is to put the reflexive pronoun between the verb and the object: *It means you should yourself organise your leisure time.* (Correct form = *It means you should **organise your leisure time yourself**.*). A further common error is to use a reflexive pronoun instead of a reciprocal pronoun: *Our students can meet themselves during the break.* (Correct form = *Our students can meet **each other** during the break.*).

**5 LISTENING**

- a**  Ask students what their favourite apps are. Ask students to discuss in pairs what they think the app in the photo is for. Then take feedback as a class. Elicit students' ideas and ask them to justify their suggestions.
- b**  **4.15** Play the recording for students to listen and answer the questions. You may wish to pre-teach some of the expressions in the Vocabulary support box. Tell students to work individually and then compare their answers in pairs. Check answers as a class.

**Answers**

- 1 You go on the app, take a photo of a maintenance problem in the city, choose the appropriate issue category and send off the photo. Receipt of the photo is immediately acknowledged and you can track the issue to see if it's 'In process' or 'Fixed'.
- 2 It's an example of democracy in action, which she approves of and it also saves the city money.
- 3 Students' own answers


**Audioscript**

**PRESENTER** Cities around the world are growing more crowded by the day. All us city dwellers experience the frustration of ever-increasing traffic on our roads, and wear and tear on our amenities. Keeping transport moving, and public amenities functional, is an ongoing problem the folks who run our cities have to deal with. With an estimated five billion inhabitants of the world's cities by 2030, the challenge has never been greater ... So, today ... many major cities around the world are looking to mobile technology for their solutions. And there are a handful of products out there already that are aimed at helping to optimise the way we live in cities. One example is an app called 'click-and-fix'. It's in use in a number of cities and what it does is to let you communicate with your city maintenance services. People use their mobiles to let the city know where there's a problem – something's broken or out of service – and then the idea is it'll get fixed straight away. Or at least they get updated on what's being done about it. Michelle Thornton in Boston, USA shows us how it works.

**MICHELLE** Well, look I'm just going along the street and if I see something that needs fixing I can report it. It could be anything, like a pothole, or graffiti on a wall, or if something's been vandalised, or even a place where you're repeatedly having to risk your neck to get across the road – anything like that. So, right now, we're going past a park and there's a railing that's been smashed in here – it's all bent. So I'll go on the app and then I just take a snap of it – and I'll choose the most appropriate issue category, so I'll choose 'park issue' – the app knows where I am of course, and then ... just send it off. And you can see it comes up here, it's saying it's received. Then I can look it up later and it will tell me if it's 'in process' or hopefully 'fixed'. I think it's a great idea. It means that I, as a citizen, can be more involved. So it's a kind of democracy in action if you like, and it also saves the city money.

 **VOCABULARY SUPPORT**

- city dwellers* – people who live in a city
- wear and tear* – the damage that happens to an object with ordinary use over time
- amenity* – desirable or useful features and facilities of a place – such as parks, swimming pools, public toilets
- optimise sth* – make something as good as possible
- pothole* – a hole in a road surface
- vandalise* – intentionally damage the property of others
- democracy in action* – when the opinions of a number of ordinary members of a population are listened to by the government and they get what they want

- c**  **4.16** Play the recording and ask students to choose the idea which has been invented. If necessary, pre-teach *canopy* (the branches and leaves that spread out at the top of a group of trees forming a type of roof), *commute* (C1) (make the same journey regularly between work and home) and *have a mind/memory like a sieve /stv/* (forget things very easily). Put students into pairs to compare what they have chosen. Tell students to check the answer on SB p.128.



## Audioscript

**FRANK** I've got an app here, on my phone, called *Trainspotting*. I use this all the time – in fact I couldn't manage without it. I commute into town and it actually shows me, not just when the train's due, but exactly where it is – which is great because sometimes the station announcements are basically all over the place. You can't really trust them. So, I can get the map here, blow it up a bit like that and, yeah, there's my train! It's just left the last station and it's due in ... two minutes.

**RITA** OK, this isn't an app, but it's an information screen. And they've got these screens all around the city – they're all over the place. And it can tell you whether your health is OK, which is really useful – especially for elderly people. So you press this panel here and it reads your blood pressure, and your body mass index, blood sugar level, pulse – all those things. And it also tells you how stressed you are. It reads the whole thing just from contact with your finger – it's a touch screen. It's amazing! So let's give it a whirl ... I put my finger on it ... Press OK ... Print ... OK, it's printing it out now ... There we go. Let's see if I'm OK or whether I'm about to keel over. No, it says everything's normal, that's a relief – but 'stress level high', it says. Ah well ... what can you do?

**NICK** Yes, well this isn't an app, but it's a cool idea. It's called *Strawberry Tree*, and these are artificial trees and they're dotted around the city. They're basically solar-powered phone charging points. They're shaped like trees, so they blend in. And the canopy consists of solar panels, which feed into batteries for charging your mobile or your laptop. It's all free, of course. So you can go to the park, sit and chat to people, or you can drink coffee, and they charge up your phone for you. It suits me because I've got a mind like a sieve – I'm always going out without charging my phone, so it's a real life-saver for me.

- d** **4.16** Ask students: *Which app would be useful for punctual people?* (*Trainspotting*). Play the recording again for students to write the app idea next to each function. Check as a class.

### Answers

- 1 *Trainspotting*; health information screen
- 2 *Strawberry Tree* 3 *Trainspotting* 4 *Strawberry Tree*
- 5 health information screen 6 *Strawberry Tree*

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

- f** Ask students if apps are like toys for some people. Put students into groups to answer the questions. Take feedback as a class.

### g Language in context *Colloquial expressions*

- 1 **4.17** Tell students to complete the expressions in bold with the words from the box. Play the recording for students to check. Concept check some of the expressions, e.g. *Which phrasal verb means to make bigger?* (blow up).
- 2 Read the Learning Tip with the class and tell students to answer the question. Check answers as a class.

### Answers

- 1 a neck b smashed c blow d place e whirl f keel  
g dotted h blend i life
- 2 collapse: keel over; enlarge: blow up

## FAST FINISHERS

Tell fast finishers to look at the audioscript on SB p.187, underline the other example of *all over the place* (sometimes the station announcements are basically all over the place) and say what it means in this context (not correct or suitable).

## EXTRA ACTIVITY

Tell students that you have an app to calculate stress levels. Pretend to read this information from your mobile device.

*Start with 0 points. Add 1 point for any of these factors: you have more than 2 children, you work over 40 hours a week, you live in a city, you have recently moved flat/house, you have recently changed jobs, you have bad neighbours, you drive in the rush hour, you are getting married soon, it rains a lot in your country.*

*Result: more than 6 points means your stress levels are high; zero points means you are very relaxed.* Put students into groups to discuss how accurate this 'app' is and to think of other factors that could increase stress levels. Take feedback as a class.

## HOMEWORK ACTIVITY

- Tell students to find five phrasal verbs connected with the topic of urban development or technology. Ask them to write them down in their vocabulary notebook with their single-word equivalents and example sentences. Examples: *do up*: repair; *move in*: occupy; *put up*: build; *set up*: found; *take down*: destroy. In class, put students into groups to teach one another their phrasal verbs.

## 6 SPEAKING

- Tell students to read the list of ideas. Pre-teach *impending* (used to refer to an event, usually something unpleasant or unwanted, that is going to happen soon). Put students into groups of three to discuss the questions.
- Tell each group of three to choose one idea and prepare to tell the class how useful it would be. They should use the prompts to make notes and then practise their presentation. Monitor and encourage students to use the colloquial expressions in 5g.
- Each group should present their idea in turn, with each student in a group presenting one of the bullet points. The class then votes on the most useful idea.

## EXTRA ACTIVITY

Put students into groups to discuss which of these apps is the most useless. Take feedback as a class.

*An app which ...*

*says when it is feeding time at the nearest zoo*

*counts down how many seconds you have left to live*

*tells you the birthday of the person physically closest to you*

*teaches you a new mathematical formula every day*

*translates cat sounds into dog sounds.*

## ADDITIONAL MATERIAL

- Workbook 9A
- Photocopiable activities: Grammar p.217, Vocabulary p.237, Pronunciation p.268

# 9B They wanted a dramatic skyline and they got one

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


- talk about the design and function of local and iconic buildings using a range of descriptive vocabulary with the correct syllable stress
- use ellipsis and substitution to make their language more concise and coherent
- read an article about an architect and work out the meaning of the metaphorical phrases
- discuss a scenario for dealing with an urban challenge and present a solution

## OPTIONAL LEAD-IN

Books closed. Put students into groups. Ask students to imagine that they have travelled forward in time from Ancient Greece and find themselves in their local town today. Students should discuss what they find most surprising and most impressive as they look around town.

## 1 SPEAKING and VOCABULARY

### Describing buildings

- a**  Put students into groups to look at the pictures and answer the questions. Check answers and take feedback as a class. If you wish, give students information from the Culture notes below.

#### Answers

Triumph Palace, Moscow, Russia; apartments and hotel Krzywy Domek (The Crooked House), Sopot, Poland; restaurants, shops and offices  
L'Hemisfèric and El Palau de les Arts Reina Sofia, Valencia, Spain; L'Hemisfèric is a cinema and projections hall; Palau de les Arts Reina Sofia is an opera house and cultural centre  
Torre Velasca, Milan, Italy; shops, offices, exhibition spaces and apartments  
The Barbican, London, the UK; multi-arts cultural and exhibition centre  
Museo Soumaya, Mexico City, Mexico; museum

## CULTURE NOTES

Triumph Palace, built in 2003, is the tallest apartment building in Europe. It is known as the Eighth Sister because it is similar to the Seven Sisters skyscrapers built in Moscow in the 1950s.

The Crooked House, built in 2004, was inspired by fairy stories. L'Hemisfèric and El Palau de les Arts Reina Sofia are part of an entertainment and cultural complex completed in 2005, following considerable controversy over the expense.

The 100 m Torre Velasca was built in the 1950s on the model of a medieval castle. Right in the centre of historic Milan, it is considered an eyesore by some people.

The Barbican, the largest performing arts centre in Europe, was opened in 1982. The concrete functional style is typical of an architectural movement popular between the 1950s and 1970s (Brutalism).

Museo Soumaya, completed in 2011, is mainly an art museum. Most of the collection is of European art from the 15<sup>th</sup> to 20<sup>th</sup> centuries.

- b** Read out the definition for *imposing* from the Vocabulary support box and ask students if *imposing* is positive or negative (usually positive). Tell students to mark the words in the box as positive or negative, using a dictionary if necessary. Check answers as a class.

#### Answers

positive: 1; 3; 4; 9  
negative: 2; 5; 6; 7; 8

## VOCABULARY SUPPORT

*imposing* – impressive/powerful because it is very large and magnificent and looks important – people can't ignore it

*nondescript* – very ordinary, or having no interesting or exciting features or qualities

*graceful* (C1) – having a smooth, attractive shape

*innovative* (C1) – using new methods or ideas


*tasteless* (C2) – not stylish

*over the top* (C2) – too extreme and not suitable

*dated* (C2) – old-fashioned in a way that is bad



*out of place* (C2) – in the wrong place or looking wrong

*stunning* (B2) – extremely beautiful or attractive

- c**  **4.18 Pronunciation** Ask students to mark the stressed syllable in each word or phrase. Play the recording for students to listen and check. Drill the words and phrases.


#### Answers

1 imposing 2 nondescript 3 graceful 4 innovative  
5 tasteless 6 over the top 7 dated 8 out of place  
9 stunning


- d**  Put students into pairs to describe the buildings, using the words and phrases in 1b and other adjectives or phrases they know. Take feedback as a class. Ask students to choose one of the buildings to visit.
- e**  **4.19–4.20** Students complete the exercises in Vocabulary Focus 9B on SB p.166. Play the recording for students to listen and check their answers to Exercise a and b. Check the answers to Exercise c. Take feedback as a class after the discussion in Exercise d. Tell students to go back to SB p.107.

#### Answers (Vocabulary Focus 9B SB p.166)

- a** 1 innovative 2 imposing; out of place 3 nondescript; dated  
4 tasteless; over the top 5 graceful; stunning
- b** 1 e 2 k 3 j 4 a 5 c 6 h 7 l 8 g 9 f 10 b  
11 i 12 d
- c** 1 cabin; skyscraper; housing estate; tower block; penthouse;  
studio; bungalow; semi-detached; mansion  
2 power station; warehouse; retail park  
3 cabin; skyscraper; warehouse; tower block; studio; mansion


- f**  Check students remember *iconic* from Lesson 6A. Put students into pairs. Tell them to take turns to describe a building, using the new vocabulary and other words and phrases they know, for their partner to guess. As feedback, ask students to say their descriptions again for the whole class to guess.


## 2 GRAMMAR Ellipsis and substitution

- a**  Tell the students to read the sentences and tick the ones that are true for them. Put students into pairs to compare. Take feedback as a class.
- b** Ask students to work in the same pairs and decide which words and phrases have been left out or replaced with the words in bold, and why. Check answers as a class.

### Answers

- 1 dislike modern architecture
  - 2 consult residents about new buildings 3 they've 4 buildings
  - 5 built more houses
  - 6 (They) (are)n't (likely to) build anything new around here for ages.
- Words have been omitted or substituted to avoid repetition and to make the sentences more concise.

- c**  **4.21-4.26** Students read the information in Grammar Focus 9B on SB p.155. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers.

 For Exercise d, divide the class into pairs and assign A and B roles. Student As go to SB p.131 and Student Bs to SB p.135. Tell students that they are neighbours complaining about changes in their neighbourhood. If necessary, pre-teach *petition* (a document signed by a large number of people demanding or asking for some action from the government or another authority). Tell Student A to start first and then Student B to respond, taking it in turns to listen and reply using ellipsis and substitution to make their sentences more natural. They then change roles. Monitor and make sure students are using ellipsis and substitution. Tell students to go back to SB p.108.

### Answers (Grammar Focus 9B SB p.155)

- a**
- 1 The president arrived and ~~he~~ made a speech.
  - 2 You don't know and ~~you~~ never will ~~know~~.
  - 3 I will tell you because I value and ~~I~~ respect your opinion.
  - 4 We have been thinking about our reputation, ~~we have not been thinking about~~ money.
  - 5 I said I would be volunteering so I will ~~be~~ volunteering.
  - 6 If they are (hungry), bears can be dangerous and ~~they can be~~ unpredictable.
  - 7 My first impression was very positive but my second wasn't ~~very~~ positive.
  - 8 We can meet up at seven if you'd like to ~~meet up~~ tonight.
  - 9 'Are we in room six?' 'I guess ~~we are not in~~ room six.'
  - 10 The Amazon is the longest river in the world and the Nile is the second longest ~~river in the world~~.
- b**
- 1 'Is this the right page?' 'I think ~~it is the right page~~ so.'
  - 2 'I don't know where we are.' 'I don't know where we are either ~~Neither/Nor do I~~.'
  - 3 I love holidays abroad, especially long ~~holidays abroad~~ ones.
  - 4 'Who's got a dress with short sleeves?' 'Borrow ~~my dress with short sleeves~~ mine.'
  - 5 'Did you get my message?' 'I'm afraid ~~we didn't get it~~ not.'
  - 6 'George has got married.' 'I didn't know ~~George had got married~~ that.'
  - 7 Klaus is very enthusiastic, and ~~his sister is very enthusiastic too~~ so is his sister.
  - 8 Tina had always wanted to go parachuting and one day she ~~went parachuting~~ did.
- c**
- D** The place where we are going to work and ~~where we are going to~~ do business say fifty years from now. Those offices will look completely different compared to the ~~offices~~ ones today.
- R** I expect ~~they will look completely different~~ so.
- D** For example, imagine there are no walls and ~~there are~~ no doors. All barriers to communication will be broken down and ~~all barriers to communication will be~~ a thing of the past. This is hard to imagine but you don't need to ~~imagine~~ it. Just go to any successful company today.

- R** I think successful companies today ~~they~~ have walls and ~~have~~ doors.
- D** You are being sarcastic and ~~you are~~ trying to make fun of me.
- R** Sorry, I didn't mean to ~~make fun of you~~. I'd like to travel in time and ~~I'd like to~~ visit an office of the future. Tell me when you have built an office of the future ~~one~~.

### CAREFUL!

Students sometimes leave out the subject, especially *it*, after *and* and *but* when the subject of the new clause is different: *I can't rely on public transport and is expensive for me to take taxis*. (Correct form = *I can't rely on public transport and it is expensive for me to take taxis*.) Students also leave out the subject, especially *it*, after *because* and *if*: *The training was too short because lasted only eight hours*. (Correct form = *The training was too short because it lasted only eight hours*.)

### EXTRA ACTIVITY

Give students an example of a sentence containing ellipsis and substitution and how it can be expanded, e.g. *Mike hasn't been to one but I have*. (Mike hasn't been to an interactive museum but I have been lucky enough to go to several.), pointing out that different ways of expanding are possible. Put students into two groups, A and B, and give each group four sentences:

#### Group A

- 1 *The first place was but the second wasn't.*
- 2 *I never did and I don't regret it.*
- 3 *Are you? I'm not.*
- 4 *If Lucy said so, she must have.*

#### Group B

- a *I will as long as you will.*
- b *I suspect not but ask her.*
- c *She hasn't yet but she might.*
- d *If so, take mine.*

Ask groups to expand their sentences and to write the expanded sentences on a separate piece of paper. Group As then swap their expanded sentences with Group Bs and use ellipsis and substitution to reduce them. Groups then compare their reduced sentences with the original reduced sentences.

## 3 READING

- a** Ask students if they know any famous architects, current or past. Tell students to read the article and choose the best summary. Check as a class.

### Answer

- 2
- b** Ask students which of Zaha's projects could be considered a failure and why (the fire station in Germany because it wasn't used for this purpose). Tell students to read the text again and make notes using the prompts. The praise and criticism of Zaha Hadid's work contains vocabulary which may be unfamiliar. Encourage students to note whole descriptive phrases as well as words, e.g. *shamelessly flamboyant*, and decide if these are positive or negative using the context. Ask them to check their ideas in a dictionary. Use the Vocabulary support box to help with vocabulary if necessary. Put students into pairs to compare notes. As feedback, ask some students to read out their notes.

### Suggested answers

the praise of Zaha Hadid's work: ruthless genius; fluid solutions to rectangular problems; astonishing, graceful, streamlined, sensual, intoxicating buildings, aesthetic triumph  
the criticism of Zaha Hadid's work: showboating 'starchitect'; overly complex, vain fantasies; experimentation put ahead of functionality; abstract art  
Zaha Hadid's reactions to these views: although rectangle = best use of space, the world is not a rectangle; buildings are practical, constructed around different organisational patterns; Vitra fire station not a failure

### VOCABULARY SUPPORT

*ruthless* (C2) – not thinking or worrying about any pain caused to others; cruel

*showboating* – a slightly annoying form of behaviour that is intended to attract attention or admiration because it is very skilful

*be better off as sth* – be more suitable in a different form/situation

*spookily* – in a way that is strange and surprising because it doesn't seem possible

*streamlined* – designed in a smooth, simple shape, without corners and flat surfaces

*intoxicating* – something intoxicating makes you feel excited and emotional

*brazen* – obvious, without any attempt to be hidden

*flamboyant* – very confident in behaviour, and liking to be noticed by other people


*put sth ahead of sth* – decide one thing is more important than another thing

*relish* (C2) – enjoy something very much

*on a* (certain e.g. *aesthetic*) *level* – only in this aspect, without considering other aspects

*make sth over as sth else* – change something superficially so it can be used for a different function

*if sth was no object* – if there were no limits on a resource, e.g. money, time

- c**  Put students into groups to look at the pictures of the Vitra fire station and the Heydar Aliyev Centre and ask them to discuss the questions. Encourage students to use vocabulary from the text. Take feedback as a class.

### LOA TIP MONITORING

- When you monitor group work, make sure that students take turns appropriately. An important part of turn-taking is everyone contributing equally.
- To raise awareness, ask students to time how long they are speaking for on their stopwatches on their mobile devices (or watches). Tell each student to start the stopwatch when they begin speaking, pause it when they stop and restart when they speak again. Monitor to check that students are using their stopwatches and note down any problems in turn-taking, e.g. particular students dominating or periods of silence.
- At the end of the discussion, ask students to compare how long each person in the group spoke for. See which group had the most equal interaction.
- Tell the students what you noticed as you monitored and elicit solutions to the issues from the class.

### **d** Language in context *Metaphorical phrases*

- 1 Write on the board:

1 *I saw a burning building.*

2 *This is a burning issue.*


Ask students how the meaning of *burning* is different in the two sentences (1 on fire; 2 very important) and say that the first usage is literal and the second is metaphorical. Tell students to say whether the meaning of the words in phrases a–g matches those in the text. Check answers as a class.

- 2 Students then match the highlighted metaphorical expressions in the text with the definitions. Check as a class and read the Learning Tip.

### Answers

- 1 No: they are used in a literal sense in a–g and in a metaphorical, or indirect, sense in the text.
- 2 a run the risk of  
b upturned the apple cart  
c let her imagination run wild  
d blossomed into  
e walk away with  
f broke the mould  
g draw the line at

### HOMEWORK ACTIVITY


 Tell students to find a short written piece or an audioscript of spoken text which contains metaphorical language (descriptive texts like advertisements and promotional work are often good sources). Ask students to underline the metaphorical language and next to it make a note of the literal and metaphorical meaning, making up an example which will help them understand the indirect meaning, e.g. *The Taj Mahal is the face of India.* (face = front of the head/image; your face is your appearance and how other people see you and judge you). Tell students to bring their texts to class and put them up on the classroom walls. Tell students to go round the class, reading the texts and noticing the metaphorical language.

### **4** LISTENING

- a** Ask students why they think the building is called the Gate to the East and use the Culture notes to check answers. Put students into groups to look at the photo and discuss the question. Take feedback as a class.

### CULTURE NOTES

The Gate to the East is 302 metres high and was completed in 2015. The form is meant to symbolise east meeting west as the building itself bridges an important east–west route in Suzhou.

- b**  **4.27** Ask students to predict any criticisms that different people, e.g. local citizens or architects, may have. Play the recording for students to check their ideas and tick the criticisms they hear. Use the Vocabulary support box to help with vocabulary if necessary. Check as a class.

### Answers

1, 4



## Audioscript

**NEWSREADER** As Chinese tower blocks get higher and stranger, the debate is getting fiercer. The architects of this building in the city of Suzhou say it's a mix of western form and Chinese subtlety. Local residents see it differently.

**LOCAL MAN** [Speaking in Chinese]


**NR** 'We call it the giant pair of pants,' this man says. 'The giant pair of pants' isn't the only iconic modern building to have come in for a barrage of barbed criticism from Chinese Internet users – complaining about what they see as increasingly outlandish foreign designs, completely out of keeping with Chinese culture and architectural heritage.

**DR ZHENG SHILING** The danger is for some cities – they don't have this need and they just construct so many high-rise buildings as a symbol. Er ... one city constructed a, a 300 high-rise building ... Another city would like to construct a 400 metres, and another 600, and so on. This competition is nonsense.

**NR** But the Chinese skyscraper is sprouting fast and might soon get even faster. This took little more than a week and now the company behind it says it will build the world's tallest skyscraper in just three months. Heritage is important, some experts say, but so too is solving the problem of China's overcrowded cities.

**TIMOTHY JOHNSON** A city like Shanghai – 20 million people already, could easily go to 30 to 40 million people, and I, I would subscribe that spreading that out further and further away from a kind of central core is more detrimental, it's less sustainable, than keeping things more dense, and going vertical.

**NR** But with more than 300 skyscrapers currently under construction in China, the debate is only going to intensify. Is the country laying the foundations for a well-planned urban future, or flying by the seat of its architectural pants?

- c**  **4.27** Play the recording again for students to listen and summarise the points according to the three views. Check answers as a class.

### Suggested answers

- 1 Increasingly outlandish foreign designs are inappropriate and architects should take into account traditional Chinese culture and architecture.
- 2 High-rise buildings aren't always needed but cities are competing with each other to build higher and higher buildings as a symbol of their success.
- 3 The large increase in the population of cities means that building upward is preferable to further and further outward from the centre.

## VOCABULARY SUPPORT

*a barrage of criticism* – a large volume of criticism from many different people

*barbed criticism* – unkind, angry or resentful criticism

*outlandish* – strange and unusual and difficult to accept

*heritage* (C2) – the buildings, paintings, customs, etc. which are important in a culture or society because they have existed for a long time

*sth is a symbol* – something that represents an idea, e.g. skyscrapers are a symbol of wealth, business, modernity, etc.

*out of keeping* (with sth) – not suitable for a particular situation

*sprout* – if a large number of things sprout (up), they suddenly appear or begin to exist

*subscribe to sth* – agree with or support an opinion, belief or theory


*fly by the seat of your pants* – do something difficult without the necessary skill or experience

## FAST FINISHERS



Ask fast finishers what the British English equivalent of the American English *pants* would be (trousers). Tell students to write down as many American/British alternatives for clothing as they can.

### Suggested answers

American/British: pantyhose/tights, sneakers/trainers, suspenders/braces, undershirt/vest; vest/waistcoat; robe/dressing gown; diaper/nappy; anorak/parka; rain boots / wellingtons or wellies

- d**  Put students into groups to discuss examples of controversial urban development similar to the controversy over the Gate to the East. Take feedback as a class.

## 5 SPEAKING

- a**  Pre-teach *derelict* (derelict buildings or places are not cared for and are in bad condition) and *repurpose* (find a new use for an idea, product or building). Ask students how the *re-* in *repurpose* is pronounced (/ri:/). Put students into groups of four. Tell them to read the scenario, discuss solutions based on the points to consider and then plan an individual proposal.
- b**  Students work in their groups of four and present their individual proposals to one another. Each group then chooses the best proposal to tell the rest of the class. The class votes on the best proposal.

## EXTRA ACTIVITY

Put students into groups. Explain that they are renting out eight floors, floors 33–40, at the top of a skyscraper and need to decide which floor to allocate to eight new clients:

- a law company needing quiet neighbours
- a private detective firm with lots of strange visitors
- a penthouse for a millionaire who loves giving parties
- the head office of the national vegetarian association
- a studio for an eccentric artist who wants the best view
- an exclusive 24-hour fitness studio
- a man always dressed in black who won't give his real name
- an expensive steak restaurant which gives off very strong smells.

Each group should draw a plan of the eight floors labelled with their allocations and present it to the other groups, explaining their decisions. The class votes on the best solution.

## ADDITIONAL MATERIAL

- ▶ Workbook 9B
- ▶ Photocopiable activities: Grammar p.218, Vocabulary p.238

# 9C Everyday English

## Let's not jump to conclusions

### OPTIONAL LEAD-IN

Books closed. Put students into pairs. Tell them to discuss a situation when they felt really angry: what happened, why did they feel that way and how did they deal with the situation? Take feedback as a class.

## 1 LISTENING

- a** Ask students if their picture or personal details have ever been used anywhere without their permission. Put students into groups to discuss the questions. Take feedback as a class.
- b** Tell students to look at the picture. Elicit ideas of what students think is happening.
- c** **4.28** Play Part 1 of the video or the audio recording for students to check their answer to 1b. Use the Vocabulary support box below to help students with vocabulary if necessary but don't explain the animal idioms as these are dealt with in 1e. Check answers.

### Answer

Emma is showing Max a news article about him. He is very angry because it includes exclusive information he had given to Sara.

### Videoscript/Audioscript (Part 1)

- EMMA** You're cheerful today!
- MAX** Yeah, well, I am. It seems like everything's falling into place, at last.
- E** Oh?
- M** Yeah! My new book's coming together well and I really think it's going to work. And, guess what? I think I've found a place to live.
- E** Wow, that's brilliant!
- M** Yeah, it's in a renovated warehouse, down by the marina.
- E** Sounds very avant-garde! Hey, Max ... there's an article about you on *Breaking News Online*. Look!
- M** But ... I've never even spoken to anyone at *Breaking News Online*! This is outrageous! Listen: 'Night owl Max Redwood spent his childhood gazing up at the night skies ...' This is beyond belief!
- E** But it's true. I remember when Dad gave you that telescope.
- M** They've got no right to publish this! Where on earth did they get this from?! Who wrote it?
- E** There's no name.
- M** I don't believe it! They've even got the title of my next book in here!
- E** Let's see ... 'Gravity Zero ...' So they do!
- M** But I haven't told ... Sara! It's disgraceful! How dare she?! ...
- E** Sara? But she doesn't work for *Breaking News*!
- M** No, but she's the only person I've told.
- E** Hmm, let's not jump to conclusions. There's something fishy about this. Why would Sara give the exclusive information that she needs for her big break to someone else?
- M** I don't know ... I'm lost for words!
- E** I smell a rat.
- M** What do you mean?
- E** Someone else at *City FM* must have leaked the information.
- M** Maybe ... Anyway, whoever it was, they've got no right! I'm ringing them right now!
- E** Hold your horses, Max! Think about what you want to say first.

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

- listen to a conflict situation, recognise the feelings of those involved and comment on behaviour using a range of functional language
- recognise the relationship between sound and spelling in foreign words in English
- make and respond to complaints

- d** **4.28** Ask students who or what the pronouns refer to. Play Part 1 of the video or the audio recording again for students to check.

### Answers

- 1 his new book
- 2 (the news that) Max has found a place to live
- 3 the fact there's an article about him on *Breaking News Online*
- 4 the fact Max spent his childhood gazing up at the night skies
- 5 Sara
- 6 *City FM*

### EXTRA ACTIVITY

Ask students where Max is going to move to (a renovated warehouse) and whether they think that would make a good home for him. Put students into groups to design Max's living space. Encourage them to use the vocabulary from Lesson 9A. Ask groups to present their ideas to the class.

### e Language in context *Animal idioms*

- 1 **4.29** Ask students to correct the idioms and then play the recording for them to check.
- 2 Ask students to say what the idioms mean. Tell them to look at the audioscript on SB p.187 and a dictionary if necessary.

### Answers and audioscript

- 1 a Night owl, Max Redwood.  
b There's something fishy about this.  
c I smell a rat.  
d Hold your horses, Max.
- 2 See the Vocabulary support box.

### VOCABULARY SUPPORT

*fall into place* (C2) – when events or details that you did not understand before fall into place, they become easy to understand

*come together* – when different things start working successfully and effectively together

*night owl* – a person who prefers to be awake and active at night

*fishy* – seeming dishonest or false

*smell a rat* – recognise that something is not as it appears to be or that something dishonest is happening

*leak* (v.) (C2) – allow secret information to become generally known

*hold your horses* – used to tell someone to stop and consider carefully their decision or opinion about something



## LOA TIP CONCEPT CHECKING

- Encourage students to think about the meaning behind the idiom as you concept check. This will help students to remember the animal expressions.
- Ask students: *Do you usually see owls at night or day? (night). So is a 'night owl' someone who likes to work early or late? (late). Would you be happy to see a rat in your home? (no). So if you 'smell a rat' do you have a good or a bad feeling? (bad). What would you want to do next? (find out what's happening). If fish was left on a table for a few days, how would it smell? (terrible). So if a situation is 'fishy', do you feel comfortable about it? (no). Are horses strong animals? (yes). If someone didn't control their horse, what could happen? (they could have an accident). So would you advise someone to 'hold their horses' before making a difficult decision? (yes).*

- f** **4.30** Ask students whether they think Nadia will take any complaint that Max makes seriously. Put students into pairs and play Part 2 of the video or the audio recording for them to answer and discuss the questions. If necessary, explain *get the lie of the land* (wait until you have all the available information about a situation before you take any action). Take feedback as a class.

### Answers

1 c 2 Students' own answers 3 Students' own answers

### Videoscript/Audioscript (Part 2)

- MAX** This is Max Redwood, and I'm calling to express my dissatisfaction ... No ... no ... This is Max Redwood and words cannot express my anger ... Oh, for goodness' sake. Hello, is that the editor-in-chief at *City FM*?
- NADIA** Yes, speaking.
- M** This is Max Redwood. I really feel you owe me an explanation for the article which appeared on *Breaking News*.
- N** Yes, I've just seen that. I can assure you that we are just as upset as you are.
- M** Really? Well ... I spoke in confidence to Sara Neroni. The next thing I know, I'm in an anonymous story online, and the title of my next book has been announced! It's totally unacceptable! Don't you think you should take full responsibility for this?
- N** There's no need to raise your voice, Mr Redwood. I do understand, and I have every intention of investigating the matter. Should I discover that any of the team have been involved, I can assure you, there will be consequences.
- M** How would you feel about someone you trusted revealing your confidential information in the press?! You've failed to fulfil your responsibility to protect my privacy!
- N** I really don't know what else I can say ... Once I get the lie of the land, I'd like to invite you in and we can discuss it face-to-face.
- M** Absolutely not. And I'd appreciate it if you didn't try to contact me again. It's over. Finished. Finito. The end.

## 2 USEFUL LANGUAGE

### Dealing with conflict

- a** **4.28** **4.30** Ask students to try to complete the expressions before they listen. Then play Parts 1 and 2 of the video or the audio recording again for them to complete the expressions and check. Drill the expressions.

### Answers

1 beyond 2 earth 3 words 4 disgraceful  
5 dissatisfaction 6 anger 7 unacceptable

- b** Tell students to think about possible differences between a spoken and written complaint (written would usually be more formal). Tell students to answer the questions. Check answers as a class.

### Answers

- 5 I'm calling to express my dissatisfaction.  
6 Words cannot express my anger.  
The expressions are too formal for a conversation of this kind. *I'm calling* would need to be changed to *I'm writing* in a written complaint.

- c** **4.31** Tell students to complete the sentences. Then play the recording for students to check.

### Answers

- 1 jump to  
2 to raise  
3 right  
4 explanation  
5 take full responsibility  
6 to fulfil your responsibility



### LANGUAGE NOTES

Students often get confused between *arise*, *rise* and *raise*. Point out that *arise* (C1) is formal, takes no object and means to happen, e.g. *Should the opportunity arise, I'd like to go to China*. Highlight that *raise* (B1) and *rise* (B2) both mean increase but *raise* (= to cause something to increase or become bigger, better, higher, etc.) needs an object whereas *rise* doesn't take an object.

- d** Ask students to categorise the comments under Max's and *Breaking News Online / City FM*'s behaviour. Check as a class.

### Answers

Max's behaviour: 1; 2  
*Breaking News Online / City FM*'s behaviour: 3; 4; 5; 6

- e** **4.32** Ask students what Nadia suggests at the end of the conversation with Max (a face-to-face meeting with Max at *City FM* once she has all the information she needs about the situation). Ask the students to complete the sentences. Then play the recording to check.

### Answers

1 intention 2 can assure 3 Absolutely; appreciate

- f** Put students into pairs to role-play the conversation between Max and Nadia using the language from the exercises but ending with Max reacting positively. As feedback, ask some pairs to role-play their conversation in front of the class.

## 3 LISTENING

- a** **4.33** Ask students to look at the picture and say what they think is going on between Nadia and Oscar. Play Part 3 of the video or the audio recording for students to find Nadia's two reasons for suspecting Oscar and what she wants from Oscar. Check answers as a class.

### Answers

Oscar was the only other person in the office and Nadia knows he overheard Sara's conversation with her. Nadia found the business card of *Breaking News Online*'s editor on Oscar's desk. Nadia wants Oscar's letter of resignation the next morning.

### Videoscript/Audioscript (Part 3)

- NADIA** Oscar.  
**OSCAR** You wanted to see me?  
**N** Take a seat. Have you got something to tell me, Oscar?  
**O** Er, no, should I?  
**N** There's an article on *Breaking News Online* about Max Redwood.  
**O** Oh?  
**N** Yes. It gave me a strong sense of déjà vu actually ... it's full of Sara's information – including the title of the book.  
**O** Really?  
**N** Yes.  
**O** So, are you thinking someone leaked it?  
**N** Yes, I am, Oscar. You were the only other person in the office last night. I know you overheard our conversation.
- O** What are you saying?  
**N** What's more, I happened to find this business card on your desk – 'Miranda Hall, Editor-in-Chief, *Breaking News Online*'... Had a little rendezvous with Miranda, have we?  
**O** I don't know what you're talking about.  
**N** Oscar, by selling information to other organisations, you are in breach of your contract.  
**O** You can't sack me. I'll take you to court!  
**N** I'm not going to sack you, you're right. You're going to resign. If you take us to court, you'll lose, and you'll never work in journalism again. I'll expect your letter of resignation in the morning.

- b** **4.33** Play Part 3 of the video or audio recording again for students to answer the questions. Check as a class.

#### Answers

- 1 Because the article contained the information Sara told her.  
2 They had a meeting. 3 He'd lose.

### LANGUAGE NOTES

Ask students to underline the tag question in the audioscript on SB p.187 (*Had a little rendezvous with Miranda, have we?*) and ask what is unusual about the form: the use of the plural *we*; the direction of the tag (after a positive statement there is usually a negative, not positive, tag). Elicit that the *we* is sarcastic and patronising and that same-direction tags can be used as a reaction to what we already know. Here the same-direction tag is used as an accusation.

- c** Put students into groups to discuss Nadia's treatment of Oscar. Take feedback as a class.

### FAST FINISHERS

Ask fast finishers to think of how Oscar could get his revenge on Nadia and *City FM*, e.g. send an email to everyone on the company's address list telling them that they have won a thousand euros in a *City FM* competition.

## 4 PRONUNCIATION Sound and spelling: foreign words in English

- a** **4.34** Ask students what you call the thing that protects you from the rain (*umbrella*) and if they know what the origin of this word is (*ombrello*, Italian). Play the recording for students to listen to the words. Ask students to say the origin of the words and which four were used in Parts 1–3. Tell them to look at the audioscript on SB p.187 if necessary. Check answers.

#### Answers

- 1 French 2 Spanish 3 French 4 Italian 5 Italian  
6 French 7 French 8 Spanish (it is also a common word in Italian, but not with the same meaning)  
In Parts 1–3: avant-garde (Part 1); finito (Part 2); déjà vu; rendezvous (Part 3)

### CULTURE NOTES

English has absorbed a large number of foreign words throughout its history. Approximately 60% of English vocabulary comes from French or Latin.

- b** Tell students to match the words and phrases with their meanings. Check answers as a class.

#### Answers

a 3 b 7 c 4 d 5 e 2 f 1 g 6 h 8

- c** **4.34** Play the recording again for students to listen and underline the consonant sounds which are unusual for English. Check as a class.

#### Answers

cappuccino déjà vu rendezvous avant garde

- d** Put students into pairs to answer the questions and check in a dictionary. Check as a class.

#### Answers

*c'est la vie* /sɛrlæ'vi:/ (French): used to say that situations of that type happen in life, and you cannot do anything about them  
*kaput* /kə'pʊt/ (German): not working correctly  
*aficionado* /ə'fɪʃiə'nɑ:dəʊ/ (Spanish): someone who is very interested in and enthusiastic about a particular subject  
*faux pas* /fəʊ'pɑ:/ (French): words or behaviour that are a social mistake or not polite  
*kindergarten* /'kɪndəgɑ:tən/ (German): a nursery school  
*tsunami* /tsu:'nɑ:mi/ (Japanese): an extremely large wave caused by a violent movement of the earth under the sea  
*paparazzi* /pæpə'rætsi/ (Italian): the photographers who follow famous people everywhere they go in order to take photographs of them for newspapers and magazines  
*Schadenfreude* /'ʃɑ:dənfrɔɪdə/ (German): a feeling of pleasure or satisfaction when something bad happens to someone else  
*typhoon* /taɪ'fu:n/ (Cantonese Chinese): a violent wind that has a circular movement, found in the West Pacific Ocean  
*karaoke* /kæri'əʊki/ (Japanese): a form of entertainment, originally from Japan, in which recordings of the music but not the words of popular songs are played, so that people can sing the words themselves  
*siesta* /si'esta/ (Spanish): a rest or sleep taken after lunch, especially in hot countries

- e** **4.35** Play the recording for students to listen and repeat the words and phrases.

## 5 SPEAKING

- a** Ask students to read the example situations and think of a situation where they need to complain. Tell them to make notes about what has happened, who is responsible and the response they want.  
**b** Put students into pairs. Ask them to take turns role-playing the complaints using the structure given in the bullet points and the language in 2. As feedback, tell some pairs to role-play their conversation in front of the class.

### ADDITIONAL MATERIAL

- ▶ Workbook 9C
- ▶ Photocopiable activities: Pronunciation p.269
- ▶ Unit Progress Test
- ▶ Personalised online practice



# 9D Skills for Writing

## The impact on cities is plain to see

### OPTIONAL LEAD-IN

Books closed. Tell students to make a list of the best places in the world to live, and be specific, e.g. a beach on Hawaii. Put them into groups to compare lists and point out any potential problems, e.g. a beach home could get flooded.

## 1 LISTENING and SPEAKING

- a** Ask students if the capital of a country is always the best place to live. Put students into groups to discuss the questions. Take feedback as a class.
- b** Ask students to look at the photos and elicit answers to the question. If you wish, give students information about New Zealand from the Culture notes below.

### CULTURE NOTES

New Zealand is in the Southwest Pacific Ocean and has a population of about 4.5 million. While Auckland is the largest city, Wellington is the capital. Because New Zealand was one of the last places settled by humans, it has a very diverse animal and plant life. Historically, agriculture has been an important part of New Zealand's economy.

- c** **4.36** Ask students why they think Lizzie and Ron look so pleased in the photo. Play the recording for students to answer the questions. If necessary, pre-teach *leave the nest* (when children leave home), *sit tight* (stay where you are) and *the Big Smoke* (a large city). Check answers as a class.

#### Answers

- Her son Josh has won a scholarship – University of Auckland Academic Excellence. She feels proud, but thoughtful / a little sad as it's her first child to be leaving home.
- They can't get a good education in the small town where they live.
- They won't be able to find the kind of jobs they would like.
- House prices are much higher in big cities; life is less stressful; they have good friends.
- The population will keep getting smaller.

#### Audioscript

- CAFÉ WORKER** So ... a flat white and a long black. That's \$7.50.
- LIZZIE** Here you are.
- RON** But isn't it my turn?
- CW** Thanks.
- L** The coffee's on me, Ron.
- R** You sure, Lizzie?
- L** Well, look on it as a kind of celebration.
- R** Really?
- L** Yeah.
- R** Shall we sit here?
- L** Yep.
- R** So ... What's up?
- L** What do you mean?
- R** Well, you don't exactly look like you're jumping for joy. In fact, I'd say you almost look a bit miserable.
- L** Thoughtful – not miserable.
- R** OK. But you still haven't told me – what are we celebrating?
- L** It's Josh – he's won a scholarship – University of Auckland Academic Excellence.
- R** Lizzie, that's great! Pass on my congratulations to him. Oh, that's wonderful – proud mum, eh?!
- L** Yeah, yeah – I do feel proud. He's studied hard and done really well.
- R** So why the long face?
- L** Well, it just hit me, y'know, this whole thing of Josh leaving home – off to the Big Smoke ...
- R** Yeah nah, it's hard when they leave the nest. When Jessica went off to uni last year it took me a while to get used to her ... not being there.

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

- listen to a comparison of different living environments and give advice to the speakers
- understand the structure of a discussion essay on urban migration and the linking devices used to express reasons and results
- write a discussion essay about social change based on the structure and language of a model

- L** Yeah, I remember.
- R** It did mean I was able to reclaim the bathroom for myself!
- L** A lot to be said for that!
- R** But I still miss her.
- L** Yeah, Josh is my first to go.
- R** Well, they'll probably all go and live elsewhere in the long run – all our kids.
- L** Yeah – they've got to really, though, don't they?
- R** Well, they can't stay in this town and hope to get a decent education!
- L** Problem is – and this is what I've been thinking about – nor are they likely to return. I mean, even if Josh did want to come back and live here, there wouldn't be any jobs for someone with an engineering degree.
- R** Yeah, Jessica reckons she wants to get into marketing or something like that. Don't see much chance of her coming back here to do that.
- L** But that's the thing – see, everyone just goes off to Auckland or Wellington and they never come back. And then small towns like these – they just get smaller and smaller.
- R** But it's not just the kids going off to study, is it? What about when they shut down the timber mill – that meant a big exodus.
- L** Yeah, we've lost just over a thousand people in the last five years. Makes me feel like packing up myself and moving on.
- R** Yeah, I have to say the thought has crossed my mind.
- L** But imagine – the price you'd get for your house here and then the price of houses in a place like Auckland. I just couldn't afford to do it.
- R** Nope, we're better off sitting tight.
- L** Yeah nah, you're probably right.
- R** And the truth is, I'm not unhappy – life's a whole lot less stressful here.
- L** That's certainly true.
- R** And I've got some good friends – like yourself. We can keep each other sane.
- L** Yeah, but this scholarship thing – it just made me think. Like, I could see we might end up being the last generation that lives in a town like this. I mean, will the population just keep getting smaller and smaller – and then what?
- R** To the point that we don't exist any more?
- L** Yeah, something like that.
- R** But, hey, enough of these pessimistic thoughts – let's just celebrate Josh doing well for himself.
- L** Yeah. I must have done something right bringing him up.
- R** Maybe, but any kid's only as smart as their mother! Or their father!
- L** Absolutely!

- d** Ask students if house prices vary a lot in their country. Put students into groups to give advice. Take feedback as a class.

### EXTRA ACTIVITY

Ask students to underline these colloquial expressions in the audioscript on SB pp.187–188 and say what they mean: *The coffee's on me*; *Yep*; *what's up?*; *uni*; *reckons*; *Nope*.

#### Answers


*The coffee's on me*: I'll buy the coffee; *Yep*: yes; *what's up?*: What's the problem?; *uni*: university; *reckons*: thinks; *Nope*: no

## 2 READING

- a Ask students if urban migration is more of a problem in smaller countries like New Zealand. Tell students to read the essay and put the points in the order they are mentioned. If necessary, pre-teach *ghost town* (a town where few or no people now live), *incentive* (C2) (something that encourages a person to do something) and *subsidy* (C1) (money given as part of the cost of something, to help or encourage it to happen). Check answers as a class.

### Answers

5  
6  
2  
3  
1  
4

- b  Ask students if they know anybody who has moved to a bigger town and what issues they had. Put students into groups to discuss the challenges faced in moving. Take feedback as a class.

## 3 WRITING SKILLS Discussion essays; Linking: reason and result

- a Ask students how many paragraphs there are in the essay (five). Elicit the function of each paragraph.

### Suggested answers

paragraph 1: to introduce the topic

paragraph 2: to explain why people move to cities

paragraph 3: to describe the (negative) effects of migration on cities

paragraph 4: to describe the (negative) effects of migration on small towns / rural communities

paragraph 5: to summarise and suggest a plan of action

- b Write these sentence headers on the board:

*In my opinion,*

*It could be said that*

Ask students which expresses a writer's view directly (In my opinion) and which indirectly (It could be said that). Ask the same question for the phrase in italics in the first paragraph. Check the answer and then tell students to match the other phrases in italics with the meanings. Check answers and then read through the Writing Tip with the class.

### Answers

indirectly

1; 4 you can see clearly

3 I've looked

2; 5 I think

- c Ask students what would be the formal synonyms of these words used about the structure of an essay: *start* (introduction), *ending* (conclusion), *part* (section), *main part* (body). Tell students to put the formal synonyms from the box into the sentences. Check as a class.

### Answers

1 noticeable

2 outcome

3 appear

4 outlining

5 claimed

- d Ask students to look at the first highlighted phrase and ask if it introduces a reason or indicates a result (introduces a reason) and why (*factor* is similar in meaning to *reason* in this context). Tell students to put the rest of the highlighted examples into two lists: introduce a reason, indicate a result. Check as a class and drill the phrases.

### Answers

Introduce a reason: One key factor; because of; due to

Indicate a result: leads to; causing; As a result; results in; which, in turn, means; As a consequence; can lead to

### FAST FINISHERS

Ask fast finishers to replace three of the highlighted examples in the essay with other examples from the list. Tell them to write the relevant part of the sentences and add them to their list, e.g. *This exodus leads to the closure of businesses.*

- e Tell students to read the sentences and underline the reason or result language. Check answers as a class. Ask students which language shows result and which shows reason (reason: 1, 5; result: 2, 3, 4). Tell students to add the words and phrases to their lists in 3d.

### Answers

1 owing to

2 Consequently

3 causes

4 Hence

5 as a direct consequence of

- f Ask students which expressions in 3e can be used in the same way as the examples. Check answers as a class. Tell students to add the expressions to their lists in 3d.

### Answers

1 causes

2 owing to, as a direct consequence of

3 Consequently, Hence

- g Tell students to choose the best word in italics. Check answers as a class. In item 3, *thus* is a better choice, because it refers to the process by which a result happens; however, *therefore* would not be wrong here. See the Writing Tip on SB p.175.

### Answers


1 creating

2 Thus

3 thereby

### LANGUAGE NOTES


Highlight that *thereby* (C1) (formal, as a result of a particular action or event) is used before a verb. *Therefore* and *Thus* can be used as comment adverbs or before a verb.

- h  Students complete the exercises in Writing Focus 9D on SB p.175. They read the table and the Writing Tip and then complete the exercises. Check answers to Exercise a and b as a class. Monitor Exercise c and take feedback as a class. Tell students to go back to SB p.113.

## Answers

- a** 1 One of the main reasons 2 resulted in 3 Thus  
4 due to 5 cause 6 thereby
- b** 1 The recent arrival of large numbers of people from the countryside ~~leads~~ has led to the current shortage in housing.  
2 Increased pressure on city infrastructure often causes ~~that~~ there is a rise in taxes.  
3 There are fewer jobs in small towns because of the closure of so many businesses.  
4 As a result of the arrival of rural migrants, city schools have many more children on their roll.  
5 Youth unemployment is very high in the town, ~~thereby~~.  
Therefore/Thus, there's a lot of competition for jobs.

## 4 WRITING

- a**  Tell students to read the examples and think about a social change in their country, the reasons and results. Put students into pairs to talk about them.
- b** Tell students to follow the steps and write a discussion essay with five paragraphs as in the model. As a more interactive alternative, or if you have less class time available, you could put students into groups of five, tell them to choose one of their ideas for social change and ask each student to write one paragraph (in smaller groups stronger students could write an extra paragraph). Ask students to check one another's work before the next stage.
- c** Tell students (or groups) to swap essays and read them. Put students into pairs (or two groups together) to answer the questions and say what they think about the issues raised.



## LOA TIP REVIEW AND REFLECT

- Encourage students to check their writing thoroughly before they give it to someone else to read.
- Give students a checklist to go through. They should be able to answer *yes* to all these questions.  
*Have I followed all the steps in 4b?*  
*Will my partner want to read my essay?*  
*Will my partner learn anything new about this issue?*  
*Is the grammar accurate?*  
*Is the grammar complex, e.g. complex noun phrases?*  
*Have I used a range of vocabulary, including new words and expressions from this unit?*  
*Have I checked for spelling and punctuation mistakes?*
- Students could use the same checklist to evaluate each other's essays in 4c.



## EXTRA ACTIVITY

Tell students to watch on YouTube an episode from the British 1970s comedy *The Good Life*, about a couple who try to lead a self-sufficient life while staying in their house in a suburb of London. A lot of the humour comes from the naivety of people as they attempt to adopt a simple lifestyle. Put students into groups to say what happened in the episode they watched and what it said about adopting a sustainable life.

## ADDITIONAL MATERIAL

- ▶ Workbook 9D

# UNIT 9

## Review and extension

### 1 GRAMMAR

- a Write these sentences on the board and ask students what the difference between them is: *1 Karen and Simon are proud of themselves. 2 Karen and Simon are proud of each other.* (1 they feel proud as individuals and/or as a couple; 2 each feels proud of the other person). Ask students to complete the sentences with pronouns. Check as a class.

#### Answers

2 himself 3 herself 4 each other 5 ourselves  
6 each other; each other 7 ourselves



#### FAST FINISHERS

Ask fast finishers to write down three things that are better to do by yourself, e.g. wash up, and three things that are better to do with other people, e.g. karaoke. Tell students to compare their ideas with another fast finisher.

- b Dictate this sentence to students and ask them to write it down more concisely: *I got up and I looked and then I heard a familiar sound but I was confused by the familiar sound.* (I got up, looked and heard a familiar sound but was confused by it.) Tell students to correct the mistakes. Check as a class.

#### Answers

1 Kate wanted to put in new windows but I didn't ~~want~~.  
2 'I'll never listen to her advice again.' 'So ~~So~~ Neither will I.'  
3 It was a beautiful morning although ~~it~~ was rather cool outside.  
4 ~~He~~ Living nearby, Frank had no problem getting in early.  
5 So they wouldn't get bored, they were listening to the radio.  
6 'Kelly hasn't read the contract properly.' 'I ~~don't~~ suspect suspect not.'  
7 She became a famous actress, as did/was her mother.  
8 Take the clean mug, not the dirty one.

### 2 VOCABULARY

- a Ask students to complete the sentences. Check answers as a class.

#### Answers

1 redevelop 2 reinstate 3 restore 4 recreate 5 regain  
6 renovate

- b Tell students to match the sentence halves. Check as a class.

#### Answers

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



#### EXTRA ACTIVITY

Ask students to choose one of the buildings in a–f in 2b. Tell them to write three adjectives, from 9B Vocabulary Focus or other adjectives which could describe it, e.g. *imposing/practical/ugly* (power station). Put students into groups. They take turns to read out their three adjectives for the other students to guess the building.

### 3 WORDPOWER *build*

- a Ask students which of these words can't follow *build*: *trust, safety, goodwill, momentum* (safety). Tell students to read the multi-word verb collocations with *build* and then match them with the meanings. Check answers as a class.

#### Answers

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

- b 4.37 Tell students to complete the sentences with the words and then play the recording for them to check.

#### Answers

1 up  
2 in  
3 up  
4 on  
5 around  
6 up  
7 up

- c Tell students to complete the statements with their own ideas, using a dictionary if necessary to help them understand the expressions.  
d Put students into pairs to compare their answers. Take feedback as a class.

Photocopiable activities: Wordpower p.249



### 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.