Lesson 1

Introduction

This background information will help you answer any questions students may have about the theme. You may want to give students some of this information but you should tailor it according to the needs of the class.

The Ironman Triathlon students read about in Lesson 1 is held every year in Hawaii. It is the world championship of the event. Athletes take part in qualifying races in different locations around the world to earn a place to compete in it. It is a particularly challenging race; the water in which athletes swim is warm, the cycling leg takes place in strong winds, and the marathon is run in hot weather. As a result, just to cross the finishing line is considered a victory. Both men and women can compete in the race. Athletes are also called Ironmen, and there is a special category for athletes with disabilities.

Warm-up

Introduce the topic of achievements and goals. Check students understand the meaning of the words and the difference between them:

achievement: something important that you have done that required special effort or determination

goal: something that you hope to achieve in the future

Tell students about some of your own achievements and goals or those of people they are familiar with (e.g. scientists, writers, musicians, actors, sports people, politicians). Elicit other things that may be considered achievements and goals and write them on the board so that students can refer to them in exercise 1, e.g.

Achievements:

- to speak another language well
- to travel to a particular destination
- to get an interesting job

Listening & Vocabulary

1. Have students read the example sentences and point out how they can express their ideas, e.g. I’ve … I know to …, I want to …, I would like to … Students discuss their ideas in pairs.

2. Tell students to look at the pictures and write questions about them and the article in an exercise, e.g.

What are the three people doing? (They’re running a race, playing the piano, and taking part in a beauty contest.)

What do you think the title means? (A person who is dedicated works very hard at doing something because they think it is important.)

What do you think of? (A person who is dedicated has achieved something important that you have done that)

Students do the exercise. After checking answers, ask:

Which of the things is an achievement and which is a goal? (Pj: a goal; Amy and Carolina: achievements.)

How is each person dedicated? (Pj is training hard to compete in the Ironman event, Amy spends several hours a day practising the piano. Carolina must work hard to be perfect.)

Answers:

Philip (Pj) Foster’s goal is to compete in the Ironman event and become one of the youngest competitors to complete the Ironman. Amy has passed top level exams in the piano and cello at the age of eleven. Carolina Caruso has won a place at the Miss Venezuela School in Caracas.

3a. Have students do the exercises in pairs. Elicit and write their ideas on the board. Play the audio for students to check their predictions.

Answers:

Pj runs, cycles and swims. Amy practises in the piano and the cello. Carolina learns how to analyse everything you need to win beauty competitions.

3b. Explain to students that it is a good idea to take notes while they listen. Tell them to write key words and information but not to write complete sentences.

Play the audio again for students to check their notes. Have students compare answers. If necessary, play the audio again before checking answers with the class. Elicit and write answers in note form on the board.

Answers:

Pj trains for 10–18 hours a week. Running, cycling, swimming. Amy practises for 4 hours a day – 2 on cello, 2 on piano. She practises a bit more at weekends. Carolina learns how to walk properly, give interviews, speak English, learns about politics and works out for 3–4 hours a day in the gym.

4. Words in Focus

Students check the words in blue in their dictionaries. If you are going to do the Mini Workbook exercises, have them make a note of the related verbs and adjectives, too. Draw a table on the board and have students complete it in their notebooks.

Grammar Focus

Present tenses

6. Write four sentences on the board. Elicit the tense in each sentence and the form of the tense:

She practises every day. (present simple: third person singular)
She’s practising at the moment. (present continuous: be + -ing)
He has competed in races before. (present perfect simple: have + past participle)
He has been training since he was young. (present perfect continuous: have + been + -ing)

Students read the texts about Pj, Amy and Carolina and find examples of the tenses:

- present simple: She practises for several hours every day.
- present continuous: Pj is currently training for this year’s race.
- present perfect simple: Beauty queen Carolina has recently won a place at the Miss Venezuela School in Caracas, …
- present perfect continuous: She has been playing the piano and the cello since she was six.

Warm-up

Draw or display Board plan 1.1. If you think that students would benefit from having a written record of the board plan, have them copy it into their notebooks.

8. Students read the exercise. Tell them to notice any words that can help them choose the correct tense, e.g. this season, recently, and this week.

Students do the exercise individually. Have them compare answers before checking with the class.

Answers:

2. Have been doing 3. have just found 4. are really improving 5. have won 6. isn’t playing 7. is recovering

9a. Tell students that they can write the name of a person they know, e.g. a brother, a parent, friend, etc. Alternatively, they can write their own name if they play a sport or a musical instrument well, or have another skill. Make sure everyone has told their partner the name of a person and their skill.

9b. Remind students that they need to make questions with you, he or she, depending on the person their partner chose, and to select an appropriate verb. Do some examples to show students the questions they can ask:

Which sport does he/she play?

Which musical instrument does he/she play?

Which sport do you play?

Which musical instrument do you play?

Suggest that fast finishers write more questions, e.g. When did you start playing?

How often do you practice?

What are you preparing for?

What do you aim to achieve?

Students interview their partner using the questions they have prepared. After they have finished, ask them to decide which of the two people they spoke about is the most dedicated. Elicit from different pairs who is the most dedicated, and why.
Lesson 3

**Culture Close-Up**

Daniel Day-Lewis, who students read about in lesson 3, is the son of an actress and a poet. He was born and grew up in London and first appeared in a film at the age of fourteen. He is known for being selective about the films he makes and for thoroughly researching his roles. He is a method actor and will often stay in the role of the character he plays even when he isn’t filming. He has won two Oscars for Best Actor for his performances in *My Left Foot* and *There will be Blood,* and has won numerous other awards.

Robert De Niro also has a background in method acting. Like Daniel Day-Lewis, he has used extreme methods to improve his performance. He gained twenty-seven kilos and learned how to box for his role as Jake LaMotta in *Raging Bull,* worked as a taxi driver for three months for *Taxi Driver* and learned to play the saxophone for *New York, New York.* He won an Oscar for his role in *The Godfather II,* *Raging Bull* and has been nominated four more times.

Heath Ledger was an Australian-born actor who moved to the US to develop his career. He made nineteen films before he died in 2008. He was nominated for an Oscar for his role in *Brokeback Mountain* and won the award posthumously for *The Dark Knight,* in which he played the Joker. He was particularly admired by Daniel Day-Lewis, who described his performance in *Brokeback Mountain* as ‘unique’ and ‘perfect’.

**Answers:**

1. **Films:**
   - *My Left Foot, In the Name of the Father, The Boxer, Gangs of New York*
   - *He was an outcast, Gerry Conlon, a boxer, Bill the Butcher*

2. **Photos:**
   - *My Left Foot, Gangs of New York, The Boxer*

3. **For the disabled artist, he used a wheelchair; for Gerry Conlon, he worked as a butcher.**

4. **He lived the way the character lived, even when not filming.**

5. **Suggested Answer:** *Al Pacino, Nicole Kidman, Anthony Hopkins, Jack Nicholson.*

**Suggested Answers:**

1. *Which sport do you play?*  2. *How long have you been doing it?*  3. *Does he/she practise or train a lot?*  4. *How long have you been doing it?*  5. *Has he/she won any competitions or passed any exams?*  6. *Has he/she improved much recently?*

**Extra Discussion:**

Write a question about sport on the board.

Some people say young people don’t do enough sport nowadays. Do you agree?

Put students into pairs or groups of four. Have them discuss the question and then report their ideas to the class.

**Grammar Focus**

Past tenses

1. Students do the exercise.
2. Students practice the tenses.
3. Students compare answers before checking with the tenses.

**Draw or display Board plan 1.2.**

Ask questions to check students understand the tenses:

- He ignored Nesson while they were making the film. Did he annoy Nesson before they made the film? (no!)

**Answers:**

1. **Rule:** *He was working, he was training, he was making the film.*

2. **Rule:** *He told crew members to throw cold water at him, he stayed in a prison cell, he was making the film.*

3. **Suggested Answer:** *Al Pacino, Nicole Kidman, Anthony Hopkins, Jack Nicholson.*

**Grammar! + Play**

Write three statements on the board and show students how to form a tag question:

*You’re a student, aren’t you?*  

*He must have visited London, hasn’t he?*  

**Examples:**

- *They haven’t arrived, have they?*
- *They haven’t arrived, have they?*

**Answers:**


**Extra Discussion:**

Write a question about sport on the board.

Some people say young people don’t do enough sport nowadays. Do you agree?

Put students into pairs or groups of four. Have them discuss the question and then report their ideas to the class.

**Grammar Focus**

Past tenses

1. **Answers:**
   - 2 at the weekend 3 for three years 4 recently 5 this week 6 since

2. **Answers:**
   - 2b 3a 4 b 5 b 6 b 7 a 8 a

3. **Answers:**
   - 2 has been playing 3 has won 4 plays 5 have improved 6 have you played 7 have you played 8 have also played

9. **Answers:**
   - 10 is getting 11 trains 12 doesn’t enjoy

13. **Answers:**
   - running 14 has been going

**Now your students can:**

- understand and use words and expressions related to achievements
- check predictions and make notes of detailed information in a listening text about achievements and goals
- use present tenses to talk about present habits, actions in progress now, and past actions that relate or continue to the present.
Lesson 4

Warmer
If there has been a gap between the previous lesson and this one, ask students to write the name of a film they thought was very frightening, and one they thought was very funny. Put students into groups and ask them to compare the films. Ellicott film five each category and write them on the board. Take a vote on the most frightening and the funniest films by asking students to put up their hands.

Vocabulary & Speaking
Extreme adjectives and intensifiers
6 Tell students to look again at the caption about Daniel Day-Lewis on page 6 and find a word that means the same as very good.

Grammar
You look very exhausted. (incorrect) absolutely exhausted
Day-Lewis is really outstanding. (correct)
It's raining. I'm absolutely wet. (correct)

Warmers
On the board write the names of some people who are very successful in their field and the names of others who are not so successful. Try and choose people that students will be familiar with e.g.

Very successful: Not as successful:

Reading & Speaking
1 Have students read the quotations. If students need support, rephrase the question and ask which one has the same meaning.

2 Abuse of authority: an extreme form of control and power.

3 The key to success is determination to work as hard as is required for success.

4 Why don't equally talented people make it? Are they not lucky and, most importantly, do they not have the determination to work hard? They can ask twenty questions to guess who it is. You will only ask yes or no to the questions, and the questions must be grammatically correct. Take questions from random students in the class. The student who guesses correctly thinks of the next famous person. Either continue the game as a class or have students play it in groups.

Answers: 1 b 2 c 3 b 4 d

NOTICE IDIOMS
Check students know what an idiom is (an expression whose meaning is different from the meaning of the individual words). Draw attention to the example to show them what to do.

Answers: 2 Why don’t equally talented people make it?
3 the key to success
4 is success just down to luck?
5 It was luck that gave him his first break
6 You probably won't reach the top.

Put students into pairs or groups of four to discuss the questions. When they have finished speaking, elicit ideas from different pairs or groups and open up the discussion with the class. Try to involve as many students as possible in the discussion by asking others if they agree or disagree.

Answers: 1 Venus Williams: She is famous for being a top tennis player. She has won hundreds of tournaments. She looks to do other things as well as play tennis, like fashion design, and she has a normal, healthy attitude to life. She fits Malcolm Gladwell’s theory because when she was a child, she used to practice for hours and hours every day although now she is not that hard-working.

2 Heath Ledger: He was a talented actor. He won lots of awards by the time he died at the age of twenty-eight, including one for Brokeback Mountain. When he was filming, he liked to stay in character to help him play the role better and he was dedicated to his work. He fits Malcolm Gladwell’s theory because he worked incredibly hard.

Can you do it in English?
8a Make sure everyone has thought of a person they admire before moving on to exercise 8b.
**Lesson 7**

**Culture Talk**

The state of Utah is a generally rocky area with three distinct regions: the Rock Mountains, the Great Basin, and the Colorado Plateau. It has five national parks and forty-two state parks. It is known for its landscape and is a popular tourist destination for skiers, walkers and hikers.

Chute Canyon is situated in the San Rafael Reef, part of the Colorado Plateau in central Utah. The reef is about 120 kilometres long and is composed of domes, cliffs and deep canyons. The canyons are often less than a few metres wide and can be hundreds of metres deep. Chute Canyon is considered to be aspectacularly beautiful area.

**Warm Up**

Elicit and write some sports on the board, e.g. mountain climbing, surfing, sking, hiki ng, horse-racing, skateboarding, motorcycling. Put students into pairs and ask them to rank the sports from the most dangerous to the least dangerous. When they have finished, ask different pairs which they thought was the most dangerous sport and discuss the sports as a class until they decide on the most dangerous one. Ask students why they think people do dangerous sports.

**Writing & Vocabulary**

**A narrative**

1. Students do the exercise. When they have finished speaking, find out who would or would not like to go hiking in Chute Canyon. Encourage students to say why or why not.

   **Answers:**
   - Chute Canyon is in Utah, in the US. It is a dangerous place to go hiking. Students’ own answers – they may say ‘no’ because it is one of the most difficult mountain routes, or ‘yes’ because it is a challenge.

2. Make sure students understand the words by pointing to the picture.

   **Answers:**
   - Chute Canyon is in Utah, in the US. It is a dangerous place to go hiking. Students’ own answers – they may say ‘no’ because it is one of the most difficult mountain routes, or ‘yes’ because it is a challenge.

3. Students do the exercise. When they have finished speaking, find out who would or would not like to go hiking in Chute Canyon.

   **Answers:**
   - Chute Canyon is in Utah, in the US. It is a dangerous place to go hiking. Students’ own answers – they may say ‘no’ because it is one of the most difficult mountain routes, or ‘yes’ because it is a challenge.

4. Students read the story and check their predictions. Find out if anyone in the class predicted the end of the story correctly.

   **Answers:**
   - James slipped from a boulder and fell into a pool. He landed on a rock in the pool and his leg shattered.

5. Students read the story again and answer the questions.

   **Answers:**
   - 1. You are hiking fanatics and they had a habit of doing the route for a long time. 2. He decided to go to the nearest camp for help. 3. It was flooded heavily and it had been raining. 4. He waited for three hours.

6. Students read the story and check their predictions. Find out if anyone in the class predicted the end of the story correctly.

   **Answers:**
   - Alex landed on a rock. Alex slipped. Alex was still alive. James arrived at the camp. James pulled Alex out of the water. Ask students to match the adverbial and the event, then to retell the story in pairs.

   **Answers:**

7. Students read the story and check their predictions. Find out if anyone in the class predicted the end of the story correctly.

   **Answers:**
   - Alex landed on a rock. Alex slipped. Alex was still alive. James arrived at the camp. James pulled Alex out of the water. When they have finished, have them look at the story on page 10 to check.

   **Answers:**
   - Tell students they are going to listen to another story. Check they understand the sentences in the box by pointing to things in the pictures.

   **Answers:**
   - Picture 1: Something hit me. I saw a shark’s fin. Picture 2: I had a big cut down my leg. The paramedics were there in ten minutes. Picture 3: I was just paddling out to sea on my board. Picture 4: I just kicked and kicked. Not illustrated: I still got a scar.

   **Answers:**
   - After students have predicted in pairs, elicit a possible order for the pictures and write it on the board. Play the audio for students to check their predictions.

   **Answers:**
   - Picture 3, Picture 1, Picture 4, Picture 2

   **Answers:**
   - Allow time for students to read the questions before you play the audio. Remind them to write key words and information but not to write complete sentences.

   **Answers:**
   - 1. The writer uses the adverbials to make the story more dramatic. 2. Make sure students are aware that more than one option may be possible in the exercise. Have them compare their answers before checking with the class.

   **Answers:**

   **EXTRA DISCUSSION**

   Tell students to imagine that they have seen a question posted on an online forum asking places to go hiking in their area or country. They were agreed.

   **Answers:**
   - Where would you recommend the person should go? What advice would they give about things to take on the trip? Have students discuss the questions in pairs and then report their ideas to the class.

   **Lesson 8**

   **Warm Up**

   If there has been a gap between the previous lesson and this one, write some adverbials and events from the story of Alex and James on the board.

   **Answers:**

   **Answers:**
   - Alex landed on a rock. Alex slipped. Alex was still alive. James arrived at the camp. James pulled Alex out of the water. Ask students to match the adverbial and the event, then to retell the story in pairs.

   **Answers:**
   - All of a sudden. Alex slipped. Unfortunately. Alex landed on a rock. Thankful. Alex was still alive. Eventually. James arrived at the camp. Gradually. James pulled Alex out of the water. When they have finished, have them look at the story on page 10 to check.

   **Answers:**
   - Tell students they are going to listen to another story. Check they understand the sentences in the box by pointing to things in the pictures.

   **Answers:**
   - Picture 1: Something hit me. I saw a shark’s fin. Picture 2: I had a big cut down my leg. The paramedics were there in ten minutes. Picture 3: I was just paddling out to sea on my board. Picture 4: I just kicked and kicked. Not illustrated: I still got a scar.

   **Answers:**
   - After students have predicted in pairs, elicit a possible order for the pictures and write it on the board. Play the audio for students to check their predictions.

   **Answers:**
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   **Answers:**
   - Allow time for students to read the questions before you play the audio. Remind them to write key words and information but not to write complete sentences.

   **Answers:**
   - 1. The writer uses the adverbials to make the story more dramatic. 2. Make sure students are aware that more than one option may be possible in the exercise. Have them compare their answers before checking with the class.

   **Answers:**

   **EXTRA DISCUSSION**

   Tell students to imagine that they have seen a question posted on an online forum asking places to go hiking in their area or country. They were agreed.

   **Answers:**
   - Where would you recommend the person should go? What advice would they give about things to take on the trip? Have students discuss the questions in pairs and then report their ideas to the class.

   **Lesson 9**

   **Warm Up**

   If there has been a gap between the previous lesson and this one, write some adverbials and events from the story of Alex and James on the board.

   **Answers:**

   **Answers:**
   - Alex landed on a rock. Alex slipped. Alex was still alive. James arrived at the camp. James pulled Alex out of the water. Ask students to match the adverbial and the event, then to retell the story in pairs.

   **Answers:**
   - All of a sudden. Alex slipped. Unfortunately. Alex landed on a rock. Thankful. Alex was still alive. Eventually. James arrived at the camp. Gradually. James pulled Alex out of the water. When they have finished, have them look at the story on page 10 to check.

   **Answers:**
   - Tell students they are going to listen to another story. Check they understand the sentences in the box by pointing to things in the pictures.

   **Answers:**
   - Picture 1: Something hit me. I saw a shark’s fin. Picture 2: I had a big cut down my leg. The paramedics were there in ten minutes. Picture 3: I was just paddling out to sea on my board. Picture 4: I just kicked and kicked. Not illustrated: I still got a scar.

   **Answers:**
   - After students have predicted in pairs, elicit a possible order for the pictures and write it on the board. Play the audio for students to check their predictions.

   **Answers:**
   - Picture 3, Picture 1, Picture 4, Picture 2

   **Answers:**
   - Allow time for students to read the questions before you play the audio. Remind them to write key words and information but not to write complete sentences.

   **Answers:**
   - 1. The writer uses the adverbials to make the story more dramatic. 2. Make sure students are aware that more than one option may be possible in the exercise. Have them compare their answers before checking with the class.

   **Answers:**
The story in Real Time takes place in Brighton, a popular seaside resort on the south coast of England, less than an hour from London by train. The seashore has bars, restaurants and amusement arcades, mostly between its two famous piers. These piers, built in the nineteenth century, are traditional landmarks, although one was damaged by a fire in 2003 and there are plans to replace it with a modern tower. Brighton is a lively city with many music venues, theatres and art galleries. It has a large student population. There are two universities and a further education college, and during spring and summer, thousands of students attend language courses at the many language schools there, too.

The story in Real Time revolves around two students in Brighton, Ikram and Ella. They are both DJs and they do a two-hour radio show once a week for a local radio station, Bright Lights Radio. In the Real Time sections, they do interviews and prepare stories for their show. In the first section, Ikram and Ella are choosing a photo to advertise their show in a Brighton student magazine.

**Warmer**

Draw a five-pointed star on the board and have students draw one like it in a notebook or on a piece of paper. Tell them to write a name or word on one of the five points in answer to these questions:

1. What is your favourite type of music?
2. What's your favourite music show (on the radio or TV)?
3. Who's your favourite artist?
4. What are you listening to at the moment?
5. What type of music do you hate?
6. Have students swap their stars, ask each other about what they wrote, and find out if any of the information is the same.

**Talking about photographs**

1a Tell students to look at the main photo and the caption. Ask:

Who are the people in the photo? (Ikram, Ella and Jake) Where are they? (They're in a radio studio.) What are they doing? (They're looking at some photos.)

Students discuss the questions in pairs and predict what the answers might be.

1b Play the audio for students to check their predictions.

Answers: 1 Ikram and Ella are the DJs and Jake is the producer of the show. 2 They are choosing a photo for an advert for the show.

2a Phrases

Tell students to read the Phrases 2 know and Ella's description and try to remember the phrases that she used in each gap. Tell students to put their pens down and look at Phrases 2 know while they listen. Play the audio. Allow time for students to write their answers after they have listened.

Answers: 1 These photos are related to the topic of 2 What they have in common is 3 in the foreground 4 I think it's 5 It makes you think of 6 It looks as though 7 They seem 8 It looks like 3b Students refer to the description in exercise 3a and put the things Ella does in the correct order.

Answers: 1 State the general theme or topic 2 Describe what's in the photos 3 Interpret the photos 4a Students do the exercise.

Answers: 1 They are on a pier at the seaside, dancing under an umbrella to the radio. 2 Students' own answers 3 Students' own answers 4 That it is universal and timeless 4b Give students one to two minutes to prepare what they are going to say using the Phrases 2 know. Put students into pairs or groups of four to describe the photos. When students have finished speaking, ask a volunteer to describe each of the photos and encourage others to help.

**Extra discussion**

Write a statement about the radio on the board:

Watching TV is better than listening to the radio. Do you agree? Put students into pairs or groups of four to debate the statement, then report their ideas in the class.

Answers: 1 That teenagers see so many nowadays. 2 Teenagers are the same, it's the world around them that has changed. 3 Yes, but adverts must be interesting and memorable because teenagers see so many nowadays.

7a Phrases

Check that students understand justifying opinions (giving a good reason for an opinion). Students do the exercise.

Answers: 1 If you ask me, (E) To my mind, (E) The way I see it, (E) Don't forget that (J) You have to bear in mind that (J) The main reason is (J) 7b Point out that the word in brackets appears in the phrase from the Phrases 2 know section and must be included in students' answers. Have students do the exercise individually first and then discuss their ideas in pairs. Elicit some answers from different students and open up a discussion with the class.

8 Give students a little time to prepare their ideas before speaking. Students exchange their ideas and opinions in pairs or in groups.

**Lesson 10**

**Expressing an opinion**

5 Students discuss the question in pairs before giving an opinion to the whole class.

6a Remind students who Mr Douglas is (the producer of the radio show, from exercise 1). Encourage them to predict which photo he chooses. Play the audio for students to listen and answer.

Answers: 1 Because he isn't a teenager and he doesn't know what teenagers like or what is cool. 2 Photo A.

6b Have students read the questions and answer any questions they can.

Play the audio. Students listen and answer the questions.

Answers: 1 Technology has changed the world that teenagers live in. 2 By hanging out with their friends, listening to music and watching films. 3 Teenagers are the same, it's the world around them that has changed. 4 Yes, but adverts must be interesting and memorable because teenagers see so many nowadays.

**Writing**

Write a statement about the radio on the board:

In your opinion, why is the radio so popular? Put students into pairs or groups of four.

Answers: 1 It is universal and timeless. 2 By hanging out with their friends, listening to music and watching films. 3 Teenagers are the same, it's the world around them that has changed. 4 Yes, but adverts must be interesting and memorable because teenagers see so many nowadays.