

## Lesson 1

Draw students' attention to the objectives box at the top of the page. Tell students this is the grammar, vocabulary and phrases they are going to learn in this Unit. Tell them they will think about what they have learnt and what they can do at the end of every second lesson (i.e. at the end of every double-page spread).

The learning objectives for the unit are:

- **Grammar:** Present tenses (present simple, present continuous, present perfect, present perfect continuous)  
Past tenses (past simple, past continuous, past perfect, past perfect continuous)
- **Vocabulary:** Success and achievements (e.g. *natural talent, dedication, challenge*)  
Extreme adjectives and intensifiers (e.g. *very frightening, absolutely terrifying*)  
Adverbials in narrative (e.g. *all of a sudden, fortunately, eventually*)
- **Phrases:** Talking about photographs  
Expressing an opinion (e.g. *A person I really admire is ...*, *He/She has achieved ...*, *I admire him/her because ...*)

### Culture 2 know

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 (women are also called Ironmen), and there is a special category for athletes with disabilities.

### Warmer

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

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

*a 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:
- learning to play a musical instrument
  - winning a sports competition
  - getting a good grade in an exam

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

### Listening & Vocabulary SB p. 4

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

**2** Tell students to look at the pictures and the title of the article and ask:

*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.)*

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 it. Amy Hur has passed top level exams in the piano and cello at the age of eleven. Carolina Carrizo has won a place at the Miss Venezuela School in Caracas.

**3a** 1.3 Have students do the exercise 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 the piano and the cello. Carolina learns 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 make notes. Have students compare answers. If necessary, repeat the audio before checking answers with the class. Elicit and write answers in note form on the board to check.

**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 1.4 Words 2 know

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.

Noun	Definition	Verb	Adjective
<i>motivation</i>		<i>motivate</i>	<i>motivating/motivated</i>
<i>dedication</i>		<i>dedicate</i>	<i>dedicated</i>
<i>challenge</i>		<i>challenge</i>	<i>challenging/challenged</i>
<i>satisfaction</i>		<i>satisfy</i>	<i>satisfying/satisfied</i>
<i>inspiration</i>		<i>inspire</i>	<i>inspiring/inspired</i>
<i>discipline</i>		<i>discipline</i>	<i>disciplined</i>
<i>achievement</i>		<i>achieve</i>	<i>achievable</i>
<i>respect</i>		<i>respect</i>	<i>respected</i>
<i>pressure</i>		<i>pressurise</i>	<i>pressured</i>
<i>competition</i>		<i>compete</i>	<i>competitive</i>
<i>sacrifice</i>		<i>sacrifice</i>	<i>sacrificed</i>

Note: the *-ed* adjectives describe how a person feels and the *-ing* adjectives describe what causes the feeling.

Students answer the questions. Play the audio and pause after each question for students to answer. Focus on the pronunciation of the Words2know and have students repeat each one.

**Answers:** 2 Amy 3 PJ 4 Carolina 5 Amy 6 Carolina 7 Amy

### 5 SPEAKING

Have students read the questions and check that they understand *worthwhile* (if something is worthwhile, a person doesn't mind spending time and effort on it). Put students into pairs to discuss. First, they should show their partner the three questions they chose and then they discuss the questions selected.

After students have finished speaking, go through each of the questions one by one and ask who discussed the question. Elicit answers from different pairs of students. Encourage them to debate the points by asking further questions and try to involve as many students as you can. Ask:

- Why is/isn't the work and sacrifice worthwhile?*
- What do dedicated sports people or musicians have to give up?*
- Is it healthy to dedicate too much time to one thing?*
- Why is it motivating to do difficult things?*
- What positive and negative points are there about competition?*
- Why is it important to be disciplined?*

### MINI WORKBOOK exercise 8 page 106

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**Answers:** 2 disciplined 3 pressure 4 competition  
5 challenge 6 satisfaction 7 dedicated 8 achievement  
9 satisfying

## Lesson 2

### Warmer

If there has been a gap between the previous lesson and this one, find out what students can remember about the stories of PJ Foster, Amy Hur and Carolina Carrizo. Write key information about the three people on the board and ask students which person they relate to:

*eighteen (PJ) practises every day (Amy) swims and cycles (PJ) passed top level exams (Amy) learns to speak English (Carolina) runs 42 kilometres (PJ) works out in the gym (Carolina)*

### Grammar Focus SB p. 5

#### 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 s)
- *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 again 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 ...*

### 7 Grammar 2 know

Students do the exercise.

**Answers:** 2 b 3 f 4 e 5 d 6 b 7 b 8 c 9 f

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*, *just* 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 it?*
- How often do you practise?*
- What are you preparing for?*
- What did you win?*

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.

**Suggested Answers:** 1 Which sport do you play? 2 How long has he/she been doing it? How long have you been doing it? 3 Does he/she practise or train a lot? Do you practise or train a lot? 4 Is he/she preparing for anything special at the moment? Are you preparing for anything special at the moment? 5 Has he/she won any competitions or passed any exams? Have you won any competitions or passed any exams? 6 Has he/she improved much recently? Have you 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.

### MINI WORKBOOK exercises 1, 2 and 3 page 104

Draw a table on the board and write the time expressions randomly under it. Ask students to decide which tenses the time expressions are usually used with. Students copy the table into their notebooks:

Present simple	Present continuous	Present perfect simple and continuous
<i>usually, often, never every weekend from time to time</i>	<i>this week at the moment right now</i>	<i>recently since 2009 just for 5 years</i>

- 1**  
**Answers:** 2 at the weekend 3 for three years 4 recently 5 this week 6 since
- 2**  
**Answers:** 2 b 3 a 4 b 5 b 6 b 7 a 8 a
- 3**  
**Answers:** 2 has been playing 3 has won 4 plays 5 have been playing 6 win 7 have just won 8 have also played 9 has 10 is getting 11 trains 12 doesn't enjoy 13 run/am 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.

SB pp. 6–7

## Lesson 3

### Culture 2 know

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* and *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'.

### Warmer

Introduce the topic of films. Ask students what films are showing at the cinema in their town at the moment and if they have seen any of them. Ask who the main actors are and write their names on the board. Elicit the names of other actors and add them to the list so that students can refer to them in exercise 1.

### Grammar Focus SB p. 6

#### Past tenses

**1** Have students look at the photos and read the caption. Make sure they know that the actor in the photos is Daniel Day-Lewis.

Students discuss the questions in pairs. After they have finished speaking, find out from different pairs who they thought the best actors were, and why. Encourage other students to say if they agree or disagree. Ask students if they have seen Daniel Day-Lewis in any films and which these are.

**2** Tell students to look at the title of the article 'Daniel Day-Lewis Does he take acting too far?' and ask:  
*What do you think the question means? (The question asks if Daniel Day-Lewis takes acting too seriously.)*  
*What will the article be about? (The article is about the extreme things he does to prepare for his roles.)*

Have students read the questions and ask about anything they do not understand before they start reading. Set a time limit of about two or three minutes for the reading exercise. If students finish more quickly, ask them to make a list of vocabulary related to films in the text, e.g. *actor, play a role, character, crew, lead role, co-star, film*.

Have students compare answers before checking with the class. After checking answers, refer students to the title of the article again and ask them if they think Daniel Day-Lewis 'takes acting too far'.

#### Answers:

**1 Films:** *My Left Foot, In the Name of the Father, The Boxer, Gangs of New York*

**Roles:** a disabled artist, 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 spent nights alone in a prison cell; for *The Boxer*, he trained as a boxer; for *Gangs of New York*, he worked as a butcher.

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

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

**3a** Write four sentences on the board. Elicit the tense in each sentence and the form of the tense:

*He stayed in a prison cell while he was making the film.*

(past simple: -ed and past continuous: was/were + -ing)

*He had made other films before he got the part.* (past perfect simple: had + past participle)

*He'd been acting for several years before he became famous.* (past perfect continuous: had + been + -ing)

### 3b Grammar 2 know

Students do the exercise.

#### Answers:

**Rule a:** ... when he was playing a disabled artist in the film *My Left Foot*, Day-Lewis refused to leave his wheelchair.

He told crew members to throw cold water at him, even when they weren't filming.

... when he was doing a violent scene he got really furious.

**Rule b:** He told crew members to throw cold water at him, ... because this had happened to Gerry Conlon.

**Rule c:** He discovered later that Day-Lewis had been working as a butcher for months before filming started!

Draw or display **Board plan 1.2**. Ask questions to check students understand the tenses:

*He annoyed Neeson while they were making the film.*

*Did he annoy Neeson before they made the film? (no) After? (no) During? (yes)*

*Conlon went to prison for a crime he hadn't committed.*

*How many actions are there? (two)*

*Which action happened first? (hadn't committed)*

*Is it an action that lasted for a short period of time or one that was continuous? (It lasted for a short period of time.)*

*By the time the film started, he had been training for two years.*

*How many actions are there? (two)*

*Which action happened first? (had been training)*

*Is it an action that lasted for a short period of time or one that was continuous? (continuous)*

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

**4** (1.6) Find out what students know about Robert De Niro, Heath Ledger, James Dean, Brad Pitt and Angelina Jolie and write the information on the board. Tell students to put their pens down and read the text to see if the information is included.

Students do the exercise. Have them compare their answers in pairs before playing the audio. Tell students they should listen to each section before they correct their answers. Pause the audio at the end of each section to allow students to write.

**Answers:** 2 started 3 had been training 4 had become 5 was making 6 put 7 had previously lost 8 could 9 won 10 had finished 11 had been sleeping 12 died 13 was suffering 14 received 15 had been filming 16 hadn't finished 17 had to 18 received 19 had first met 20 were filming

### MINI WORKBOOK exercises 4, 5 and 6 pages 104–105

**4** Ask students to look at the picture and read the dialogue. Ask which is true:

- The conversation is between the two people in the picture.
- The girl is telling another friend about what happened.

After checking answers to the exercise, have students practise the dialogue in pairs.

**Answers:** 2 left 3 didn't arrive 4 had been waiting 5 decided 6 wasn't working 7 was walking 8 passed 9 arrived 10 had already 11 explained 12 had happened 13 thought 14 went

### 5

**Answers:** 2 was, were making, escaped 3 had been working, arrived 4 was, had been guessing, hadn't guessed, were 5 remembered, had previously studied

### 6

**Answers:** 2 had never heard 3 appeared 4 emigrated 5 left 6 was working 7 had worked 8 considered

### Grammar + Plus

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

*You're a student, aren't you?*

verb (change from positive to negative + subject pronoun)

*Peter lives in London, doesn't he?*

auxiliary verb of tense (change from positive to negative) + subject pronoun in place of name)

*They haven't arrived, have they?*

auxiliary verb (change from negative to positive) + subject pronoun

Explain that tag questions are used as real questions or to ask for confirmation of what we already know. Students will find further information about tag questions in the Workbook on page 5.

**Answers:** 3 hadn't he 4 have they 5 doesn't she 6 are they 7 have they 8 do you 9 were we 10 didn't he 11 had they 12 hadn't you

## 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. Elicit five films in 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 SB p. 7

#### Extreme adjectives and intensifiers

**5** 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 (outstanding)*. Explain that this is an example of an 'extreme' adjective, because it contains the idea of *very*.

Students do the exercise. If they have difficulty, tell them the paragraph in which the adjective appears: Paragraph 2: *very cold*, Paragraph 3: *very angry, very frightening*

**Answers:** 2 freezing 3 furious 4 terrifying

### 6 ACTIVE STUDY Notice intensifiers

Students read the *Active Study* section. Check understanding by writing some sentences on the board and asking if they are correct or incorrect and eliciting the correct sentences:

*You look very exhausted.* (incorrect – *absolutely exhausted*)  
*Day-Lewis is really outstanding.* (correct)  
*It's raining. I'm absolutely wet.* (incorrect – *very wet*)  
*The film was really frightening.* (correct)

**7** Students do the exercise.

After checking answers, point out that words form adjectives with both *-ing* and *-ed* endings, e.g. *terrified/terrifying, amazed/amazing, exhausted/exhausting*.

**Answers:** 2 d 3 f 4 j 5 a 6 c 7 i 8 b 9 e 10 g

**8** Ask students to read the first question and the example answer. Point out the contraction 'd and ask what the full form is (*would*). Then ask when we use it (to talk about imaginary situations).

Students write their answers individually. Have students compare answers in pairs before checking with the class.

**Suggested Answers:** 2 I'd be absolutely freezing. 3 I'd be absolutely exhausted. 4 I'd be absolutely starving. 5 I'd be absolutely soaked. 6 I'd be absolutely amazed. 7 I'd be absolutely amazed. 8 I'd be absolutely terrified.

### EXTRA DISCUSSION

Write these questions about the cinema on the board:

*What are the advantages and disadvantages of the cinema compared to television?*  
*Which do you prefer? Why?*

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

### MINI WORKBOOK exercises 9 and 10 page 106

**9** Check the order of the cartoons before students do the second part of the exercise.

**Answers:** 2 e 3 a 4 b 5 d  
 2 huge 3 terrified 4 freezing 5 soaked 6 furious  
 7 exhausted 8 hilarious

**10**

**Answers:** 2 very, absolutely 3 really, absolutely, really/absolutely 4 absolutely, really 5 very, absolutely 6 absolutely/really

### Now your students can:

- read for detailed information in a text about actors
- use past tenses to talk about past events and what happened before an event in the past
- use extreme adjectives and intensifiers for emphasis.

## Lesson 5

### Culture **2** know

Malcolm Gladwell, who students read about in lesson 5, is a writer and a bestselling author. His books include *Blink* (2005), *Outliers* (2008) and *What the Dog Saw: And Other Adventures* (2009).

In *Outliers*, Gladwell examines the factors that lead to success. He suggests that in order to become successful, approximately 10,000 hours of hard work are necessary. This is approximately the number of hours The Beatles spent performing in small venues in Germany before they returned to the UK and became famous. It is also the number of hours Bill Gates spent programming a computer at an early age.

Gladwell also claims that chance, the environment in which a person grows up and the support they receive from those around them are important in achieving success. He points out, for example, that Gates was lucky in having access to a computer when few others did. Without that unique opportunity, he says, Bill Gates would never have become as successful as he did.

### Warmer

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.:

<i>Very successful:</i>	<i>Not as successful:</i>
Rafael Nadal	Gael Montfils
Madonna	Alicia Keys
Brad Pitt	Ben Affleck

Encourage students to discuss why some people are more successful than others. Ask:

*What do these people have in common? (They are all successful people.)*  
*How are they different? (Some are more successful than others.)*  
*Why are some people more successful than others?*  
*What factors decide success, e.g. talent, luck, hard work?*

### Reading & Speaking SB p. 8

**1** Have students read the quotations. If students need support, rephrase the quotations and ask which one has the same meaning:

*Most successful men have a woman in their life who motivates or guides them. (Behind every great man there's a great woman.)*

*If you have confidence in your abilities, you can do anything. (If you believe in yourself, you can achieve anything.)*

*If you want to do something really great, you must work extremely hard to achieve it. (Genius is one percent inspiration and ninety-nine percent perspiration.)*

*Success is often a matter of luck. (Success is often about being in the right place at the right time.)*

*If you want to be successful, you need to know people who can help you. (It's not what you know in life that makes you successful, it's who you know.)*

Students discuss the quotations in pairs. After they have finished speaking, find out how many people think each quotation is true by asking them to put up their hands. Ask a volunteer to tell you why they think a quotation is true and if they can think of a person, famous or not, who illustrates the point.

### 2 1.7 Words **2** know

Students check the *Words2know* in their dictionaries. Have them make a note of the related adjectives, too:

<i>Noun:</i>	<i>Adjective:</i>
<i>self-confidence</i>	<i>self-confident</i>
<i>luck</i>	<i>(un)lucky</i>
<i>talent</i>	<i>talented</i>
<i>skill</i>	<i>skilled/skilful</i>
<i>determination</i>	<i>determined</i>
<i>support</i>	<i>supportive</i>

Students do the exercise. After checking answers, focus on the pronunciation of the *Words2know*. Play the audio and have students repeat each one.

**Answers:** self-confidence: third quotation luck: first quotation determination and hard work: fourth quotation support from other people: fifth quotation your social network: second quotation Natural talent and skill are not mentioned.

**3** Tell students to read the title of the article *Reaching the top. Have you got what it takes?* and the first paragraph. Ask:

*What do you think the title means? (Have you got the necessary characteristics to be successful?)*

Set a time limit of about four minutes for students to read the article and answer the question.

**Answer:** The secret X factor for success is determination and hard work. Some equally talented people do not make it because they do not have a social good network, they are not lucky and, most importantly, they do not have the determination to work as hard as is required for success.

**4** Before students read again, tell them that this is a 'scan' reading exercise so it is not necessary to read the text word for word again. Discuss some strategies for doing this type of exercise:

- Read the incomplete sentence at the beginning of the question but not the answer options.

- Find the information that completes the incomplete sentence in the text.
- Read the possible endings and decide which is the most similar to what they read in the text.

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

**Answers:** 1 b 2 c 3 b 4 d

### 5 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.

Students do the exercise. Tell fast finishers to write their own sentences using the idioms.

**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.

**6** 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.

## Lesson 6

### Warmer

If there has been a gap between the previous lesson and this one, play the game Who am I? Tell students you are thinking of a famous person (alive or dead). They can ask you twenty questions to guess who it is. You will only answer *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.

**7** 1.9 Have students read the instructions and the questions before they listen to the audio. Remind them briefly about keeping notes as they listen. Play the audio. If necessary, repeat the audio before checking answers with the class.

**Answers:** 1 Venus Williams: She is famous for being a top tennis player. She has won hundreds of tournaments. She likes 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 practise for hours and hours every day although now she is not that hard-working.

2 Heath Ledger: He was a talented actor. He had 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.

**8b** Refer students to the back cover to the expressions they can use to describe someone they admire. If students need extra support, show them how the expressions can be used with the information they learned about Venus Williams, e.g.:

*A person I really admire is Venus Williams.  
She has achieved many things in her career.  
Her achievements include winning hundreds of tournaments.  
She has been playing tennis since she was tiny.  
She has been a successful tennis player for years and years.  
She has won Wimbledon five times.  
I admire her dedication to sport.  
I admire her because she does other things as well as play tennis, like fashion design.*

Students prepare their talk. Encourage them to make notes. Monitor and provide support while students are preparing.

**9** Put students into pairs or groups of four to give their talks. Make notes on good use of language and any common problems while students are speaking.

When students have finished speaking, select some students to tell the class if the person they described fits Gladwell's theory, and why or why not.

Write examples of good use of language and common problems on the board. Put students into pairs to correct the mistakes before an open class check.

## MINI WORKBOOK exercise 11 page 106

11

**Answers:** 2 natural talent 3 support 4 social network 5 sacrifices 6 determination

### EXTRA DISCUSSION

Write this question on the board:

*Do film stars have a responsibility to be good role models?*

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

### Now your students can:

- use vocabulary to talk about reasons for success
- read for general understanding and scan for detailed information in an article about success
- describe a successful person that they admire.

SB pp. 10–11

## Lesson 7

### Culture 2 know

The state of Utah is a generally rocky area with three distinct regions: the Rocky 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 a spectacularly beautiful area.

### Warmer

Elicit and write some sports on the board, e.g. *mountain climbing, surfing, skiing, rugby, hiking, horse-riding, 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 SB p. 10

#### 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.

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

**2b** Put students into pairs to predict the end of the story. After students have discussed the ending, elicit ideas from different pairs.

**3a** Students read the story and check their predictions. Find out if anyone in the class predicted the end of the story correctly.

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

**3b** Students read the story again and answer the questions.

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

#### 4 STRUCTURE

Explain that it is important to organise a story to make it interesting and easy to read. Students do the exercise.

**Answers:** Paragraph 1 d Paragraph 2 f Paragraph 3 c Paragraph 4 a, e

#### 5 LANGUAGE

Students do the exercise. After checking answers, make sure they understand the words by asking which word or phrase:

- means *suddenly, unexpectedly (all of a sudden)*
- is used to say that you wish that something had not happened or was not true (*unfortunately*)
- is used to say that something happened slowly, over a long time (*gradually*)
- is used to say that you were shocked or scared (*to my horror*)
- means *after a long time (eventually)*
- is used to say that fortunately, something good happened (*thankfully*)
- means in an unexpected way (*amazingly*)

Point out the use of *-ly* to make many adverbials.

**Answers:** all of a sudden, unfortunately, gradually, to my horror, eventually, thankfully  
The writer uses the adverbials to make the story more dramatic.

**6** Make sure students are aware that more than one option may be possible in this exercise. Have them compare their answers before checking with the class.

**Answers:** 2 Sadly 3 thankfully, gradually 4 Fortunately 5 sadly 6 All options are correct.

### EXTRA DISCUSSION

Tell students to imagine that they have seen a question posted on an internet forum asking about places to go hiking in their area or country. They want to reply.

*Where would they 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

### Warmer

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:

*All of a sudden Eventually Gradually Thankfully Unfortunately*

*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:

*All of a sudden, Alex slipped.  
Unfortunately, Alex landed on a rock.  
Thankfully, 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.

**7a** 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've still got a scar.

**7b** (1.11) 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

**8** (1.11) 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.

If students need support, pause the audio after each question to allow them to write notes. Have students compare answers and if necessary play the audio again before checking answers with the class.

**Answers:** 1 she's from California, fanatical surfer, tried to surf for a couple of hours before college, surfing since a baby 2 Monterey Bay, California, August 2009 3 Something hit her, she was thrown into the air. 4 She got back on her board, she saw a shark fin, she started paddling back to shore, she was bitten by the shark, the shark released her, she paddled back to shore. 5 She called the paramedics, they arrived in ten minutes. 6 No, she was surfing again two weeks later.

**9** Students do the exercise individually or in pairs.

### Answers:

**Paragraph 1:** Monterey Bay, California, August 2009, Ellen Kelman, fanatical surfer, tried to surf for a couple of hours before college, surfing since she was a baby.

**Paragraph 2:** The sea was perfect for surfing, the waves were huge, Ellen was paddling out to sea.

**Paragraph 3:** Something hit her, she was thrown into the air, she got back on her board, she saw a shark fin, she started paddling back to shore, she was bitten by the shark, the shark released her, she paddled back to shore.

**Paragraph 4:** She made it back to shore, she called the paramedics and they arrived in ten minutes, she was surfing again two weeks later.  
Students could add more information as needed for paragraph 2.

**10** Point out to students that they can base their story on one they have heard about, if they prefer. As they make notes, provide support with both language and ideas.

**11a** Students write a first draft of their story. When they have finished, refer them to the checklist on the back cover. Read through the checklist with the class and make sure they understand each question.

Students either read their story and work through the checklist or swap their story with a partner and check their partner's work. If they swap their story with a partner, allow them time to give each other feedback based on the checklist. Allow two to three minutes for a student to comment on their partner's story, then give a signal for them to swap.

**11b** Students write the final draft of their story either in class or for homework.

### Now your students can:

- read a story to check predictions and for detailed information
- listen for general understanding and detailed information in a personal anecdote
- write a story about an adventure or trip that went wrong using appropriate organisation and adverbials.

## Real Time Lesson 9

### Culture **2** know

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 seafront 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:

*What's your favourite type of music?*

*What's your favourite music show (on the radio or TV)?*

*Who's your favourite artist?*

*What are you listening to most at the moment?*

*What type of music do you hate?*

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 **SB p. 12**

**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** **(1.12)** 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.

**2** **(1.12)** Have students describe the photos in pairs before they listen to the audio again and think about the words they expect to hear in the descriptions, e.g. *radio, black and white, couples, dancing, singing (along to), old-fashioned, stereo, elderly, young, long blonde hair.*

Play the audio.

**Answers:** **1** every Thursday evening from seven to nine  
**2** photos A and B **3** music and having fun with music

### 3a **(1.12)** Phrases **2** know

Ask students to read the *Phrases2know* 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 *Phrases2know* 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** look 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 *Phrases2know*. 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. Have them debate the statement, then report their ideas to the class.

## Lesson 10

### Warmer

If there has been a gap between the previous lesson and this one, ask students to keep their books closed and try to remember the photos from the previous lesson. Ask them to describe the photos.

### Expressing an opinion **SB p. 13**

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

**6a** **(1.13)** 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 again. 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.

### 7a Phrases **2** know

Check that students understand *justifying opinions* (giving a good reason for an opinion).

Students do the exercise.

**Answers:** 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 *Phrases2know* 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.

### Can you do it in English?

**9** Focus students' attention on the advert and ask them to read the caption. Encourage them to think about where the advert might appear (on a school website).

Put students into pairs: Student A and Student B. Have them read their role and think about what they are going to say before speaking. After they have finished, ask different pairs which photo they chose and discuss the questions with the class.

Make notes on good use of language and any common problems while students are speaking. Write these on the board and put students into pairs to correct the mistakes before an open class check.

### Now your students can:

- listen for general information in an informal conversation
- use expressions to talk about photos
- use expressions to give opinions and justify opinions.