

8

Important events

Module 8 includes topics such as love, relationships, family, living alone or with others, hobbies and free time.

Lead-in p. 105

Get students to look at the photos in pairs and briefly describe each one. They then discuss the lead-in questions in their pairs before they share their ideas with the rest of the class. The quote means that if you are alone, you are independent and can make all your own decisions – you don't have to compromise with a companion.

Background

The American essayist, poet and philosopher Henry David Thoreau (1817–1862) lived by the doctrines of Transcendentalism as recorded in his masterwork *Walden* (1854). He was a vigorous advocate of civil liberties, as evidenced in the essay *Civil Disobedience* (1849). He once spent a night in jail for refusing to pay his taxes, which he had done in protest at the American government's support of slavery and its war on Mexico.

8A Relationships

As a lead-in, you could ask students, in pairs or groups, to brainstorm different types of relationship (father–son, teacher–student, husband–wife, etc.).

Reading pp. 106–107

- 1** This would work well as a class discussion. Depending on your teaching situation, you could also ask if any students would like to tell the class where and how they met their partner.
- 2a** Get students to look at the photo, title and introduction to the article, then discuss the questions with the whole class.

- 1** on the Tube (the London Underground), by chance
 - 2** *Meant to be* means 'destined or fated to happen'.
- 2b** Instead of giving students a time limit for this exercise, you could get them to give you a signal when they have finished, such as putting their pen down, so you can get an idea how long it is taking them.
- 3** Point out the Help notes that students can use if necessary and give them a time limit of 10 minutes to complete the reading task. Do not confirm answers yet.

1 G 2 F 3 B 4 D 5 E 6 A

Help:

Gap 1: G ('It was Dennis, who had ...')

Gap 2: F ('gave the man's briefcase a kick')

Gap 3: B ('as she stepped onto the platform')

- 4** Let students compare and discuss in pairs, then check answers with the class.
- 5** Before students discuss the questions, check that they know what *soul mate* means (someone you are naturally close to, as you share the same emotions and interests and understand each other). During feedback, you could confirm to students that the story of Wendy and Dennis is actually true.
- 6a–b** Both exercises focus on vocabulary from the text. You could ask students to compare answers in pairs before checking with the class.

6a

with

6b

- 1** packed **2** dropped off (to sleep) **3** got to her feet
4 scribbled (down) **5** flustered **6** dashed

Language development 1 pp. 108–109

- 1a** Students read the sentences in the box and discuss the questions. If they need prompting, get them to think about the problems of going out with someone from another country, e.g. language barriers, cultural differences, family, acceptance.
- 1b** You could get students to try to guess the answers first, then read the blog and check.

- 1** He approached her in the National Art museum.
- 2** Yes, very.

- 1c** Explain to students that they need to read the reported statements and work out what was actually said each time. You could do the first one or two with the class, as examples. Get students to compare answers in pairs before you check with the class.

- 1** don't talk **2** 'm just trying **3** 've seen **4** 've been looking
5 Leave me **6** Join me **7** Do you like **8** 's **9** Do you regret
10 'm, 've ever been

- 1d** Discuss the questions with the class. For question 1, first point out that in examples 1–8, there is the usual change of tense for reported speech. Then ask students to discuss the question. If they find it hard, prompt with clues (e.g. for example 10: *Was she happy when she was asked? Is she happy now?*). For question 3, explain that these changes depend on context (e.g. *I'll do it this afternoon*, reported a few minutes later, would be *He said he would do it this afternoon*. Reported the next day, it would be *He said he would do it yesterday afternoon*).

1 Because what is being reported is still true in the present.
2 past perfect simple
3 today → that day, tomorrow → the next/following day,
 yesterday → the day before/the previous day, last week → the
 week before/the previous week, next month → the following
 month, this → that, here → there, come → go, bring → take

- 2** Before students begin, point out that they will also need to change pronouns. You could do the first one or two items with them, as examples. Check answers with the class.

1 what I was **2** was studying **3** that was **4** to go out **5** had nearly
6 he had **7** had been **8** was **9** if/whether he could pick me/to pick me
10 would be **11** had to be

- 3a** This exercise provides freer, more personalised practice. Give students a little preparation time, then get them to complete the exercise in pairs.
- 3b** This would work well in groups of four. Students should report what their partner said (e.g. *She told me her favourite place is the beach.*) and also any questions they asked (e.g. *I asked her when she had first gone there.*).
- 4a** Demonstrate the effect of reporting someone's exact words using only *said* or *told*: *I said ... and he said ... so I said ... then he told me ...*. Explain that sometimes the exact words are not important, so we can use reporting verbs to summarise and add variety. Check meaning and pronunciation of the verbs in the box before students complete the sentences.

1 accused **2** invited **3** agreed **4** suggested **5** explained

- 4b** It may be a good idea to do this exercise with the class, so that students can clearly see how each of the verbs fits into the table.
- 4c** Get students to do this in pairs, using a dictionary if necessary. Point out that some verbs can go in more than one category. When students have completed the table, elicit the negative construction for each verb, e.g. verb + object + *not* + *to*-infinitive; verb + *not* + *-ing*. Also point out that the structure verb (+ object) + *that* + clause is very common but not possible for all verbs.

4b–c

Verb + *to*-infinitive: agree, admit, decide, offer, refuse

Verb + object + *to*-infinitive: invite, advise, remind, warn

Verb + *-ing*: suggest, admit, deny, recommend

Verb (+object) + prep + *-ing*: accuse, apologise, insist

Verb (+ object) + *that* + clause: advise, explain, admit, decide, deny, insist, remind, warn

- 5** Transformations from direct to reported speech are common in Paper 1 Part 4. Encourage students to look at the table in Exercise 4b for help and remind them to think about pronoun changes.

1 advised her not to get married yet/advised her that she shouldn't get married yet

2 admitted starting the argument/admitted that she had started the argument

3 insisted on talking to the manager

4 warned her sister not to go out with Mike/warned her sister that she shouldn't go out with Mike

5 apologised to his girlfriend for hurting her feelings

6 suggested staying in that weekend/suggested that they (should) stay in that weekend

7 offered to carry the bag for her mother

8 refused to help him

- 6** Give students a little time to prepare their sentences, then ask them to compare and discuss them in pairs or groups. You could get them started by giving some examples about yourself.
- 7** Point out that here the verbs are being used to report general statements about the present and so the present simple is used. After class feedback, students could discuss them in pairs, groups or as a whole class, saying whether they agree with each one and giving their personal opinion.

1 Sometimes people suggest that marriage is an old-fashioned idea.

2 Parents often persuade their children to get married.

3 Some people insist on getting married while they are still teenagers.

4 One couple admits/admitted getting married for financial reasons.

5 Some women decide not to change their surname.

Photocopiable activity

Activity 8A (p. 107) can be used here. It uses quotes to practise reported speech and reporting verbs.

Writing pp. 110–111

- 1** Get students to do this in pairs or small groups, followed by class discussion. Point out that they should make notes in question 2.
- 2** Give students time to read the task, then discuss the questions as a whole class.

1 It is possible to argue one point of view, as long as you bear in mind the other point of view and back up your points, but it is probably easier to have a balanced discussion comparing the advantages and disadvantages.

2 fairly formal

- 3a** In their pairs/small groups, students brainstorm ideas for the third point in the essay, using their notes from Exercise 1. You could then elicit a few ideas from different pairs/groups.
- 3b** This is a standard format for an essay of this type. Point out that there is no fixed number of paragraphs but essays of this length and type usually have four or five paragraphs. Also tell students that each point should be backed up with a reason. Students may also decide to include one or more specific examples for each point.
- 4a** After checking answers, point out or elicit that for pairs A, C and D, style is the important issue; for pair B, it is more a question of which is a more 'open' and interesting introduction to the essay.

A 1 B 2 C 2 D 2

- 4b** Give students time to match the statements with the paragraphs, then check answers with the class.

A paragraph 4/5 **B** paragraph 1 **C** paragraph 3/4
D paragraph 2/3

- 4c** Go through the sentence openings in the table with the class. Then give them time to write the headings in the correct column, individually or in pairs, and check answers with the class.

1 The first part of the argument **2** Another reason **3** General introduction
4 Conclusion **5** The second part of the argument

- 5** Give students 20–25 minutes to write their essay.

Sample answer:

Nowadays more people are deciding to live by themselves. Some people claim this is more enjoyable and in young people it develops a sense of responsibility, whereas others disagree. The main advantage of living alone is that there is nobody to tell you what to do, so you can live your life in your own way. What is more, you can organise or decorate your house as you want. There is no one else to disagree with. On the other hand, it can be quite lonely for some people. By nature, we are social animals. Secondly, it is more expensive because you have to pay all the rent and bills yourself, so you have less money to enjoy yourself. Last but not least, it can be quite hard to find a nice flat for one person, so you might not be able to live in the best area. To sum up, there are strong arguments on both sides. In conclusion, I believe that living alone is better for older people who have more money and like privacy but not for young people who need to share the costs.

- 6** Students check their work and tick the statements that are true about their essay.

Expert language: Linking expressions

This exercise focuses on linking expressions which would be useful in Paper 2 Part 1 and are also often tested in Paper 1.

1 In fact **2** In addition **3** For instance **4** Moreover **5** Besides
6 Nevertheless **7** Even so **8** On the other hand

8B Hobbies

As a lead-in, with books closed, get students, in groups, to think of two popular hobbies and two more unusual ones. Then compare and vote on which group has thought of the most unusual hobbies.

Speaking pp. 112–113

- 1a** First ask students if they have heard of the people in the photos. Then check that they understand the meaning of the hobbies listed here, as well as their pronunciation. Let students match the hobbies with the people, in pairs or small groups, but do not confirm answers yet.

- 1b** Refer students to page 210 to check their answers to Exercise 1a. Then discuss the questions here with the whole class.

- 2a** You could extend the activity by eliciting other ideas for each verb in box A.

collect rare coins, E do amateur dramatics, D go waterskiing, B learn how to draw, A make models, F play Monopoly, C

- 2b–c** The exercise extends the vocabulary in 2a. Check the verbs of the odd ones out (*play darts, play pool*), then elicit more examples for each verb. Point out how the use of *a bit of/some* makes the language sound more natural. Find out what things students collect or used to collect when they were younger.

2b

1 darts (play darts) **2** pool (play pool)

2c

collect: stamps, autographs;
do gymnastics, athletics, body-building, yoga, archery, crossword puzzles, origami
go: jogging, windsurfing, horse-riding, cycling, skiing, swimming, fishing make: jewellery, clothes play: tennis, football, badminton, table-tennis, violin, .. Guitar

- 3a** Remind students that with all new vocabulary, they need to record the word stress. You could get them to compare answers in pairs before checking with the class.

Photography is stressed on the second syllable. The others are all stressed on the first.

- 3b** There are no fixed answers here. Students may disagree. The point is to practise the vocabulary and to talk about different aspects of a hobby.

- 4** Explain or elicit the meaning of *dabble in something* (do it in a way that is not serious or fanatical) before students discuss the questions. You could get them to discuss in pairs or small groups first, then elicit a few ideas from different pairs/groups.

- 5a** Help students with their questions by asking what they like to know about someone that they have just met. Emphasise that they should just make notes for the answers and not write full sentences.

- 5b** This could be done in pairs or with the whole class mingling, each student moving on to a different partner after they have answered a question.

- 6a** Before students listen, elicit what you would need to do to create a good first impression (e.g. be positive and attentive, speak clearly and with reasonable accuracy and fluency, give extended answers but not go on for too long, listen carefully to the interlocutor and the other candidate).

1 Anna: home town, free-time activities, favourite TV programme;
Giorgio: home town, special occasions, family, favourite TV programmes

2 They both create a good first impression. They are positive, they speak accurately and fluently, they extend their answers and they listen carefully.

- 6b** You could ask students to shout *Stop!* or raise their hands each time they hear a candidate describe a word they don't know.

Anna: colleague ('it's another person who works with me')

Giorgio: regular (customers) ('we go there often')

- 7** Before students begin, refer them to the strategy box on pages 179–180 of the Exam reference section. Give them time to read the strategies or go through them as a class. Finally, give the assessors some guidance on things to look for, such as accuracy, fluency, expanding answers appropriately, making a good first impression.
- 8** You could do this after each turn if you have plenty of time available. If time is short, it will probably be more efficient to do it when everybody has had their turn.

Listening p.114

- 1** Before students listen, point out the Help notes that they can use if necessary. Play the recording for them to complete the exam task but do not confirm answers yet.

1 B 2 A 3 A 4 C 5 C 6 B 7 C

Help:

2 It means 'outside'.

4 mending things

6 In this context, it means 'become an obsession'.

- 2** Let students compare and discuss answers in pairs, then play the recording again for them to check. Finally, check answers with the class.
- 3** Students could discuss the questions in pairs or small groups. If time allows, get different students to share their ideas with the class.

Photocopiable activity

Activity 8B (p. 109) can be used here or later in the unit, whenever you feel a speaking activity is needed for a change of pace. It is a Paper 4 Part 3 type discussion, in which students have to choose a leisure activity.

Use of English 1 p. 115

- 1** Students discuss the questions in pairs or small groups before brief class feedback.

Background

In Britain fishing is said to be one of the most popular participant hobbies. Football is more popular as a spectator activity but more people fish than play football.

- 2a** Give students a minute to read the text and answer the questions.

1 Angling is fishing with a rod, line and bait (as opposed to with trailing lines, nets, etc.).

2 More women are doing it.

- 2b** Allow about 10 minutes for the task. If time allows, you could get students to compare answers in pairs before checking with the class.

1 on **2** being **3** why **4** did **5** of **6** However **7** in **8** as

- 3** Get students do to this in pairs, then check answers with the class.

1 2, 4 **2** 1, 7

- 4** The discussion is a chance to react to the topic; it could include students' experiences of fishing or other 'cruel' sports.

Language development 2 p. 116

- 1a** Give students time to read through the grammar box before doing the exercise. Check that they understand the distinction made in B between general ability (i.e. long-term) and specific ability (i.e. on one occasion). Also highlight the grammar of the verbs in D: *know how* + *to*-infinitive, *manage* + *to*-infinitive, *succeed in* + *-ing*. Explain to students that for each question, they need to think about the time (past, present or future) and whether it is about general or specific ability.

1 can **2** was able to **3** could, have been able to **4** couldn't, wasn't able to **5** have managed to **6** will be able to, can **7** managed to **8** managed to find, succeeded in finding

- 1b** Give students some time to look at and think about the sentences on their own before they discuss with their partner.
- 2** Students can refer back to the grammar box to either help them do the exercise or to check their answers after they have finished.

1 won't be able to finish **2** manage to stay **3** succeeded in passing **4** can't come **5** couldn't win **6** don't know how to play **7** wasn't able to stay **8** couldn't swim

- 3** Point out that students need to think about both meaning and form and that more than one answer may be possible for some items.

1 can use **2** could/was able to put together **3** succeeded in building/managed to build **4** could/was able to reach **5** couldn't/wasn't able to fly **6** succeeded in winning **7** can/will be able to carry on

Background

Lego®, the construction toy using interlocking plastic bricks, started in Denmark in the 1940s. The name is derived from the Danish words *leg godt*, meaning 'play well'. Such is the success of Lego® that it has been estimated that on average, there are 62 Lego® bricks for every person on earth!

Use of English 2 p. 117

- 1** The aim here is to focus on some of the more lexical areas frequently tested in Paper 1 Part 4. Students could answer the questions in pairs or on their own before class feedback.

a 3 b 1 c 2

- 2a** Ask students to look at the questions and decide what language point is tested in each. Identifying the type of language being tested will help them towards the right answers.
- 2b** Students complete the exam task. Point out the Help notes that they can use if necessary. After feedback, encourage students to record the phrasal verbs, fixed phrases and collocations in their vocabulary notebooks.

2a–b

- 1** get away with cheating (a phrasal verb)
2 in case we want to (a fixed phrase)
3 's unlikely (that) there will (a fixed phrase)
4 had to be called off (a phrasal verb)
5 didn't succeed in persuading (verb + preposition)
6 had trouble (in) writing (noun + preposition)

- 3** In pairs, students compare answers and discuss the questions about the exam task.

Language development 3 p. 118

- 1a** Start by getting students to read the posts and match them with the pictures. Do not focus on the meaning of the phrasal verbs in italics here, as these are dealt with in the following exercises, but clear up any other vocabulary difficulties.

1 C 2 B 3 A

- 1b** The *True/False* statements here are intended as a guide to what the phrasal verbs mean. Elicit meanings or get students to check in a dictionary.

1 T 2 T 3 T 4 T 5 F 6 T 7 T 8 F 9 T 10 F

- 1c** Students could discuss this in pairs, small groups or as a whole class.
- 2** This exercise introduces more phrasal verbs with *get*. Again, if the meaning is not clear, get students to check in a dictionary.

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

- 3a** This exercise practises the verbs introduced in Exercises 1a and 2. Point out that students may need to change the form of some verbs and if time allows, get them to compare answers in pairs before checking with the class.

1 get together **2** get, down **3** got away with **4** get on with
5 get by **6** getting up to **7** get off

- 3b** Encourage students to expand their answers and develop them into a conversation.