

3

Human nature

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Vocabulary Workshop Page 128

Lead-in

1 Discuss the questions.

- 1 Which aspects of other people's personalities do you most admire? Which do you most dislike?
- 2 How do you think a friend would describe your personality to someone who doesn't know you?
- 3 What are your favourite colours? Do you think they reflect your personality? Why?

Vocabulary Personality

2 Look quickly at the pictures of shoes.

Which ones would you choose to wear? Why?

3 Read the text and discuss the analysis with a partner. Do you agree? Why / Why not?

Personality test:

Decide which pairs of shoes you would wear and which you would never wear and why. Then read the analysis below. Do you agree with it?



White suggests **innocence**. It is a safe and slightly unadventurous choice, but it will always be in fashion.



Light blue appeals to people who show **sensitivity** to others. These people are kind, considerate and think carefully about other people's feelings.



Grey is a rather quiet colour, and so is often the choice of **shy** people. It is a colour that wants to be part of the group, but also in the background so that it is not the centre of attention.



Pink seems a bright and bold colour, but it can be **self-conscious**. It is often the choice of people who worry about how they look and don't feel very **confident**.



We often connect green positively with nature and the environment, but it is also a negative colour suggesting **frustration** or envy.



Shoes with colourful patterns are quite unusual. They tend to be chosen by people who are not afraid to be **assertive** and express their ideas and opinions.



Black is the classic colour, of course. Because it is so common it is not a very brave choice, often made by people who are **nervous** about taking risks. It can also be popular with **defensive** people who dislike others criticizing their choices.



Orange is a warm colour that suggests an **openness** to new ideas, people and experiences.



Most people associate red with, anger, and if you choose to wear red, it can suggest an **aggressive** and **impatient** personality. It is also a strong choice, however, and suggests someone who is sociable.

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FACT FILE

The shoes in the pictures are Converse All Stars. They were first made as a basketball shoe in the 1920s, so they are the oldest, most popular and all-time best-selling basketball shoe. According to some statistics, 60% of Americans own or have owned at least one pair of these trainers. The original shoes were brown with a black trim. The All Star was the first mass produced basketball shoe in the USA. Nowadays, although these shoes are made from different materials, like leather, the original is still made from cotton canvas. The white model was introduced at the 1936 Olympic Games and the classic black and white was introduced in 1949. In 1957, the low cut All Star was introduced (this isn't pictured in the Student's Book). In 2003, Nike Inc. bought Converse for \$305 million and transferred production to Asia.

3A Introduction Colourful characters

SB pages 34 & 35

Lead in

- 1 **OTE EXAM** Read the questions with the class. Allow students time to prepare their ideas. Ask individual students the questions. When they answer, ask other students: *Do you agree? Why / Why not?*

Alternatively, students could discuss the questions in pairs or small groups. Monitor while they are working, then ask pairs or groups to tell the class what ideas they agreed on. Ask other pairs or groups to respond to the ideas.

HELPING HAND

Elicit different aspects and adjectives of personality and write them on the board, e.g. *generosity – generous, friendliness – friendly, sociability – sociable, introversion – introverted, extroversion – extroverted.*

Vocabulary Personality

- 2 Do this as a whole-class activity. Tell students they must choose one pair and that they will find out later what their choice shows about their personality.
- 3 Ask students to read the text. They should then tell their partner which pair of shoes they chose, what the text says it means, and whether they agree or not and why. Ask pairs to share their ideas.

- 4 1.19 Point to two or three words in the box and ask: *Is this an adjective or a noun?* Ask students to find the related blue word in the text. Students then work individually to complete the table. Play the audio for students to listen and check their answers. Elicit the words onto the board, but don't correct students' pronunciation at this stage.

ANSWERS AND AUDIO SCRIPT

Adjective	Noun
<u>innocent</u>	<u>innocence</u>
<u>sensitive</u>	<u>sensitivity</u>
<u>shy</u>	<u>shyness</u>
<u>self-conscious</u>	<u>self-consciousness</u>
<u>confident</u>	<u>confidence</u>
<u>frustrated</u>	<u>frustration</u>
<u>assertive</u>	<u>assertiveness</u>
<u>nervous</u>	<u>nervousness</u>
<u>defensive</u>	<u>defensiveness</u>
<u>open</u>	<u>openness</u>
<u>aggressive</u>	<u>aggression</u>
<u>impatient</u>	<u>impatience</u>

- 5 1.19 Play the audio again for students to listen and underline the stress in the words. You could play the audio again for students to listen and repeat.
- 6 Read the table in exercise 4 with the class. Students find examples of nouns with these endings.

ANSWERS

- sensitivity
- aggression, frustration
- assertiveness, defensiveness, nervousness, openness, self-consciousness, shyness
- confidence, impatience, innocence
- Check students know the meaning of *safe*, then allow them time to complete the sentences with nouns formed from the adjectives in the box.

ANSWERS

- happiness 2 importance 3 ability 4 safety
- modesty
- Students complete the sentences with their own choice of words from exercise 4. Ask students to compare answers in pairs or small groups. After one or two minutes, ask pairs or groups which sentences were the same and which were different.

Listening

- 9 1.20 Read the topics with the class and check that students understand *marketing* and *danger*. Play the audio for students to listen, order the topics and answer the question.

Audio script, page T110

ANSWERS

science, the dangers, marketing, language
They do not discuss the most popular colour.

- 10 1.20 Allow students time to read the sentences. Check that they understand *reliable* and *choice*. Play the audio again for students to decide if the sentences are true or false. Remind them to note down phrases they hear which support their answers. Check answers and play the audio again if necessary.

Audio script, page T110

ANSWERS

- True. (... they are exactly the sort of thing that gives psychology a bad name and makes it seem unscientific.)
- True. (People know not to take them seriously.)
- False. (... they feel they have to try to change their personality.)
- False. (... I am certain that colour affects our shopping choices and decisions ...)
- True. (All the colours show lots of different feelings.)
- OTE EXAM** Allow students time to read the questions and think about their answers. They compare their answers in pairs.

Alternatively, students could compare answers in small groups. After one or two minutes, ask pairs or groups if they agreed with each other. If not, why not?

Webquest

If internet access is not possible in class, students could work individually and do the research as homework. Then they share their information in the next lesson.

Video

- 12 Discuss the question as a class.
- 13 Allow students time to read questions 1–3 and check that they understand *mean* in this context. Play the video for students to watch and answer the questions.

Video script, page T110

ANSWERS

- False. (Groupthink happens when a group of people ... start to make bad decisions they would never make as individuals ...)
- True. (... Or being aggressive or mean to other people. Even though you're actually a shy, sensitive person.)
- False. (Being in a large group of people also makes us less likely to stop and help if we see a stranger in trouble.)
- Discuss the question as a class.

Reference and further practice

Photocopiable audio / video scripts, page T110

Vocabulary Workshop, SB pages 128–129

Teacher's Resources on Oxford Premium

Support & Extend, Unit 3, page 34

Support & Extend Online practice

Exam Trainer pages 48–49

Exam Trainer Online Practice



4 **1.19** Complete the table with the words in the box and the **blue** words from the text. Then listen and check.

aggression assertiveness confidence defensiveness
frustrated impatience innocent nervousness
open self-consciousness sensitive shyness

Adjective	Noun
<i>innocent</i>	<i>innocence</i>

5 **1.19** Listen again and mark the stress on the words in the table.

6 Look again at the table in exercise 4. Find examples of nouns formed with the endings 1-4.

- | | |
|-----------------|---------|
| 1 -ity | 3 -ness |
| 2 -sion / -tion | 4 -ence |

7 Complete the sentences with nouns formed from the adjectives in the box.

able happy important modest safe

- Laughing doesn't always show ...
- You must understand the ... of your exams.
- My mum has this amazing ... to know when I'm not telling the truth.
- We're having a health and ... inspection at school.
- Maria's ... stops her from telling everyone that she is in the Olympic team.

8 Complete the sentences with your choice of words from the table in exercise 4.

- A boyfriend or girlfriend should / shouldn't be ...
- A leader should / shouldn't be ...
- I'd like to be more ... and less ...
- If you want to get on with people it's good to be ...
- It's easy to see when someone is ...
- It's difficult to see when someone is ...



Listening

9 **1.20** Listen to the podcast about personality tests and put the topics they discuss in order. Which topic is not discussed?

language the most popular colour
science marketing the dangers

10 **EXAM** **1.20** Listen again and write *True* or *False* for 1-5. Make a note of any phrases you hear which support your answers.

- Denise thinks the tests make people believe that psychology isn't reliable.
- Michael says that people understand that the tests are not serious.
- Psychologists don't believe that the tests influence how people feel about their personality.
- Michael doesn't believe that colour helps people to make choices about what to buy.
- Denise argues that each colour can have different meanings.

11 **Discuss the questions.**

- Who do you agree with, Denise or Michael? Why?
- How do you decide what colour clothes to buy and wear?
- Do you think our personalities affect our shopping choices? How?

WEBQUEST

Find a similar personality test online. Do you agree with its analysis?

Video

12 **Can you think of any ways your behaviour changes when you are with a group of friends compared to when you are on your own.**

13 **Watch the video. Are the statements true or false?**

Groupthink causes people to ...

- make better decisions than usual.
- be more mean and aggressive than usual.
- be more likely to help people in trouble.

14 **Do you agree with what the video says about group behaviour?**

3B Reading Good luck!



1 **1.22** Read the article. What is the writer's main aim in the article?

- A To explain why some people are naturally lucky.
- B To give advice about how to become luckier.
- C To show that there is no such thing as bad luck.

2 **EXAM** Read the text again and choose the correct answers.

- 1 It is often said that people are lucky because ...
 - A of where they are and when they are there.
 - B they don't worry about being lucky.
 - C they ignore the rules of good behaviour.
- 2 Successful business people ...
 - A copy other successful ideas.
 - B see that ideas that seem boring will be popular.
 - C research and study interesting business ideas.
- 3 Lucky people use their free time to ...
 - A relax so they have the energy to work hard.
 - B consider new money-making projects.
 - C learn things that will improve their chances of being successful.
- 4 People who think they are unlucky may need to ...
 - A organize their lives more carefully.
 - B be more open to following different routines.
 - C be more careful about saving money.

3 **EXAM** Find words or expressions in the text that match the definitions.

- 1 a group of connected people or things (paragraph A)
- 2 wanted by many people (paragraph B)
- 3 things you can buy for less than the usual price (paragraph D)
- 4 say somebody / something is responsible for something bad (paragraph E)

4 **EXAM** Complete summary A with the words in the box.

advice concludes depend examines factors strategies

SUMMARY A

The text (1) ... how people can learn to be more fortunate and suggests a number of (2) ... we can use to achieve this aim. It explains how good fortune may (3) ... on a number of (4) ... , including our openness to new experiences and relationships. It (5) ... with the (6) ... that we should be willing to embrace new challenges if we want to be successful in life.

5 Read the Key skill. Then read summary B. Choose A or B in each section. Explain your choices.

KEY SKILL

Reading Summary writing

- Identify the main themes and think of mini-summaries of one or two sentences for each.
- Do not include details or examples.
- Use your own words, but don't add your own opinions.
- Decide which verbs will introduce each part of your summary (*The text explains / examines / states / focuses on / questions / concludes ...*).
- Check your summary. Does it explain too little, just enough or too much?

SUMMARY B

- 1 A The text is an interesting look at how to be lucky.
B The text examines ways in which people can experience better luck.
- 2 A It states that luck can be affected by time and location.
B It says that luck depends on being in the right place at the right time.
- 3 A It suggests that we can actively increase our chances of being fortunate.
B It mentions that going to parties is a good idea.
- 4 A It concludes by wishing us good luck with becoming luckier in the future.
B It concludes by encouraging readers to follow the advice in the text.

Vocabulary each other / one another

6 Look at the highlighted sentences in the text. How do you say *each other / one another* in your language?

7 Complete the sentences using *each other / one another* and your own ideas. Then compare your ideas.

- 1 My parents and I always call ...
- 2 Shy people can support ...
- 3 My best friend and I always buy ...
- 4 People who speak different languages can understand ...

3B Reading Good luck! SB pages 36 & 37

Extra activity: Speaking

Books closed. To introduce the topic of luck, write the following questions on the board for students to discuss in pairs:

Do you believe in good luck and bad luck?

Do you believe that some people are luckier than others?

Elicit some ideas from the class.

- 1 **1.22** Allow students time to read the three options. Then play the audio for students to listen and read at the same time, and answer the question.

ANSWER

B

- 2 **EXAM** **OTE EXAM** Allow students time to read the questions and answer options. Check that they understand *ignore* and *routine*. Students read the article again and choose the correct answers.

ANSWERS

1 A 2 B 3 C 4 B

Exam tip: Multiple choice

Before students start, tell them the information below:

- After scanning the text for a name, number or key word from the answer options, you should read the part of the text that it appears in very carefully because key words from the answer options may appear in the text in a different context. You may also be able to eliminate some of the incorrect options.
- The correct answer will be stated in the text, often using different words.

- 3 **EXAM** Students find words or expressions to match definitions 1–4.

ANSWERS

1 network 2 in high demand 3 bargains 4 blame

- 4 **OTE EXAM** Students complete the summary with the words in the box.

ANSWERS

1 examines 2 strategies 3 depend 4 factors
5 concludes 6 advice

- 5 Read the Key skill box with the class. Students read summary B and choose A or B for each item 1–4. Check answers and discuss with the class why the correct choices are better.

ANSWERS

- 1 B (It's more formal and uses a suitable verb.)
2 A (It uses different words from the text.)
3 A (It summarizes the main theme of the text rather than repeating a detail.)
4 B (It's more accurate and more formal.)

Extra activity: Speaking

If you did the Extra speaking activity at the beginning of the lesson, ask students if they have now changed their minds about luck after reading the text.

You could also ask students to look back at summaries A and B and ask: *Do you agree with the main points in the text? Do you think you can create your own luck?* You could discuss the questions as a class, or students could discuss them in pairs or small groups. Monitor while they are working, then ask pairs or groups to tell the class what ideas they agreed on. Ask other pairs or groups to respond to the ideas.

Vocabulary *each other / one another*

- 6 Read out the blue sentences in the article and ask: *How do you say 'each other / one another' in your language?* Check that students understand the phrases.

- 7 Allow students time to complete the sentences with their own ideas and include *each other / one another* in their sentences.

Ask some students to read their sentences to the class. Ask other students: *Do you agree? Why / Why not?*

Alternatively, students could compare answers in pairs first.

POSSIBLE ANSWERS

- 1 My parents and I always call each other when one of us is away.
- 2 Shy people can support one another by socializing in pairs.
- 3 My best friend and I always buy each other a present at Christmas.
- 4 People who speak different languages can understand one another using body language.

Extra activity: Speaking

Write the following questions on the board for students to discuss in pairs:

Do you think friends should lend each other money?

Children and parents should have no secrets. They should tell one another everything. Do you agree? Why / Why not?

'Be kind to one another, even if you disagree.' Do you agree with this quote? Why / Why not?

Ask some students to share their ideas with the class. Ask other students: *Do you agree? Why / Why not?*

Extra activity: Vocabulary

Write the following words and phrases on the board and ask students to match them with synonyms in the text:

Paragraph A:

1 friendly, outgoing; 2 self-confident

Paragraph B:

3 rich; 4 expensive

Paragraph C:

5 making an effort to change yourself for the better;

6 a wish to have something

Paragraph D:

7 chance; 8 exact, precise

Paragraph E:

9 back luck; 10 make something become something else

ANSWERS

1 sociable 2 assertive 3 wealthy 4 valuable
5 self-improvement 6 dream 7 opportunity 8 strict
9 misfortune 10 turn ... into

Focus on the Key vocabulary box about cognates and false friends. Explain that cognates are words that are similar in your own language and another language, e.g. *conclusion* in English and *conclusión* in Spanish. Then explain that a false friend is a word in a foreign language that looks similar to a word in your language, but has a different meaning, e.g. *sensible* in Spanish does not mean the same as *sensible* in English, but translates as *sensitive*. Students find the words in the article and decide if they are cognates or false friends.


ANSWERS

Cognates: create, opportunities, fortune, curious, rigid, strict
False friends: embarrassed, introduce

HELPING HAND

Help students to recognize cognates in their own language to boost their confidence and increase their vocabulary learning.

Extra activity: Speaking

 You could give students a few words that you know are English–Spanish false friends and ask them to tell a classmate what they mean in both languages, e.g.

English	Spanish
a conductor	<i>conductor</i>
embarrassed	<i>embarazada</i>
carpet	<i>carpeta</i>
media	<i>media</i>

Extra activity: Extend the topic

Ask students to work in pairs and go online to look for more information on how to make your own luck. They should try to find at least three points not mentioned in the text, make a note of them and decide whether they agree or not with the new ideas.

If internet access is not possible in class, students could work individually and do the research as homework. Then they share their information in the next lesson.

Extra activity: Exam practice

Ask students to write a story beginning with the words:

My good luck started on Monday morning.

Tell students they should write 120–180 words.

If students need more help with ideas, tell them that the story could be about being in the right place at the right time, getting excellent exam results, etc.

Elicit how to write a narrative; if necessary, ask students to refer back to the Writing guide in Lesson 1E on page 19.

Students can swap stories with a partner and offer advice and corrections. Ask some students to read their stories to the class.

Reference and further practice

Vocabulary Workshop, SB pages 128–129

Teacher's Resources on Oxford Premium

Support & Extend, Unit 3, page 34

Support & Extend Online practice

Exam Trainer pages 6–11, 24–29, 30–35

Exam Trainer Online Practice

Right place, right time ... LUCKY YOU!



In life we are frequently told that being lucky depends on being in the right place at the right time. Can this really be true? Do we have to accept that becoming luckier is beyond our control? In fact, there are some rules of behaviour we can follow that might help us to learn to be luckier.



A YOU have to create opportunities

People who describe themselves as lucky find themselves in the right place at the right time for good reasons. If you want to work in fashion, it is sensible to live in or move to a major city like Madrid, Paris or Milan. There are lots of fashion houses in these cities and, therefore, lots of job opportunities. This will give you the chance to meet people and build up a network of contacts. Lucky people are also often sociable people because they realize that success is not just 'what you know', but also 'who you know' – **lucky people help one another**. What should you do if you are shy or easily embarrassed? Try to be assertive and introduce yourself to people you don't know. In social situations, **make sure you are at the centre of the action where people are meeting, talking to and interacting with each other**.

B YOU should be curious

Good fortune follows the curious, it seems. The most successful business people often become wealthy because they are willing to investigate projects that other people might think are boring. They are always looking for new ways to make a profit. Many successful internet companies make money by offering services that may not seem very interesting, but are in fact in high demand and are exactly what people want. Amazon started life as an online bookshop, but is now one of the world's most valuable companies.

C YOU need to learn new skills

Most people want to spend their free time relaxing by watching TV rather than studying Chinese. Lucky people, however, spend time on self-improvement. They learn new skills because at some point in the future, those skills will be useful – their ability to speak Chinese may get them their dream job.



This means they miss opportunities. For example, when these people go shopping, they look for a specific pair of jeans, and they don't notice another pair that are even better and on special offer. Luckier people seem less rigid and more open to alternatives, so notice the bargains and, therefore, save money.



E YOU shouldn't blame bad luck

Successful people don't just accept misfortune. If they do badly in an exam or a competition, they analyse what they could have done differently and learn from their mistakes. They turn negative experiences into positive ones so that they don't make the same mistake again. Unlucky people blame their bad luck and repeat their unlucky behaviour.

It seems, in fact, that luck, and the success that comes with it, may have a great deal to do with how open people are to change, which is as good advice now as it was in the past and will always be.

KEY VOCABULARY

COGNATES AND FALSE FRIENDS

Find the words in the text. Which have the same or similar meanings in your language? Which have very different meanings?

create opportunities fortune curious
embarrassed rigid strict introduce



3C Grammar Using modal verbs

▶ Watch the video and then do the activities.

A ABILITY & REQUESTS

Read the rules. Which structures are possible in 1-4?

KEY RULES

We use *can* and *can't* in the present and we use *could* and *couldn't* in the past.
We use *be able to* in all tenses and after other modal verbs.
We use *can* and *could* in requests. *Could* is usually more polite.

- 1 I ... ride a horse when I was six years old.
- 2 ... you help me, Sam? I ... find my keys.
- 3 They might ... meet us later.
- 4 Mary's ill, so she won't ... come to the party.

B OBLIGATION, PROHIBITION & ADVICE

Look at examples a-d. Which modal verbs do we use:

- 1 for obligation and necessity?
 - 2 to express lack of necessity?
 - 3 for things that are not allowed?
 - 4 to give advice and to say what you don't recommend?
- a You **must / have to / need to** take any opportunities you get to meet new people.
b You **should / shouldn't** blame bad luck.
c We **mustn't / can't** smoke in class.
d I **don't have to / needn't** learn any new skills. I already have my dream job.

Note: We can also express advice with *ought to*:
You really ought to smile more.

C POSSIBILITY & CERTAINTY

Look at examples a-c. Which modal verbs express possibility and which express certainty?

- a Tom's very quiet. He **might / may / could** be feeling shy.
b She **can't** be enjoying herself. She's going home early.
c He **must** live in Milan because he's a designer at Armani.

D MODAL PERFECTS

Look at examples a-d. Choose the correct options in the rules.

- a He didn't play well. He **may have been** nervous.
b She **can't have enjoyed** the party. She left early.
c It was a great party. You **should have come**.
d That's strange. They **should have arrived** by now.

KEY RULES

- 1 We use modal perfects to speak about ability, possibility and certainty in the *present / past*.
- 2 We also use *should have* + past participle when we think a person did the *wrong / right* thing or we expected something different to happen.

Practice

1 Form five sentences with the words in columns A-C.

A	B	C
Most children	be able to	you help?
Please	couldn't	laugh.
Dinosaurs	can	have dinner.
Most animals	can't	survive.
When it's cooked, we'll	could	walk before they're two.

2 Look at the Key errors. Then choose the correct options in 1-5.

KEY ERRORS

could / managed to / was able to

In affirmative sentences and questions, use *was able to* or *managed to* to talk about a specific event in the past.

My computer broke, but I was able to / managed to fix it. (Not '...but I could fix it.')

- 1 It was difficult, but I *managed to / could* get tickets.
- 2 As a child I *couldn't / didn't manage to* swim.
- 3 Monica *could / managed to* pass her driving test.
- 4 *Could you / Did you manage to* catch the train?
- 5 We *could / managed to* do whatever we wanted to when we were kids.

3 Choose the correct modal verbs.

- 1 It's Tuesday night. You *have to / shouldn't / must* go out with your friends.
- 2 You *don't have to / have to / must* be aggressive if you want to be assertive.
- 3 It's a rule here, I'm afraid. You *shouldn't / don't have to / mustn't* wear jeans.
- 4 I think you *ought to / must / have to* go to bed early. You look really tired.

3C Grammar Using modal verbs

SB pages 38 & 39

Flipped classroom video

Please refer to page v in the Teacher's Guide introduction to see how the Flipped classroom video can be used.

- A** ▶ Read the rules with the class. Students decide which structures are possible in 1–4. Check answers and point out that *be able to* is slightly more formal than *can* or *could*.

Video script, page T110

ANSWERS

- 1 could / was able to 2 Can / Could, can't 3 be able to
4 be able to

- B** Read examples a–d with the class. Students answer the questions. Check answers, then discuss the difference in meaning between *mustn't*, *don't have to* and *needn't*.

ANSWERS

- 1 must, have to, need to 2 don't have to, needn't
3 mustn't, can't 4 should, shouldn't

LANGUAGE NOTE Students often forget that we use *don't have to*, not *mustn't*, to express a lack of obligation: *The concert is free – we don't have to pay.* NOT ~~*we mustn't pay.*~~ They also forget that we use *mustn't*, not *don't have to*, for prohibition. *The NO SWIMMING notice means you mustn't swim here.* NOT *you don't have to swim here.*

- C** Read examples a–c with the class. Students decide which modal verbs express possibility and which express certainty.

ANSWERS

Might, may and could express possibility.
Can't and must express certainty.

LANGUAGE NOTE Students often forget that in negative sentences expressing possibility, we use *might not* and *may not*, not *could not*: *We might not / may not be there on time.* NOT *We could not be there on time.*

- D** Read examples a–d with the class. Students choose the correct words to complete the Key rules.

ANSWERS

- 1 past 2 wrong

LANGUAGE NOTE Students often make mistakes with the form of modal perfects. They may forget that we need a modal verb + *have* + past participle: *You should have watched the film.* NOT *You should watched the film.* / *You should have watch the film.*

Grammar Workshop

The Grammar Workshop for Unit 3 on page 112 has more information on the form and use of modal verbs. You could refer students to the Grammar Workshop now so they can use it to help them with the practice exercises.

Practice

- 1 Read out the first phrase in column A and elicit words from columns B and C that can be used to make a sentence. Students make the remaining sentences using the words in columns A–C.

ANSWERS

Most children can walk before they're two.

Please could you help?

Dinosaurs couldn't survive.

Most animals can't laugh.

When it's cooked, we'll be able to have dinner.

FAST FINISHERS

Fast finishers can write one or two more sentences using the words in column A, a modal verb and their own ideas. After you have checked answers, ask them to read out their sentences. Correct any errors as a class.

- 2 Read the information in the Key errors box with the class. Students choose the correct words in the sentences. Check answers and ask: *Do you sometimes make these mistakes? What can you do to help you remember the rules?*

ANSWERS

- 1 managed to 2 couldn't 3 managed to
4 Did you manage to 5 could

HELPING HAND

Model and drill the answers in exercise 2 for students to get used to the structures before they do the productive, personalized activity in exercise 4.

- 3 Refer students back to section B in the presentation for reference. Students choose the correct modal verbs to complete the sentences. Weaker students could work in pairs for this exercise.

ANSWERS

- 1 shouldn't 2 don't have to 3 mustn't 4 ought to


Note

If you are short of time, don't do exercise 5.

- 4 Read out the first question and elicit a few possible answers using both modal verbs. Students complete the sentences with their own ideas. Weaker students could work in pairs for this exercise.

FAST FINISHERS

Fast finishers could write one or two more sentences using modal verbs of obligation, prohibition and advice. When you have checked answers, ask them to read their sentences to the class, omitting the modal verbs. See if other students can guess the missing modal verbs.

- 5  **1.23 Listening option** Play the audio for students to listen and note down which answers were similar to theirs and which answers were the most interesting.
Ask individual students: *Which answers were similar to yours? Which were the most interesting answers?*

Audio script, page T110

- 6 Refer students back to section C in the presentation for reference. Read out the first sentence and elicit the new sentence. Students then work individually or in pairs to rewrite the sentences. Point out that more than one answer may be possible.

ANSWERS

- 1 His impatience may / might / could annoy her.
- 2 Nora must be bored. She isn't talking to anyone.
- 3 His expression may / might / could mean that he's innocent.
- 4 She can't love him after the things he's done.
- 5 He can't be an easy person to be with.
- 6 She may / might not forgive him.

FAST FINISHERS

Fast finishers could write one more sentence expressing possibility or certainty. Tell them to use words such as *possible* and *certain*. They can then rewrite the sentence with the same meaning using a modal verb, as they did in exercise 6. When you have checked answers, ask them to read out their original sentence. See if other students can rewrite the sentence using the correct modal verb.

- 7 Refer students back to section D in the presentation for reference. Students complete the sentences with the modal perfect forms of the verbs in the box and the verbs in brackets. Check answers carefully, writing the modal perfect forms on the board for students to check the form and spellings in detail.

ANSWERS

- 1 must have studied
- 2 should have worked
- 3 might not have understood
- 4 can't have gone
- 5 shouldn't have listened
- 6 may have had

Consolidation

- 8 Students read the text and choose the correct answers.

ANSWERS

- 1 might 2 may 3 had to 4 should have 5 can't
6 can't have 7 have to 8 ought to 9 don't have to

FACT FILE

Behaviourism is a theory of learning that states all behaviour is learned through interaction with the environment. Therefore, when we are born, our mind is 'tabula rasa' (a blank state). Nothing is inherited or innate; everything is learned. This belief dates back to 1913.

BF Skinner (1904–1990) suggested that the concept of free will was an illusion. According to him, all human action was the direct result of conditioning. When studying pigeons, he noticed that they pecked at a disc to gain access to food. He concluded that some form of reinforcement is vital in learning new behaviour.

Ivan Pavlov (1849–1936) was best known for developing the concept of the conditioned reflex – he trained a hungry dog to salivate at the sound of a metronome or buzzer, which was previously associated with the sight of food. In 1904 he won the Nobel Prize for Physiology or Medicine, becoming the first Russian Nobel laureate.

Reference and further practice

Photocopiable audio / video scripts, page T110

Grammar Workshop, SB page 112


Teacher's Resources on Oxford Premium

Support & Extend, Unit 3, page 35

Support & Extend Online practice

4 Complete the sentences with your own ideas. Compare your ideas with a partner.

- 1 What do you need to be happy?
a You don't have to ... b You shouldn't ...
- 2 What should you do to be luckier?
a You have to ... b You shouldn't ...
- 3 What can you do to be more confident?
a You mustn't ... b You should ...

5  1.23 LISTENING OPTION Listen to two people answering the questions in exercise 4. Are any of their ideas similar to yours? What is the most interesting answer?

6 Rewrite the sentences. Start with the word in brackets and use a modal verb of possibility or certainty. More than one answer may be possible.

- 1 It's possible that his impatience annoys her. (**His**)
- 2 I know that Nora's bored. She isn't talking to anyone. (**Nora**)
- 3 His expression possibly means that he's innocent. (**His**)
- 4 I'm certain that she doesn't love him after the things he's done. (**She**)
- 5 He definitely isn't an easy person to be with. (**He**)
- 6 It's possible that she won't forgive him. (**She**)

7 Complete the sentences with the modal perfect forms of the verbs in the box and the verb in brackets.

can't may might not must should shouldn't



- 1 You got 100% in the exam. You ... (**study**) a lot!
- 2 I failed the exam. I ... (**work**) harder.
- 3 Do you think he's confused? He ... (**understand**) you.
- 4 It was raining, so they ... (**go**) to the beach.
- 5 You told me the wrong answer. I ... (**listen**) to you.
- 6 She wasn't at the party. She ... (**have**) work to do.

Consolidation

8 Read the text and choose the correct answers.

BEHAVIOURISM is a theory that tries to explain human behaviour. American psychologist, BJ Skinner, and the Russian physiologist, Ivan Pavlov, carried out many famous experiments on rats and dogs. The theory suggests that our ability to learn good habits, like not eating poisonous food, (1) *might / shouldn't / ought to* explain human behaviour. Other researchers said that language learning (2) *couldn't / may / shouldn't* be similar because parents correct children if they don't use language correctly. This had an effect on how languages were taught for some years. The teacher provided a correct model and the students (3) *must / had to / could* copy it and were not allowed to make any mistakes. Experts believed that making errors was a sign of unsuccessful learning – the students (4) *should have / must have / can't* have listened more carefully to the teacher.

Nowadays, researchers believe that the theory (5) *shouldn't / needn't / can't* be correct because babies are able to make sentences that they (6) *must have / can't have / need to* have heard before. In other words, learning is creative and not just a habit. Behaviourism is not widely accepted these days, it can still be seen in the modern classroom, especially when teaching pronunciation. Many teachers still model language and the students (7) *can't / don't have to / have to* repeat.

The difference now is that although the students (8) *can't / ought to / needn't* try to be accurate, they (9) *mustn't / ought not to / don't have to* be accurate all of the time. The important thing is to try.





1 **Discuss the questions.**

- 1 Do you think that people in your city and country are polite in general?
- 2 Do different countries and cultures have different manners? Give examples.

Vocabulary Gestures & manners

- 2** **1.24 Do the quiz and check the meaning of the blue words. Compare your answers. Then listen and check.**



Do YOU have good global manners?



- 1** In the UK how should you get a waiter's attention?

- A Wave at them.
- B Shout 'Waiter'!
- C Catch their eye.

- 2** In which country should you greet someone using all their titles (e.g. *Professor, Dr*) and surname?

- A France
- B Nigeria
- C Australia

- 3** In which country can it be usual for male friends to **hold hands** when walking?

- A Thailand
- B Hungary
- C China

- 4** Why do people in Japan think it is polite to **interrupt**?

- A It shows you are interested.
- B It shows your social status and position.
- C It shows you have something more interesting to say.

- 5** Which country had to create an Apology Act because its citizens **apologize** so much?

- A New Zealand
- B Canada
- C the UK

- 6** In Indonesia why should you never **wave** with the left hand?

- A It's aggressive.
- B It's rude.
- C It's illegal.

- 7** In which country would it be considered impolite not to **answer your mobile phone** if you are at the cinema or in the library.

- A Tibet
- B Portugal
- C India

- 8** In France what is the maximum number of times you might **kiss** a stranger when meeting them for the first time?

- A three
- B four
- C five

- 9** In Thailand you should never should **touch** someone's ...

- A back.
- B left leg.
- C head.

- 10** In which country may the habit of **shaking hands** have originated?

- A Iran
- B Egypt
- C Greece

- 11** What should you do in Laos when you meet a stranger?

- A shake hands
- B bow
- C take off your hat

- 12** In the UK people might obey the 'rule of six' when they **queue**. What does 'six' represent?

- A If there are six people already in a queue, another person won't join it.
- B The maximum number of minutes someone will queue for.
- C Both.



3D Communication Social situations

SB pages 40 & 41

1 **OTE EXAM** Read the questions with the class and check that students understand the meaning of *manners*. Allow students time to prepare their ideas. Ask individual students the questions. When they answer, ask other students: *Do you agree? Why / Why not?*

Alternatively, students could discuss the questions in pairs or small groups. Monitor while they are working, then ask pairs or groups to tell the class what ideas they agreed on. Ask other pairs or groups to respond to the ideas.

LANGUAGE NOTE The noun *manners* means 'behaviour that is considered polite'. It collocates with *good* and *bad*, e.g. *It is good manners to eat with your mouth shut. It is bad manners to talk with your mouth full.* The singular noun, *manner*, means 'the way that something is done or happens'.

Vocabulary Gestures & manners

2 **1.24** Read the heading *Gestures & manners* to model the pronunciation of *gesture* /'dʒɛstʃə/ and check students understand the meaning. Elicit some example gestures from the class.

Read the title of the quiz and check that students understand its meaning.

Ask students to read the quiz and use their dictionaries to check the meaning of the blue words. Then go through the blue words with the class and check that students understand them all. The easiest way to check meaning is to mime the verbs. Model and drill the words and phrases, especially *bow* /baʊ/.

Students now do the quiz individually. They could discuss their answers in pairs or small groups.

Ask individual students to give their answer to the first question, then play the audio for students to listen and check. Repeat the process with the rest of the quiz.

Audio script, page T110

ANSWERS

1 C 2 B 3 A 4 A 5 B 6 B 7 C 8 B 9 C 10 C
11 B 12 C

FAST FINISHERS

Write on the board: *Saying goodbye* and *Eating*. Fast finishers can write a sentence about manners in their country for these two things. When you have checked answers, ask them to read their sentences to the class. Ask other students: *Do you agree? Why / Why not?*

Extra activity: Speaking

Ask: *Which of the examples of manners do you find the most surprising? Why? Do you know any more examples of manners from other countries or cultures?*

Discuss the questions as a class, encouraging as many students as possible to join in and express their opinions.

Alternatively, students can discuss the questions in pairs or small groups. Monitor while students are working, then ask pairs or groups in turn to tell the class which things they find surprising and what other examples of manners they discussed.

- 3 Students complete the sentences using a word or phrase in blue from the quiz. When you have checked the answers, allow students time to discuss the sentences in pairs. Monitor while they are working, then ask pairs to tell the class if any of their sentences were similar.

ANSWERS

- 1 interrupts 2 wave 3 queue 4 catch ... eye
5 answer my mobile phone 6 shake hands; kiss
- 4 **OTE EXAM** Read out the question and example. Students then go through the quiz and discuss rules that exist in their country. Ask some students to tell the class their ideas. Ask other students: *Do you agree? Why / Why not?*
- 5 Students match 1–6 with situations A–F. If they are struggling with this exercise, do it with the whole class, demonstrating the use of each word and asking students to match it with one of the situations. Ask students what they say in their country in each situation. Model and drill the exclamations *oops /ʊps/* or */u:ps/* and *ouch /aʊtʃ/*.

ANSWERS

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

Video

- 6 **1.25** Play the video or audio for students to watch or listen. Ask: *What happens first?* (Adam greets Mrs Kelly.) Students write sentences describing what happens for the rest of the scene. They can use the words in the box more than once. Play the video or audio again if necessary for students to complete their answers.

Video script, page T110

POSSIBLE ANSWERS

Adam greets Mrs Kelly. Mrs Kelly offers Adam a drink. He accepts. She introduces Julia, an exchange student from Spain. Adam and Julia greet each other. Adam answers his phone. Jess greets Adam. Mrs Kelly offers to call a taxi. Adam says goodbye to Mrs Kelly. Mrs Kelly says goodbye to everyone.

- 7 **1.25** Allow students time to read the Key phrases box. Play the video again for students to listen and complete the phrases. Check answers, then ask: *Who says each phrase?*

Video script, page T110

ANSWERS

- 1 call her 2 a juice or something 3 of you 4 call a taxi
5 come with you

Pronunciation Rising & falling intonation

- 8 **1.26** Play the audio and pause after the first phrase, then: *Does it end with rising or falling intonation?* Play the remaining phrases for students to listen and decide on the intonation pattern, A or B.

ANSWERS AND AUDIO SCRIPT

- 1 I'll just call her. (B); Thanks. (B)
2 Would you like a juice or something? (A); That would be great, thanks. (A)
3 That's kind of you. (B)
4 Shall I call a taxi? (A); I think we're OK, actually. Thanks anyway. (B)
5 Do you mind if I come with you? (A); No, of course not. (A); Yes, of course. (A)
9 Play the audio from exercise 8 again, pausing after each phrase for students to repeat. Ask individual students to repeat, then ask all students to repeat as a class. If students sound a little flat, encourage them to exaggerate the rise and fall.

Speaking

- 10 Read the situation with the class. As a class, decide in which parts of the situation the speakers will use some of the Key phrases, e.g. when Shona offers to get a drink and Pete accepts. With weaker classes, you could focus on other phrases that might be useful for apologizing, introducing someone, and deciding to leave. Put students into groups of three to write their dialogue. Monitor while they are working and help as necessary.

HELPING HAND

Work with the whole class to elicit a dialogue line by line and write it on the board. Then in exercise 11, choose groups of three students in turn to perform the dialogue for the class.

- 11 Read the Key skill box with the class. Students practise their dialogues in their groups of three. Monitor while they are working and encourage them to speak naturally. Ask some groups to perform their dialogues for the class. Ask the remaining students to listen for the three things mentioned in the Key skill box. The class can give feedback to each group in turn when they finish the dialogue.

Reference and further practice

Photocopiable audio / video scripts, page T110

Vocabulary Workshop, SB pages 128–129

Teacher's Resources on Oxford Premium

Support & Extend, Unit 3, page 34

Support & Extend Online practice

3 **Complete the sentences using a blue word from the quiz. Discuss the sentences. Are they true for you?**

- 1 It really annoys me when somebody ... me when I'm speaking. I think it's rude.
- 2 I never ... goodbye to people because it makes me feel sad.
- 3 I hate having to ... for buses or tickets. I suppose I'm just impatient.
- 4 I find it really difficult to ... a waiter's ... in a restaurant. They are always looking the other way.
- 5 I find it impossible not to ... when I hear it ringing. It could be important.
- 6 I usually ... with male friends and ... female friends when I meet them.

4 **Are there rules for the situations in the quiz in your country?**

In Spain, you can use people's titles when you greet them. For example, with a doctor.

5 **Match 1-6 with A-F. What do you say in your country in these situations?**

- 1 Oops!
 - 2 Ouch!
 - 3 Sorry!
 - 4 Excuse me!
 - 5 Pardon? / Sorry?
 - 6 Bless you!
- A You didn't hear or understand what someone said.
 B You need to go past someone or attract their attention.
 C You hurt yourself.
 D You made a small mistake.
 E Someone sneezed.
 F You want to apologize.

Video

6 **1.25 Watch or listen to the scene. Say what happens using the words in the box.**

answers phone greets introduces
offers says goodbye



7 **1.25 Watch or listen again. Then complete the Key phrases.**



KEY PHRASES

Offers and requests

- | | |
|----------------------------|--------------------------------------|
| I'll just (1) ... | Thanks / No, thanks. |
| Would you like (2) ... ? | That would be great. |
| That's kind (3) ... | I think we're OK, actually. |
| Shall I (4) ... ? | Thanks anyway. |
| Do you mind if I (5) ... ? | Yes, of course. / No, of course not. |

Pronunciation Rising & falling intonation

8 **1.26 Look at the Key phrases and listen. Which of the phrases end with rising intonation and which end with falling intonation?**

- A Rising intonation (pitch rises) 
- B Falling intonation (pitch falls) 

9 **Practise saying the phrases.**

Speaking

10 **Read the situation and write a dialogue between the three people. Include some of the Key phrases.**

Pete is going to Shona's party. He arrives late and apologizes. Shona introduces him to her friend Ellie and offers to get them a drink. He asks for a juice, but Ellie refuses as she has to leave. Sara returns with Pete's drink and Ellie says goodbye.

11 **Read the Key skill. Then practise and perform your dialogue.**

KEY SKILLS

Speaking: Speaking naturally

- Vary speed and intonation. (Don't speak like a robot!)
- Move your head, shoulders and hands.
- Use sounds and words like 'Um', 'Er', 'Mmm' and 'Well'.

3E Writing A formal email



Model text

- 1 Read the emails. Who are they to and what are they about? Which email is formal?
- 2 Read the emails again and answer the questions in the Text analysis in your notebook.

A

To: Hannah
From: Simon
Subject: Hi!

Hi Hannah

How are things? I thought I'd send an email rather than a text for a change. I've got quite a lot to tell you and a favour to ask (two, actually!). I've been trying to decide about degree courses, and I'm really interested in a course in chemical engineering at Bristol Uni. It looks like it would be quite challenging, but I'd have a good chance of getting a job when I graduate. Anyway, there's an open day at the engineering faculty next month, and I'm going to email to book a place. So, favour number one, can you ask your mum and dad if I can stay at yours when I'm in Bristol? And number two, will you read through my email to check it's OK? Thanks, you're the best!

Speak soon
Simon

B

To: Mr Brown
From: Simon Jones
Subject: Open day

Dear Sir or Madam,

I am writing to you **regarding** the open day at the Faculty of Engineering on 13th July. I was wondering if it would be possible to reserve a place for both the tour of the faculty and the lunch with the student representatives? However, I will not require accommodation for the night.

I am very interested in studying chemical engineering, and I **believe** that I have the necessary skills to do well. I am **currently** studying chemistry, biology and maths at Brookwood School and I will be taking my A levels next summer.

I would be grateful if you could confirm that I have a place reserved. I **appreciate** your assistance and I look forward to hearing from you.

Yours faithfully,
Simon Dean

Text analysis

Email A

- 1 How does the email start and finish?
- 2 How many paragraphs has it got?
- 3 What are the contracted forms in the email?
- 4 Which two of these phrases could you also use to finish the email?
A Cheers!
B Bye for now.
C With my very best wishes,
D All the best.

Email B

- 5 How does the email start and finish?
- 6 What is the purpose of each paragraph?
- 7 Are there any contracted forms?
- 8 Which of the **blue** phrases mean these things?
A Thanks for
B about
C think
D at the moment



3E Writing A formal email SB pages 42 & 43

Model text

1 Students read the model emails and answer the questions.

POSSIBLE ANSWERS

- A** This email is to Hannah, a friend of Simon's.
It is about an open day at the university.
- B** This email is to a university.
Simon is writing to book a place at a university open day.
Email B is formal.

HELPING HAND

Ask the following comprehension questions about the emails:

- 1 How does Simon normally get in touch with Hannah? (By text.)
- 2 What are the two favours Simon is asking for? (He would like to stay with Hannah's parents when he goes to the open day at Bristol University and he would like Hannah to check the email he is writing to Bristol University.)
- 3 Why does Simon want to study chemical engineering? (Because he thinks he will find a job when he graduates.)
- 4 Does Simon know what and where he wants to study? (No, because he writes 'I've been trying to decide about degree courses ...')
- 5 Does Simon think Hannah is going to help him? (Yes, because he writes 'Thanks, you're the best!')

2 Students read the emails again and answer the questions in the Text analysis box. Go through the questions and answers with the class. Point out that the blue words in email B are all formal words that are suitable for use in a formal email.
Tell students they should think about all the points in the Text analysis box when they write a formal email.

ANSWERS

Email A

- 1 Hi Hannah; Speak soon
- 2 One.
- 3 I'd; I've; I'm; there's; it's; you're
- 4 A; B

Email B

- 5 Dear Sir or Madam; Yours faithfully
- 6 Paragraph 1: to explain why he is writing.
Paragraph 2: to give some background information.
Paragraph 3: to request a confirmation and express his thanks for any help.
- 7 No.
- 8 A appreciate B regarding C believe D currently

LANGUAGE NOTE Students might be surprised that an informal email could finish with *Cheers* as they may only have heard this word when people lift up their glasses to drink. Tell them it is informal and it also means 'thank you' and 'goodbye'.

FACT FILE

Bristol is a city in south-west England, with a population of over half a million. It was a starting place for early voyages of exploration to the New World. Bristol's modern economy is built on the creative media, electronics and aerospace industries. The city has the largest circulating community currency in the UK, the Bristol pound, which is fixed to the pound sterling. Its objective is to encourage people to spend their money with local, independent businesses in Bristol. The city has two universities and a variety of artistic and sporting organizations and venues.

Applying to university has to be done through an application in the UK. First, you need to choose which university you want to go to as there are more than 150 of them. You will need to consider the course you want to study, the location of the university, its reputation, etc. Then, once you have made a shortlist, you can visit the universities on an open day. When you are ready, you apply through UCAS (Universities and Colleges Admissions Service). You can choose a maximum of five universities. With your application, you need to include a personal statement, a reference from a teacher and the application fee. Most institutions ask for grades in certain subjects at A level. Students from outside the UK who have received an offer from a university or college need to apply for a student visa and prove that they have the right level of English to join the course and the money to pay for the course as well as living expenses.

Extra activity: Writing

Ask students to cover the formal email B on page 42. Tell them you are going to work together as a class and rewrite it from memory. Read out each line of the informal email A in turn and ask: *Do we need this information? How can we say this in a formal email?* Build up a formal email on the board. Students can then uncover email B and compare the email on the board with the original.

Note

If you are short of time, don't do exercise 5.

Writing skills Formal & informal style

3 Students read the rules for formal style in the Key rules box and choose the correct words.

ANSWERS

1 are 2 full; long 3 Don't 4 with 5 closing phrase

Speaking Preparing to write

4 **OTE EXAM** Read the task with the class. Students work individually to invent their answers. Monitor and help as necessary. If you think your students will struggle for ideas, brainstorm some ideas for question 4 (e.g. the number of students in a class, what topics you will study) with the whole class before students work individually.

Ask individual students to read out their answers. Ask: *Who has a similar answer? Who has a very different answer?*

Alternatively, students could compare their ideas in pairs or small groups. Monitor while students are working, then ask pairs or groups to tell the class which of their answers were similar and which were different.

FAST FINISHERS

Fast finishers can add more details to their ideas, e.g. why they want to study at a British university, their English qualifications. When students compare their ideas, fast finishers can also share their extra details in their pairs / groups, or with the class.

5 **1.27 Listening option** Allow students time to read the questions. Play the audio once for students to listen and identify the questions. Play the audio again, pausing as necessary for students to note down the answers to the questions. Check answers to questions 1 and 2. To help students with question 3, you could give them the audio script and then ask: *Which phrases are inappropriate for a formal email?* Elicit ideas and write them on the board. Play the audio again if necessary for students to hear all six phrases.

Audio script, page T110

ANSWERS

- Questions 1, 3, 4, 5
- 1 History and Spanish.
3 History, politics and French.
4 Can I study Spanish as a beginner? Are there lessons for beginners? Can I spend a year in Argentina rather than Spain? Can I visit the university? Can you answer my questions?
5 To send her answers to her questions.
- (Possible answer)
Dear Sir or Madam,
I am writing to you regarding the course in history and Spanish. I am interested in studying history and Spanish and I believe that the course in Manchester has a very

good reputation. I am currently studying history, politics and French at school and will be taking my A levels next summer.

Would you be able to give me more information about some aspects of the course? Firstly, as you can see, I am not studying Spanish at school. Would I be able to take the course as a complete beginner? Secondly, I am aware that students have to spend a year abroad as part of the course. I was wondering whether it is possible to spend this time in Argentina since I am interested in Argentinian history and literature.

I would be extremely grateful if you could send me the information requested. I appreciate your assistance and look forward to hearing from you.

Yours faithfully,
Libby Berkmann

Writing

6 **OTE EXAM** Read the Key phrases with the class and make sure students understand them all. Point out that if a formal email starts with *Dear Sir or Madam*, we end it with *Yours faithfully*, but if it starts with a name, e.g. *Dear Mr Jones / Dear Mrs Edwards*, we end it with *Yours sincerely*.

Read the Writing guide with the class and make sure students understand everything.

Students follow the steps in the Writing guide and write their email.

If students don't have time to write the email in class, they could start with the planning and do the actual writing as homework.

Students can swap their email with a partner. Tell them to use the questions in the Write and check section of the Writing guide to check their partner's work and suggest corrections and improvements.

Writing Workshop

The Writing Workshop for Unit 3 on page 140 gives another example writing task on a similar topic, with both a model text and a step-by-step approach to writing.

Reference and further practice

Photocopiable audio script, page T110

Writing Workshop, SB page 140

Teacher's Resources on Oxford Premium

Exam Trainer page 62

Exam Trainer Online Practice

Writing skills Formal & informal style Writing

3 Choose the correct options in the rules.

KEY RULES

For formal style

- 1 Layout and paragraphs *are / aren't* important. Divide your email into clear sections.
- 2 Use *full / contracted* forms and *long / short* sentences.
- 3 *Do / Don't* use colloquial language.
- 4 Start *with / without* 'Dear'.
- 5 Finish your message with a *closing phrase / only with your name*.

KEY PHRASES

A formal email

Dear Sir or Madam,
I would be grateful if ...
I was wondering if it would be possible to ... ?
Would you be able to give me more information about... ?
I appreciate your assistance ...
I look forward to hearing from you.
Yours faithfully*
* Note: If you start your email with a person's name (e.g. *Dear Mr Watson*), finish with *Yours sincerely*.

Speaking Preparing to write

4 Read the task in the Writing guide. Then invent answers for 1–5 and compare your ideas with a partner.

- 1 Which course are you interested in?
- 2 Why are you interested in it?
- 3 What are you studying at the moment?
- 4 What questions do you have about the course?
- 5 What would you like the university to do when they reply?

5 1.27 LISTENING OPTION Listen to Libby reading an email to a university to her friend, Andrew. Answer the questions.

- 1 Which questions from exercise 4 does she answer?
- 2 What are her answers to those questions?
- 3 Can you suggest some changes she could make so that it is more formal?

6 Follow the steps in the Writing guide.

Writing guide

Task

You are interested in studying at a British university, but you have some questions about the course. Write an email asking for more information about the course you are interested in.
Write 120–150 words.

Think and plan

Spend a couple of minutes thinking about the email. Write down any words which you think are important. Then look back at exercise 4. Organize your notes from questions 1–5 under these headings:

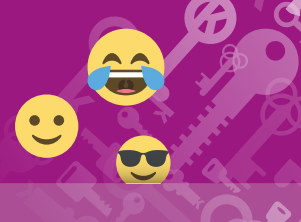
- **Paragraph 1** Why are you writing?
- **Paragraph 2** Which course are you interested in? Why are you interested in it? What are you studying at the moment?
- **Paragraph 3** What questions do you have about the course?
- **Paragraph 4** Request confirmation of any requests you have made (e.g. attending an open day). A short, closing sentence.

Write and check

Read the Key phrases. Write a rough version of your email using notes from your plan. Then check these points and write a neat version.

- Have you used a formal style?
- Have you provided all of the necessary information?
- Have you used any of the Key phrases?

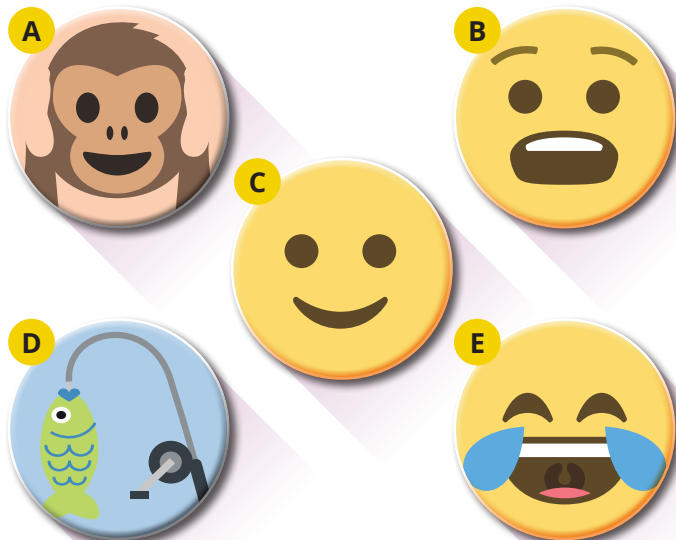




Listening Emojis

1 Look at the pictures and discuss the questions.

- 1 What do you think the emojis and emoticons mean?
- 2 How often do you use them when you are texting?



2 1.28 Now listen to the podcast. In what order do they talk about the emojis and emoticons, and what does each one mean?

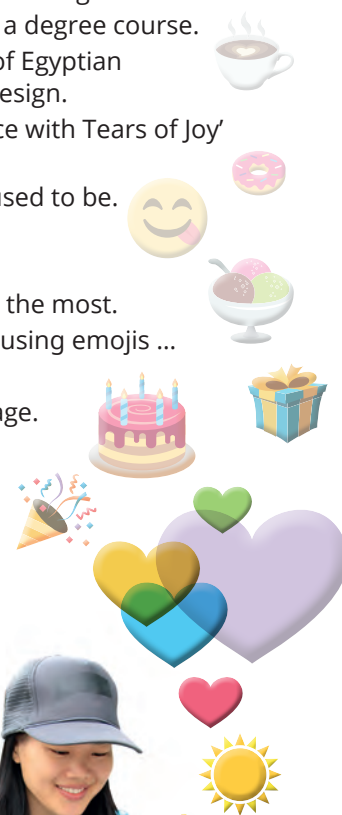
3 **EXAM** 1.28 Read the questions below and mark the key words. Then listen to the podcast twice and choose the correct answers.

- 1 Texting can cause problems because ...
 - A the reader cannot see the writer's face.
 - B writers use too many emojis.
 - C the messages aren't very serious.
 - D the messages are too direct.
- 2 According to Amanda, emojis help us communicate because ...
 - A they were invented a long time ago.
 - B they make us smile.
 - C they represent our body language.
 - D everybody knows what they mean.
- 3 Emoticons ...
 - A are the same as emojis.
 - B show cartoon faces.
 - C are mostly used in American magazines.
 - D were invented in the 1880s.

- 4 Emoji pictures ...
 - A were based on manga cartoons.
 - B use punctuation marks.
 - C mean different things in Japanese.
 - D were invented in the 1980s.
- 5 Since 2019 people have been able to ...
 - A change the design of emojis.
 - B create emojis of themselves.
 - C watch cartoons with emoji characters.
 - D buy emojis online.
- 6 Amanda says that people can now ...
 - A learn how to create emojis at university.
 - B use emojis in academic writing.
 - C study emojis as part of a degree course.
 - D learn about the effect of Egyptian hieroglyphs on emoji design.
- 7 Amanda says that the 'Face with Tears of Joy' emoji ...
 - A is less popular than it used to be.
 - B won a design prize.
 - C is her favourite emoji.
 - D is the emoji people like the most.
- 8 The interviewer says that using emojis ...
 - A is too complicated.
 - B is like learning a language.
 - C has become a joke.
 - D requires a dictionary.


4 Discuss the questions.


- 1 Which emojis do you use most often?
- 2 Do you know any emojis that have more than one meaning? What are they?
- 3 Is there an emoji you have wanted to use in the past, but doesn't exist yet? What is it?



Skills Extra Listening SB page 44

Listening Emojis


1  **OTE EXAM** Check students understand the meaning of *emoji* (a small digital image used to express an idea or emotion in emails, on the internet, on social media, etc.) and ask them where they usually see them (in text messages and emails). Elicit some possible answers from students for questions 1 and 2, but don't tell them the correct answers at this stage.

2 **EXAM** **OTE EXAM**  **1.28** Allow students time to read question 1 and then elicit the key words with the class (Texting, cause, problems: A reader, cannot see, writer's face; B use too many emojis; C messages, aren't serious; D messages, too direct). Students then find the key words in the remaining questions. Discuss as a class what the key words are. Tell students they should listen out for them or words with similar meanings. Then tell them they are going to hear the audio twice, so they shouldn't worry if they don't hear all the answers the first time they listen. Play the audio for students to listen and choose the correct answers. Allow students to compare their answers in pairs, then play the audio again for them to check and complete their answers.

Audio script, page T110

ANSWERS

1 A 2 C 3 D 4 A 5 B 6 C 7 D 8 B

3  **OTE EXAM** Allow students time to think about their answers. Ask individual students the questions. Encourage other students to join in and talk about their own experiences.

Alternatively, students could discuss the questions in pairs or groups. Monitor while they are working, then ask pairs or groups to tell the class what ideas they agreed on. Ask other pairs or groups to respond to the ideas.

FACT FILE

The first emoticons were :-) and :- (, appearing in 1982. They represent the first language born of the digital world, designed to add emotional nuance to otherwise flat text. Emojis have been popular since they first appeared on Japanese mobiles in the late 1990s. As emojis are a language for everyone in the digital worlds, they need to constantly evolve across cultures, screens and time.

Extra activity: Listening

 **1.28** Write the following questions on the board:


- 1 *What example of body language does Amanda give?*
- 2 *Why did emojis become really popular in 2012?*
- 3 *What is a memoji?*
- 4 *What term / synonym does the speaker use for an emoji?*
- 5 *What is Emojipedia?*

Ask students to work in pairs and try to answer the questions from memory. Play the audio again for students to listen and check their answers. Check answers as a class.

ANSWERS

- 1 **The expression on somebody's face.**
- 2 **Because Apple produced a lot of emojis for their mobiles.**
- 3 **It's a personalized emoji / a cartoon image of yourself with different expressions.**
- 4 **A pictogram.**
- 5 **An online 'dictionary' explaining the meaning of all the emojis.**

Extra activity: Speaking

 Ask students to work in groups to design the emoji for their answers in exercise 4, question 3. They should work together to create the best or the clearest emoji. When they are ready, get them to present their top two or three emojis to the class. When each group has made their presentation, you could have a vote with a show of hands for the most useful emoji.

Skills Extra Video SB page 45

Video The gender gap

1 OTE EXAM Focus on question 1 and ask: *What does 'gender' mean?* Then ask students to look at question 1 and check answers as a class. Allow students time to think of their answers for questions 2 and 3. You might want to check they know the meaning of *gender stereotype*.

Ask individual students the questions. Encourage other students to join in and talk about their own experiences.

Alternatively, students could discuss the questions in pairs or groups. Monitor while they are working, then ask pairs or groups to tell the class what ideas they agreed on. Ask other pairs or groups to respond to the ideas.

ANSWER

1 The difference that separates men and women in terms of attitudes, opportunities and status.

2 Read out the introduction with the class. Focus on the video still and ask students to describe what they can see. Allow students time to read topics A–F, then elicit some possible answers from students, but don't tell them the correct answers at this stage.

3 ▶ Play the video for students to check their answers to exercise 2 and put them in the order in which they hear them. Check answers with the class, then ask: *Were your ideas right?*

Video script, page T110

ANSWERS

1 C 2 A 3 D 4 E

4 ▶ Allow students time to read sentences 1–7. They could discuss in pairs what they can remember. Play the video again for students to watch and write *true* or *false* for each statement as well as reasons to support their answers.

Video script, page T110

ANSWERS

- 1 False. (They want to find out how much gender stereotypes affect our behaviour and sense of identity as we grow up.)
 - 2 True. (... in reality, for a child, have the rules really changed? That's what we want to try and explore today.)
 - 3 True. (The group of boys consistently predicts that they will hit the higher marks.)
 - 4 False. (The girls are in fact stronger than the boys.)
 - 5 True. (All but one draws a male doctor.)
 - 6 False. (They talked about sport and dancing.)
 - 8 False. (They were rapidly able to change their attitudes and self-belief.)
- 5** Students read the summary and choose the correct words.

ANSWERS

1 higher **2** better **3** confidence **4** male **5** positively
6 more **7** slowly

6 **OTE EXAM** Allow students time to think of their answers. Discuss the questions as a class. Encourage as many students as possible to join in and express their opinions.

Alternatively, students could discuss the questions in pairs or small groups. Monitor while students are working, then ask pairs or groups in turn to tell the class about their discussions.

7 Students work in pairs to prepare another test. If internet access is not possible in class, students could work individually and do the research as homework. Then they share their information with their partner in the next lesson. You could suggest some ideas for experiments, e.g. toys, books they read, games they play, clothes and colours. Monitor and help while students are working. Allow students time to practise, then ask them to present their test to the class in turn.

When all pairs have made their presentation, ask: *Which test do you think would be the most effective?*

Extra activity: Speaking

Write the following quotes about gender on the board:

If women are expected to do the same work as men, we must teach them the same things. (Plato)

A gender-equal society would be one where the word 'gender' does not exist: where everyone can be themselves. (Gloria Steinem)

It's about hard work and not gender. (Geeta Phogat)

Allow students time in pairs to discuss what they understand by the quotes and whether they agree with them.

Ask a few students to share their ideas with the class.

If there is time, tell the class who the quotes are by:

– Plato (424 BC–347 BC) was a Greek philosopher.

– Gloria Steinem (1934–) is an American feminist and journalist.

– Geeta Phogat (1988–) is an Indian freestyle wrestler who won India's first ever gold medal in wrestling in the Commonwealth Games in 2010.

Reference and further practice

Photocopiable audio / video scripts, page T110

Teacher's Resources on Oxford Premium

Listening Practice, Support & Extend, Unit 3, page 42

Listening practice, Support & Extend Online Practice

Listening practice, Exam Trainer, pages 42–49


Listening practice, Exam Trainer Online Practice

Video The gender gap

1 Discuss the questions.

- 1 What do you think the 'gender gap' is?
- 2 Do you think your opinions about gender influence your behaviour? How?
- 3 How do you think you might have been influenced by gender stereotypes?

2 Look at the introduction and still from the video. Which of the topics A-F do you think will be in the documentary?

Introduction 

Twin doctors Chris and Xand Van Tulleken are on a mission to find out how much gender stereotypes affect our behaviour and sense of identity as we grow up. They're doing a series of experiments with this diverse group of kids.



▲ *The doctors and the participants.*

- A How strong the children think they are.
 - B How the children imagine their lives in the future.
 - C How gender affects children's behaviour as they get older.
 - D How intelligent the children think boys and girls are.
 - E How the children describe themselves.
 - F How creative the children think they are.
- ### 3 Watch the video. Which four topics from A-F above are in the documentary and in what order?

4 Watch the video again. Are the sentences true or false? Make notes to support your answers.

- 1 The doctors don't think gender stereotypes are important in childhood.
- 2 The doctors want to know if children's attitudes to gender have changed.
- 3 The boys expect to do better than the girls in the strength test.
- 4 The boys do better than the girls in the strength test.
- 5 The picture test shows that both boys and girls think that boys are more intelligent.
- 6 When describing themselves, the girls talked about relationships and appearance rather than physical abilities.
- 7 The research shows that that the boys and the girls weren't able to change their attitudes to gender.

5 Choose the correct words to complete the summary of the documentary.

The doctors decided to do some experiments to find out if the way boys and girls think about each other and themselves has changed. In a physical test, the boys predicted that they would hit the (1) *higher / lower* marks, but the girls did (2) *worse / better* than the boys. The test is proof of the '(3) *confidence / strength* gap'. Another test showed that both the boys and girls thought that a doctor must be (4) *male / female* because they were told that the doctor is very intelligent. However, the final test showed that young girls' attitudes are changing (5) *positively / negatively*, and that they are becoming (6) *less / more* aware that they can do just as well as boys. At the end of the study the doctors conclude that ideas about gender stereotyping are changing (7) *quickly / slowly*.

6 Discuss the questions.

- 1 After watching the documentary, do you agree with the view that traditional gender stereotypes are negatively affecting young girls and boys? How?
- 2 To what extent do you think you were affected by the gender stereotypes mentioned in the documentary when you were a young child?
- 3 In what ways do you think the confidence gap affects girls as they grow up?

7 Work in pairs. Design another test that the doctors could use to show how the boys and girls might be affected by gender stereotyping. Look online for ideas. Present your idea to the rest of the class.