

Unit 1 Lessons for life

Opener

1

- **Optional step** Ask students to describe the photo in detail. Ask: *Where is the man? What is the man wearing, and why? What is the man doing? Why?* In feedback, elicit ideas. Point out that his clothes and headscarf are those of someone who lives in the desert (they protect from the sun). *Twilight* is the time just before nightfall when the light starts to disappear. You could elicit what students know about the Tuareg at this stage (see Background information below).
- Ask students to work in pairs to discuss the proverbs. In feedback, elicit ideas from students. Follow up by asking which, if any, of the proverbs students would choose to adopt for themselves.

EXAMPLE ANSWERS

Students' own ideas

Better to walk ...

This proverb tells us that the Tuareg have a nomadic lifestyle (see Background information below). They think that being on the move is positive and that not moving is a waste of time.

In life, it is always possible to ...


This proverb suggests that the Tuareg are a peaceful people – they seek to reach agreement with others; it suggests they are a trading people – this is the sort of belief system that merchants have, for example, that it's always possible to negotiate a deal.

Acquiring things ...

This proverb may be interpreted as meaning that possessions are of no importance to the Tuareg – they are not materialistic. It may also reflect their nomadic lifestyle – if you wander in the desert, taking too many things with you can slow you down, which could be a problem.

Background information

The Tuareg /twa:ɾɛg/ are a Berber people who live in the Sahara desert in north Africa (mostly in Mali, Algeria, Niger, Burkina Faso and Libya). Traditionally, they are semi-nomadic, which means that they travel with their animal herds at some times of the year, but have a home area where they grow some food crops. They are famously connected with the great camel trading routes across the Sahara. Sometimes they are called the 'blue people' because of the indigo-dye-coloured clothes they wear.

2  [1] ★ **CPT extra!** Lead-in activity [after Ex.2]

- Tell students they are going to listen to two people talking about important lessons they have learned in life. Ask them to read questions 1–3.
- Play the recording. Students listen and answer the questions. Let them compare answers in pairs before checking with the class.

ANSWERS

- 1 Speaker 1: not to try to change other people or you can't change other people
Speaker 2: not getting too attached to things or you shouldn't get too attached to things
- 2 Speaker 1: The speaker got frustrated with his business partner (Giles), who always took ages to make a first design for the customer, and this was driving him (the speaker) crazy.
Speaker 2: The speaker's house was flooded.
- 3 A Tuareg person would probably agree with the lesson from Speaker 2 because the Tuareg don't like to get attached to unnecessary material objects (third quote in Exercise 1).

Audioscript [1]

Speaker 1

I think the most valuable lesson I've learned was when I was starting a business at the age of 25. I used to get very frustrated with my business partner, a guy called Giles. We'd set up our own web design business and Giles would always take ages making a first design to show the customer. He was trying to get it perfect when actually, it didn't need to be. When I told my dad about it – that it was driving me crazy – he said, 'Look, you can't change other people; you can only change the way that you behave towards them.' So, from then on I just tried to accept that Giles was a perfectionist and to see it as a positive thing. And since then we've got on much better. And that's become a sort of guiding principle for me in life – not to try to change other people.

Speaker 2

I think a good rule of thumb is: 'Never get too attached to things.' But it's a lot easier said than done and sometimes it takes a big event to make you realize how true this is. Our house was flooded a few years ago and because my bedroom was on the ground floor, I lost a lot of my most valued possessions: my laptop with all my photos on it; my favourite books; all my shoes were ruined and some of my best clothes too. But in fact, what mattered at the time was knowing that everyone was safe – my parents and my little brother. We've actually moved to a new house now, and it's not nearly as nice as the old one, but it doesn't matter. You need to move on. Now, I always make a point of not getting too attached to places or things. It's just stuff.

3  [1]

- Ask students to work individually to complete the phrases. Then let them compare answers in pairs.
- Play the recording again. Students listen and check their answers.

ANSWERS

- | | |
|------------|---------|
| 1 valuable | 4 said |
| 2 guiding | 5 point |
| 3 thumb | |

Vocabulary notes

a *guiding principle* = a principle (or basic rule) that helps a person to make decisions or judgments in all life circumstances

a *good rule of thumb* = a broadly accurate guide or principle, based on experience rather than theory

Other vocabulary items to check:

a *perfectionist* = somebody who always wants things to be done perfectly

drive me crazy = to make me angry or upset

move on = to continue with your life after you have dealt successfully with a bad experience

4

- **Optional step** Give students one or two minutes to think of and prepare ideas. You could provide a teacher model by describing a lesson you have learned.
- Ask students to describe the occasions they have thought of in pairs or small groups. Encourage them to give details and to ask each other questions. In feedback, invite different individuals to share what they found out about their partner or group member.

Teacher development

Setting up speaking activities

Students at Advanced level are generally comfortable with expressing themselves in English. However, it's good practice to support their speaking by following some or all of these suggestions:

- 1 Create a reason for speaking. This could be an information gap (students find out things they didn't know), an opinion gap (students discuss what they think or believe about a topic), or personalization (students talk about themselves and share personal information and experiences).
- 2 Model the speaking task. It's good practice to demonstrate what is expected of students before asking them to start the task, for example, tell your own stories, give your own views or demonstrate the task with a student. This provides a model to follow, and often results in an interesting and natural 'live' listening.
- 3 Provide meaningful preparation time. Rather than expecting students to start speaking immediately, give them a few minutes to gather their thoughts and ideas before speaking. You could also provide some scaffolding, for example, a series of question prompts.
- 4 Provide or suggest language to use. Write a selection of useful phrases or structures on the board for students to use during the speaking task. This gives support and also encourages the student to focus on the key aims of the speaking activity. In feedback, ask students which phrases they were able to use.

1a Learning from the past

Lesson at a glance

- reading: lessons in life
- grammar: time phrases
- speaking: your favourite saying

Reading

1

- Organize the class into pairs to discuss the quotation. In feedback, briefly elicit ideas from the class.

EXAMPLE ANSWER

We are often told to learn from *our* mistakes. Roosevelt cleverly and amusingly turns the commonplace quote around. It's good advice because if we consider what mistakes other people make, we are less likely to make them ourselves. However, it isn't easy to follow because we don't necessarily see or understand that people have made mistakes and we often want to go our own way in life.

Background information

Eleanor Roosevelt (1884–1962) married Franklin D. Roosevelt in 1905 and as a result became First Lady of the United States when her husband became the president of the USA in March 1933. She held the role of First Lady for the four terms of his presidency, until April 1945. She was the United States Delegate to the United Nations General Assembly from 1945 to 1952 and campaigned for women's rights and civil rights for African-Americans.

2  [2]

- **Optional step** Tell students to look at the photos on the page and ask them to say what they know about each person (see Background information below). Alternatively, ask students in pairs to think of three adjectives to describe each person (e.g. Confucius: wise, thoughtful, instructive; Mandela: strong-willed, unselfish, brave).
- Ask students to read the article and match the person with the lesson they taught, according to the text. Let students compare their answers in pairs before checking with the class.
- **Optional step** The reading text is recorded. You could play the recording and ask students to read and listen.

ANSWERS

1 c 2 a

3

- Ask students to read the article again and decide whether the sentences are true or false. Let them compare answers in pairs before checking with the class.
- In feedback, ask students to justify their answers by quoting from the text or giving an explanation in their own words.

ANSWERS

- 1 T (we deliberately choose to ignore them.)
- 2 T (Many Chinese have been saying ... that the traditional values in society ... have been lost.)
- 3 F (a country which is currently developing at a dizzying speed)
- 4 F (Mandela had always been committed to peace)
- 5 F (he decided that the only way to unite his divided country was if the two sides could talk about what had happened in the past)
- 6 T (few are able to follow the example set by Mandela ... such a high degree of unselfishness. It seems ... not to be selfish – is perhaps the hardest lesson of all for people to learn.)

- 4 ★ CPT extra!** Listening activity [after Ex.4]
- Ask students to work individually to find and underline words and expressions that match the definitions. Let students check answers in pairs before eliciting answers in feedback.

ANSWERS

- | | |
|-----------------|---------------------------|
| 1 point the way | 4 strive (for) |
| 2 economic boom | 5 follow the example (of) |
| 3 act on | |

Vocabulary notes

A *boom* suggests a period of sudden and rapid growth or increase in numbers, e.g. *a baby boom* = a period of time when lots of babies are being born.

The verb *strive* suggests that you work hard because you really believe in something and want it to happen.

If you follow the example of someone, it's because you admire and look up to that person.

Other vocabulary items to check:

prior to = before

a harmonious society = a society that is in balance and is friendly and peaceful

measure = here, amount

heed = to listen to, consider and do what someone suggests

Background information

Confucius /kən'fju:ʃəs/ (551 BC–479 BC) was a Chinese philosopher, teacher and political figure who emphasized personal morality, justice and educational standards. He recommended family as a basis for ideal government and encouraged people to respect their elders. His golden rule was, 'Do not do to others what you do not want done to yourself'.

Nelson Mandela /mæn'dela/ (1918–2013) was a South African anti-apartheid revolutionary and activist who believed in democracy and equality for all, regardless of race or colour and who fought against apartheid (/ə'pa:rted/ – the political system that existed in South Africa until the early 1990s, in which only white people had political rights and power). As a result of his political activity, he spent twenty-seven years in prison, from 1962 to 1990. In 1994 he became the first black President of South Africa. His government focused on democracy and on building a political system that treated white and black people equally.

Extra activity

Ask students to discuss the two quotes by Confucius and Mandela. Ask them for examples from their society or from current affairs which support or contradict the quotes.

Here are other famous quotes on this theme which students might want to discuss:

You don't learn to walk by following rules. You learn by doing, and by falling over. (Richard Branson, entrepreneur)

Success does not consist in never making mistakes but in never making the same one a second time. (George Bernard Shaw, writer)

Experience is simply the name we give our mistakes. (Oscar Wilde, writer)

Grammar time phrases

- 5 ★ CPT extra!** Pronunciation activity [after Ex.5]

- Ask students to read the information in the grammar box. You could elicit one example sentence that includes a time phrase for each of the specified tenses.
- Ask students to read the time phrases 1–8. Then tell them to read the article again in order to find and underline the verbs that are used with each of the time phrases. Let students compare answers and identify tenses in pairs before checking with the class.
- Ask students to match the time phrases with the tenses in the grammar box. Note that there is sometimes more than one possibility (the less common possibility is shown in brackets in the answer key below).

ANSWERS

a

- 1 *has become worried* = present perfect simple
- 2 *have been saying* = present perfect continuous
- 3 *focused* = past simple
- 4 *had not been* = past perfect simple
- 5 *is developing* = present continuous
- 6 (*often*) *talk* = present simple
- 7 *was living* = past continuous
- 8 *will have to* = will future

b

- 1 *in recent years* = present perfect simple (or continuous)
- 2 *for some time* = present perfect continuous (or simple)
- 3 *a few years ago* = past simple (or continuous)

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- 4 *prior to the 1990s* = past perfect simple (or continuous)
- 5 *currently* = present continuous
- 6 *nowadays* = present simple
- 7 *while* = past continuous (present continuous)
- 8 *in the long term* = *will* future

Refer students to page 156 for further information and practice.

ANSWERS TO GRAMMAR SUMMARY EXERCISES

1

- 1 often/sometimes
- 2 since
- 3 next month / soon
- 4 up to then
- 5 next week
- 6 currently

2

- 1 have you been studying
- 2 's/is buying or 's/is going to buy
- 3 has become
- 4 had ... started
- 5 'm driving
- 6 was walking

3

- 1 currently
- 2 Up till then
- 3 Nowadays
- 4 Recently
- 5 In the long term
- 6 From now on

Grammar notes

Time phrases reflect the rule of use of many tenses. For example, the rule of use for the past simple is that it's used to describe finished past states and actions – a time phrase such as 'two weeks ago' is clearly past and finished – thus it follows that this phrase is likely to be used with the past simple. Similarly, *while* implies duration (past continuous), *prior to* implies something happening before (past perfect), and *currently* implies something happening now (present continuous). Explore how the meanings of time phrases reflect your students' understanding of the rules of use of the tenses in this presentation.

6 ★ CPT extra! Grammar activity [after Ex.6]

- **Optional step** Before looking at the time phrases in the box, ask students to read the four short texts and decide which word or phrase they would naturally use in each space. This is a way of previewing how well students can already use time phrases.
- Ask students to read the short texts carefully and complete the sentences with the correct time phrases. Elicit the first answer to get students started. Let them compare answers in pairs before checking with the class.

ANSWERS

- | | |
|--------------------------|-----------------|
| 1 Fifty years ago | 6 at the moment |
| 2 nowadays | 7 often |
| 3 in the coming years | 8 At the time |
| 4 Over the last 25 years | 9 ever |
| 5 for years | 10 Before that |

7

- Ask students to complete the conversations with the correct form of the verbs. Let them compare answers in pairs before checking with the class.

ANSWERS

- 1 A have you been learning
B started; had learned/learnt or learned/learnt
- 2 C Have you tried; went
D tell; seem; 'll get
- 3 E are you working
F 've been doing
E saw

Grammar notes

After completing Exercises 6 and 7, ask students to categorize what they found out about time phrases from doing the exercise. They should refer back to the information in the box. Tell them to match the time phrases to the tenses used:

(from Exercise 6)

- 1 *Fifty years ago* = past simple
- 2 *nowadays* = present simple
- 3 *in the coming years* = future
- 4 *Over the last 25 years* = present perfect
- 5 *for years* = present perfect continuous
- 6 *at the moment* = present continuous
- 7 *often* = present simple
- 8 *At the time* = past continuous
- 9 *ever* = present perfect
- 10 *Before that* = past perfect

(from Exercise 7)

- 1 A *How long* = present perfect continuous
B *two years ago* = past simple; *before that* = past perfect
- 2 C *yet* = present perfect; *last night* = past simple
D *every week* = present simple; *in the end* = future
- 3 E *currently* = present continuous
F *for the last two weeks* = present perfect continuous
E *the other day* = past simple

8

- Ask students to complete the sentences by writing facts about themselves. Explain that they should include one sentence which is not true. Set a three- or four-minute time limit and monitor to help with ideas and vocabulary if necessary.
- Ask students to work in pairs or small groups to share ideas. Tell them to read out their sentences so that their partner or group members can guess which of the sentences is false.

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- In feedback, ask students if they guessed the false sentence from each set of eight sentences.

EXAMPLE ANSWERS

- 1 Currently, I'm looking for a new job.
- 2 A few years ago, I went to Thailand for the first time.
- 3 I usually watch TV or do sport.
- 4 I have never been windsurfing ... I stayed in a five star hotel ...
- 5 I didn't revise last weekend, because I had already learned all the vocabulary on the list.
- 6 I met my best friend when I was at university. I was living in a small flat at the time.
- 7 I have had my present job for several years.
- 8 I don't have the time or money at the moment, but sooner or later I'll travel round the world.

9

- Ask students to complete the advice using the words in the box. Let them compare answers and discuss the advice in pairs.

ANSWERS

- 1 while 2 for 3 in 4 ever 5 now 6 never

Speaking my life

10

- **Optional step** It's a good idea to ask students to think of their favourite saying before the class so that they are prepared for this exercise.
- Ask students to work in groups of four or five. Tell each student to write a saying on a piece of paper. You could provide one or two examples of your own to get them started. You could also prepare and hand out small slips of paper for students to write on to avoid them having different sized pieces.
- Once each group has a pile of sayings, tell them to place them in a pile and turn them over one by one. Together they should discuss the meaning and guess whose favourite saying it is. The person can then tell the group why they chose it.

1b What makes us who we are?

Lesson at a glance

- vocabulary and listening: personality and identity
- wordbuilding: binominal pairs
- pronunciation: linking in word pairs
- grammar: the continuous aspect
- speaking: situations in your life

Vocabulary and listening personality and identity

1 ★ CPT extra! Revision activity [before Ex.2]

- Pre-teach *self-portrait* (= a painting of yourself). Ask students to discuss the questions about the photo in pairs. In feedback, elicit ideas and open up a class discussion.

EXAMPLE ANSWERS

- 1 because he doesn't want us to see his face; because he wants to show his face through his portrait; because he doesn't want the viewer to compare his real face with his portrait
- 2 He looks thoughtful, wise, serious, intelligent, calm.

Teacher development

Critical thinking and photos

Encourage critical thinking by using the photos in the Student's Book. Here, for example, ask students to look closely at the photo and to answer these questions: *What is the message of the photo? Is it spontaneous or staged and what makes you think this?*

The possible message: An artist does not want his photo to be taken, but ironically we can see his face anyway in the portrait; the painting shows the image of himself he would prefer us to see, not his real self.

Real or staged: At first glance, the Paris painter seems to be hiding his face as he sees a photographer aiming his or her camera at him. However, when the viewer looks more closely, the image looks staged because the man's cloak hanging behind the easel follows exactly the line of the cloak in the painting.

Background information

The photo was taken in 2009. The painting on the right is a self-portrait done by the man on the left – one of many street artists who work on Place du Tertre in Montmartre, Paris, France.

2 ★ CPT extra! Lead-in activity [after Ex.1]

- Ask students to work in pairs or small groups to discuss the expressions used to describe people. In feedback, elicit definitions and discuss how the phrases might be used.
- **Optional step** If your students are creative, ask them to draw pictures to represent each character, or ask them to mime them.

ANSWERS

- 1 *a control freak*: someone who wants to control every situation and will not allow other people to share in making decisions
a dreamer: someone who has a lot of ideas but those things are often not very practical or likely to happen
a driven person: someone who is ambitious and motivated
a family person: someone who thinks their family is important, and likes to spend time with their family (husband or wife and children)
a free spirit: someone who does things their own way and doesn't always follow the rules
a joker: someone who likes to tell jokes or to do things to make people laugh
the life and soul of the party: someone who is very lively and sociable, particularly in social situations such as parties
an outgoing type: someone who is friendly and enjoys meeting and talking to people
- 2 Possible answers:
 Positive: a family person, the life and soul of the party
 Negative: a control freak, a dreamer
 Neutral: a driven person, a free spirit, a joker, an outgoing type
 Note that these will depend on students' own perspectives and/or the context, so make it clear these are possible answers only, and encourage discussion in class.
- 3 Students' own answers

3

- Ask students to work individually to number the factors in order from 1 to 8 according to which are the most significant. Let students compare answers in pairs.

4  [3]

- Tell students they are going to listen to a sociologist describing how we define ourselves. Explain to students that while they listen they must tick the factors in Exercise 3 that the speaker mentions.
- Play the recording. Students listen and tick the factors mentioned. Let them compare answers in pairs before checking with the class.
- Ask students which of the factors is the most important, according to the speaker.

ANSWERS

Students should tick: b, d, e, f, g, h
 your interests/hobbies
 your work
 your background
 your character
 your beliefs and values
 your life experiences
 Most important factor according to the speaker = e

Audioscript  [3]

How many times have you been asked the question, 'So, what do you do?' when you first meet someone? It's the classic way in which people start a conversation in order to form an idea of a person's identity, by trying to fit them into an easy-to-understand category. But while some people might like to define themselves by their job – because it's what they live for – actually for many people, their work is not their identity, and the question can make you feel as if people are always judging you by your position in society, or, worse, by how much you earn.

There are of course other ways we identify people. By their background: 'Sally was brought up on a farm in Wales, not in London like the rest of her friends.' By their values: 'John's a family man, really.' Or by their hobbies or interests: 'Frank's a keen photographer.' Or sometimes by their character: 'Jack's a free spirit,' or 'Kate's always the life and soul of the party.' We also define people by their beliefs: 'Anne's a campaigner for healthy eating.' And yes, sometimes too by their work: 'Sarah's a medical researcher – she's spent most of her life looking for cures for tropical diseases.'

What do these identifying characteristics have in common? Well, identity really seems to be about the experiences that shape us. Take John, our 'family man'. When his children were born, he was working as a carpet salesman. It was a secure job – not very well paid – but it kept him and his family comfortable. At one point he'd been intending to leave the company and start up his own business, but when he thought about it he realized that it would be a risk and also would take up too much of his time – time that he'd rather spend with his two boys.

What about Jack? People call him a free spirit because he's 44 and hasn't settled down yet. He fell in love when he was 25, but the relationship ended and he hasn't had another one since. He travels a lot and lives in different places, picking up bits and pieces of work as and when he can. He keeps saying that in a few years, he won't be moving about anymore – that he's had enough of that life – but actually he's been saying that since he was 35.

Anne works for a big legal firm. She's quite a driven person. A few years ago, her flatmate introduced her to a new vegetarian diet and it made her feel great and gave her more energy. It also made her think about all the bad food she had eaten in her life, particularly at school, and so she joined a campaign to provide healthier food for school kids. It has attracted a lot of interest and is now becoming a national movement. So while there are many ingredients that go into making us what we are, it seems that what defines people first and foremost is experience.

5  [3]

- Play the recording again. Students listen and choose the correct option to complete the sentences. Let students compare their answers in pairs before checking with the class.

ANSWERS

- 1 judgmental 2 the city 3 are ill 4 security
 5 25 6 better

Wordbuilding binominal pairs

6

- Ask students to read the information in the wordbuilding box. Then ask students to choose the correct forms. Let students compare their answers in pairs before checking with the class.

ANSWERS

- a bits and pieces; as and when
- b first and foremost

Vocabulary notes

bits and pieces = small, separate amounts
as and when = whenever; at any time that
first and foremost = principally; most importantly

Refer students to Workbook pages 7 and 11 for further practice.

7 ★ CPT extra! Wordbuilding activity [after Ex.7]

- Tell students to work individually to complete the word pairs using the words in the box. Then ask them to work in pairs to compare answers and to discuss the meaning of each completed phrase.

ANSWERS

- | | |
|----------------|---------------|
| 1 quiet | 4 wide; fro |
| 2 sound; pains | 5 games; then |
| 3 large; sweet | |

Vocabulary notes

by and large = usually, generally
far and wide = many places far away
to and fro = in one direction and then another
fun and games = light-hearted and easy
now and then = occasionally

Pronunciation linking in word pairs

8 [4]

- Tell students they are going to listen to the recorded words pairs in Exercise 7. Play the recording. Students listen and note the linking and pronunciation of *and* in the word pairs (see Pronunciation notes below).
- Ask students to work in pairs to practise reading the sentences. Tell them to focus on the linking and pronunciation. Monitor and correct any pronunciation errors.

ANSWERS

- a The consonant sound at the end of the first word 'links' with the vowel sound at the start of *and*.
- b *and* is pronounced 'n' (/n/) – the /d/ sound is only pronounced if the second word begins with a vowel.

Audioscript [4]

- 1 I need peace and quiet to concentrate.
- 2 They all came back from their canoeing trip safe and sound. No one was injured, but most of them had a few aches and pains.
- 3 Try not to give a long talk. By and large, it's better to keep it short and sweet.
- 4 People come from far and wide to see Stonehenge. There are busloads of tourists coming to and fro all day.
- 5 You think my job is all fun and games, but actually now and then we do some serious work too!

Pronunciation notes

You may wish to analyse word linking in more detail with your students. Explain that linking naturally occurs because it makes the phrase easier to say. Use phonemic script on the board to point out how the final consonant sound of a word appears to join the vowel sound at the start of the next word, and how /d/ is lost before a consonant sound:

peace and quiet becomes /pi:/ /sən/ /'kwaɪət/

Point out how intrusive /r/, /j/ and /w/ are used when the first word ends in a vowel sound:

now and then becomes /naʊ/ /wən/ /ðɛn/

far and wide becomes /fɑ:/ /rən/ /waɪd/

Extra activity

Ask students to write some personalized sentences using the word pairs. When they have written the sentences, ask them to work with a new partner and take turns to read out their sentences.

You could also ask students to think of or research other similar non-reversible word pairs and to write personalized sentences using them. For example: *back and forth*, *down and out*, *give and take*, *high and dry*, *hot and bothered*, *in and out*, *rise and fall*.

Grammar the continuous aspect

9

- Ask students to read the information in the grammar box. Then ask students to match rules a to f to the verb forms in bold in the sentences. Let students compare their answers in pairs before checking with the class.
- **Optional step** Ask students to label the form to show they recognize the different parts.

ANSWERS

- | | |
|---------------------|----------------------|
| a is (now) becoming | d was working |
| b won't be moving | e had been intending |
| c has been saying | f are always judging |

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Refer students to page 156 for further information and practice.

ANSWERS TO GRAMMAR SUMMARY EXERCISES

4

1 b 2 a 3 a 4 a 5 b

5

1 'll be doing 2 is always 3 are 4 hasn't been
5 had been 6 was having 7 is still 8 been cleaning

6

1 're building 2 have ... been doing 3 'll ... be working
4 've been living 5 've known 6 are moving
7 was walking

Grammar note

Form


Continuous tenses are formed with the auxiliary verb *be* and the present participle form of the main verb (the *-ing* form). So, for example, to form the past perfect, *be* is in the past perfect form (past auxiliary *had* + past participle *been*) and is followed by the *-ing* form of the main verb (in the example, *intending*).

Meaning


What connects the different continuous tenses is 'aspect'. Aspect is a grammatical category that expresses how an action, event, or state, denoted by a verb, extends over time. In English, continuous aspect expresses duration, temporariness and incompleteness. For example, *I've been working hard all day* happens over a period of time (duration), isn't something that's always true or repeated (temporariness) and is still happening (incomplete). Continuous tenses can only be used with active verbs (because the tense can't be used to express a permanent state). Note the contrast with simple aspect (see the next Grammar note box).

Extra activity


A visual way of showing continuous aspect is to use timelines. The 'time' of each tense is shown by its place on the timeline and the 'aspect' is shown by a wavy line (indicating duration, incompleteness and temporariness). Draw the following timelines on the board, and ask students to match them to the example sentences:


Past Now

When his children were born, he was working as a carpet salesman.


Past Now

He has been saying that since he was 35.


Past Now Future

It's now becoming a national movement.

10

- Ask students to work in pairs to discuss differences in meaning, if any, between the verb forms in each sentence. Elicit the first answer to get students started.
- In feedback, ask students to refer to the rules they have studied to explain their answers.

ANSWERS

- 1 The verb form 'do you do' is asking about your current situation (i.e. what do you do as a job). In contrast, 'are you doing' is asking about now, or around now, (i.e. your current activity).
- 2 The verb form 'is always phoning' implies an irritating habit; 'always phones' describes a habit but as a neutral statement of fact (note that present simple can be used to describe irritating habit as well, depending on tone of voice).
- 3 The verb form 'I've been reading' implies you may still be reading it (i.e. it's an action which is still in progress – you haven't finished reading the book); 'I've read' is for a completed activity (i.e. you've finished the book – but recently – we don't know when exactly).
- 4 The verb form 'was working' emphasizes it was happening around the same time as when you left school (concurrent action); 'worked' means they were subsequent activities – you left school, then you got a job at the restaurant.
- 5 The verb form 'I'll be sitting' means an activity which will be in progress in the future; 'will sit' is unlikely because it suggests a single action, i.e. *I will sit down*.
- 6 There is very little difference in meaning: 'had been working' emphasizes the duration of the action, and perhaps that working as a nurse continued up to the time he became a paramedic; 'had worked' focuses more on the fact that this action was sometime in the past.
- 7 There is very little difference in meaning. You could say 'was living' emphasizes the action or the duration of the action; 'had been living' emphasizes that this was an action in progress before the main past action ('she moved to this country'); 'lived' would be used when you are talking about a series of completed actions in the past.
- 8 There is not much difference in meaning: 'will be going' means that you expect Anne-Marie to be doing this now; 'usually goes' is used to talk about a routine or habit.

Grammar note

Note how simple and continuous forms differ. Continuous aspect expresses duration, temporariness and incompleteness, but simple forms are permanent, complete and lack duration. Compare, for example:

What do you do? = What's your permanent job?

What are you doing? = What's your temporary situation?

I've been reading that book. = not completed yet

I've read that book. = already completed

11

- Ask students to work individually to complete the sentences. Elicit the first answer to get them started. Let them compare answers in pairs before checking with the class.
- **Optional step** Ask students to say how the meaning or feel of the sentences would be different if simple forms were used.

ANSWERS

- 1 was watching; 'll be playing; are already watching
- 2 was feeling; 'd been saving (could also accept: *was saving*)
- 3 's getting; 've been flying; was sitting

Speaking **my life**

12

- Organize the class into new pairs or groups of three or four. Ask students to read the list carefully, and to prepare ideas. When students are ready, ask them to discuss experiences.
- The main aim here is to ensure students are using continuous forms appropriately in a fluency activity. Monitor as students speak and note errors which you could write on the board at the end for students to correct. You could also provide feedback on situations when they might have used continuous forms but failed to.

EXAMPLE ANSWERS

One habit that irritates me is people who are always looking at their phones during meal times. It's just rude! I imagine my dad will be watching the TV and my brother will be texting his girlfriend.
 We're having the kitchen decorated – I hope they won't still be painting at Christmas!
 I have been meaning to clean the car all week.
 I had been intending to join an art class, but I decided I didn't have enough free time.

1c Immortal words

Lesson at a glance

- reading: the language of Shakespeare
- critical thinking: purpose
- word focus: *life*
- speaking: call my bluff

Reading

1 ★ CPT extra! Revision activity [before Ex.1]

- Ask students to discuss the questions. You could do this open class or in pairs.
- **Optional step** If you have a class with students from different countries, take advantage of this fact. Organize small groups to mix nationalities as much as you can. Ask students to tell each other about writers they know well.

ANSWERS

- 1 Students' own answers
- 2 See the Background information notes below.

Background information

William Shakespeare /'ʃeɪkspiəriə/ (1564–1616) is widely regarded as the greatest writer in the English language and the world's greatest playwright. He's often called England's national poet. He wrote approximately 38 plays as well as 154 sonnets and two long narrative poems. Here is a short list of his most famous plays (with main characters in brackets):
A Midsummer Night's Dream (a comedy set in a forest featuring fairies – Puck, Oberon, Titania – and fools – Bottom, Quince)
Antony and Cleopatra (Mark Antony and Cleopatra, the Queen of Egypt)
Hamlet (the indecisive Hamlet, Prince of Denmark, and his tragic sister, Ophelia)
Henry IV and Henry V (the young king Henry and his foolish friend Falstaff)
King Lear (the unwise king, his Fool, and his three daughters, Goneril, Regan and Cordelia)
Macbeth (the murderous Scottish king and his scheming wife Lady Macbeth)
Othello (Othello, a noble Moor and Iago, who hates Othello)
Romeo and Juliet (the 'star-crossed' lovers Romeo and Juliet)
The Merchant of Venice (Antonio, a merchant of Venice, and Shylock, a rich jew)

2 [5]

- **Optional step** Ask students to explain the title – *Immortal words* – and to say what they expect the article to say. (Answer: the title refers to the words of Shakespeare – his words are so wonderful that they will last forever – it suggests an article which is positive, even glowing in praise and uncritical.)
- Ask students to read the article and answer the focus question. Let them compare answers in pairs before checking with the class.

UNIT 1 Lessons for life

- **Optional step** The reading text is recorded. You could play the recording and ask students to read and listen.

ANSWER

He gave us characters with personalities, and particularly weaknesses, that we could relate to as fellow human beings. (*These lifelike characters and the observations that Shakespeare made about the human condition are really what Jonson was referring to when he talked about Shakespeare's universal appeal; there is no doubt that Shakespeare's characters resonate with people very strongly; 'The enduring humanity of Shakespeare', on the other hand, would not be an exaggeration.*)

3

- Ask students to work individually to read the article again and answer questions 1–6. Let students compare answers in pairs before discussing as a class. In feedback, ask students to justify answers by referring to the text.

ANSWERS

- 1 vibrant
- 2 characters with personalities and weaknesses that we could relate to
- 3 He is torn between what his heart and his head tell him.
- 4 She puts practical considerations before romance.
- 5 succinctly
- 6 coined

Vocabulary notes

- 1 In this context, *vibrant* means 'lively and exciting, full of ideas and creativity'.
- 5 *Succinctly* and the adjective *succinct* /sək'sɪŋkt/ are used to say that something is short, precise and to the point.
- 6 To *coin* a word/term/expression means to invent it.

4

- Ask students to look at the expressions in italics in paragraph 4 of the reading text. Tell them to use those expressions to replace the words in bold in sentences 1–8. Let students compare their answers in pairs before discussing as a class. Encourage students to work out meanings from the context.

ANSWERS

- | | |
|--------------------------|-------------------------|
| 1 has seen better days | 5 a foregone conclusion |
| 2 the world is my oyster | 6 love is blind |
| 3 a wild goose chase | 7 break the ice |
| 4 neither here nor there | 8 come full circle |

Vocabulary notes

- 1 *It's seen better days* is a good example of English understatement – it's generally used to describe something in very bad condition. Shakespeare used it in the play *As You Like It* to refer to people who were poorer than in the past.
- 2 In Shakespeare's play *The Merry Wives of Windsor*, the comedy character Pistol says 'The world is my oyster' to mean 'I will use force to open the oyster' (i.e. to get access to the world's wealth and luxury). An oyster is a shellfish you have to force open to gain access to the delicious food inside. Today, the expression has a softer meaning – it means 'I am free to do whatever I wish in the world'.
- 3 A 'wild goose chase' was a type of sixteenth-century race in which horses followed a lead horse at a set distance, mimicking wild geese flying in formation. Shakespeare used it in *Romeo and Juliet*, but it only came to mean a hopeless quest at a later date.
- 4 Emilia, Desdemona's maid in *Othello*, uses 'neither here nor there' to mean something is not important – it has the same meaning today.
- 5 Said by Othello, 'a foregone conclusion' has the same meaning today – something that has an obvious and inevitable end which is known in advance.
- 6 In the *Merchant of Venice*, Jessica says, 'love is blind and lovers cannot see the pretty follies that themselves commit'. Shakespeare used the phrase in other plays too.
- 7 Used by a character in *The Taming of the Shrew*, Shakespeare uses the phrase 'break the ice' to mean to win people over to your favour. Its modern use – to help people get to know and talk to each other – came much later.
- 8 'The wheel is come full circle, I am here,' says Edmund, in *King Lear*.

Background information

Ben Jonson (1572–1637) is regarded as the second most important English playwright during the reign of King James I after William Shakespeare. He is best known for satirical plays including *Every Man in His Humour* (1598) and *Bartholomew Fair* (1614).

Harold Bloom (born 1930) is an American literary critic and Yale University professor. He has written more than twenty books of literary criticism.

Homer is the name given by the ancient Greeks to the author of the *Iliad* and the *Odyssey*, the two epic poems which are the central works of ancient Greek literature.

Petrarch is a fourteenth-century Italian poet whose sonnets influenced Shakespeare.

Critical thinking purpose

5

- Ask students to decide which of the options a–d describe the author's main purpose for writing the article. Tell them to read the article again and underline the sentences that support their view. Let them compare answers in pairs before checking with the class.

ANSWER

b
Sentences from the article that support the answer:
Some say he was a great storyteller, others that the magic lies in the beauty of his poetry. Some say it is simply because he left us a huge volume of work, which was written during a vibrant time in English history ...
Shakespeare gave us something that the world had not seen in literature before – characters with personalities, and particularly weaknesses, that we could relate to.
English speakers have Shakespeare to thank for much of their current language, cultural references and their understanding of human psychology.
Shakespeare’s characters resonate with people very strongly. The observations about people and life are made more memorable by the way in which they are phrased, both succinctly and poetically.
... certain words and sayings of his still exist in the English language today.

6

- Ask students to discuss the questions in pairs. Elicit answers in feedback.

ANSWERS

The author doesn’t directly state her purpose. The sentence, ‘But if you ask people the reason for Shakespeare’s continued popularity, you get different answers’ suggests perhaps that finding the real answer will be the reason for writing.
It’s important for an author to begin by stating the reason for writing in formal writing, for example, in a job application or a business report.

7 ★ CPT extra! Writing activity [after Ex.7]

- Discuss the question in open class. Encourage students to explain their answer with reference to the text.

ANSWER

Students’ own views

Word focus *life*

8

- Ask students to read article again and find and underline the expressions using *life*. Then ask them to match their underlined examples to the meanings. Let students compare their answers in pairs before checking with the class.

ANSWERS

1 lifelike 2 lifelong 3 larger-than-life

Vocabulary note

Note useful collocations: *a lifelike doll/dummy/portrait; a lifelong friend/ambition; a larger-than-life character/personality.*

9

- Ask students to work in pairs to look at the expressions with *life* in bold. Encourage them to use the context of the sentence to work out the meaning of each expression. Let students compare their answers in pairs before checking with the class.

ANSWERS

- 1 it always happens to me
- 2 a reality or something we must accept
- 3 every kind of social background
- 4 having a great time
- 5 something that got me out of a difficult situation or that I couldn’t have managed without or something that helped me greatly in that situation

10

- Ask students to work in groups of three or four. Each student thinks of a personal example for two of the expressions in Exercises 8 and 9 and then shares them with the group.

EXAMPLE ANSWERS

Not performing well in exams has been the story of my life!
High prices are a fact of life.
At the international college there are people from all walks of life.
I went on a round-the-world trip last year – I had the time of my life!
My dad lent me £100 so I could get home – that was a life-saver.

Extra activity

Organize the class into pairs. Ask students to find five other common uses of *life* in a learner’s dictionary and to write personalized sentences showing their meaning. Ask pairs to share sentences with another pair.
Possibilities: *get a life* = don’t be boring; *life’s too short* = don’t waste time doing uninteresting things; *true to life* = realistic; *bring to life* = to make interesting or real

Speaking **my life**

11

- Organize the class into groups of three. Pair each group with another. If you have an odd number, you will have to improvise, for example, if there is a pair instead of a group of three then one student will have to read out two definitions.
- Tell students to read their instructions on either page 153 or 154 carefully and prepare definitions. Set a five-minute time limit and monitor to help with ideas and vocabulary. It’s a good idea to focus your support mainly on helping to make the definitions more credible.
- When students are ready, each group takes turns to present their sets of three definitions. The other group must guess which definition they think is the correct one.
- In feedback, briefly discuss which new words students found the most interesting/useful/strange.

ANSWERS

Group A:

- 1 misgiving (n) /mɪs'ɡɪvɪŋ/ = doubt or apprehension about something
- 2 spurn (v) /spɜːn/ = reject
- 3 zany (adj) /'zeɪni/ = eccentric and unconventional, even a little crazy

Group B:

- 1 howl (v) /haʊl/ = let out a long, pained cry like a dog or wolf
- 2 jaded (adj) /'dʒeɪdɪd/ = bored with something, lacking enthusiasm
- 3 reprieve (n) /rɪ'priːv/ = a temporary delay in a punishment

Background information

Call my bluff was a popular TV quiz show on BBC TV in the UK. If you bluff somebody, you persuade them to believe something that is not true – if you call their bluff, you show that you know they are bluffing you.

1d How did you get into that?

Lesson at a glance

- real life: getting to know people
- pronunciation: merged words in everyday phrases

Real life getting to know people

1 ★ CPT extra! Vocabulary activity [after Ex.1]

- Ask students to discuss the questions. You could do this open class or in pairs. In feedback, build up a list of items on the board.

ANSWERS

Students' own ideas

2

- Ask students to work in pairs to prepare three tips for a blog about 'getting to know people'. Elicit one or two ideas to get students started. At the end, ask pairs to compare ideas with another pair or with the class as a whole.

EXAMPLE ANSWERS

be positive; always smile; show interest; ask questions; maintain eye contact; use positive body language – lean in, tilt your head towards someone; be patient – don't bombard people with messages or invitations; find out about interests; find out what you have in common; listen carefully

3 [6]

- Ask students to read the conversation openers in the language box.
- Tell students they are going to listen to six short conversations. They must tick the conversation opener that is used in each conversation.
- Play the recording. Students listen and tick the conversation openers that they hear. Let them compare answers in pairs before checking with the class.

ANSWERS

- 1 Hi. Is it your first day at college too?
- 2 So, what do you do?
- 3 Hi, I don't think we've met. I'm David.
- 4 Hey, I like your jacket.
- 5 I'm supposed to have given up sweet things, but I can't stop eating this cake.
- 6 Whereabouts are you from?

Audioscript [6]

- 1**
A: Hi. Is it your first day at college too?
B: Yes, it is.
A: How's it going? Is it as you expected?
B: It's great, actually. I was a bit nervous before, but the teachers have been really welcoming.
- 2**
A: So, what do you do?
B: I work for an IT company, sorting out people's computer systems.
A: Oh, really? How did you get into that?
B: By accident. I got a temporary job with a company selling laptops – one of those 'no experience necessary' ads – and then they trained me in computer networks.
- 3**
A: Hi, I don't think we've met. I'm David.
B: Oh, hi David. Good to meet you. I'm Tara. I'm an old school friend of Kate's.
A: Oh, yeah – what school was that then?
B: Langley Secondary. It wasn't a great school, actually, but a few of us have kept in touch over the years.
- 4**
A: Hey, I like your jacket.
B: Oh, thank you. I bought it in the sales yesterday. It was only £18.
A: £18? You wouldn't know it – it looks great. Do you like bargain-hunting, then?
B: Oh no. I like clothes, but I hate shopping for them. I find it really stressful.
A: Me too. I always end up buying things that aren't right and have to take them back.
- 5**
A: I'm supposed to have given up sweet things, but I can't stop eating this cake.
B: I know. It's delicious, isn't it?
A: Actually, it was my New Year's Resolution to stop eating things like this. But I haven't kept it. In fact, I don't think I've ever kept a New Year's Resolution. Have you?
B: No, I gave up making them years ago.
- 6**
A: Whereabouts are you from?
B: I live in Lublin ... in the east of Poland.
A: Really? I don't know Lublin.
B: No, I don't think many people have heard of it.
A: So, what's it like? Is it a good place to live?
B: Well, it depends. The suburbs aren't very interesting, but the old town is nice and because it's a university town, it gets quite lively at night.

4 [6]

- Play the recording again. Students listen and make notes on the follow-up questions used. Let students compare their answers in pairs before discussing as a class.

ANSWERS

- 1 How's it going? Is it as you expected?
- 2 How did you get into that?
- 3 What school was that then?
- 4 Do you like bargain-hunting, then?
- 5 I don't think I've ever kept a New Year's Resolution. Have you?
- 6 So what's it like? Is it a good place to live?

Vocabulary notes

Note the informal expressions:
How's it going? = How are things? How's life? (How are you?)
get into (something) = become interested in

Pronunciation merged words in everyday phrases

5a [7]

- Play the recording. Students listen and note how the underlined words merge together when said quickly.

Audioscript [7]

- 1 I don't think we've met.
- 2 Is it your first day too?
- 3 What do you do?
- 4 What did you think of the show?
- 5 What kind of films do you like?

Pronunciation notes

This exercise covers linking, elision, assimilation and weak forms. Things to note are:

- 1 't' at the end of *don't* is not pronounced – assimilation
- 2 *your* is pronounced /jə/ (weak form) and 't' at the end of *first* is not pronounced – assimilation
- 3 't' at the end of *What* is not pronounced – assimilation; *do you* becomes /djə/ – weak form and elision
- 4 there is linking between *think* and *of*; *of* is pronounced /əv/
- 5 't' at the end of *What* is not pronounced – assimilation; there is linking between *think* and *of*; *of* is pronounced /əv/

5b [8]

- Play the recording. Students listen and write in the missing words. Let them compare answers in pairs and replay the recording if necessary.
- **Optional step** Ask students to practise saying the questions in pairs.

Audioscript  [8]

- 1 Do you normally eat here?
- 2 What's it like living in New York?
- 3 What sort of apartment have you got?
- 4 How do you like the new building?
- 5 Do you fancy a coffee or something?

Pronunciation notes

Note how *do you* becomes /djə/ and the weak forms and linking elsewhere (between *what's* and *it*, *sort* and *of*, and *fancy* and *a*).

6

- Organize the class into pairs. Ask students to take turns to act out two of the conversations from Exercise 3. It's a good idea to prepare students to do this. Ask them to study audioscript 6 on page 180 of the Student's Book. Tell them to choose expressions to use in each situation before trying to improvise dialogues.
- As students speak, monitor their performance. Note down errors students make. In feedback, write errors on the board and ask students to correct them.

7

- Organize the class into new pairs. Ask students to prepare conversations using the notes in Exercise 7 before acting them out.
- As students speak, monitor their performance. Note down errors students make. In feedback, write errors on the board and ask students to correct them.

Extra activity

Once students have practised the dialogues in pairs, ask them to stand up, walk round, and improvise dialogues with three or four different people. This activity lends itself well to a mingle, and mingles are effective because they encourage students to vary their interaction each time they talk to someone new in the class.

1e Your first day

Lesson at a glance

- writing: taking notes
- writing skill: using abbreviations

Writing taking notes

1

- Ask students to discuss the questions open class or in pairs. In feedback, briefly elicit ideas.

EXAMPLE ANSWERS

Situations in which you may write notes: in class, in a presentation, in a work meeting, studying or revising, when taking ideas from a book about a specialist subject (e.g. gardening, decorating), taking a telephone message, noting down something from a radio programme

What notes consist of: shorthand symbols, abbreviated words, phrases that miss out articles and other unimportant words, drawn lines and annotations

What you do with notes: write them up as a report, use them to write an essay or dissertation, use them to pass on information, store them to keep information

2  [9]

- Tell students that they are going to listen to an extract from a talk at a university orientation day. Ask students to read the student notes carefully. Set a focus question for this: *What is a buddy system?* (a system where second-year university students help new students to find out where things are and what to do).
- Play the recording. Students listen and complete the missing information in the student's notes. Let students compare answers in pairs before checking with the class.

ANSWERS

2 p.m. (not 3 p.m.)
EU (European Union)

Audioscript  [9]

Hello, everyone. First of all, can I extend a warm welcome from me and all the staff. My name's Sarah Curtain, and I'm the principal here at King's College. I'm very happy to see, once again, such a large and diverse range of nationalities at the college. This year we have over 60 different nationalities, speaking 33 different languages. It's that diversity and international perspective that makes King's College a unique place to study.

I'm afraid I have to mention a few administrative matters first, but then I'll give you some more general advice about how to make the most of your time here.

So, immediately after this session, there will be coffee in the Student's Union where you can meet and chat to staff and other students. That's from 11 to 12.30 p.m.

UNIT 1 Lessons for life

Course registration takes place on Monday morning. That is compulsory for everyone to attend and it'll be in the main university hall – this room – between 10 a.m. and 2 p.m. You must attend to officially register for the courses you are going to do this year.

Also during the next week, I'd ask those of you who haven't done so already, to bring copies of all your documents to the Admissions office – Room 301 – so that we can keep them on file. So that's all official documents – secondary education certificates, student visas, bank account details – to Room 301 by the end of next week. This applies to all overseas students, that is everyone except those from the UK and the European Union. Even if you don't think you have all of these, please come and see us anyway – that's very important.

Now, as for your orientation here at King's College, ...

3

- Ask students to work in pairs to discuss the question.

EXAMPLE ANSWERS

Sarah Curtain = principal – King's College
60 nationalities, 33 different langs
Coffee at Student's Union: 11 – 12.30, today

4 [9]

- Play the recording again. Students listen and check their answers to Exercise 3. Let them compare answers in pairs before checking with the class. In feedback, explore why the student hadn't included the information in the notes.

ANSWERS

Only 'relevant points' are included in the notes. In other words, only facts, times, dates, places, useful information, etc., but not opinions, welcoming remarks or perhaps things the student may only need to remember for a short period of time, e.g. the fact that there is coffee after the talk.

Writing skill using abbreviations

5a

- Ask students to work in pairs to read the notes again and find the abbreviations. Let them compare answers in pairs before checking with the class.

ANSWERS

reg = registration	approx. = approximately/roughly
a.m. = in the morning	hrs = hours
p.m. = in the afternoon	p.w. = per/each week
uni = university	e.g. = for example
i.e. = that is	IT = Information Technology
UK = United Kingdom	sthg = something
docs = documents	NB = please note (that)
incl. = including	1st = first
OS = overseas	etc. = and so on
sts = students	

Vocabulary notes

A number of standard abbreviations used are based on Latin phrases rather than English ones. Note the following:

a.m. = ante meridian (before midday)

p.m. = post meridian (after midday)

i.e. = id est

e.g. = exempli gratia

NB = nota bene

etc. = etcetera (*etceteros* is a Latin expression that is used to mean 'and other similar things')

5b

- Ask students to work together with another pair and compare their answers to Exercise 5a. Students then match some of the abbreviations to the meanings a–f.

ANSWERS

a incl. b approx. c NB d etc. e e.g. f i.e.

5c

- Discuss with the class in which of the situations 1–4 it is generally appropriate to use abbreviations.

ANSWERS

2 and 4

5d ★ CPT extra! Writing skill activity [after Ex.5d]

- Ask students to work individually to rewrite the email message in note form. Set a five-minute time limit for this.
- When students have finished, ask them to work in pairs and exchange their notes. Students then work individually to reconstruct the email message from their partner's notes.
- When they have completed the email, ask students to compare what they wrote with their partner's work and with the original. In feedback, find out which parts students wrote differently and why.

EXAMPLE ANSWERS

Example note form:

NB Mtg with Ellis & Co. tomorrow, Tue 12 May 3 p.m. Pls let me know approx. no. people attending from your dept & if you need further info. Tks.

6 [10]

- **Optional step** Ask students to imagine they are in the position of someone who is about to start a university course. Ask them to predict what a tutor might say about reading on a university course. Build up a list of ideas (in note form) on the board.
- Play the recording. Students listen and make notes.

EXAMPLE ANSWERS

Reading list – 30 bks
3/4 key bks – other bks for ref
Don't buy – use library or buy 2nd hand
Read more → read faster

Audioscript [10]

OK, everyone, I'd just like to say a few words about reading – something you're going to be doing a lot of here. At the end of this session, I'll give you your reading list for this particular course. Your other tutors will do the same. There'll be thirty or so books on each list, but please don't think that means you have to read every page of every book. There are three or four key books highlighted at the top of each list, which we do recommend that you read in full, but the others will mainly be for reference – that's to say, there'll be one or two chapters in them that are relevant to a particular essay or piece of work.

So, most importantly, when I give you the list, please don't go out to the nearest bookshop and buy them all. If you do that, you'll leave yourself no money for food or anything else. All these books are, in principle, available in the library – some may be out on loan of course when you want them. You'll probably want to buy some of the more important ones. My advice to you is first to look at one of the internet booksellers and see if you can pick up any second-hand or at least cheaper copies there. There's also a second-hand section in the main university bookshop, where you might find what you're looking for.

What about strategies for reading? As I said at the beginning, you'll have a big volume of reading to do, so it's important that you get faster at it. Is there a secret to that? Well, I'm afraid the answer is not really. What I would say though is that the more you read, the faster you will get. So don't worry too much if it seems like it's taking ages at first – everyone feels that ...

7

- Ask students to work in pairs and exchange and compare notes. In feedback, write up the example answers from Exercise 6 on the board and ask students if they would add or detract from those brief notes and why.

Extra activity

Ask students to choose a TED talk online which they are interested in – TED is a not-for-profit organization devoted to spreading ideas in the form of short, powerful talks. Students should watch their chosen talk in their own time and take brief notes. In a future lesson, ask students to share their notes in small groups. Other students must try to reconstruct key information from the TED talk from the notes. The student who made the notes then confirms, explains and adds details.

1f Arctic wisdom

Before you watch

1 ★ CPT extra! Photo activity [before Ex.1]

- Ask students to look at the photo and the map of where the Inuit people live. Students work in pairs to discuss what they think the place is like. In feedback, briefly elicit ideas.
- **Optional step** Build up a list of ideas on the board which students can refer to when doing Exercise 3 later. Note that the answers below are checked in Exercise 3.

EXAMPLE ANSWERS

Population: It probably has a small population that may be old (i.e. young people probably want to live somewhere bigger and with more varied opportunities).

Weather: The weather is probably cold all year round. And days are either very long or very short.

Communications: Cars, reindeer, dogs. People probably have limited internet access and speak to each other more than write.

Way of life: The way of life is probably still fairly traditional. It might be changing if younger people are moving away for studies or to find jobs. It's probably hard work living here.

Key vocabulary

2a

- Ask students to read sentences 1–5 and guess the meaning of the words in bold. Encourage students to use the context to help them.
- **Optional step** It's a good idea to show the pronunciation of these key words – students have to hear them in continuous speech on the video. Point out the strong stress: *self-esteem*, *invaluable*, *disproportionate*.

2b

- Tell students to match the words in bold in Exercise 2a with the definitions (a–e). Let students compare answers in pairs.

ANSWERS

1 d 2 c 3 e 4 a 5 b

Vocabulary notes

fund = can also be used as a noun (e.g. *to raise funds*)

elders = only used in the context of traditional societies (e.g. *tribal elders*, *village elders*) – the suggestion is that these are old, wise people in a position of power; *the elderly* is used to describe older people in modern societies

self-esteem = if you have low self-esteem, you are low in confidence and have a negative image of yourself – high self-esteem is the opposite

invaluable = common collocations include *invaluable support*, *invaluable resource*, *invaluable experience*

disproportionate = used critically to say that a number or amount is too high or too low

While you watch

3 [1.1]

- Tell students they are going to watch the video and check their ideas from Exercise 1. Play the whole video. Let students compare their answers in pairs before discussing as a class.

ANSWERS

The population is growing; there are more younger people and fewer elders.

The weather is cold.

Communications: people use cars, communication between people is oral (nothing is written down) and difficult (language barrier).

It looks like a hard way of life. The way of life is changing (from living on the land to a more community-based way of life).

Videoscript 1.1

Part 1

0.28–0.49 Charlie Hi, my name is Charlie. Welcome to *Explore*. We're in the Arctic. I've a great job. I travel to different places and try to find positive people doing good things on the planet. Then we help fund some of them. Now we're doing something on the Arctic. Here's a photograph of the mayor.

0.50–1.07 Elisapee Sheutiapik My name is Elisapee Sheutiapik. I'm the mayor of the city of Iqaluit. Iqaluit is the capital of a new territory called Nunavut, which became its own territory in '99.

1.08–1.11 As mayor, what are some of the changes you'd like to implement?

1.12–1.42 Sheutiapik Right now, I'm going through a long-term planning and visioning. I understand our elders have always been really good at planning. They've gone through and seen so much change in a very short time. Their words are very important to us. Even at a government level, they have a committee of elders. There's an elders' society where they meet every day, and this is also another opportunity for us to go and seek advice.

1.43–1.47 Charlie So the phrase 'Respect your elders' is very alive and well in Iqaluit?

1.48–1.49 Sheutiapik Oh, very much!

1.50–2.24 Charlie When we went to the Iqaluit elders' centre, it struck me that we were visiting the first settled generation. The parents of these men and women lived as nomadic hunters. Also, up until this generation, all of the Inuit traditions and history were passed down orally. Nothing had been written down, making their knowledge of the past invaluable.

This is great ... great stuff. Great photography!

Part 2

2.25–2.27 Charlie Has the role of the elder changed from when you were growing up?

2.28–3.04 Jonah Kelly Yes, I think so. It has changed. Elders would always play advisors to generation to generation. Advisors meaning that no one person makes a decision to survive. Everybody makes the decision to survive. One will be expert on the weather, one will be expert on environment, one will be expert on different kinds of animals. So in our society today, in our generation today, it's hard to imagine how they were.

3.05–3.39 Sheutiapik I believe as Inuits we're very happy with the very basics and it's about life experience that's brought us to where we are today. So one thing my mother always said was never forget who you are. She went from living on the land to settling to a community and saw a lot of changes in a short time, but she reminded me that we will probably forever be changing, seeing change, but not to forget who we are.

Part 3

3.40–4.03 Charlie Another reason this group of elders is so special is the disproportionate age groups of Iqaluit. Factors such as lower infant mortality and improved healthcare have allowed the population to grow, but means more young people and fewer elders. All the more reason to now obtain their advice and unique perspective.

4.04–4.06 What is the key to living a happy life?

4.07–4.26 Woman *Respect yourself and those around you. It's important to have high self-esteem and encourage yourself and others to be positive.*

4.27–4.31 Charlie How has life changed today versus when you grew up?

4.32–4.53 Woman *It's a challenge to pass on words of wisdom to the youth because of the communication barrier. Some of them may understand basic Inuktitut language, but not enough for me to converse with them.*

4.54–5.14 Sheutiapik We have such a young population that our average age in Iqaluit, for example, is 23 years old. We had a culture where it was all verbal, and the youth they acknowledge that they have to hear these stories and they think it only helps them understand where their ancestors came from.

5.28–5.53 Charlie Tradition, culture, history. The future can only be improved by knowing the past. Only two per cent of the entire population of Iqaluit is aged 65 or older. Responsibility now lies with today's generation to record and pass on the wisdom of the ages.

4 [1.1]

- Ask students to watch the first part of the video (0.00 to 2.24) again and note answers to the questions. Let students compare their answers in a pairs before discussing as a class.

ANSWERS

- 1 They have seen a lot of change.
- 2 their words, their advice and their knowledge of the past; they are involved in planning at every level (local, government, etc.)
- 3 'Respect your elders.'
- 4 as nomadic hunters
- 5 orally (nothing was written down)

Background information

The **Inuit** /ɪnju:t/ are a group of culturally similar indigenous peoples inhabiting the Arctic regions of Greenland, Canada and Alaska.

Nunavut /nu:nəvʊt/ is the newest, largest, and northernmost territory of Canada. It was separated officially from the Northwest Territories on April 1, 1999.

Iqaluit /i'kælu:ɪt/ is the only city in icy Nunavut and is cut off by road or rail from the rest of Canada through the long, Arctic winters.

5 [1.1]

- Ask students to watch the second part of the video (2.25 to 3.39) again and complete the summary. Let students compare their answers in pairs before discussing as a class.

ANSWERS

- 1 advisors 2 expert 3 survive 4 animals 5 basics
6 changes 7 forget

6 [1.1]

- Ask students to watch the third part of the video (3.40 to the end) again and note answers to the questions. Let students compare their answers in pairs before discussing as a class.

ANSWERS

- The population has grown. There are more younger people and fewer elders because of lower infant mortality rates and better healthcare.
- respect yourself and those around you; high self-esteem; be positive
- because the younger generation don't understand the Inuktitut language
- It represents the average age in Iqaluit.
- It was passed on verbally, through storytelling.
- tradition, culture and history, knowing the past

After you watch

Vocabulary in context

7a [1.2]

- Explain that students are going to watch some clips from the video which contain sentences with missing new words. Each video extract plays up to the gap given in the sentence and then pauses for ten seconds before the answer appears in the gap and the full clip is heard.
- Optional step** Ask students to read the sentences and predict the missing words before playing the clips.
- Play the video. As the recording pauses at the gap in the sentence, stop the video and ask students to think about which word(s) can fill the gap and note their answers.
- Start the video again for students to check their answers as the word appears on the screen.

ANSWERS

- 1 implement 2 seek 3 down 4 key
5 communication 6 lies

Vocabulary notes

implement changes = to make changes happen

seek advice = to look for or ask for advice

passed down = communicated (through the generations)

the key to = the secret – the most important or central thing

barrier = here, something that stops something happening

lies with = if responsibility, hope, justice, the future, etc.

lies with you, then you possess it – you are in control of it

Videoscript 1.2

- 'As mayor, what are some of the **changes** you'd like to **implement**?'
- 'There's an elders' society where they meet every day, and this is also another opportunity for us to go and **seek advice**.'
- '... all of the Inuit traditions and history were **passed down** orally.'
- 'What is the **key to** living a happy life?'
- 'It's a challenge to pass on words of wisdom to the youth because of the **communication barrier**.'
- '**Responsibility** now **lies with** today's generation to record and pass on the wisdom of the ages.'

7b

- Ask students to work individually to complete the sentences in their own words. Then ask students to work in pairs and share their sentences. Encourage them to ask follow-up questions and make it a short, personalized discussion in pairs.

EXAMPLE ANSWERS

- I always seek advice when I have a big decision to make – like changing my job or buying something expensive.
- The last time I experienced a communication barrier was when I went travelling in China – nobody knew what I was asking for.
- The key to living a happy life is to have lots of friends.

8 ★ CPT extra! Video activity [after Ex.8]

- Ask students to work in pairs to discuss the questions.
- In feedback, ask different pairs to present their ideas to the class. You could open this up to a class discussion if your students enjoy the topic.

EXAMPLE ANSWERS

- Students' own ideas
- Reasons why elders should be respected: they have knowledge and experience; they are able to take a detached view; they deserve a strong voice because of their age
Reasons why their advice and wisdom shouldn't be listened to: they tend to be conservative; they are out-of-touch with the modern world and with issues that affect young people; their experience is no longer relevant; they are just one group in society and their voice should be equal to others not greater

9

- Ask students to work individually to prepare a story. You could set this activity up by telling a story of your own (if you have one) or by eliciting the sort of story students might tell (e.g. a story of a life-changing experience; a story that reflects an experience you were about to be going through yourself – first day at college, for example; a story of how life was different in the past; a story about people in your family you didn't know about).
- When students have had a few minutes of preparation time, ask them to work in pairs and share their stories with their partner. In feedback, ask different pairs to briefly retell any interesting stories to the class.

ANSWERS

Students' own ideas

Extra activity

If you have the technology in your classroom, ask students to record their stories. You could play them as 'live' listenings for the whole class to follow.

Unit 1 Review and memory booster ★ CPT extra! Language games

Memory Booster activities

Exercises 3, 5, 6 and 8 are Memory Booster activities. For more information about these activities and how they benefit students, see page 10.

I can ... check boxes

As an alternative to asking students to simply tick the *I can ...* boxes, you could ask them to give themselves a score from 1 to 4 (1 = not very confident; 4 = very confident) for each language area. If students score 1 or 2 for a language area, refer them to additional practice activities in the Workbook and Grammar summary exercises.

Teacher development

Using the Review and Memory booster

Here are three ways of using the review and memory booster page:

- 1 Do it in class. Incorporate pair work to check answers and prepare ideas when students have to think of their own experiences; and group work when students discuss ideas or experiences or act out conversations.
- 2 Set it as homework. If you do this, ask students to write their personal responses and conversations instead of acting them out.
- 3 Set it as homework but do the Memory Booster (MB) sections in class in the next lesson. Go through the answers, but ask students to share responses and experiences and act out conversations. The activities labelled 'MB' are Memory Booster activities – by activating newly learned language students should then be better able to remember it.

Grammar

1

- Ask students to read the article and answer the questions.

ANSWERS

A 'griot' is a traditional storyteller.

Time and friends are all you need in life (and a brazier to make tea).

2

- Ask students to read the article again and choose the correct options.

ANSWERS

- | | |
|----------------------|---------------------|
| 1 visited | 6 have been singing |
| 2 think | 7 have learned |
| 3 was | 8 listened |
| 4 was sitting | 9 had told |
| 5 had been gathering | 10 will stay |

3 >> MB

- Ask students to find six time phrases in the article and identify the tense which is used with each of them. Then tell students to choose four of the phrases and use them to write their own sentences.

ANSWERS

Some years ago (past)
once upon a time (past)
For a while (present perfect continuous)
for generations (present perfect continuous)
countless times before (past perfect)
at the end (past)
in future years (*will* future)

Vocabulary**4**

- Ask students to complete the expressions.

ANSWERS

1 lifelike 2 walks 3 time 4 lifelong 5 story 6 fact

5 >> MB

- Ask students to work in pairs to describe people they know using the phrases in the box. Encourage them to give reasons and ask follow-up questions.

ANSWERS

Students' own answers

6 >> MB

- Ask students to correct the underlined words to complete the phrases about life lessons. Students then give an example from their own experience that illustrates each phrase.

ANSWERS

1 said 2 thumb 3 as 4 guiding; large

Real life**7**

- Ask students to work in pairs to complete the conversation starters.

EXAMPLE ANSWERS

1 have met before; [name]
2 day here / at college
3 your coat/jacket
4 are you from
5 what do
6 of the talk/party
7 isn't it
8 is talking about

8 >> MB

- Ask students to continue to work in their pairs. They should choose four of the conversation openers from Exercise 7 and act out four short conversations. Encourage students to use follow-up questions and answers.

ANSWERS

Students' own answers