

3 >>

Do you get embarrassed easily?

1 Vocabulary: Physical actions

A 3.1 Read and match the highlighted verbs in the radio station's countdown to pictures a-g. Listen to check.

38.2FM

RADIO NEWS DISCOVER WIN SHOP

LISTEN

Don't you hate it when ...?









That incredibly embarrassing moment when ... This week's winners

- 7 You get into the wrong classroom and sit there for a long time before realising you're not supposed to be there. Then you leave in the middle of the lesson while all the students **stare** at you. (Hugo, New Mexico)
- 6 You **push** doors that you should **pull** and vice versa, especially in a crowded room – twice, three, four times. I have a 50 / 50 chance, but, guess what, I always get it wrong. (Ana, Medellin)
- 5 You're in the middle of a boring lesson, and you're dying to break for coffee, so you **yawn** and **glance** at your watch – as discreetly as possible. Trouble is, the teacher sees you. And again. And again. (Bruce, London)
- 4 You think a spider has landed on you, so you **scream** at the top of your lungs – in a public place. And, of course, the spider is just a fly. (Amanda, São Paulo)
- 3 You're talking to a friend and **whisper** something to her so nobody can hear you – especially gossip! To your horror, she repeats what you said out loud, for the whole room to hear. (Gloria, Dallas)
- 2 You meet someone you don't know well, and neither one of you knows whether you should **hug** , shake hands, or kiss – one, two, three, or (if you're French) even four times. So you go for the hug, and the other person extends his or her arm, or tries to kiss you. (Albert, Montreal)
- 1 You're running on the treadmill when suddenly you **trip** on your shoelaces and fall. Trust me, it's painful on your body and on your ego. (Tomiko, New York)

B Are the **highlighted** verbs a) movement, b) speech, or c) vision? Notice the preposition, if any, that goes with each verb. *stare (at) - vision*

Common mistake

Everybody looked / glanced / stared ^{at} ~~to~~ me when I fell.

C Do you agree with the station's ranking? Which stories would be in your personal top three?

Not knowing how to greet people should be Number 1.

D Make it personal Embarrassing moments! In groups, use the pictures to ask and answer questions. Any surprises?

Don't you hate it when you trip on your shoelaces, fall, and the whole room stares at you?

Oh, yeah, that keeps happening to me. Once I fell down an airport escalator!

Lesson Aims: Sts learn language to talk about embarrassing situations and how they feel in them, and then write their own embarrassing stories.

Skills

Listening to a radio show
Writing an embarrassing story
Using the present tense for dramatic effect

Language

Creating suspense: *The next thing I know ... , You won't believe what happens next.*
Listening to a story: *OK, go on. So, what happens next?*

Vocabulary

Physical actions: *glance, pull, push, scream, stare, trip, whisper, yawn*

Grammar

Narrative style: using present tenses for dramatic effect

Warmer

Ask: *When were you last embarrassed? How did you react? What physical changes occur when we feel embarrassed?*
Elicit / introduce and board the phrases they want to say, e.g. *feel uncomfortable, get hot, change colour, go / turn red, blush, laugh loudly, quickly change the subject.*

Pairs discuss the last time they felt embarrassed, why and what happened. Invite volunteers to tell the class anything interesting about their partner (with their partner's permission, of course!).

Ask the title question: *Do you (usually) get embarrassed easily? What sort of situations do you find embarrassing?*

1 Vocabulary: Physical actions

A ▶ 3.1 Focus on the text. Ask: *What is it?* (a radio webpage). Ask: *Do you listen to the radio online much?*

Ask: *What are the people doing in each of the seven pictures? What do you think's happening?* Focus on picture e to prepare for this by example. Elicit the word for *treadmill*. Ask: *How do you think he / she is feeling?* Elicit *embarrassed*.

Ask: *What's the purpose of the text?* Sts skim quickly to find the answer. (Listeners have sent in their examples of embarrassing moments and the radio station has ranked them in order of how embarrassing they are.)

Highlight the title *Don't you just hate it when ...?* and elicit when they might say this increasingly common phrase.

Sts re-read the text more carefully, to work out the meanings of the highlighted verbs. Get them to demonstrate meaning by miming the actions they know. Check the meanings of *to be dying for / to do something* (= very eager to do something).

Sts do the matching activity. Tell them that some pictures go with two verbs. Play the audio to classcheck. For fun, get the class to mime them as they hear them.

Answers

a whisper b stare c scream d hug e trip
f yawn, glance g push, pull

▶▶ See Teacher's Book p. 315 for Audio script 3.1.

🇺🇸 realizing, 'I sure do!' 🇬🇧 realising, 'I definitely do!'

B Board the words *movement, speech* and *vision* and do this activity verbally with the whole class. Write the verbs in the correct groups. Elicit that verbs of speech and vision are often followed by the preposition *at*.

Focus on the **Common mistake** and ask sts what preposition they use after these verbs in their language, if any.

Answers

a movement: push, pull, yawn, hug, trip (over)
b speech: scream (at), whisper
c vision: stare (at), glance (at)

Optional activity

Stronger classes: Ask sts to write their own useful contextualized sentences using the highlighted verbs in A.

C Begin by asking: *Have any of these situations happened to you?* Elicit one or two examples, but save the rest till D. When they have chosen their top three stories, in pairs, sts compare their answers. Do they agree?

▶▶ Song lyric: See Teacher's Book p. 336 for notes about the song and an accompanying activity to do with the class.

D **Make it personal** Focus on the example speech bubbles. Highlight the negative question *Don't you hate it when ...?* Elicit other examples using the negative question, e.g. *Don't you hate it when you are late for a lesson?*

Elicit other questions they can ask each other about the pictures, e.g. *How do you feel when ...? Have you ever ...? Has somebody ever (done this to you)? Has that ever happened to you?*

In groups of four or five, sts discuss any embarrassing moments. Classcheck the stories they enjoyed the best.

Optional activity

Sts write their own examples of embarrassing moments, in the same style, to send in to Radio 38.2FM. Encourage creativity. Monitor and help as necessary. When they are finished, (or next lesson if you set this for homework) sts display their stories on the class walls to mingle, read and vote on the most embarrassing.

2 Listening

A ▶ 3.2 Explain that sts are going to listen to three friends, Ana, Lucas, and Marco, doing the activity in 1C. They have to guess which two embarrassing moments the friends are talking about.

Play the audio. Classcheck, and ask sts to give you as much detail about Ana and Lucas's embarrassing moments as they can remember. Build up the story as a class, then replay it if necessary.

Answers

Stories 1 and 2

» See Teacher's Book p. 316 for Audio script 3.2.

B ▶ 3.3 Explain that the third friend, Marco, did ... something even more embarrassing. Play audio 3.3 for sts to find out what happened and answer the questions. Paircheck, then classcheck.

Answers

- 1 To the cinema; it had been a stressful day and he wanted to relax before going home.
- 2 A woman that he thought he knew; he thought it was his sister-in-law.
- 3 He whispered in her ear and pulled her hair.

» See Teacher's Book p. 316 for Audio script 3.3.

C ▶ 3.3 Read the statements with the class. Point out that one is incorrect. Perhaps get sts to try to do this from memory, or guess first, to get them more motivated to listen again.

Answer

Wrong statement – He'd been looking forward to that film.

Have sts refer to the audio script on p. 162 and do the task. Sts listen again and notice the silent *ts*. Explain that in fairly rapid, informal conversation, it is quite common not to pronounce the final *t* in many words.

D ▶ 3.4 Before listening to the conclusion of the story, ask: *What would you have done in that situation?* Sts discuss the possible endings in pairs. Invite a few sts to share their guesses with the class, writing them accurately on the board to help eliminate any errors. Play the audio for sts to check how close their ideas were to what actually happened and elicit their reactions to his choices.

» See Teacher's Book p. 316 for Audio script 3.4.

E Go through **Narrative style** with the class. Sts turn to p. 162 of their Student's Books and underline the examples in audio script 3.3 and 3.4. Tell them there are 16 examples in total, but they just need to find seven.

Stronger classes: Ask them to listen without looking at the audio script and note down the present tenses they hear.

Answers

Audio 3.3:

So, anyway, I glance across the room and I see someone who looks familiar.

Well, the lights dim, the film starts, and the next thing I know the woman moves three rows back and sits right in front of me.

You won't believe what happens next.

Audio 3.4:

The woman's hair comes off.

So she turns around and screams and ...

Before I know it, everybody's staring at us, telling us to be quiet, and ...

So what happens next?

Have sts refer to the audio script on p. 162 and do the task. Sts listen again and notice the different pronunciation of the letter *a* throughout.

F Make it personal

1 ▶ 3.5 **How to say it** In pairs, sts complete 1 to 6 from memory. Play the audio for them to listen and check. Ask: *Which expressions does the narrator of the story use? (1, 2 and 3) Which are the listener's? (4, 5 and 6).* Point out that 4, 5 and 6 are expressions the listener can use to encourage the speaker to continue with the story.

Elicit gestures and facial expressions you could use when telling or listening to a story such as Marco's, e.g. for 1–3, they can open their hands to convey surprise, for 4–6, they could make a circular motion to show that the other speaker should continue. They could also exaggerate their facial expressions to show / share in the embarrassment of the situation.

Replay to drill the expressions. Focus on intonation and using appropriate gestures.

Answers

1 next 2 won't 3 know 4 on 5 then 6 happens

2 Explain that sts are going to tell their own embarrassing moment story. If they prefer, it can be something that happened to someone they know. Guide through the instructions and seven suggestions. Check the meaning of *appointment* (an arranged time for something, e.g. doctor's appointment, a meeting). In groups, sts tell their stories and write each student's name on the embarrassment continuum according to how embarrassing they consider each story to be. Ask volunteers to share their stories with the rest of the class. Have a class vote on the most embarrassing story.

» Workbook p. 13.

2 Listening

A 3.2 Listen to three friends doing activity 1C. Which two stories from 1A are they talking about?

B 3.3 Listen to the rest of the story. Answer 1-3.

- 1 Where did Marco go and why? 2 Who did he see here? 3 What did he do?

C 3.3 Listen again. What can you infer about Marco? Check (✓) the wrong statement.

- He sometimes goes to the cinema on his own. He and his sister-in-law get on.
 He'd been looking forward to that film. Marco is a friendly person.

D 3.4 In pairs, how do you think the story will end? Listen to check. How close were you?

E Read *Narrative style*. Then underline seven examples in AS 3.3 and 3.4 on p.162.

Narrative style

When telling stories or jokes, we sometimes use present tenses to create a dramatic narrative effect. Don't mix present and past tenses in the same sentence.

Then I click 'send' and ~~realised~~ ^{realise} I ~~had~~ ^{'ve} sent a message to the wrong person, so I start to sweat.

F Make it personal Tell your own 'embarrassing moment' story.

1 3.5 **How to say it** Complete these expressions from Marco's story. Then listen, check, and repeat, first at normal speed and then faster. Be sure to use appropriate gestures.

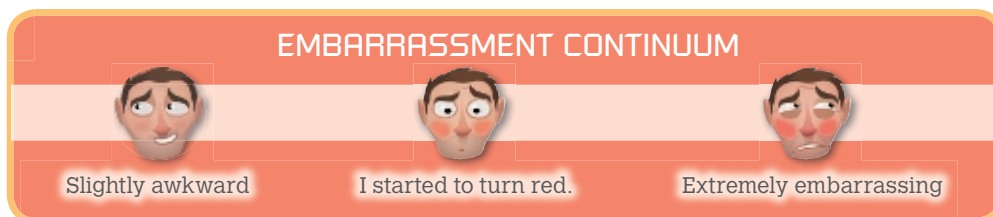
Creating suspense	
After that	What next?
1 The _____ thing I know (the woman moves three rows back.)	4 OK, go _____.
2 You _____ believe what happens next.	5 And _____ what?
3 Before I _____ it, (everybody's staring at us).	6 So what _____ next?

2 Choose an idea below for inspiration, or think of your own.

- Note down what happened, using the past tense.
- In groups, tell your story. Use the present tense for dramatic moments.
- Use physical action verbs and *How to say it* expressions.
- Write each student's name on the 'embarrassment continuum' and compare your rankings!

You're never going to believe what happened to me! Last week ...

being caught doing something wrong breaking something texting / emailing the wrong person
 forgetting your wallet mistaking people spilling drinks / food forgetting appointments



3.2 How often do you take selfies?

3 Language in use

- A** ▶ 3.6 Guess how these photos are connected. Listen to the radio show to check. How close were you?



Ellen DeGeneres



Bradley Cooper



Meryl Streep



Hmm ... Ellen's not an actress, is she? What's she doing there?

Yeah. And I don't think Bradley Cooper has won an Oscar.

Longer numbers

In informal writing, longer numbers are sometimes simplified:
 23k followers = 23 **thousand**
 1.1m retweets = 1.1 **million**
 2m **plus** views = **over** 2 million

- B** ▶ 3.7 Read *Longer numbers* and listen to the rest of the story. Which two longer numbers do you hear?

- C** In each paragraph, tick (✓) the action that happened first. Did you hear the correct numbers?

DeGeneres then **posted** the photo online, and it reached nearly 800k retweets in about half an hour, temporarily crashing Twitter®. Before the three-and-a-half hour show **was** over, it **had become** the world's most retweeted photo ever, with 2m plus tweets. The selfie had just made history. 'We're all winners tonight,' said DeGeneres.

Was it 100% spontaneous? No one knows for sure. The photo was taken with a popular phone, so some people say it **was** a multi-million dollar deal with the phone company, which **had been sponsoring** the Oscars for years. Others believe it was totally unplanned.

HOW ABOUT YOU? WHAT DO YOU THINK?

LEAVE A MESSAGE ON OUR WEBSITE.

- D Make it personal** In pairs, answer 1–6. Any major differences?

- 1 Is the word *selfie* used in your language?
- 2 Should selfie sticks be banned?
- 3 Are you both into taking selfies? Looking at others' selfies?
- 4 Where and when was the last one you took?
- 5 Would you have the courage to ask a celebrity to take a selfie with you?
- 6 Find the Ellen DeGeneres selfie. Why do you think it was retweeted so many times?

I'd never have the courage. I'm way too shy to ask a celebrity for a selfie!

Lesson Aims: Sts learn language to talk about celebrities and selfies.

Skills

Listening to a radio show
Writing an embarrassing story
Using the present tense for dramatic effect

Language

Creating suspense: *The next thing I know ... You won't believe what happens next.*
Listening to a story: *OK, go on. So happens next?*

Vocabulary

Physical actions: *stare, pull, push, yawn, glance, scream, whisper, trip*

Grammar

Narrative style: using present tenses for dramatic effect

Warmer

If appropriate, ask sts to take out their phones, take a quick selfie of themselves and partner and then decide if they are happy with it. Ask: What do we say in English when we pose for a photo? (*Say Cheese, Smile, Ready, Don't move, Keep still, Freeze.*)

Ask: *How often do you take selfies? Do you post them on social media sites? Have you ever taken a selfie of yourself with a famous person?* Discuss the questions as a class.

3 Language in use

- A** **3.6** Ask sts what they know about the three people, where they've seen them, their opinions, etc. Elicit the following words: *comedian, TV host, actor / actress*. Elicit *Oscar winning*, too and ask if they can remember last year's Oscar winners. Encourage guesses about the connection between the photos, but try to keep it mysterious, neither confirming nor rejecting answers at this stage. Play the audio for them to check. Sts could do an online search for the photo. How many of them watched it live?

Answer

All three people were in Ellen DeGeneres' selfie photo, taken at the Academy Awards (Oscars) in 2013.

See Teacher's Book p. 316 for Audio script 3.6.

March 2, honor 2nd March, honour

Background information

Elicit *Oscar* is the nickname for the gold statuette (officially named the Academy Award of Merit), awarded each year at the Academy Awards (or The Oscars) ceremony for the film industry. Main categories include: Best Picture / Actor / Actress / Director / foreign film. In 2016, there were 24 different categories.

- B** **3.7** Ask: *How many of you use Twitter? Do you follow famous people on Twitter? Why / Why not?* Ask: *When was the last time Twitter/YouTube/your computer crashed?* to pre-teach the word *crash* when used to talk about computer related systems (= to stop working or functioning properly).

Read **Longer numbers** with the class and ask if they use similar abbreviations in their language.

Play the audio for sts to write down the two numbers. Either classcheck now, or go straight into the next activity, then check with the listening.

As a follow-up, ask the class if they think Ellen DeGeneres took the photo spontaneously or whether it was planned by the phone company.

Answers

800k (800,000) 2m (2,000,000)

- C** Ask sts to read the text and decide which action happened first in each paragraph.

Weaker classes: You could re-play audio 3.7 for sts to follow the text in their books.

After deciding which action happened first, ask sts to identify the tenses of the verbs in bold (*posted* – past simple; *was* – past simple; *had become* – past perfect; *was* – past simple; *had been sponsoring* – past perfect continuous).

Answers

Paragraph 1 – DeGeneres then posted the photo online
Paragraph 2 – the phone company had been sponsoring the Oscars

See Teacher's Book p. 316 for Audio script 3.7.

three-and-a-half-hour show

three and a half hour programme

Song lyric: See Teacher's Book p. 336 for notes about the song and an accompanying activity to do with the class.

- D Make it personal** In pairs, sts discuss the questions. For fun, prepare sts by giving an extreme answer to each question first, e.g. *I think selfies are the worst thing ever, they should be banned, people taking them in public places ought to be fined, celebrities should never be allowed to take them with fans.* This will greatly add to the discussion!

Class feedback to find out which of the questions sts agreed / disagreed on. If you have already googled the image, get them to google celebrity selfie and find a few they are interested in to comment on as a class.

4 Grammar: Narrative tenses

A Read through the grammar box with the class. Check they understand the example sentences.

Individually, sts match the examples with the rules. Paircheck, then classcheck.

Answers

1 d 2 b 3 a 4 c

» Refer sts to the **Grammar expansion** on p. 142.

Tip

Ask sts to compare the form and use of each of the tenses in English with their own language. You could represent the example sentences in the grammar box as time lines to help sts understand the meaning and different uses for each tense.

Optional activity

Elicit sts' own past perfect / past perfect continuous examples by asking them to complete the following sentences:

- 1 I had been waiting two hours when ...
- 2 When I arrived at the party ...
- 3 I hadn't enjoyed many of my English classes until ...
- 4 I had been ... for two years when ...

B Sts to read the sentences and choose the correct form of the verbs in parenthesis. Do the first one with the class as an example. Paircheck, then classcheck. Elicit what is implied by the other form.

Answers

1 turned 2 had changed 3 had seen 4 wasn't paying
5 had been sleeping

C Go through the rules in **Spoken grammar** with the class. Elicit examples for each of the rules, e.g.

- 1 I need a new computer (not ~~I'm needing a new computer~~).
- 2 It was the first time I'd watched the Oscars.
- 3 She'd been learning English for six years.

Explain that we sometimes break these rules when we are speaking, as in tweets 1–4.

Have sts rewrite them in grammatically correct English. Paircheck, then classcheck. Perhaps board a few more sentences with typical mistakes you know they would make if translating directly from their own language for further practice.

Answers

- 1 I bet Ellen had wanted to host the show for a long time. Good for her.
- 2 Hated the show. It was the first time I had seen it. First and last.
- 3 Ellen said that people had been tweeting for half an hour when the site crashed.
- 4 I really liked the show at first until I saw that dumb selfie!

D Before reading, ask sts what they know about the man in the photo. Ask: *What is he doing?* (sticking his tongue out at the photographer).

Weaker classes: If necessary, revise *had (just) done something* before the exercise. Elicit / Explain *just* here is used to talk about an action which happened immediately before a new event, i.e. seconds or minutes earlier.

Sts individually complete the text. Paircheck, then classcheck. Ask: *How rude is sticking out your tongue in your culture?*

Answers

1 was returning 2 had taken place 3 was just getting / had just got 4 asked 5 had been 6 agreed

Background information

Albert Einstein was a German physicist, born in 1879, who lived in Germany, Switzerland and the USA. He developed the theory of relativity. He died in 1955.

E Make it personal Read through the instructions with the class and make sure that everyone understands what they have to do. If sts don't have selfie photos, they can google famous selfies, and tell the class about these instead.

In groups of three or four, sts share their selfies. Ask each group to share the most interesting story with the rest of the class. Have a class vote on which selfie story is the most memorable / funniest / weirdest / most special, etc. Use a range of adjectives to achieve a range of winners, not just one!

Tip

Keep instructions objective and concise otherwise sts may get lost mid-task. Boarding the key stages in note form will help you explain and conduct the activity as sts will be able to refer to them. An example is usually the clearest form of instruction, so do this by taking them through a selfie of your own first, answering each of the questions.

» Workbook p. 14.

4 Grammar: Narrative tenses

A Read the grammar box and match examples a–d with rules 1–4.

Past narration: simple, continuous, and perfect tenses

When telling a story, use a variety of tenses to sequence events logically:

- a Ellen took her phone out of her pocket and **went** into the audience. (past simple)
- b The photo was taken while she **was hosting** the show. (past continuous)
- c Later she announced that the photo **had crashed** Twitter®. (past perfect)
- d Ellen was tired because she **had been working** really hard. (past perfect continuous)

- 1 **d** : longer action in progress before the time of a new event
- 2 : longer action in progress at the same time as a new event
- 3 : two single or short events that happened at the same time
- 4 : a single or short event before the time of a new event

➤ Grammar expansion p. 142

B Circle the most logical way to complete five people's reactions to the show.

- 1 I thought the Oscars were a bit boring, so I [**turned** / **had turned**] off the TV and went to bed.
- 2 I could hardly recognise some of the actors! They [**had changed** / **had been changing**] a lot.
- 3 Ellen was the best host I [**had seen** / **had been seeing**] in years! She did a wonderful job.
- 4 When they took the selfie, I [**hadn't paid** / **wasn't paying**] attention. What a pity I missed it!
- 5 When the show finally ended, I [**was sleeping** / **had been sleeping**] for hours!

C Read *Spoken grammar*. Then rewrite the underlined sentences in tweets 1–4 to make the grammar traditional.

Spoken grammar

Here is one traditional grammar rule that people sometimes break in informal spoken English:

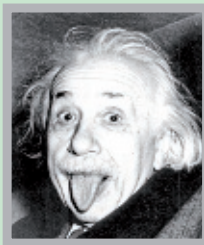
Avoid continuous forms with stative verbs, such as *like*, *need*, and *love*.

- 1 Wow, Katie, I'm loving your hair! When did you have it done?
- 2 You look tired! Are you needing a cup of coffee?
- 3 I was really liking the programme at first until I saw that silly selfie!

D Complete the text with the verbs in the correct tense. **E Make it personal** Share a selfie (or recent photo) and tell the story behind it. Which is the class favourite? Think through these three questions:

This photo was taken on Einstein's 72nd birthday in 1951, while he ¹ _____ (return) from an event that ² _____ (take place) in his honour.

Einstein ³ _____ (just / get) into his car to go home when photographer Arthur Sasse ⁴ _____ (ask) him to smile for the camera.



It ⁵ _____ (be) a long day and Einstein was exhausted. But Sasse wouldn't give up. Einstein finally ⁶ _____ (agree), but stuck out his tongue. The photo became a cultural icon!

- The event: When did it happen? Where were you? What were you doing?
- Background: What had just happened? What had you been doing?
- The aftermath: What happened after the event? Why do you think you still remember it?

This is me right here ... This photo was taken in 2014, and I was 17 at the time. I had just left school.



3.3


What invention can't you live without?

5 Reading

A 3.8 Read the blog quickly and tick (✓) the meaning of *serendipity*.


- The ability to make logical connections. Scientists' ability to create new inventions.
- Something good that happens by accident.

BLOGADMIN THE POWER OF SERENDIPITY



A lot of the things we buy, eat, and drink today were not **designed** and created **step by step**. Here are two examples of chance **discoveries** you might be **unaware** of.

If crisps are **ruining** your diet, blame it on chef George Crum. According to one **legend** that became popular after Crum's death, in the 1850s, he had an impossible customer who kept sending his chips back to the kitchen because they were 'not **crunchy** enough.' **Eventually**, Crum got **sick and tired** of the customer's never-ending **complaints** and decided to **ignore** all the **dos and don'ts** of potato **frying**: He **sliced** the potatoes extra thin, fried them in hot oil, and drowned them in salt. To his surprise, the customer, completely unaware of the changes, loved the new **recipe** and kept going back, **again and again**. Before long, Crum's chips became the house speciality, changing the history of junk food **forever!**



Speaking of food ... sometimes all you need to make a **groundbreaking** discovery is a snack. In the early 1940s, American engineer Percy Spencer was **conducting** an experiment to **generate** microwaves – a form of **electromagnetic** radiation – when he felt an **odd** sensation in his trousers. Spencer reached for his pocket and found out that the chocolate bar he'd been saving for later had **melted**. He then tried to **replicate** the same experiment with **popcorn** – sure enough, it worked. A few years later, Spencer gave us the first microwave oven, which weighed 350 kilograms and cost between \$2,000 and \$3,000. Little did he know that one day, his **invention** would become one of the most **widely** used **household** appliances in the whole world.

Some scientists and inventors are **understandably** **reluctant** to report **accidental** discoveries out of fear that they might appear **foolish**. Fair enough, but I can't help wondering, though, how many other discoveries and inventions we would have if all of us were more willing to **admit** that **necessity** isn't always the mother of invention and that serendipity does seem to play a major role in **innovation**. What do you think?

B Tick (✓) the correct statement in each group. Which story did you enjoy more?

Crum ...

- was surprised by his customer's feedback on the new chips.
- invented a very popular story about a customer.

Spencer ...

- knew the microwave oven would become very popular.
- suspected that the microwaves might pop the corn.

C What's the writer's main point in the last paragraph? Do you agree?

- If we were more open-minded about serendipity, we might have many more good inventions.
- If we focused more on necessity, we would have more good inventions.

D 3.9 Look at the **highlighted** words in the blog and choose the correct alternatives. Listen to check.

- 1 *Crunchy* sounds like a [**positive / negative**] adjective to describe [**food / places**].
- 2 *Slice* probably describes a way of [**cutting / cooking**] food.
- 3 *Groundbreaking* sounds like a [**positive / negative**] adjective that describes [**minor / major**] events.
- 4 *Odd* sounds like a [**positive / negative**] adjective.
- 5 *Widely* is an adverb that probably describes [**frequency / size**].

E Make it personal Choose one item from each pair that you couldn't live without.

Compare in groups. Can you change everyone's mind?

- | | | |
|----------------|---------------------------|-------------------------|
| bed / sofa | fridge / air conditioning | microwave / oven |
| buses / trains | fruit / vegetables | wide-screen TV / tablet |

I'd die without a microwave.
I don't know how to cook!



Lesson Aims: Sts learn language to discuss inventions and the nature of serendipity.

Skills

Reading a blog about serendipity
Telling personal stories about serendipity

Language

Using binomials in everyday speech, e.g. *It's going to happen sooner or later. We've had our ups and downs.*

Vocabulary

Words to describe inventions: *accidental, crunchy, discovery, experiment, groundbreaking, household appliance, serendipity, sliced*
Binomials, e.g. *face to face, pros and cons, heart and soul*

Warmer

Ask: *Can you name any great inventors?* In pairs, sts write down the names of as many as they can remember.

Board the lesson title question: *What invention can't you live without?* Give an example yourself first and perhaps allow them three as narrowing it down to one isn't easy!

5 Reading

A **3.8** Focus on the photos. Ask: *When do you think each was taken? Where? By whom? What for?, etc.* Get as much out of them as you can at this stage as it will heighten their motivation to read.

Have sts read the blog text quickly and elicit the meaning of *serendipity*. You could play the audio for sts to listen and read at the same time. Classcheck.

For fun, get them to cover the text and share in pairs all they remember. Again this will increase their desire to re-read it later, as well as helping weaker sts get more help from the stronger ones.

Answer

Something good that happens by accident.

Tip

Asking sts to retell all they can remember from a reading text is helpful in many ways. It adds dynamism and communicative practice. It also allows you to monitor how they are getting on pronouncing the new, pink-stressed words.

B Read the statements with the class first. Sts re-read and check the correct statement for each person. Ask sts: *Who was Crum?* (a chef) *Who was Spencer?* (an engineer.)

Paircheck, then classcheck. Ask: *Which story did you enjoy more?*

Answers

Crum was surprised by his customer's feedback on the new chips.
Spencer suspected that the microwaves might pop the corn.

C Focus on the final paragraph and the expression *necessity is the mother of invention*. Explain or elicit that this is a proverb in English, meaning if you really need to do something, you will find a way of doing it. Do they have a similar proverb in their language?

Sts re-read the last paragraph and decide what the writer's main point was.

Classcheck the answer. Do they agree with the writer? Encourage them to justify their reasons.

Answer

If we were more open-minded about serendipity, we might have many more good inventions.

Optional activity

Ask individuals to read out the last paragraph sentence by sentence to check their stress on the new words with pink syllables. Asking them to do this as a class, reading aloud simultaneously in pairs and having to say it together, rather than round the class one at a time, is more dynamic and productive.

D **3.9** Focus on the highlighted words in the blog. Sts work out their meaning from the context and choose the correct alternatives to complete the sentences. Play the audio to classcheck. Which, if any, did they know already? Any other onomatopoeic words they know?

Answers

1 positive, food 2 cutting 3 positive, major 4 negative 5 size

» See Teacher's Book p. 316 for Audio script 3.9.

Tip

Encourage sts to add details and examples to the definitions e.g. *crunchy items include fresh biscuits and potato chips.*

E **Make it personal** Go through the instructions and focus on the example. Explain *I'd die without ...* (= I can't live without). Teach or elicit also the expression *I'm dying to ...* (= I can't wait to ...).

In groups, sts discuss which of the items they can't live without. Encourage them to justify their choices.

6 Vocabulary: Binomials

Tip

Before this activity, Google binomials yourself, to choose and board a few you think the sts will know or enjoy learning.

A Read **Binomials** with the class and check that everyone understands. Highlight the fact that these are set expressions and we don't change the order, e.g. it is incorrect to say *cons and pros*.

Ask sts to scan paragraphs 1 and 2 of the blog text in 5A and complete the chart with binomials for the definitions.

Highlight the error in the **Common mistake**. Read the sentences aloud to the class. As ever, try to personalise, e.g. by asking who might have said this.

Answers

- 1 sick and tired 2 again and again 3 step by step
4 dos and don'ts

Tip

When recording new words and expressions in their notebooks, encourage sts to write them in a personal contextualised sentence. This will help them to remember the word.

Optional activity

Board these binomials for sts to try and guess the meanings in pairs:

more or less (approximately)

short and sweet (very quick and directly to the point)

odds and ends (small unimportant items)

by and large (generally)

safe and sound (not in danger)

ups and downs (times when things are going badly and times when things are going well)

Ask sts to write their own sentences with each of the expressions. Paircheck.

B ▶ 3.10 Ask sts if they have heard of the singers in brackets, and if they are familiar with the song lyrics. Sts complete the activity in pairs. Play the audio to classcheck.

Answers

- 1 time 2 downs 3 over 4 later 5 worse 6 then
7 miles

C ▶ 3.11 Explain that sts are going to listen to two friends, Sue and Ann, discussing how Ann met her boyfriend. Get sts to read the questions carefully.

Play the audio for sts to answer the questions. Paircheck, asking them to tell each other anything else they understood, then classcheck.

Answers

- 1 She bumped into him by chance when walking her dog late one night.
2 He was her boyfriend at high school.

» See Teacher's Book p. 316 for Audio script 3.11.

» Song lyric: See Teacher's Book p. 337 for notes about the song and an accompanying activity to do with the class.

D ▶ 3.11 Replay the audio for sts to note down the binomials they hear. Ask sts to turn to p. 162 in their Student's Book to check in the audio script.

Discuss the meaning of 'it's in the stars'. Ask what Ann is referring to when she says this (marriage). Elicit that she thinks that fate or destiny will determine that they marry.

Ask: *What's Ann's favourite word?* (serendipity). Ask sts if they have their own favourite English words and have them explain what they like about these words, e.g. the sound, meaning, connotation. Give examples of your own first and why you like them so much: common choices include *mother or home*, or more 'exotic' words like *flabbergasted* or *disgruntled*.

Answers

sick and tired, now and then, face to face, ups and downs, for better or worse, sooner or later

» See Teacher's Book p. 316 for Audio script 3.11.

Have sts refer to the audio script on p. 162 and do the task. Sts listen again and notice the links between the words as shown by the underlines. Explain that in spoken English, when one word ends in a voiced consonant and the following word begins with a vowel, we link the two words so that they sound like just one word.

E **Make it personal** Ask sts if they have seen the film *Serendipity* and what it is about. In groups, sts discuss their own serendipitous stories. They can use the prompts or their own ideas. Ask: *Which story is the best proof that serendipity is real?* Invite that student to share the story to the rest of the class. They can vote for the best story and on the existence of serendipity, or not.

Background information

Serendipity is a 2001 American romantic comedy, starring John Cusack and Kate Beckinsale. It's about a couple who meet in their twenties and fall in love. Both are involved in other relationships, but Sara believes that destiny (or serendipity) will bring them back together. Ten years later, through a series of coincidences, they end up together proving that serendipity does exist!

» Workbook p. 15.

6 Vocabulary: Binomials

A Read *Binomials*. Then scan paragraphs 1 and 2 of the blog in 5A and complete the table with the bold expressions.

Binomials

Remember that **binomials** are expressions where two words are joined by a conjunction, most frequently 'and.' The word order is usually fixed. Binomials may have:

- 1 Repeated words: *I've never met a famous scientist **face to face** (in person).*
- 2 Combined opposites: *What are the **pros and cons** (advantages and disadvantages) of microwave cooking?*
- 3 Combined related words: *Creativity is the **heart and soul** (essence) of successful businesses.*

1 fed up <u>sick and tired</u>	3 done in stages _____
2 repeatedly _____	4 rules _____

Common mistake

I'm sick and tired ~~to eat~~ ^{of eating} junk food.
I need some vegetables for a change!

B 3.10 Use your intuition to complete these song lines.

Listen to check.

- 1 'If you fall, I will catch you. I'll be waiting, **time after** time.' (Cindy Lauper)
- 2 'We've had some fun, and yes, we've had our **ups and** _____.' (Huey Lewis and The News)
- 3 'It's not the game; it's how you play. And if I fall, I get up again, **over and** _____.' (Madonna)
- 4 '**Sooner or** _____, we learn to throw the past away.' (Sting)
- 5 'For **better or** _____, till death do us part, I'll love you with every beat of my heart, I swear.' (All4one)
- 6 'Every **now and** _____ I get a little bit tired of listening to the sound of my tears.' (Bonnie Tyler)
- 7 'You've got a friend in me when the road looks rough ahead, and you're **miles and** _____ from your nice warm bed. You've got a friend in me.' (Randy Newman)

C 3.11 Listen to two friends and answer the questions.

- 1 How did Ann start dating her boyfriend?
- 2 Where did she know him originally?

D 3.11 Listen again. Write down the six binomials Ann uses. Check AS 3.11 on p.162. Have you got a favourite word in English, like Ann?

E Make it personal In groups, share good things that have happened to you by accident. Use at least one binomial. Does the whole class believe serendipity is both real and powerful?

winning money unexpectedly
meeting old friends / your **soulmate**
near **misses**
a lucky find
an amazing **coincidence**
an accidental / **fortunate** discovery
following your **intuition** successfully

I had an amazing experience last month! I'd just left home for work when all of a sudden ... and ...

3.4 What was your favourite activity as a child?

7 Listening

A ▶ 3.12 Read the webpage and tick (✓) the meaning of *fad*. Then listen to a conversation. Which fad from the website are they talking about?

A fad is something that ...

- is really fun and enjoyable. wastes people's time. is very popular for just a short time.

I MISS THAT FAD

Our favourite fads from years past! *What are yours?*

2000s			2010s		
					
High school Musical	Oversized sunglasses	MP3 players	Psy's Gangnam Style dance moves	Angry Birds	Photo bombing
Every teenager's dream; every parent's nightmare .	For those who want to be noticed.	Yes, people didn't always use their phones!	Biggest YouTube hit ever.	A mobile-phone game with over 500m downloads!	The art of sabotaging people's photos.

B ▶ 3.12 Listen again. T (true) or F (false)?

- | | |
|--|---|
| 1 The fad was very popular in Joe's class. | 4 He usually played with friends. |
| 2 He didn't want the teacher to see what he was doing. | 5 He lost his enthusiasm after a while. |
| 3 He never played at home. | |

C ▶ 3.13 Write the missing letters. Listen carefully. How are the sounds pronounced?

JOE: I was mad about [beep], you know. Actually, everyone in my class, boys and girls, sed to love it.

PEDRO: Oh, yeah?

JOE: Yeah. It was such an bsessin. I used tsit in the back row so the teacher woldn't see me. Then I'd get home from school, lock myself in my room, and start again, playing the same game over and over.

PEDRO: Sonds boring.

JOE: No, it was fun, actually, though a bit sltary. I'd spend hours and hours on my own, trying to get rid of the pigs. I just kept playing the same game again and again.

PEDRO: How good were you?

JOE: I was OK, I guess. Well, eventually I began to use it less and less ... , and then I just deleted the app from my phone.

D Re-read the conversation in **C** and underline the evidence supporting 1-5 in **B**.

E Make it personal In pairs, answer 1-4. Anything in common?

- 1 Are you familiar with the fads in **A**? Which ones are still popular?
- 2 Can you think of any other fads, past or present?
- 3 If you could bring a fad back from an earlier time, which would it be?
- 4 Which would you love to kill off forever?

Oh, I'd get rid of those stupid online fads – like the ice-bucket challenge that was so popular a few years ago.

Lesson Aims: Sts learn language to talk about fads from the past.

Skills

Listening to a conversation about a fad
Reading about popular fads from the past
Discussing childhood obsessions

Language

Talking about past habits, e.g. *I used to have really long hair. I'd spend hours combing it.*

Vocabulary

bellbottoms, childhood, come back, fad, hair straightener, MP3 player

Grammar review

Describing past habits and states: simple past, *used to*, and *would*

Warmer

In groups, sts discuss some current trends among their age group. Board: *Which is the most popular TV show / book / computer game / hairstyle / social media site / weekend activity?* Ask one volunteer from each group to feed back to the rest of the class. Agree, as a class, on one item for each category.

Ask the lesson question title: *What was your favourite activity as a child?* Brainstorm a list and help them to find the names of activities older sts may have enjoyed in English.

7 Listening

A ▶ 3.12 Focus on the webpage and title. Ask: *Who knows the meaning of fad?* (something very popular for a short time). Hands up. Insist they read the text to find out, even if some think they know it. Classcheck. Ask: *Is there a similar word in your language?* Focus on the photos in the webpage and ask: *Which of the fads in the photos were you into?* Keep it short for now as they will come back to this in 7E.

Explain that sts are going to hear two friends discussing fads they were into. Play the audio for sts to say which fads in the photo it is. Classcheck. Drill the new pink-stressed words.

Answers

They are talking about the game *Angry Birds*.

» See Teacher's Book p. 316 for Audio script 3.12.

Background information

High School Musical an American teen film made in 2006. It starred Zac Efron.

MP3 player is a small electronic device very popular in the 2000s, used to listen to digital audio files.

Psy is a Korean rapper who rose to stardom in 2012 on the basis of a music video for his song *Gangnam Style*. It became one of the most watched YouTube videos ever.

Angry Birds is a video game, released in 2009. It involves catapulting birds into pigs.

Photo bombing is a practical joke. It involves spoiling someone's photo by unexpectedly appearing in the camera's field of view as the picture is taken.

B ▶ 3.12 Have sts read statements 1–5 and check they understand. Replay the audio for sts to mark the sentences T (true) or F (false). Paircheck, then classcheck. Ask: *Does anybody empathise with Joe?*

Answers

1 T 2 T 3 F 4 F 5 T

» See Teacher's Book p. 316 for Audio script 3.12.

C ▶ 3.13 In pairs, sts complete the missing letters in the dialogue. Classcheck. Replay the audio for sts to shadow how the sounds are pronounced. Monitor to check they say them all accurately as, surprisingly, sts at this level can still get some wrong.

Answers

Actually, used, obsession, to, wouldn't, lock, room, Sounds, boring, actually, solitary, rid, just, eventually, began, deleted, the

» See Teacher's Book p. 316 for Audio script 3.12.

D Sts re-read conversation and underline the sections of the text which gave them the answers to the True / False questions in B. Classcheck.

Answers

- 1 everyone in my class, boys and girls, used to love it
- 2 I used to sit in the back row so the teacher wouldn't see me
- 3 Then I'd get home from school, lock myself in my room and start again
- 4 it was fun, actually, though a bit solitary
- 5 eventually, I began to use it less and less

E Make it personal Focus on the example in the speech bubble. Explain or elicit what the 'ice-bucket challenge' was and if any of them did it. If you can, have a YouTube clip ready to show them.

In pairs, sts discuss the questions.

Background information

The ice-bucket challenge was initiated to raise money for charity. It involved nominating a friend or relative to be filmed having a bucket of ice water poured over their heads.

8 Grammar: Describing past habits and states

A Have sts try to complete the grammar box without you to see better how individual sts are getting on. In pairs, sts study the examples and rules, then complete the rules for *used to*. Ensure they understand *used to* is for an action that happened regularly in the past, but no longer happens.

Elicit the negative and question forms: *There didn't use to be ... / Did there use to be ...?* Highlight the **Common mistakes** and ask why we can't use *would* in the second sentence (because it's describing a state).

Answers

	a single action	a habit	a state
used to	✗	✓	✓

» Refer sts to the **Grammar expansion** on p. 142.

Tip

Another common learner mistake is to confuse *used to* with *be used to doing*. Board the following sentences: 1) *I used to go to bed very late.* 2) *I'm used to going to bed very late.* Have sts explain the difference in meaning:

- 1) In the past I went to bed very late, but now I don't.
- 2) I often go to bed very late. / I'm accustomed to going to bed very late.

The contrast with *get used to* comes in Lesson 10.4.

B Focus attention on the photos and ask what they can see. If you have a whiteboard, show them the photos without the text and get them to speculate what's coming up next.

Have them read the texts quickly and find out what fads they are describing.

Board the **bold** expressions and identify together as a class which can be replaced with *used to*. Ask why the other expressions cannot be replaced with *used to*. Drill the harder words, e.g. *alarmed, fashionable, ironing, straightener*. Focus on the final question in the text and see if anyone is prepared to confess what's in their closet!

Answers

- was – used to be
- would spend – used to spend
- became – not possible because it's one single action
- would wear – used to wear
- saw – not possible because it's a state, not a repeated action
- came back – not possible because it is one single action

Optional activity

Sts use the models of the example sentences in the grammar box to write personalised sentences with *used to, would* and the simple past. Sts then swap their sentences with a partner to check they have used *used to* and *would* correctly.

» Song lyric: See Teacher's Book p. 337 for notes about the song and an accompanying activity to do with the class.

9 Pronunciation: Used vs. used to

A ▶ 3.14 Elicit that *used to* is pronounced with /s/ not /z/. Elicit that when we say the verb *to use*, we pronounce it with /z/.

Play the audio for sts to write which sounds they hear.

Stronger classes: Sts can mark the sounds first and then listen to check.

Classcheck, then ask sts to practice the sentences in pairs.

Answers

- 1 /s/ 2 /z/ 3 /s/ 4 /z/

B Make it personal Focus on the example in the speech bubble with the class. Elicit the meaning of *repeat* (a TV programme which is repeated). Ask *Is this true of anyone you know?* Exemplify yourself by getting sts to ask you the four questions and giving your answers. Exaggerate a bit if you think it will help!

In groups, sts discuss the questions. Monitor and help with vocabulary as necessary. Ask a few sts to share their stories with the rest of the class.

Optional activity

For homework, sts research and write a short paragraph about a fad, like the ones in 8B, explaining what they were and who was into them, e.g. Crazy Bones, Rubik's cube, Pac-Man, Heelys, neopets, Mario. Younger sts could interview their (grand)parents and write up their memories.

» Workbook p. 16.

8 Grammar: Describing past habits and states

A Read the grammar box and complete the table for *used to*.

Past habits and states: simple past, *used to*, and *would*

- a Once I **got** a Tamagotchi for my birthday. I **played** with it every single day. I really **liked** it. (simple past)
 b I **didn't use to / never used to** collect DVDs. (*used to*)
 c I **used to** have really long hair. I'd spend hours combing it. (*used to* and *would*)

We often start with <i>used to</i> and then continue with <i>would</i> . Past tenses can express:	a single action	a habit	a state
simple past	✓	✗	✓
<i>used to</i>			
<i>would</i>	✗	✓	✗

Common mistakes

In the 90s, ^{there}it ~~used to be~~ a show on TV called *Dinosaurs*. It ^{was / used to be}would be very popular.

Grammar expansion p.142

B Read about two more fads. Which verbs in **bold** can be replaced by *used to*? Have you ever tried these or similar fashion fads?

In the 60s, straight hair used to be very fashionable.



Don't be alarmed by the photo – there's a logical explanation! In the 60s, straight hair **was** very fashionable. Teenagers **would spend** hours and hours ironing their hair, trying to look their best! Thank goodness for modern technology. Today's hair straighteners are much safer!



Bellbottoms **became** extremely popular in the 60s, partly because artists like Elvis Presley and James Brown **would wear** them in their shows, night after night. Also, in the 70s, hippies **saw** bell-shaped trousers as a way to rebel against their parents. Bellbottoms **came back** a few years ago and haven't completely disappeared. Are there any in your cupboard?

9 Pronunciation: *Used vs used to*

A ▶ 3.14 Pronounce *used to* with /s/, not /z/. Which do you hear? Write 's' or 'z.'

- 1 s I used to have an MP3 player. 3 ___ My mum used to play that game over and over.
 2 ___ We used that book in class last year. 4 ___ Have you ever used a PlayStation?

B Make it personal Did you have a childhood obsession? In groups, share your stories.

- How old were you at the time?
- How often did you use to do it?
- How did your obsession start?
- How long did it last? When did you lose your enthusiasm?

I used to be mad about *Friends*. I'd spend hours and hours watching *Friends* repeats.

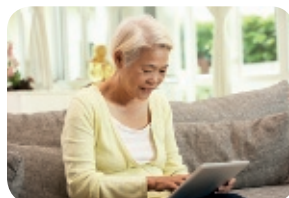
» 3.5 What makes you really happy?

10 Listening

A ▶ 3.15 What do you think makes these people happy? Listen and fill in the missing words.



1 Getting good _____ on my _____



3 Learning how to _____



2 Spending _____ with my child



4 Enjoying life's _____

B ▶ 3.15 Listen again. Note down one reason for each person's answer.

11 Keep talking

A ▶ 3.16 Competition! In teams, complete each quote with one word. Listen to check. Which team guessed the most words correctly?

- 1 'For every minute you are angry, you lose 60 seconds of happiness.' (Ralph Waldo Emerson)
- 2 'Happiness is not something ready-made. It comes from your own _____.' (Dalai Lama)
- 3 'Joy is not in _____; it is in us.' (Richard Wagner)
- 4 'One of the keys to happiness is a bad _____.' (Rita Mae Brown)
- 5 'If you spend your whole life waiting for the storm, you'll never enjoy the _____.' (Morris West)
- 6 'The true way to make ourselves happy is to love our _____ and find in it our pleasure.' (Madame de Motteville)

B Which is your favourite quote and why?

I love number 4. If you think about ... too often, you can't enjoy it.

C Make it personal In groups, answer 1-5 and compare your choices. You can't say 'both' or 'It depends.' Can you change anyone's mind?

What do you really need to be happy?

- | | |
|---|---|
| 1 a very high IQ or very good looks | 4 luck or persistence |
| 2 a loving family or a circle of very close friends | 5 perfect health and not enough money or less-than-perfect health and lots of money |
| 3 a well-paid job or a job you love | |

I think a high IQ is much more important. Looks are temporary; IQ is permanent!

D In pairs, complete this sentence in as many ways as you can.

My idea of perfect happiness is ...

My idea of perfect happiness is having a long weekend lunch with my family.



Lesson Aims: Sts learn language to talk about people's values and the nature of happiness.

Skills

Listening to people talking about what makes them happy
Writing a story and sequencing events using linking words

Language

Sequencing events, e.g. *Initially, I enjoyed my classes. Suddenly, it all made sense.*

Vocabulary

follow your heart, key to happiness, pleasure, quality time, simple pleasures
Sequencing words: *after a while, as, eventually, in the meantime, initially, suddenly*

Warmer

Say: *Imagine you are going to spend 12 months on your own on a desert island. You can take ten of your belongings with you. Decide what you will take.* Encourage sts to think of the things which are most important to them, not necessarily realistic essentials for survival. In groups, sts compare their ideas. Class feedback. Ask: *What have you learned about your classmates' values?*

Ask the lesson title question: *What makes you really happy?* and elicit as many answers as you can. Give a couple of examples yourself first to be sure sts use the gerund: *Not having to spend my weekend checking homework. / Somebody cooking and serving me an exquisite meal.*

» Song lyric: See Teacher's Book p. 337 for notes about the song and an accompanying activity to do with the class.

10 Listening

A ▶ 3.15 Focus on the photos. Ask: *What can you say about the people? What are they doing?* Encourage sts to speculate, e.g. *She might be a student who's just passed her final exams. The man in picture two looks like he's reading to his daughter.*

Explain that sts are going to listen to someone interviewing the four people for a survey about what makes people happy. Ask sts to try and complete the sentences before they listen. Play the audio for them to check their ideas.

Answers

1 feedback, writing 2 quality time 3 use social media
4 simple pleasures

» See Teacher's Book p. 317 for Audio script 3.15.

Tip

Predicting content before listening helps sts in several ways. It generates interest, but it can also set the context and pre-teach anticipated vocabulary, making it easier for sts to understand what they hear.

B ▶ 3.15 Replay the audio for sts to write down one reason for each speaker's answer. Paircheck, then classcheck.

Answers

Person 1: but I want to be reassured I'm on the right track
Person 2: And that way I can be a real parent, not a weekend dad.
Person 3: feeling of being connected
Person 4: it's the little things that count

» See Teacher's Book p. 317 for Audio script 3.15.

11 Keep talking

A ▶ 3.16 Sts look at the quotes and say if they have heard of any of the people who said them. In groups of three or four, sts complete the quotes. Play the audio (see Student's Book p. 36 for Audio script). Classcheck.

Answers

1 angry 2 actions 3 things 4 memory 5 sunshine
6 work

Background information

Ralph Waldo Emerson (1803–1882) was an American essayist, lecturer and poet.

Dalai Lama is a Tibetan Buddhist monk. The quote was made by the 14th Dalai Lama, Tenzin Gyatso born in 1935.

Richard Wagner (1813–1883) was a German composer, famous for his operas.

Rita Mae Brown, born in 1944, is a writer and feminist.

Morris West (1916–1999) was an American playwright.

Madame de Motteville (1621–1689) was a French memoir writer.

B In pairs, sts discuss their favorite quote. Encourage them to explain their choices. Class feedback. Which was the most popular quote?

C **Make it personal** Read the instructions, the five questions and the example speech bubble with the class. In groups, sts discuss the questions. Ask a spokesperson from each group to report back to the class. Ask: *Which choices did you all agree on?*

D In pairs, sts complete the sentence. Monitor and help with vocabulary as necessary.

12 Writing: Telling a story (1)

A Have sts cover the website and either board or focus on the competition title only. Sts brainstorm things the author might say in answer to this question.

Give sts two minutes to read through the story quickly to see if any of their ideas were mentioned and to get the general idea. Elicit the missing text in the first paragraph. Ask: *Do you think Bob did the right thing giving up studying law?*

Answer

... a job you love

Optional activity

Ask: *Do/Did you feel pressure from your parents to follow a certain career path? Do you think parents should try and influence their kids' decisions about what job they might do in the future?*

B Read and complete the guidelines with *Do* or *Don't* as a class. Check understanding.

Look back at the story in **A** and ask: *How many paragraphs are there? How does the writer try and build suspense? In which paragraph does he reveal the main event? What background information does he include?*

Answers

1 do 2 do 3 don't 4 do

C Read **Write it right!** with the class and look at the linking words in the box.

In pairs, sts match the highlighted words to the linking words in the table. Classcheck.

Answers

a initially b after a while c eventually d as
e in the meantime f suddenly

Optional activity

Elicit other synonyms, or write the words in italics below in random order on the board and ask sts to add them to the chart.

(at first): *to begin with, in the beginning*

(some time later): *by and by, subsequently*

(finally): *in the end*

(meanwhile): *during that time*

(all of a sudden): *all at once, out of the blue*

D ▶ **3.17** Go through the instructions with the class. First, sts improve the extracts by adding two linking words from 1–6 to each extract. Then they use the

original extracts and improve them again, this time adding two linking words from a–f to each extract.

Ask sts to work individually. Paircheck, then classcheck. Play the audio for sts to hear some sample answers. How did theirs compare with the audio?

Answers

1–6

1 We moved to London in 2010. At first I hated the neighbourhood, our house and my new school. Some time later (Finally), I began to change my mind, though, little by little.

2 While I was on my way back home from work, my phone rang, and I got the best news ever: My wife had just had twins! All of a sudden, I realized that our lives had changed forever.

3 I lost my job last year and spent months looking for a new one. Meanwhile (Some time later), I started learning another language to increase my chances. Finally (Some time later / All of a sudden), I found the job of my dreams, but it took a long time.

a–f

1 We moved to London in 2010. Initially I hated the neighbourhood, our house and my new school. After a while (Eventually), I began to change my mind, though, little by little.

2 As I was on my way back home from work, my phone rang, and I got the best news ever: My wife had just had twins! Suddenly, I realized that our lives had changed forever.

3 I lost my job last year and spent months looking for a new one. In the meantime (After a while), I started learning another language to increase my chances. Eventually (After a while / Suddenly), I found the job of my dreams, but it took a long time.

» See Answer key for Audio script 3.17

E Your turn! Read through the instructions and ask sts to think back to their answers to **11C**. Tell them they can tell a story about someone else if they don't have any personal stories to illustrate the items in **11C**.

Weaker classes: In groups, sts choose one of the items in **11C**. Then they can brainstorm ideas together and plan their paragraphs before writing them up individually.

Sts could start this in class and finish it for homework. When they have finished their stories, ask them to swap them with a partner and give feedback to each other following the guidelines in **12B**, and suggest improvements where possible.

Suggest sts put their texts into a 'talking' website (search online for 'text to speech'), which will read them back in English. Hearing your own text helps you notice errors you might not otherwise have spotted.

» Workbook p. 17.

12 Writing: Telling a story (1)

A Read Omar's story and complete the first sentence with a choice from **11C**. Do you identify with his story?

WHAT DO YOU REALLY NEED TO BE HAPPY?

This week's winner:

Omar Sharif,
from Leeds

Last year I made a decision that completely changed my life and taught me that in order to be really happy all you need is _____.

I come from a family of well-respected lawyers who had always expected me to follow in their footsteps. Day after day, Mum and Dad would spend hours talking about cases they'd won, trials they'd attended, and people they'd helped – just to get me interested in law. Eventually, they were able to persuade me to study law at university.

Initially, I enjoyed my lessons, but after a while, I realised that law was probably not for me. I started missing classes, and my marks kept getting worse and worse.

In the meantime, a friend who had a small band invited me to be the bass player, and jumped at the chance. We played mostly at weddings and birthday parties, usually on at the weekend, but it was wonderful.

One day, as we were packing up after a gig, a man who had come to see us several times introduced himself as an agent. He said he loved our music, and he offered us a record deal – just like that! Suddenly, it all made sense: Music, not law, was my destiny. So I left university, got into music school, and continued playing with the band on a part-time basis. I know I might only make half as much money as I would as a lawyer, but I don't care. I followed my heart, and I'm happier than I've ever been.

B Write *Do* or *Don't* at the beginning of guidelines 1–4.

When you write a narrative ...

- 1 do include at least three paragraphs.
- 2 _____ try to build suspense.
- 3 _____ reveal the main event right in the first paragraph.
- 4 _____ include enough background information.

C Read *Write it right!* Then find and match the highlighted linking words in the story to the synonyms in the table.

Write it right!

When you are writing a story, use linking words, such as *at first*, *while*, and *immediately*, to make the sequence of events clear and build interest and suspense.

Sequencing		
1 at first	2 some time later	3 finally
a <u>initially</u>	b _____	c _____
Simultaneous events		Interruptions
4 while	5 meanwhile	6 all of a sudden
d _____	e _____	f _____

D **3.17** Improve these extracts from other competition entries by adding two linking words from 1–6 in **C** to each. Then do the same for a–f. Listen to some sample answers. Did you choose the same words?

- 1 We moved to London in 2010. *At first* I hated the neighbourhood, our house, and my new school. *Some time later*, I began to change my mind, though, little by little.
- 2 I was on my way back home from work, my phone rang, and I got the best news ever: My wife had just had twins! I realised that our lives had changed forever.
- 3 I lost my job last year and spent months looking for a new one. I started learning another language to increase my chances. I found the job of my dreams, but it took a long time.

E Your turn! Write your own competition entry in about 200 words.

Before

Pick an item from **11C** and think of a story that illustrates your choice.

While

Check the guidelines in **B** and use at least four linking words from **C**.

After

Proofread, especially the tenses. Share your story with the class. Which one should win the competition?