

11 FACT OR FICTION?

UNIT OBJECTIVES

Topic:	the media
Grammar:	reported speech and questions; reporting verbs
Vocabulary:	the media
Listening:	Part 1: multiple choice
Reading:	Part 1: multiple choice cloze
Speaking:	Part 2: describing pictures
Writing:	developing your writing
Pronunciation:	intonation when giving opinion
Exam focus:	Reading and Use of English Part 1; Listening Part 1; Speaking Part 2
Real world:	Having fun in ... Copenhagen

Remind your students to watch the Grammar on the move videos before each grammar lesson in this unit.

GETTING STARTED

SB P144

WARMER

Write the unit title, *Fact or Fiction?*, on the board before students open their books. Ask them what they have read, watched or listened to recently that is a) fact and b) fiction.

- 1 Give students a few minutes to write their own answers. Go around helping with ideas and spellings if necessary.
- 2 Students 'defend' their answers in Exercise 1, so that the group chooses their answer to report to the class. Put students into groups of four to six and give an example, e.g. *My favourite social media platform is Facebook, because you can choose to write a post with or without a picture or video.* Each group should decide on one answer per item on the list. Get one member of each group to read out their group's list to the class.
- 3 Students name the type of media represented by the photos and say whether they are becoming more or less popular.

A billboard advertising **B** television **C** newspapers
D social media **E** radio

EXTENSION

Students give reasons why each of the media types is becoming more or less popular and say how they feel about it.

VOCABULARY

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THE MEDIA

- 1 There are two parts to this activity. Students first find the meaning of the words in bold from the list of definitions A–F. They then use clues in the sentence to decide which kind of media is being talked about. Do one together as an example. Tell students that there may be more than one possible answer.

1 F – advertising **2** C – social media **3** E – social media
4 D – newspapers / radio **5** B – television / social media
6 A – advertising / reality TV

- 2 Ask students whether they think the sentences are spoken or written (probably spoken but could also be written in an informal context such as social media). Tell students that all the sentences in Exercise 1 are opinions. Ask them to highlight the opinion phrase in sentence 1 (*If you ask me*). Ask them to do the same for the other sentences.

1 If you ask me **2** Personally speaking **3** don't you think?
4 if you want my opinion **5** To be honest
6 I would say

P INTONATION WHEN GIVING AN OPINION

SB P145

Model the example sentence and ask students to practise saying it. Listen to students saying it as a class and individually. Repeat the model if necessary.

- 3 Students work with a partner and take it in turns to read out the sentences with correct intonation of the opinion phrases. They give and receive feedback from their partner on their intonation. Monitor, listening to students and correcting their intonation when necessary.
- 4 Students work individually to complete the sentences. Remind them that the words should come from Exercise 1. Check they all have the correct answers before inviting them to give their own opinions on the questions. Encourage them to use the opinion phrases they identified in Exercise 2.

After pair discussion, ask the class to share their opinions on each question. Have the opinion phrases up on the board. If students don't use them, point to them to encourage them to add them to their answers.

1 promote **2** influence **3** credible **4** prime-time

EXTENSION

Recycle opinion phrases in future classes. Begin some classes by eliciting current news/events in the country or city where you are, or by commenting on major news stories of interest to your students. Remind students of the phrases presented here and encourage them to use them regularly.

READING

SB P145

CULTURAL NOTE

Reality TV's popularity increased dramatically in the late 1990s and early 2000s. Reality TV is supposedly unscripted and often features competitions with eliminations of competitors and 'immunity' from elimination. Some participants in reality shows have become celebrities without having any special talents, which is one reason why this type of show is frequently criticised.

- 1 Reality TV might not be popular in some of the countries your students are from. Be sensitive to this and support them accordingly. If students are unfamiliar with the concept, you might choose to show them a short clip from an appropriate reality show.

For 3, students read the beginning of the article and give their own response to the question. Highlight the way the question asks for a personal opinion: Where do you stand on the topic of reality TV?

ALTERNATIVE

Before reading the first part of the article, students brainstorm the pros and cons of reality TV. This option is more suitable for students who are very familiar with the concept of reality TV.

- 2 Tell students they are going to read some arguments 'in defence of' reality TV. Does this mean the writer likes or dislikes reality TV? (Likes) Give students a minute or two to read the article. Ask them to express the writer's arguments to their partner in their own words.

READING AND USE OF ENGLISH

PART 1 TRAINING

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- 3 Tell students that the multiple choice cloze often tests collocations and set phrases. By studying the words either side of the gap, students try to identify the relevant phrase before looking at the options.
- 4 Students complete the exercise. For all the questions, they can refer to the collocations or set phrases they identified in Exercise 3. After choosing their answers, students should be encouraged to read through the whole passage with the options they have selected to see if they sound right in context.

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

- 5 Before reading the text, ask students to come up with three negative points about reality TV. They compare their ideas with a partner and then to the paragraph 'Against reality TV'.

Give students enough time to discuss the four questions in small groups. Go around and support any groups that are having difficulty thinking of ideas. Feed in any vocabulary they need. Wrap up the section by highlighting some interesting ideas from the group discussions.

GRAMMAR

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REPORTED SPEECH AND QUESTIONS

- 1 If possible, put the pictures on the board or hold up your book. Ask students to point to Maria in the pictures (the woman in Picture 1), and tell them she is talking to Giovanni. Ask who Giovanni is speaking to in Picture 2 (not Maria). He is reporting what Maria said earlier to someone else (call her Susan). Students answer the two questions. Elicit the tense of the first verb in picture 1 (*stopped* – past simple) and the first verb in picture 2 (*had stopped* – past perfect). Elicit the tense/verb forms in the second sentence in picture 1 (*I don't think I'll use* – present simple / *will* + base form) and in picture 2 (*she didn't think she would use* – past simple / *would* + base form). Elicit the subject of sentence 1 (*I* – 1st person) and sentence 2 (*Maria* – 3rd person).

1 In the first picture, Maria is telling something to Giovanni. In the second picture, Giovanni is telling someone else what Maria said to him.

2

Picture 1	Picture 2
I stopped	she had stopped
I don't think	she didn't think
I'll use	she would use

- 2 Write *I'm not online this evening* on the board. Highlight the speech marks to show direct speech. Tell them Lucas said that to you and now you want to tell someone else. Ask what tense Lucas used (present simple). Ask them what tense you will use for reporting it (past simple). If they are not sure, ask them to refer to the Grammar reference on page 226. Write *Lucas said...* on the board. Elicit the rest of the reported statement (*he was not online this evening*). Tell them that you want to report what Lucas said a few days later. Elicit that *this evening* will change to *that evening*.

If students seem unsure, do 2 together on the board in the same way. Remind students to

- change the subject
- change the tense
- change the time phrase, if necessary.

Students work on the rest of the questions individually. Give them time to compare their answers in groups, checking for subject, tense and time phrase.

1 Lucas said he wasn't online that evening. **2** Lucas said he was starting his new social media channel the day after / next day. **3** Lucas said he'd had a great response to his new channel. **4** Lucas said he'd been searching that site for new online material. **5** Lucas said he'd gone online to check how many subscribers he had. **6** Lucas said he'd been working on it for a month when he started having problems. **7** Lucas said he really had to get it fixed as he couldn't upload his videos.

3 Write *What were you doing last weekend?* on the board. Highlight the speech marks and question marks. Elicit that it is a 'question word question' ('what' is the question word). Write the beginning of the reported question on the board: *She asked me...* and elicit the next word (*what*). Keep eliciting the words until the reported question is on the board (*She asked me what I was doing the previous weekend*). Students might think *what* is followed by *was*; point out that it is no longer a question, so the word order is that of a statement not a question. Remind them of the checklist:

- change the subject
- change the tense
- change the time phrase if necessary.

Add one more item for reported questions:

- change the word order

Ask students to find a 'Yes/No' question in the exercise (numbers 3, 5 and 6). Ask what word they will use instead of the question word (*if* or *whether*). Students complete the exercise individually and compare with a partner using the checklist given.

1 S/he asked me what I had been doing the weekend before / the previous weekend. **2** S/he asked me where I got my news from. **3** S/he asked me if / whether I had met anyone famous. **4** S/he asked me what my dream job was. **5** S/he asked me if / whether I enjoyed watching football. **6** S/he asked me if / whether I had a favourite app.

4 Before they start the activity, get students to make a form for themselves to note down the answers they receive from other students. Ask them to copy the table into their notebooks.

	Student 1 (Paula)	Student 2 (...)	Student 3 (...)	Student 4 (...)	Student 5 (...)
Q1					
Q2					
Q3					
Q4					
Q5					
Q6					

Students need to speak to at least five others and note down their answers. In the case of a Yes/No question, they should ask a follow-up question, e.g.:

- A:** Do you enjoy watching football?
B: No, not really.
A: So what sports do you like watching?
B: Winter sports like skiing and snowboarding.

After completing their tables, they return to their groups and report back on what they were asked and how they answered as well as how others answered their questions.

➕ EXTENSION

Try to give students regular practice at reported speech by asking them what others have said. For example, if another teacher or administrator visits the class to give an announcement, ask them to report to their partner what the visitor asked or said to them. This will give them ongoing practice.

WRITING

SB P148

DEVELOPING YOUR WRITING

1 Give students a few minutes to read through the question and make notes on their own. They come up with a third topic and note down ideas on that as well. Ask them to compare answers with their partner. Do whole class feedback. Point out that under 'Education', there may be ideas that agree with the topic as well as those that disagree. For example, under 'Education' you could say that television distracts students from their education. You could also say that there are many educational programmes on TV. Similarly, with the heading 'Violence', you might say that you don't think violence on TV has much influence on TV. In Part 1, typically the bullet points are very general and students can use them to support or refute the argument.

2 Students read the model essay and decide what the writer's own idea is. Ask what points the writer makes about the two ideas given in the notes. (Education – some programmes like documentaries are educational; Violence – young people become less sensitive to violence, and parents find it difficult to control children's viewing of violent content.)

Writer's own idea: Watching too much television can lead to bad habits and a lack of exercise.

3 Ask students how many paragraphs there are in the essay (five). Tell them that sentences A–C are the topic sentences for the three body paragraphs. Students match them with gaps 1–3.

1 C 2 A 3 B

- 4 Ask students what kind of words are missing from gaps A–E in the essay (linkers). Students add the linking words and phrases from the box to the gaps and highlight other linkers.

A Additionally **B** for instance **C** Furthermore
D as a consequence **E** even when

The writer has also used the following linking words and phrases: *While, On balance, Having said that, Despite, It goes without saying that.*

FAST FINISHERS

Ask students to highlight topic-specific vocabulary, dependent prepositions, collocations and B2/C1 level vocabulary from the essay.

Suggested answers

Have potential for, promoting positive effects, inappropriate programmes, sensitive to violence, physical activities, positive impact, effects of, global warming, watching television, overwhelmed by, obese, violent content, increasing need for, where...are concerned

- 5 Tell students the following before they write their essays:

- Write four or five paragraphs.
- Use the linking words and phrases from this section.
- Use some of the topic-related vocabulary and collocations from the unit so far.
- Include your own idea, which could be the one from the model essay or something else.

Depending on how your students are doing, you might want to give them 45 minutes to do it in class. If they are writing their essays for homework, stronger students should time themselves and try to complete it in 45 minutes (including planning and checking). Those doing it at home not under timed conditions should make a note of how long it took. In the next class, ask students how long they spent on their essays. If they are still unable to finish in 45 minutes, can they suggest what the problem is (thinking of ideas, thinking of vocabulary, etc.)? What can they do to address the issue?

PUSH YOURSELF

C1

SB P148

COHESIVE PHRASES

- 1 Ask students to read the instructions for Exercise 1. Elicit the phrases from the essay that need to be matched with the phrases in the box: *on balance, having said that, despite, it goes without saying.*

Write them on the board. Students match them with the phrases in the box and then put the phrases from the box into the correct sentence.

All things considered – On balance
 It speaks for itself (that) – It goes without saying
 Regardless of (the fact that) – Despite
 That being said – Having said that
 1 Regardless of the fact that
 2 All things considered
 3 That being said
 4 It speaks for itself that

Ask students to look at 1. Elicit the two phrases that can be used to fill the gap (*Regardless of the fact that* and *despite*). Ask: *How would the sentence change if you used 'despite' instead of 'regardless...'? (Despite the fact that... or despite sometimes behaving unacceptably, they often speak out against social justice.)*

SPEAKING PART 2 TRAINING

SB P149

WARMER

Elicit what students have to do in Part 2 of the Speaking test (speak individually to compare two photos and respond to a question about them).

- 1 In pairs, students speak about different types of TV programme. Students would not be asked this kind of question in Part 2 as personal questions are covered in Part 1.

Give students a few minutes to discuss the two questions.

Suggested answer to question 2

Picture 1 – quiz show Picture 2 – cookery programme

- 2 🗣️ 070 Read through the two questions with the class. Remind them that questions A and B are typical of the kind of question they will be asked in Part 2. Tell them that they will hear an exam candidate called Albina answering one of the questions. They listen and decide which question she is answering and which photograph she is talking about.

1 1 2 B

- 3 🗣️ 070 Tell students that a typical error in speaking is to over-use a favourite phrase. Play the audio again and ask students to evaluate Albina's performance.

Not very well. She said *I think/don't think* four times.

AUDIOSCRIPT 070

Albina: In this photo, we can see people taking part in a television show. I think this type of programme would mainly appeal to people who enjoy quizzes or similar activities and I don't think young children would be very interested in watching it. I think these people have chosen to appear on this show because they want to win money. I think they might also be there because they have watched the TV show at home and they think they have a good chance of winning.

- 4 Having identified Albina's problem, tell students they are going to help her solve it by suggesting alternatives to *I think/I don't think*. To do this, tell students to look back through the book and their notes and make a list of suitable phrases to express opinion.

Suggested answers

As far as I'm concerned It seems to me
I would say that If you ask me As far as I can tell
In my opinion

- 5 071 Before they listen, ask students to read the extract and try to work out which words might fill the gaps. They should write their ideas in their notebooks. Students then listen and complete the gaps. Did they manage to predict any of the words?

1 without saying 2 entirely sure 3 safe to say
4 impression

AUDIOSCRIPT 071

Walid: I'd argue this would be suitable for a viewer who wants to watch something quite light-hearted because the subject matter is far from serious. It goes without saying that they would be quite competitive too. I'm not entirely sure what the ideal age might be, but it's safe to say the person watching this would enjoy preparing delicious dishes for themselves or their family. My impression is that they wouldn't need to watch every episode in order to understand what's going on.

- 6 Tell students that they now have an opportunity to practise a Part 2 task. Put students into pairs with a partner they don't usually work with. Remind them that they need to use the language of speculation because they can't be completely sure what the people in the photos feel. Give them some examples:

I think this must be an enjoyable job because Perhaps s/he...
They might enjoy ... ing It must be an exciting job because ...

If possible, give students enough time to repeat the task after reflecting on their performance the first time round and getting feedback from their partner. After both students have had two attempts at their question, bring the class together to reflect on their performance. Ask questions you feel are relevant to your class, e.g.:

- Did you use the language of speculation?
- Did you use appropriate vocabulary?
- Were there any words you needed that you couldn't think of?
- Did you keep speaking without hesitation? If you hesitated, were you able to fill the gaps with 'thinking' expressions?
- Were you aware of making any grammatical errors?
- Was your partner able to understand you easily? If not, why not? (Pronunciation problems or unclear expression of ideas?)

EXTENSION

Tell students they can invent their own Part 2 tasks whenever they come across pictures online. You could give them practice by choosing pairs of related pictures from a web search and helping them to think of a question. Part 2 questions often follow the pattern: *What/why/how do you think the people in the picture ... ?* Common verbs to complete the pattern include *feel, decide* and *enjoy*.

GRAMMAR

SB P150

REPORTING VERBS

- 1 Elicit the most common words used in reporting what someone else has said (say, tell, ask). Tell students that there are many other words which can replace them depending on the function of what was said.

Ask students when they last watched something terrible on TV. Why was it so bad and what did they do? Draw students' attention to the illustration and say that this person (Thomas) watched a really bad programme. What do they think he was saying as he threw the television out of the window? (*There's nothing good on TV!*) As a review of the previous grammar section, ask them to report what the person said (*Thomas said there was nothing good on TV.*) Ask what the person is doing? Elicit *complaining*. Tell them that we can use the verb *complain* to report what he said and elicit *Thomas complained that there was nothing good on TV.*

- 2 Ask students to look at 1. Ask *What were Thomas' actual words? (It wasn't me who broke the television).* Tell them that the verb we need to use is *deny* and elicit what it means (to say you didn't do something).

2 E 3 A 4 F 5 D 6 B

3 Tell students that different reporting verbs follow different patterns. Write *Thomas denied...* on the board and ask students to complete the sentence. (Thomas **denied breaking** the TV.) Highlight the verb forms and point out that the verb *deny* is followed by *ing*. Remind them that they may need to change tenses, subjects and time phrases, as they did when reporting statements and questions.

- 2** Maria invited them to her graduation ceremony.
3 Julia threatened to cancel her subscription if they didn't improve the service. **4** Simon refused to pay them any money. **5** Dan revealed that he would be leaving the company at the end of the month.
6 Sophie warned that it might rain later.

FAST FINISHERS

Ask fast finishers to complete the sentences with their own ideas:

- My teacher told me ...
 My best friend promised ...
 (Name) revealed ...
 My parents refused ...

4 Tell students that this grammar point may be tested in the key word transformation task (Reading and Use of English Part 4). Remind students that in the exam they have to complete the second sentence in between two and five words. When checking their answers, point out that the answer to 1 could be six words as *that* frequently follows *promise*. They should watch out for this possibility in the exam. When checking 3, point out that the verb *to tell* is used to report what was said as well as to give instructions. (*I told him (that) it was 4 pm; The teacher told them to open their books.*)

- 1** she would find the story **2** refused to watch that/it
3 told me I had to

EXTENSION

Try to provide ongoing awareness and practice of this grammar point. When you come across examples of any of the functions practised (*denying, refusing, inviting, revealing, warning, promising, etc.*), draw students' attention to it and get them to report what was said using the correct pattern. Encourage students to notice and share any other reporting verbs they become aware of.

VOCABULARY

SB P150

PHRASES TO TALK ABOUT THE MEDIA

The vocabulary presented in this section is likely to be new to many of the students. Explain that the phrases all consist of two or more words that form a phrase and can't be changed (apart from changing the tense of the verbs).

1 Students are likely to have good awareness of data privacy issues on social media. Encourage them to share their own knowledge, experience and ideas. After students discuss the questions in pairs, open the discussion to include the whole class.

EXTENSION

Ask students to look up and compare privacy statements / data protection information from two social media platforms. Which do they think is 'safer' for users?

2 Students read the headlines. Encourage them to use the context to work out the meaning of the phrases in bold. If necessary, students can use their phones to check the meanings. Students tell their partner which story or stories they would be most interested in reading, giving reasons for their choice.

FAST FINISHERS

Get students to predict the content of each article from the headline.

3 Students read the introduction to one of the articles as quickly as possible and match it to one of the headlines. Which words helped them decide?

- 2** (hooked, coming back for more)

4 Students check their understanding of the vocabulary introduced in the section so far by matching the phrases to their definitions. Ask students to write their answers in their notebooks. They can then do the exercise a second time without looking back at the previous exercises. This time they can write their answers in pencil in their books.

- 2** come clean (about) **3** go to great lengths
4 speak out (against) **5** tighten up **6** overstep the mark **7** stamp out

5 Students complete the exercise individually before comparing answers with a partner. In case of differences, they explain their choice of phrase and verb form.

- 1** overstepping the mark **2** speak out **3** went/had gone to great lengths **4** tightening up **5** came clean **6** under pressure

FAST FINISHERS

Ask fast finishers to write sentences of their own with the phrases without looking back at Exercises 2-5.

- 6** Draw students' attention back to the headlines in Exercise 2. With a partner, they choose which of the stories they would like to write about. Encourage them to use some of the phrases highlighted in this section as well as other related words and phrases from the unit. Give students 10–15 minutes for this stage and encourage them to proofread their work and check whether they have managed to include any of the new phrases. If not, is there any way they can add them?

⊕ EXTENSION

For homework, ask students to write/type their stories with the headlines in a larger font size. If they like, they can find and add a suitable image to support the article. Put all the articles up around the classroom walls for other students and visitors to the classroom to read.

LISTENING PART 1 TRAINING

SB P151

✓ EXAM INFORMATION

Remind students that Part 1 of the listening test is multiple choice questions based on a series of unrelated extracts.

- 1** Encourage students to interpret the word *skills* as broadly as possible. Do the first one (journalist) together as an example. Elicit examples of the skills (clear writing style, attention to detail), knowledge (current affairs, geography, the media), attributes (patient, determined) and qualifications (degree in language or similar field, possibly diploma in journalism) needed to be a journalist. Students work with a partner to do the same for the other three jobs (TV presenter, business owner and photographer). Each student should say why he or she would or would not like to do each job.
- 2** Get students to do the exercise and while checking answers, point out that a form of *worried* (*worrying*) is in the extract, but A is not the correct answer: the speaker is worried he didn't prepare enough, not about the questions he would be asked. The extract does mention finding out (do background research) about the company, but that was mentioned as something to be done before, not during, the interview.

- 1** The man was worried about not having enough time to do background research on the company.
2 the interviewers (not the man)

- 3** This exercise focuses on raising awareness of the importance of recognising paraphrase in the listening test in general and multiple-choice questions in particular. The words in the correct option are unlikely to appear in the extract in the same form.

- 1** Secretly, I was certain **2** I would be a great fit for the role

- 4** 🎧 072 Students are told the correct option but not given the audioscript. All three of the options will be mentioned in the audio but two of them will be discounted as the correct answer. Play the audio and students answer the questions to understand why options A and B are wrong.

- 1** to describe Bryan Stephens, not the television programme **2** It's nice to see him move away from those financial-based shows.

AUDIOSCRIPT 🎧 072

Man: Did you catch that TV programme on Channel 1 last night?

Woman: I did, yeah. It's difficult to believe that Bryan Stephens is in his eighties. He looks in great health. I'd have thought he'd have wanted to give up work and spend more time relaxing, but it looks as though he loves what he does.

Man: Absolutely! It's nice to see him move away from those financial-based shows and try something different. I'm sure he really enjoys visiting different countries around the world and telling the viewers about them.

Woman: I know. I'd love to do that for a living.

- 5** 🎧 073 Give students some time to read the questions and highlight the key words. In 5, point out that *both* is a key word as the wrong options might be things only one is unsure about. Play the audio once. Ask students if they need to hear it again.

3 C **4** A **5** C

⊕ EXTENSION

Students find and highlight the part of the text where the correct answer can be found. In another colour they highlight the parts of the audio which show that the other options are incorrect. If you have a stronger class, ask them to formulate support questions for other students like those in Exercise 2.

AUDIOSCRIPT 073

- 3** I started my advertising business on a small budget which I funded with money I'd managed to save over the years. It worked well for a while, but when I had the chance to make a series of television commercials for a well-known brand, I knew I needed to find more money than I had. I'd thought about going to the bank, and they said they'd lend me what I needed, but the interest rates were really high. Fortunately, someone my aunt knew stepped in at the last minute and helped me out.
- 4** I was recently sent on a trip to conduct research about a story that we wanted to publish for our newspaper. Fortunately, the roads weren't busy so I wasn't held up, which meant I had plenty of time to purchase my ticket. Lots of people had to stand but I was lucky enough to get a seat with a table by the window. Anyway, the journey was comfortable and there were no delays. What's more, the new bridge meant that I didn't have to change onto the ferry, which was good as I struggle a bit with sea sickness.

- 5 Man:** That meeting about the assignment we need to complete was good, but I'm not sure I understood everything. I'm excited about taking photos of animals in their natural habitat, though.
- Woman:** ... and they help you to arrange the trip which is great because organisation isn't my strong point!
- Man:** There was also something about the way we hand in our work once it's completed.
- Woman:** Yes, we have to upload it to the project site by Tuesday next week.
- Man:** Isn't that also the date we need to report back to the group?
- Woman:** Hmm, that's a good point. It's probably worth double checking that with our tutor in the seminar next week.

EXAM FOCUS

SB P152

READING AND USE OF ENGLISH
PART 1

Remind students to start by reading through the whole text. Before looking at the options for a gap, they should think about what word might fit. Even if the word they thought of is one of the options, they should still consider all the other options. Remind them that this part of the Reading and Use of English paper is testing collocations, words with similar meanings, dependent prepositions, etc.

Get students to do the exercise individually and mark their own work to check their progress.

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

LISTENING PART 1

SB P153

074 Remind students that the eight different situations are not related and that the questions often relate to the speaker's purpose or feelings. Other questions require them to listen for the overall topic (gist) or specific details. Play the audio once and get students to mark their own answers to check their progress in listening.

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

AUDIOSCRIPT 074

- Narrator:** You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).
- 1** You hear a journalist talking on her mobile phone about an interview. How does she feel? Yes, I'm talking to the actor next week. Well, I am a little irritated that we only have thirty minutes but it's not his fault. His agent got the times mixed up. He's about to start filming a documentary and he leaves for the Amazon jungle the following day, so he isn't able to hang around. I don't know how he does it – I'd be a bit uneasy about going somewhere like that. But still, I'm convinced I can get what I need, even if we don't have a vast amount of time.
- Narrator:** **2** You hear two media studies students talking about their course. What do they agree about their lecture?
- Speaker one:** How are you finding the course?
- Speaker two:** It's good, though the connection he makes between what we're studying and our future profession is sometimes a little vague. What about you?
- Speaker one:** Well, the recent project he set us was far from easy, and when we met for a tutorial he was quite critical of my introduction. But he helped me see where I went wrong which was good.
- Speaker two:** Yeah, I really appreciated it when he showed me how I could improve my conclusion. He seems to have quite negative views about the media, but the more I study the more enthusiastic I am about it.
- Narrator:** **3** You hear a woman talking about a newspaper article. What is it about? Did you see it in the newspaper? I couldn't believe it. He was on his way to vote when it happened. They think it might've started on purpose but it's not certain yet whether it was deliberate. Apparently, he'd gone back into the flames twice to make sure no one else was inside the building. It's only because of his actions there were no fatalities. The minister being interviewed after the incident suggested he'll get some sort of award for bravery and I completely agree – I think it's the least they can do.

Narrator: **4** You hear a weather reporter talking about his job. What is the purpose of his talk?
 People are quick to criticise us when we get it wrong which I can certainly understand – finding yourself in a sudden downpour when I predicted that the conditions would be fine isn't an ideal situation to be in, is it? However, there's a lot more to being a meteorologist than you might think. One of the most useful tools to tell you accurately how the weather will change is the information that's given to us by satellites. These are vital in warning us about severe weather conditions like hurricanes and tornadoes.

Narrator: **5** You hear a journalist talking about his job. Why did he study journalism?
 I remember it very well actually; my decision to study journalism. It was when I was a teenager. I'd been working hard on a project – my teacher had set us a really difficult piece of work. I was in the kitchen and my mum switched on the radio – she loves the news. Anyway, there was this journalist talking about his work and it just sounded so rewarding – you know, finding out the truth about stuff. I said to my mum then and there that that was how I wanted to earn my living.

Narrator: **6** You overhear a man talking to his colleague on the phone. What is he talking about?
 That's fine, I just need to let them know as soon as possible really. I can't do it on Friday as I'll be with a client all day – you know, the one who works for the company I was thinking of applying to before I was promoted here. Anyway, I'll get onto it first thing Monday morning – I've got the budget agreed for the new projector so all we need to do now is select the brand we want. I've managed to book the conference centre for our team meeting next week so we can talk more about it then.

Narrator: **7** You hear a television actor telling a friend about an award she's just won. What is she doing?
Man: You must have been absolutely thrilled when they made the announcement.
Woman: To be honest, I didn't know how I felt at the time. I'd thought about it in the past, but it's not something I really expected to happen so early in my career. I'm not certain how the judges decide who should get the award either. Though once I started to think about all the extra opportunities I'll get, not to mention the extra money I'll earn, I started to feel really positive about it.
Man: Well, you deserve it, so well done!

Narrator: **8** You hear two people talking about a piece of music. What does the woman say about it?
Woman: Have you heard this new song?
Man: Yeah, it was on the radio this morning. I'm not a big fan of it to be honest.
Woman: Really? I know it's not the happiest song in the world but it still cheers me up every time I listen to it.
Man: Don't you think it sounds a lot like their previous album?
Woman: Not really. I actually thought it was quite different to a lot of their older stuff. My brother says that it's really well-produced and that it will definitely inspire a new generation of musicians. I mean he should know, he's doing a degree in music.

SPEAKING PART 2

SB P154

One way of approaching this exercise is for you to do a 'mock Part 2' with each pair, while the other students are working on a writing task, for example. Make sure each student gets feedback on each of the speaking criteria. If your class is too large, get students to do the task in pairs.

Go around monitoring and noting down examples of positive performance (use of 'thinking phrases', topic-specific vocabulary, speculative language, linking phrases, etc.) and also highlight any significant or frequent errors you heard. At the end of the task, bring the class together and start by pointing out the positive language you heard before highlighting the errors and eliciting corrections.

➔ **SPEAKING BANK** / pages 246–249

REAL WORLD

SB P156

- 1** 🎧 **075** Ask students to look at the photo of Copenhagen and choose three adjectives to describe it. They should complete the fact sheet without using their phones. They are unlikely to know all the answers, but all of them can be guessed at. Ask students to note down their ideas in their notebooks rather than in the gaps at this stage. Play the audio. Ask students how their guesses compared with the facts.

1 Denmark **2** 775,000 **3** Hans Christian Andersen
4 happiest **5** amusement park

AUDIOSCRIPT 075

Copenhagen is the capital of Denmark. Copenhagen has a population of approximately 775,000. A statue of the famous author, Hans Christian Andersen, can be found at the City Hall Square in Copenhagen. According to a report in 2013, Copenhagen was voted the happiest city in the world. Copenhagen is home to the second oldest amusement park in the world.

- 2 Students use their devices to find out more facts about Copenhagen. Ask students to mingle and share their facts, noting down any that are different to theirs. Bring the class together and ask each student to share the most interesting fact they learnt.
- 3 Point to the two photos the students have to consider. Elicit ideas about what they have in common. Students read the article quickly to see if their predictions were correct. Elicit students' reaction to the article. Would they like to watch or take part in this event?

Picture 1 shows the Royal Danish Opera House. Picture 2 shows a cliff diver in action. Cliff divers dive off the opera house in the Cliff Diving World series.

- 4 Students check their understanding of vocabulary from the text by finding the words that match the definitions.

1 iconic structure 2 a stunning panoramic view
3 plays host to 4 diving elite 5 an electric atmosphere

- 5 Tell students that in the next exercise they will listen to two friends deciding what to do in Copenhagen over the weekend. Tell them that the phrases in this exercise all relate to invitations. Give an example of making an invitation, such as *Would you like to come round for coffee?* Tell one student to accept your invitation (e.g. *That would be lovely.*) and another to refuse it (e.g. *Thanks, but I have too much work.*) Tell students to match the two parts of the sentences and write M (making), A (accepting) or R (refusing) next to each. Tell the students that there is one sentence where the speaker isn't sure whether they can accept the invitation.

1 C (making an invitation) 2 E (accepting/refusing an invitation) 3 F (refusing an invitation) 4 B (making an invitation) 5 D (accepting an invitation)
6 A (not sure if we can accept or refuse an invitation)

- 6 Play the audio for students to check they have matched the sentence halves correctly.

1 Are you interested in joining me? 2 Count me in.
3 I'm supposed to be doing something else. 4 ... if she'd like to come along. 5 Thanks for thinking of me.
6 Can I get back to you (tonight)?

Point out that *Can I get back to you later?* is not a refusal but the speaker is unsure whether it is possible.

AUDIOSCRIPT 076

- Patrick:** It's almost the weekend. I can't wait to go out and have some fun.
- Liz:** Me too. It's been a tough week. Hey, I'm going to the Royal Opera House on Saturday.
- Patrick:** I didn't know you were into opera.
- Liz:** Actually, I'm not. They're hosting the Cliff Diving World Series. Are you interested in joining me? I know you love diving and I think the atmosphere's going to be great.
- Patrick:** Really? Wow! I thought cliff diving needed cliffs! Absolutely. Count me in.
- Liz:** Excellent! Shall we meet at 9 am? It starts at ten. There's going to be a lot of spectators so we'll need time to get good seats.
- Patrick:** Sounds good. No wait, I forgot! I'm supposed to be having lunch with my friend, Ria, on Saturday.
- Liz:** Oh no. That's a shame. Can you postpone?
- Patrick:** Unfortunately not. She's only here for the day and I've not seen her in ages. Hey, why don't I ask Ria if she'd like to come along? Perhaps we could all go for dinner after the event, instead of lunch.
- Liz:** That sounds like a great idea but I don't want to get in the way of you guys catching up.
- Patrick:** Don't be silly. I'm sure Ria would be more than happy for you to come too. We'll all be starving after a day of excitement.
- Liz:** We'll if she doesn't mind that would be great. Thanks for thinking of me.
- Patrick:** Likewise! Ok, so I'll call her. Could I get back to you later, when I know for sure?
- Liz:** Absolutely.

- 7 Students match phrases for accepting and refusing invitations to phrases from Exercise 5.

1 Thanks for thinking of me. 2 Count me in.
3 I'm supposed to be doing something else. 4 Can I get back to you (tonight)?

- 8** Ask students to read the brochure. Ask which of the attractions they think their partner would be interested in visiting. Choose one student and model a conversation with him or her:

Teacher: *I'm planning to visit Kronborg Castle on Saturday. Would you like to join me?*

Student: *Oh, that sounds really interesting. Count me in!*

Tell students to have similar conversations, inviting their partner to the attractions. They should practise accepting, refusing and keeping the offer open. Remind them to use appropriate intonation. Model examples of this intonation:

Wow. *Absolutely. Count me in!* (Sound enthusiastic.)

Oh sorry, *I'm supposed to meet my parents tonight* (Sound disappointed.)

Move around the classroom, listening to students and doing on the spot correction of the target language if needed. Conduct brief whole-class feedback, inviting students to share which invitations they accepted and what excuses they used when refusing.

- 9** ▶ Play the video. Ask students to copy each of the bullet points into their exercise books with some space underneath. Tell them to write down what they hear about each one. After watching, students take it in turns to use their notes to talk about each point. Ask them what the most memorable fact about Copenhagen was.

Suggested answers

The city of Copenhagen: attracts millions of visitors every year

Cycling: 1.4 million kilometres cycled in the city every week

Nyhavn: variety of restaurants and cafés

Shopping: Strøget – one of the longest shopping streets in Europe

Tivoli Gardens: opened in 1843, second largest amusement park in the world

Freetown Christiania: home to about 900 people, workshops, art galleries, concert halls and organic food markets all located here

Historical and modern buildings: Rosenborg Castle – set in Kings Garden; Frederiksberg Gardens – dates back to 18th century; Opera House – designed by architect Henning Larsen, opened in 2005

LIFE COMPETENCIES

SB P157

DESCRIBING CULTURES, MANAGING CONVERSATIONS

- 10** Tell students that they can either continue to research Denmark or find out about events related to their personal interests (sport or music, for example) anywhere in the world. They should find something which is actually coming up in the near future. Give them a time limit to do their research and take notes (10–15 minutes).

They then work in groups to talk about the events and invite the other members to join them in attending, using the phrases they have learnt in this section. Each student accepts or refuses each invitation. Remind them that if they are not interested in an event, it is more polite to make an excuse than to express a lack of interest. Ask one student to invite you to an event. Say: *No thanks, that sounds boring* and *Thank you so much for inviting me but I have to work that day*. Ask: *Which one is more appropriate?*

Round off the activity as a class by asking groups to share the activities they invited each other to. Which events are most interesting to the class as a whole?

➔ **WORKBOOK** / Unit 11, page 48

PROGRESS CHECK 4 UNIT 9 TO UNIT 11

SB P158

1

1 It's more than likely that people will live on another planet in the future. 2 We're bound to see driverless cars on the roads in 20 years. 3 There is little prospect that we'll discover a new planet. 4 I don't think there will be robot teachers any time soon. 5 I'm not convinced that we will find life on other planets.

2

1 will have retired 2 will have finished 3 will be living
4 will have completed 5 will be studying 6 will have become 7 will be flying

3

1 violent 2 concerned 3 gale-force 4 over
5 soaring 6 as 7 poor 8 by 9 down

4

1 (have / get) her hair cut 2 (have / get) our passports renewed 3 (having / getting) them cleaned 4 (have / get) my eyes tested 5 (have / get) my car washed

5

1 My friend forced me to go running with him.
2 Our sports teacher let us finish 30 minutes early. 3 My coach is helping me (to) improve my tennis serve. 4 I can never get my parents to go on a camping holiday.

6

1 terrified 2 confusing 3 boring 4 exhausted
5 challenging 6 disappointed 7 annoying
8 amazing

7

1 excitement 2 autograph 3 supporters 4 fan
5 compete 6 spectators 7 thrilled

8

1 would go to watch the new film. 2 had received lots of letters from his fans. 3 had gone to see them the previous weekend. 4 had to get his computer fixed. 5 was going to upload a new video the following week.

9

1 Lisa asked where I was performing the following week.
2 Leonardo asked if I had seen the line-up for the music festival. 3 Patricia asked me how the filming on the desert island was going. 4 Melanie asked (me) if I could bring her a glass of water.

10

1 promote 2 went to great lengths 3 under pressure
4 In light of 5 breathtaking 6 point 7 addicted