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with Lindsay Clandfield & Philip Kerr

B2

studio

Upper-intermediate

Teacher's Book

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7A University towns

EDUCATION



VOCABULARY // Making an evaluation

- 1 Work with a partner. What are the most famous universities in your country? What is special about them?
- 2 Find words and phrases in the list of questions below that match the definitions.

Choosing a university

- 6 questions that will help you make up your mind
- What is your priority – a course that will lead to a good job or a course that you will enjoy?
 - How do other people rate the quality of the teaching and the university facilities?
 - What can you find out about the university's reputation?
 - Is it possible for you to check out the university by visiting it and talking to other students?
 - Who can you consult before deciding which option to choose?
 - What other factors should you consider?



- 1 ask for advice from someone who knows more than you
 - 2 look carefully at something to find out if it is satisfactory
 - 3 say how good or bad something is
 - 4 something that is more important for you
 - 5 something that you can choose
 - 6 the opinion that people have about how good or bad something is
 - 7 things that affect or cause something else
 - 8 think carefully about something before making a decision
- 3 Do the vocabulary exercise.
- p128 Language studio: Making an evaluation
- 4 Work in pairs. Imagine you are thinking about studying at university. Discuss the questions in exercise 2.

READING

- 5 What are the advantages and disadvantages of studying at university in another country? Would you like to study in another country?
- 6 Read the article and match the paragraphs (1–4) with the headings (a–e). There is one heading that you do not need.
 - a) So realistic
 - b) Finding a job after the course
 - c) Friendliness and international students
 - d) Get your priorities right: universities and courses
 - e) Reputation and costs

Top tips

for prospective international students

Looking for an English-language university course in another country? A degree from a foreign university will look good on your CV, but how do you choose where to go?

1 — Massachusetts Institute of Technology (MIT) and Harvard University are two of the world's highest-rated universities. Both are located in Cambridge, Massachusetts, a town that is packed full of cool places to hang out and fascinating historic monuments. With enormous, ultra-modern research facilities (including its own nuclear reactor), and an impressive long list of world-famous Nobel Prize winners, both deserve their reputation, but you'll need more than \$65,000 a year to study there. Studying at the University of Cambridge in England, in one of the most beautiful cities in the world, with its breathtaking medieval architecture and picturesque green courtyards, will be less costly but not by much. Universities in English-speaking countries are often extremely expensive, so check out English-language options elsewhere. Switzerland, for example, has two of the best universities in the world, in Zurich and Lausanne, but they are about three times cheaper than the top US colleges.



- 7 Read the article again. Tick (✓) the information (1–7) that is mentioned.
 - 1 MIT is rated more highly than Harvard.
 - 2 Cambridge, Massachusetts, is a good place to study.
 - 3 The University of Cambridge is cheaper than MIT and Harvard.
 - 4 Berlin is a good place to meet other students.
 - 5 Germany is a good place to look for work after your studies.
 - 6 The possibility of studying at Yale is not high.
 - 7 The cost of living in Norway is very high.
- 8 Which of the university towns that are mentioned in the article appeals to you most? Why?

2 —

Perhaps more important than a university's reputation is the reputation of the course that you want to study. Some of the best universities in the world to study engineering, for example, are in China (Peking University and Hong Kong University of Science and Technology) and these will cost much less than the top universities in the US and the UK. Make sure you consult the international league tables for your subject area before making any decisions.

3 —

Life as an international student can sometimes be financially hard, tiring and lonely, so consider somewhere with lots of other people like you. Berlin, in Germany, has three top universities offering English-language courses with no tuition fees, and with 160,000 students from around the world, it should be easy to make friends. Multicultural Berlin has an efficient, large public transport network and accommodation is not too hard to find. And with its exciting, affordable nightlife, it is also an excellent place to have fun.

4 —

Millions of people dream of attending one of the most well-known American or British universities, but your chances of getting a place at Stanford, Princeton or Yale are less than 1 in 14. Oslo, Paris, Mexico City and Mumbai all have universities in the global top 200 and fees are much lower than in English-speaking countries.



GRAMMAR // Adjective order

- 9 a Look at the phrases below. Tick (✓) the ones that you think sound correct and correct the others. Then look at the article again and check your answers.
 - 1 fascinating historical monuments
 - 2 ultra-modern research enormous facilities
 - 3 an impressive long list
 - 4 medieval breathtaking architecture
 - 5 picturesque green courtyards
 - 6 an efficient public transport large network
 - 7 the most well-known American or British universities

b Look at the adjectives in exercise 9a and match them with the categories below. There are two categories that you do not need.

superlative → opinion → size → age → shape → colour → nationality → material → purpose

► p139 Language studio: Adjective order

- 10 Put the words in brackets in the correct places in the sentences.

- 1 It's a good place for international undergraduate students. (young)
- 2 In the middle of the college is an amazing glass lecture theatre. (round)
- 3 The university has extensive sports facilities. (modern)
- 4 You will experience a warm welcome when you arrive. (American)
- 5 The campus is a 600-acre colourful park. (lovely)
- 6 Cambridge is full of pretty cafés that are popular with students. (little)
- 7 There are lots of old stone houses near the college where students live. (beautiful)

SPEAKING & WRITING

- 11 Work in pairs. Think of two university towns in your country and compare them. Use the topics below or your own ideas.

The town

- cost of living (accommodation, food & transport)
- number of international students in the town
- variety of things to do for young people (arts, sport & nightlife)
- friendliness of the people
- possibilities of finding part-time jobs

The university

- fees
- reputation
- location
- facilities

- 12 Choose one of the places that you discussed in exercise 11 and write a short reply to the question below

Posted by @lms15 — 2 weeks ago

Advice needed

Hey! I'm planning to study in [country X], next year (Computer Science) and I am not sure where the best place to go is. Where would you recommend? Many thanks!

8 comments share

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Reading 7A Cyber Homework WB p37 63

LESSON SUMMARY

Students read about university towns and describe and evaluate different universities in their countries.

LESSON OBJECTIVES

VOCABULARY Making an evaluation

GRAMMAR Adjective order

OUTCOME Evaluate two towns

LESSON PATHWAY

Read a short text about choosing a university



Learn vocabulary related to making an evaluation



Ask and answer questions about choosing a university



Read an article about studying abroad



Study adjective order



Compare two universities in their town



Write a forum post recommending a university

PREPARATION

Find some information about local universities: websites, reviews and league tables, locations. Share this with students to support the Speaking & Writing section of the lesson.

VOCABULARY // Making an evaluation

- 1 Write *university* on the board and ask students to say what they associate with the word. Write their ideas on the board. Put them into pairs and ask them to discuss the questions. Monitor and write relevant vocabulary for describing universities on the board, eg *have a good reputation, good facilities, a good range of courses available*.
- 2 This task requires students to infer meaning from context. First, ask them to think about what is important when choosing a university. Then direct them to the list of questions and ask them to read them quickly and see if their ideas are mentioned. Refer them to the task and do the first one as an example (*consult*). Tell students to complete the exercise and compare answers in pairs. Check answers and pronunciation of new words with the class.
- 3 Direct students to the Language studio on p128 to complete the exercise.

EXTRA ACTIVITY Ask students to test each other on the sentence endings. Students work in pairs and take turns closing their books and listening to their partner read the sentence beginnings. They have to try and finish the sentences correctly.

- 4 This activity is intended to practise the vocabulary, so include this in your instructions. Students work in the same pairs to ask and answer the questions. Monitor and listen for good use of language and errors. Go over this after they have finished speaking.

ANSWERS

- 2 1 consult 2 check out 3 rate 4 priority
5 option 6 reputation 7 factors 8 consider

READING

- 5 Ask: *Do you know anyone who has studied abroad? Did they enjoy it? What do you think it would be like?* Elicit a few answers and then tell students to discuss the questions in groups. Encourage them to talk about which countries they would like to study in. In feedback, write two columns on the board for pros and cons. Ask students to share their advantages and disadvantages with the class and write ideas on the board. This might elicit some vocabulary from the text they are going to read. Check meaning of more challenging vocabulary with the class.
- 6 This exercise asks students to read quickly for gist. Set a time limit of one or two minutes. Ask them to refer to the article when you check answers.
- 7 Tell students to read the article again more carefully and complete the activity. Tell them to justify their answers by referring to the article.
- 8 Ask students to discuss this in pairs then open up a class discussion on what the favourite towns are and why.

There are extra activities based on this article in the e-book+.

ANSWERS

- 6 1e 2d 3c 4a
7 2, 3, 4, 6

GRAMMAR // Adjective order

- 9 This exercise looks in detail at the order of adjectives. This can be hard for students to remember, but it is an area of language that often becomes quite instinctive after practice. You could also give the general rule of using adjectives (opinion then fact) to help them remember basic adjective order.

In **part a**, students try and use their instinct of what sounds right to complete the ordering exercise. Encourage them to say the sentences out loud to help with this. Check answers, noting that *public transport* is a compound noun that is working here as an adjective.

In **part b**, students have to label the adjectives in each sentence, eg *fascinating*, *historical* = opinion, age. You could do this with the class on the board to make things clear. Point out that two of the categories are not used here.

There is more information on adjective order in the Language studio on p139.

- 10 Do an example with the class and ask students to complete the exercise with their partner. Check answers.

EXTRA ACTIVITY Ask students to work in groups of four and close their books. Write the following words on the board: *university, facilities, town, students, buildings*. Tell students they have to make sentences with at least four adjectives for each item. Students label themselves A–D. Student A starts the sentence: *It's a big university*. Student B repeats and adds an adjective: *It's a big, modern university*. And so on until they have at least four adjectives. They should aim to get as many adjectives for each item as possible, but have to have the adjectives in the correct order. Tell them to speak, not write. After they finish, ask each group to say one of the sentences they invented (if they can remember the adjectives, that is).

ANSWERS

- 9a 1 ✓ 2 enormous, ultra-modern research facilities 3 ✓ 4 breathtaking medieval architecture 5 ✓ 6 an efficient, large public transport network 7 ✓
- 9b superlative: the most well-known
opinion: fascinating, impressive, breathtaking, picturesque, efficient
size: enormous, long, large
age: historical, ultra-modern, medieval
colour: green
nationality: American, British
purpose: research, public transport
Shape and material are not used.
- 10 1 It's a good place for **young** international undergraduate students.
2 In the middle of the college is an amazing **round** glass lecture theatre.
3 The university has extensive **modern** sports facilities.

- 4 You will experience a warm **American** welcome when you arrive.
- 5 The campus is a **lovely**, 600-acre colourful park.
- 6 Cambridge is full of pretty **little** cafés that are popular with students.
- 7 There are lots of **beautiful** old stone houses near the college where students live.

SPEAKING & WRITING

- 11** Tell students they are going to compare towns and universities from their country. They will work in pairs and each research a different university town and then compare information.

CULTURE NOTE Some countries have towns which are known for their universities and these are called university towns. If there are no such towns in your country, ask your students to compare the cities and towns with the biggest / most well-known universities in their country.

Ask the class: *What are the most well-known universities in this country?* Write them on the board and if you found information before the lesson, share this with the students now. Put students in pairs and direct them to the bullet points. Tell them to decide which university they will research. As well as using information you found, they can search online for details. Ask them to make a note of the information they know or find about their place. Set a time limit for this of five to eight minutes. Then tell students to compare their universities.

TEACHING TIP To focus this activity, give them specific goals. Ask them to decide which is the best university for studying arts, medicine, history and more practical courses like business management (you could personalise this list to the students' interests). Also, tell them to decide which university is better if you are on a tight budget.

After they have finished the task, put pairs together to make groups of four and ask them to share and compare their information. Find out if they decided on the same universities for the specific subjects above.

- 12** Students could do this for homework. Direct them to the forum post. Ask where they might find a post like this (in a blog about studying abroad, for example). Tell them to write a short reply. Give a word limit of 100 words and remind them to use vocabulary from this lesson. After they have finished, ask students to swap texts with a partner. Tell them to read each other's texts. Find out if they recommended the same university and whether they gave the same reasons for that choice. Also check whether they used the target vocabulary correctly.

There is further practice on p37 of the Workbook. Use the Cyber Homework for 7A as extra practice for your class.

7B Movie monsters

ARTS & ENTERTAINMENT



VOCABULARY // Talking about fear

1 a Match the sentence halves.

- | | |
|--|---------------------------------------|
| 1 I'm anxious | a) run cold. |
| 2 Walking alone at night makes | b) a bit creepy. |
| 3 I find that guy | c) scared stiff of flying. |
| 4 I'm terrified | d) nightmares. |
| 5 I'm | e) about my next visit to the doctor. |
| 6 The sound of footsteps made my hair | f) of spiders. |
| 7 Horror films give me | g) me quite uneasy. |
| 8 The news of the accident made my blood | h) stand on end. |

b Put the sentences into two groups: a) someone who is a little bit frightened; b) someone who is very frightened.

2 Do the vocabulary exercise.

→ p128 Language studio: Talking about fear

3 Work in pairs. Read the following situations. How frightened would you be in each one? Describe your reaction.

- It is five minutes before an important exam and you don't think you've studied enough.
- You are driving on the highway and a big truck passes you very quickly.
- You are in a very small elevator with other people and suddenly it stops.
- You have to give a presentation to a room with 500 people.
- You are changing channels on TV and suddenly you land on a scary scene in a horror movie.

LISTENING & READING

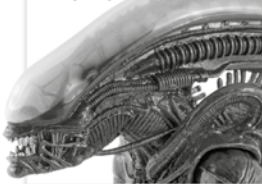
4 Have you seen any horror films with monsters in them? What can you remember about the films?

5 a You are going to listen to a synopsis of the classic 1979 film *Alien*. First, check you understand these words and phrases.

distress call crew fall into a coma parasite hunt down

b Listen to the synopsis and try to remember as much as you can. Then work in pairs and try to retell the story.

A history of movie monsters #33: The Xenomorph in *Alien* (1979)



Hollywood had used visitors from outer space in films before *Alien*, but these were often little green men with big heads or giant robots, and they typically weren't very scary. Ridley Scott, who created and directed the film *Alien*, showed what a truly terrifying creature an alien could be. The 'Xenomorph' was the name of the film's title character. One of the key aspects of the Xenomorph was that it didn't have any eyes. The Xenomorph was designed by an artist called H.G. Oger. Oger wanted audiences to understand that even though the alien didn't look at you, it somehow knew where you were.

Ridley Scott, whose height and long thin arms made him perfect for the role, was the actor in the alien suit. During the filming of *Alien*, which lasted over 14 weeks, Oger didn't take breaks or hang out with the cast. Ridley Scott wanted the other actors to genuinely feel more afraid of him as a result.

One of the brilliant things Ridley Scott realised is that the less you actually see a monster, the scarier it becomes in your mind. The Xenomorph only has four minutes of screen time in the original *Alien*. In fact, you don't see the title character at all for the first hour of the film, which was revolutionary for a mainstream movie at the time. As the alien hunts the crew of the ship, it isn't truly revealed in all its terrifying glory until the very end of the movie.

6 Read about the monster in the film *Alien*. Decide if the statements are true, false or the text doesn't say.

- The Xenomorph was the first movie alien which audiences were really afraid of.
- The artist who designed the monster deliberately left out eyes.
- The actor could not see very well in the suit.
- The director kept Oger away from the other actors because they were scared of him.
- There were a total of three actors who wore the alien suit.
- Audiences didn't react well to the first half of the movie because it didn't show the monster.

GRAMMAR // Relative clauses

7 a Look at the relative clauses in bold in exercise 6 and the article. Put them into two groups: a) defining relative clauses; b) non-defining relative clauses.

b Choose the correct options to complete the rules.

- Non-defining / defining relative clauses are separated from the rest of the sentence by commas.
- In defining / non-defining relative clauses we can replace the pronoun who or which with that.
- To show possession in a relative clause, we use the word *whose* / *which* / *whose*.
- If the relative pronoun is the subject / object of the relative clause, we can omit it.

→ p139 Language studio: Relative clauses

8 Read about another famous movie monster and add the information (a-f) in the correct place, using a relative pronoun only if necessary.

- the chains are holding him
- they have become legendary in movie history
- he fights off attacks from airplanes
- they are visiting a location to make their next movie
- they call the show 'The Eighth Wonder of the World'
- his name is King Kong

The film *King Kong* begins with a film crew 1 _____. It is a creepy and mysterious place called Skull Island. They quickly discover that dinosaurs and other terrifying beasts are living there. They haven't been there long when they meet a giant ape, 2 _____. Kong then saves the lead actress, Ann Darrow, from a group of other monsters. The crew capture King Kong and display him in a show 3 _____. Eventually, King Kong breaks the chains 4 _____ and escapes. In the final scenes, 5 _____ Kong destroys parts of New York and captures Ann Darrow. He takes her to the top of the Empire State Building, 6 _____.



At the end of the movie, Kong is mortally wounded by gunfire and falls to his death.

9 a Complete the relative clauses in the sentences with your own ideas.

- I don't usually watch films like *Alien* which ...
- As a child I was scared stiff of movies that ...
- Horror movies are popular with people who ...
- Another popular movie monster is a giant shark, which ...
- I once had a nightmare about a monster whose ...

b Work in pairs. Read the relative clause part of your sentence (but do not say the relative pronoun). Your partner must guess which sentence you are completing.

→ PAIRWORK 7B Definition choices

SPEAKING & WRITING

10 Work in pairs. You are going to write a synopsis for a new horror story by working with other pairs. Follow the instructions below.

- Copy sentence 1 of the story below onto a piece of paper.
- Discuss ideas for how to add to the sentence, then choose the best idea and write it down. You can add to the sentence or write a new sentence. A group of scientists are working on a research station which is hundreds of kilometres away from anything. A group of scientists are working on a research station. It is in the middle of the Arctic.
- Now exchange pieces of paper with another pair of students. Read what the other pair has written.
- Discuss with your partner how to add details to sentence 2. Write this down.
- Exchange papers with another pair and continue.

- A group of scientists are working on a research station. (Add a detail about the group or the station.)
- They discover some strange objects. The objects make them uneasy, so the scientists take them back to the station to investigate. (Add a detail about what they find.)
- The scientist examines the objects. Her blood runs cold when she realises the truth. (Which scientist? Add a detail about the scientist.)
- The other scientists begin to have strange nightmares. (Add details about the scientists or the nightmares.)
- The object suddenly makes a terrifying sound. (Which object? Add a detail about the object.)
- What happens next? Add two or three sentences.



Listening 7B Cyber Homework WB p38 65

LESSON SUMMARY

Students listen to a synopsis and read a description of the film *Alien* and write a synopsis of their own horror film.

LESSON OBJECTIVES

VOCABULARY Talking about fear

GRAMMAR Relative clauses

OUTCOME Write a story

LESSON PATHWAY

Learn vocabulary to talk about fear

Listen to a synopsis of the film *Alien*

Read a description of the same film

Study relative clauses

PAIRWORK Definition choices

Write a synopsis of a film

PREPARATION

Find the trailer for the film *Alien* to show at the start of exercise 5.

VOCABULARY // Talking about fear

- Write *_____ frightens me! I'm scared of _____* on the board and ask students: *What frightens you? What would you put in the gaps?* Tell students to discuss this in pairs for one minute and then share some examples with the class. Tell students they are going to learn new vocabulary for talking about fear. Direct them to the matching exercise in **part a** and do the first item with the class. Then they complete the rest individually. Check answers with the class. Tell students to complete **part b** in pairs. Check answers with the class.
- Direct students to the Language studio on p128 to complete the exercise. Draw their attention to the following aspects of the vocabulary using these checking questions: *What preposition do we use after scared / frightened / terrified? (of) What preposition do we use after anxious? (about) How do we use make in a sentence to talk about fears (and other feelings)? (makes + noun / pronoun + adjective / verb).*

- 3 This activity helps students to use the new vocabulary in a semi-controlled speaking activity. Ask them to read situation 1. Give your own example, modelling the vocabulary, eg *Exams make me anxious*. Tell them to read the situations for one minute and think about how they can use the vocabulary before they start speaking. Monitor and listen for good examples of language and errors and go over this when they have finished.

ANSWERS

- 1a** 1e 2g 3b 4f 5c 6h 7d 8a
1b Sentences 1, 2, 3 are a little frightened.
 Sentences 4–8 are very frightened.

LISTENING & READING

- 4 Direct students to the lesson title and ask: *Do you get scared when you watch horror movies?* Refer them to the two questions and ask them to discuss their answers in pairs.
- 5 If you found a trailer before the lesson, tell students to close their books and watch the trailer. Ask: *Have you seen this film? Would you like to see it? When do you think it was made? Does it look scary?* Books open, read the instructions for **part a** and check understanding of the words.
-   37 In **part b**, play the synopsis and ask students to remember as many details as possible. After the audio finishes, tell them to write down what they can remember, using key words, not whole sentences. Put them into pairs to try and recreate the story. Monitor and assess understanding. If students are struggling, play the audio again. As they are recreating the story, write down key words you hear them say on the board. When they have finished, you can use this to support feedback. Ask students what certain words refer to to help them retell the story as a class.
- 6 Tell students to read the text. Ask: *What new information about the film is in the text?* Tell them to complete the exercise and check answers with the class.

There are extra activities based on this audio in the e-book+.

ANSWERS

- 6** 1T 2T 3DS 4F 5F 6DS

GRAMMAR // Relative clauses

- 7 For **part a**, write these sentences on the board.
 1 *I liked the actress who played the main character in Alien.* 2 *Sigourney Weaver, who played the main character, is a great actress.* Explain these sentences include relative clauses. We use the relative pronoun *who* to give information about a person. Point to the underlined sections and ask: *In which sentence is the underlined section giving extra information?* (sentence 2) *Is this a defining or non-defining relative clause?* (non-defining). Explain that non-defining relative clauses tell us extra information about someone or something, but this information does not define what we are talking about – we can leave that information out. Check students are clear on the difference and ask them to complete the categorising exercise. Tell them to compare answers with a partner and then check answers, writing their sentences on the board. In **part b**, ask students to select the correct words to complete the rules. Check answers.

There is more information on relative clauses in the Language studio on p139.

- 8 Direct students to the image of King Kong and ask if they have seen the film and what it's about. Tell them to read the text quickly to find out information about the film.

TEACHING TIP Asking students to quickly read through texts which contain gap fills (or other types of grammar exercises) before they do the exercise helps them to understand the context, and therefore makes the activity easier and more meaningful.

Ask them to insert the relative clauses correctly. Tell them to compare with a partner and then check answers with the class. Make sure it's clear that they have to replace some words in a–f with relative pronouns, rather than just adding the relative pronouns.

- 9 **Part a** asks students to personalise the grammar. Give two or three examples to help clarify the activity and then tell them to write their own sentences. For **part b**, demonstrate by reading out your own examples without the relative pronoun, eg *have scary monsters and lots of jump scares* (sentence 1). Then put students into new pairs to do the activity. Monitor and make a note of any errors with relative clauses and correct them after they have finished.

TEACHING TIP When students are doing a controlled practice activity like this, restrict correction to just the target language. Avoid correcting slips and errors which are not related to the language you are teaching. For more tips on error correction see p21 of this book.

ANSWERS

- 7a** Defining relative clauses: 1, 2, 3,
Non-defining relative clauses: 4, 5, 6, 7
- 7b** 1 non-defining 2 defining 3 whose 4 object
- 8** 1d who are visiting a location to make their next movie
2f whose name is King Kong
3e (which) they call 'The Eighth Wonder of the World'
4a that / which are holding him
5b which have become legendary in movie history
6c where he fights off attacks from airplanes

 PAIRWORK 7B Definition choices

 If students can't use the App, you can make black-and-white copies of the activity on p170, or download it from Helbling e-zone and print it in black and white or colour.

In this pairwork task, students create definitions for a guessing game. Demonstrate the activity with a student to model the task, and make sure they are clear they have to write incorrect definitions only. Then monitor to listen for examples of good language and errors. Go over this after they have finished.

There is further practice on p38 of the Workbook.

Use the Cyber Homework for 7B as extra practice for your class.

LESSON TRANSCRIPTS

 37 **7B, exercise 5b**

In deep space, the commercial spaceship Nostromo is returning to Earth when it receives a distress call from a faraway moon. The crew go to investigate. While they are exploring the area that the call comes from, they discover an alien ship which has crashed. Inside, there's a huge creepy room, which contains thousands of large eggs. When a curious crew member approaches, an alien creature inside the egg attacks him. He falls into a coma. The other members of the crew bring him back on board the Nostromo and quickly leave the planet. The crew member who the alien attacked wakes up and seems normal. But not for long. The alien is in fact a parasite, and it is now growing inside him. In a terrifying scene, it escapes from his body and begins to hunt down the crew, one by one.

SPEAKING & WRITING

- 10** Tell students they are going to create their own story for a new horror film. Ask them to read the instructions in steps 1–5 and point out the example text in step 2. Elicit other examples of what additional information they could give about the research station and add it to the board, eg ... *a research station which is near the moon / close to Mars*. Put students into pairs and give each group a piece of recycled paper. Tell them they have four to five minutes to discuss ideas and write each piece of additional information. Monitor and help with ideas and language. Make sure they are using defining and non-defining relative clauses with the correct relative pronouns. When students have finished, ask them to give the papers back to the pair who started the story. Ask them to read the stories and discuss which parts they like the most and whether the story developed as they thought it would. Tell each group to read their stories out to the class. Ask the class to vote on their favourite stories.

EXTRA ACTIVITY For homework, students could write the film synopsis using their own ideas. You could tell them to take photos of the different texts to help them remember details. As well as writing the film synopsis, they have to think of a name for their film. In the next class, ask students to read each other's texts and discuss what aspects of the stories they liked.

7C The nomad

STUDIO VIEWS



VOCABULARY // Needs

1 Where do you feel most at home? Why do you feel at home there?

in my bedroom at my mother's home
wherever my family is in my local coffee shop

2 Put the sentences into two groups: a) the home-lover; b) the adventurer.

- Financial stability and job security are very important to me.
- I am in no hurry to settle down and raise a family.
- I am not interested in owning property or having lots of possessions.
- I have very strong family ties and friendships and would not want to live far away from home.
- I feel very attached to my home town and my country.
- Variety is more important than stability in my life.

3 Do the vocabulary exercise.

→ p128 Language studio: Needs

4 Work in pairs. How true for you are the sentences in exercise 2?

VIDEO // Watch and listen

5 a In this Studio Views video, Martina talks to Christine Vela, a digital nomad. Think of four questions that you would like to ask a digital nomad about their life. Then compare your ideas with a partner.

nomad (n) a person who moves from place to place

b Watch or listen to the interview. Which of your questions did she answer?

6 Watch or listen to the interview again and put a cross (X) next to the topics that are not mentioned.

- the work that she does
- the problems of being a digital nomad
- the reasons for choosing a place to stay
- her closest friend
- the countries where she lived as a child
- where her parents live
- her reasons for wanting to go to Brighton
- her plans for the near future

7 What do you think about the way that Christine has chosen to live her life?

GRAMMAR // Future in the past

8 a Look at the transcript on page 152 and write down how Christine expresses the ideas below.

- I was going to try to visit every country in the world.
- I was intending to say 'My third time'.
- My plan was to go and live for a while back in Britain.
- I was about to sort out my tickets.

b Underline all eight structures in exercise 8a that talk about future plans or intentions in the past. Then answer the questions.

- Which two structures are used to talk about something that was going to happen very soon?
- Which of the structures in question 1 is followed by an -ing form?

→ p139 Language studio: Future in the past

9 Rewrite the sentences using the words in brackets so that they have the same meaning.

- I was going to explain everything later. (my plan)
- I was planning to buy the tickets yesterday. (meant)
- We were on the point of getting married. (about)
- My plan was to spend a year there. (going)
- The idea was to move back home after a year or two. (intending)
- We weren't intending to stay there for ever. (intention)

10 Listen to the pronunciation of the underlined words. Then practise saying the sentences.

- I was going to call you, but you called me first.
- She was intending to spend the weekend at home.
- We were planning to arrive early.

11 Complete the sentences with a structure from exercise 8 and your own ideas. Then compare your ideas with a partner.

- I ran as fast as I could because I thought ...
- We were extremely worried because she said ...
- I didn't know ... so I stayed at home.
- I ... but unfortunately I forgot!
- My plan ... until you persuaded me to change my mind.

SPEAKING

12 Work in pairs. Read the definition of 'belongingness' then ask and answer the questions.

- How strongly do you feel you belong to the following groups? (0 = not at all; 1 = a little; 2 = a lot?) What other groups do you feel that you belong to?

your family your friends
your school or your place of work
your town your country

- How would you feel if you were separated from the different groups in question 1?
- What advice would you give to a digital nomad who arrives in your town and is feeling lonely?

What is meant by the need for belonging?

Belongingness ... The need to belong is the need to give and receive attention to and from others. Belonging is a strong and inevitable feeling that exists in human nature. To belong or not belong can occur due to choices of one's self, or the choices of others.



Listening 7C Cyber Homework WB p39 67

LESSON SUMMARY



Students watch or listen to an interview with a digital nomad and discuss the topic of 'belongingness'.

LESSON OBJECTIVES

VOCABULARY Needs

GRAMMAR Future in the past

OUTCOME Discuss the sense of belonging

LESSON PATHWAY

Learn vocabulary related to needs

Watch a video of an interview with a digital nomad

Study structures for talking about the future in the past

Practise pronunciation of weak forms in *was* and *were*

Ask and answer questions about 'belongingness'

VOCABULARY // Needs

- Write the following phrase on the board: *Home is where the heart is*. Ask students what it means and if they have any sayings with the word *home* in their language. Ask them to try and translate them into English and explain what they mean. Direct them to the speech bubbles and tell them to discuss the questions in pairs.
- Read the instructions with the class and ask what these two types of people like to do (suggested answer: home lovers like to spend a lot of time at home and are happy with routine, while adventurers like to travel and have new experiences). Tell students to categorise the sentences. Tell them to share their answers with a partner and give reasons for their ideas. Check answers with the class.
- Direct students to the Language studio on p128 to complete the exercise. Check answers.

EXTRA ACTIVITY Read out the words in bold and ask students to say how many syllables they have. Then ask them to mark the stressed syllable in each word. They can do this by underlining the syllable or by drawing bubbles, eg *security* = oOoo Tell students to practise the pronunciation with a partner.

- 4 Tell students to work in new pairs and discuss the statements in exercise 2. Monitor and check correct pronunciation of the new vocabulary.

ANSWERS

- 2 a) 1, 4, 5
b) 2, 3, 6

VIDEO // Watch and listen

- 5 In this activity you can use the Studio Views video or audio resources. Direct students to the title of the lesson and the photos. Ask: *What is a digital nomad? What do you think life is like as a digital nomad?* Ask them to read the definition and activity instructions in **part a** and write their questions. Tell them to compare their questions in pairs and try to explain why they'd ask these questions. Tell them to say what they predict the digital nomad will say.



15 38 In **part b**, play the video or audio and tell students to tick which of their questions were answered. Tell them to compare this afterwards in pairs, and try to remember as many details from the interview as possible.

- 6 Ask students to read the sentences and try to remember what was mentioned. Play the video or audio again and tell them to watch or listen and complete the exercise. Check answers with the class.
- 7 Tell students to work in pairs and discuss the question.

There are extra activities based on this audio in the e-book+.

ANSWERS

- 6 She does not mention: 2 the problems of being a digital nomad, 4 her closest friend, 5 the countries where she lived as a child, 7 her reasons for wanting to go to Brighton

GRAMMAR // Future in the past

- 8 For **part a**, direct students to the transcript and do the first item together. Ask them to complete the rest. Check answers.
Read **part b** with the class and clarify the rules for meaning and form.

There is more information on the future in the past in the Language studio on p139.

- 9 This exercise will help you assess if students have understood the grammar. Monitor closely to help lower-level students in the group. Check answers.

EXTRA ACTIVITY Write these sentence starters on the board and ask students to complete them with ideas which are true for them.

Today I was going to ... and / but ...

My idea yesterday was to ... and / but ...

Last week I was intending to ... and / but ...

Monitor and check students can produce the correct form.

- P 10** This exercise focuses on weak forms. We often use the schwa /ə/ in auxiliary verbs. Students can struggle to hear these when listening to faster speech and also find it hard to produce them. This is especially true if they have syllable timed languages as their L1, eg Spanish and Portuguese.



39 Play the audio and tell students to read and listen. Ask: *What do you notice about the way was and were are pronounced?* Encourage students to mimic the weak form. Tell them this is the lazy sound and pretend you are very tired and too lazy to speak and say the /ə/. Tell students to repeat the sound and mimic your body language. Play the audio again and ask them to listen and repeat.

PRONUNCIATION TIP Chain drilling can help students produce weak forms. Start by drilling the last word in the sentence, then the last two words. Keep the rhythm and stress natural. Then chunk different parts of the sentence until students can say the whole sentence naturally. For more tips on drilling see p19 of this book.

- 11 This activity gives more controlled practice of the grammar and allows you to listen for correct meaning, form and pronunciation. Monitor and help students write their sentences correctly. Give them a minute to practise reading their sentences with good pronunciation of weak forms. Then tell them to compare their sentences. Encourage them to give each other feedback on their ideas and pronunciation. Ask some students to tell the class the most interesting or funniest sentences they heard.

ANSWERS

- 8a/b 1a I was going to try to visit every country in the world.
1b My idea was to try to visit every country in the world.
2a I was intending to say 'My third time'.
2b My third time, I meant to say.
3a My plan was to go and live for a while back in Britain.
3b I was planning to go and live for a while back in Britain.
4a I was about to sort out my tickets.
4b I was on the point of sorting out my tickets.

- 8b** 1 *I was about to + infinitive, I was on the point of + -ing form*
 2 *I was on the point of + -ing form*
- 9** 1 My plan was to explain everything later.
 2 I meant to buy the tickets yesterday.
 3 We were about to get married.
 4 I was going to spend a year there.
 5 I was intending to move back home after a year or two.
 6 Our intention was not to stay there for ever. / We had no intention of staying there for ever.

SPEAKING

- 12** Put students into new pairs. Write *belongingness* on the board and ask them to guess what it means. Direct them to the definition and ask them to read and check their ideas. Tell them to read the three questions and think about what they will say. Ask them to discuss the questions. Monitor and listen for good examples of language. After students have finished, ask some of them to share any interesting things they spoke about with the class.

EXTRA ACTIVITY Ask students to write a short blog post giving advice for digital nomads in their city or town. They could write about the idea of belongingness in their posts and how to build some kind of sense of belonging while in their city. Tell them to use the ideas they discussed as well as other ideas they think of.

There is further practice on p39 of the Workbook. Use the Cyber Homework for 7C as extra practice for your class.

LESSON TRANSCRIPTS

15 38 7C, exercise 5b

Martina: Hello and welcome to Studio Views. Twenty-five years ago, the term 'digital nomad' didn't even exist, but it has become increasingly popular in recent years. In the studio with us today, we have Christine Vela, who has been living the life of a digital nomad for the last four years. Christine, welcome.

Christine: Thank you.

Martina: Christine, perhaps you could start by telling us what a digital nomad is?

Christine: Sure. It's someone like me who moves around, not staying too long in one place, and we make our living by working remotely, using the internet to do our work.

Martina: And how do you survive financially?

Christine: Well, my main work is I manage the social media for a health food company. But I blog, too. And I sometimes run courses on social media marketing ... so there's quite a lot of variety in what I do!

Martina: And you live ... wherever?

Christine: Well, not exactly wherever. When I started, my idea was to try to visit every country in the world,

Martina: Wow.

Christine: Yeah, but then I realised that other people have been there, done that. And, anyway, it also became obvious that some places are better than others. Places like Chiang Mai, in Thailand, or Tallinn in Estonia are good places for people like me. I like both of them. Things aren't too expensive, the quality of life is good and you meet a lot of like-minded people.

Martina: Sounds great.

Christine: Yeah, it is. I've just come back from four months in Tbilisi, in Georgia, my second time there. No, sorry, my third time, I meant to say. I have some good friends there and am beginning to feel quite attached to the place.

Martina: I guess the big question is why. Wouldn't life be a lot easier if you just settled down in one place?

Christine: Maybe, but it would be a lot less interesting! I've never had any close ties to one place – so why should I stay in just one?

Martina: And family? Friends?

Christine: My friends are all over the place. And my parents are separated. Dad lives in Argentina, Mum is in Canada. When I was growing up, I went to at least four different schools. In different countries, too. I never really felt I belonged anywhere at all.

Martina: So, what next?

Christine: Well, I was planning to go and live for a while back in Britain. In Brighton on the south coast. But I'm kind of having second thoughts now. I was on the point of sorting out my tickets when I heard about a fourteen-day cruise from Spain to Brazil, you know, a cruise for digital nomads, about four hundred of them, and now I'm thinking of doing that.

Martina: And then?

Christine: Not too sure! I guess I'll decide after we get to Brazil!

39 7C, exercise 10

- 1 I was going to call you, but you called me first.
- 2 She was intending to spend the weekend at home.
- 3 We were planning to arrive early.

101 THINGS
TO DO IN
ENGLISH

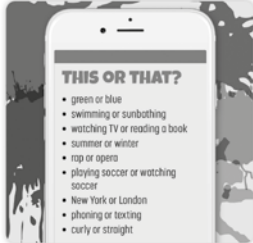
7

Express a preference

GET READY

- 1 Work in pairs. How long do you usually take to decide the following?
- what to choose from a menu in a restaurant
 - what to wear in the morning
 - where to go on holiday

- 2 Watch Tony and Miriam playing the game 'This or that?'. What are the rules of the game?



- 3 a Listen to the way Miriam's voice rises and falls in her questions. Swimming or sunbathing?

- b Practise this pattern with the pairs of words and phrases in exercise 2.

- 4 a Complete the sentences with the correct words.
- I'd go _____ swimming, definitely. Every time.
 - I (much / slightly) prefer reading _____ watching TV.
- b Work in pairs. Play 'This or that'.



68 Cyber Homework WB p40

WATCH

- 5 Watch Tony and Miriam playing another game. How would you answer the questions? Does Tony give the same answers as you?

STUDY

- 6 Look at the phrases and complete the rules below with **rather** or **prefer**.

- Ask someone for their preference
- Would you rather travel into the past or into the future?
Do you have a preference?
Do you prefer reading a book (or watching TV)?
Would you prefer to ask the questions this time (or answer them)?
- Express a preference
- I (much) prefer reading a book to watching TV.
 - I'd / I would prefer to continue playing (than go for a walk).
 - I'd / I would rather know when I will die (than how I will die).
 - I'd rather not.
 - I'd prefer not to.
 - I'd rather we did something else.
- We use *I prefer* to talk about a general preference.
 - We use *I'd prefer* to talk about a preference in a specific situation in the future.
 - We use a noun or an -ing form after *I'd*.
 - We use an infinitive without *to* after *I'd*.
 - We use an infinitive without *to* after *I'd*.
 - We use the past tense after *I'd* but it refers to a hypothetical future.

- 7 a Find and correct five errors in the dialogue.

- A: I think I'd prefer asking the questions in this game.
Can I ask you difficult ones?
B: I'd rather you wouldn't! I'd prefer avoiding really personal things.
A: OK. Would you rather to kiss a frog or a rat?
B: Ugh! I'd rather not kissing either of them!

- b Listen and check your answers.

PRACTISE

- 8 a Work in pairs. Write six questions for the 'Would you rather ...?' game.
b Work with a different partner and play the game using your questions.

GET READY

- 1 Ask students: *Are you good at making decisions?* Direct them to the three situations and ask them to discuss the question in pairs.

- 2 Show students the image of the phone screen and explain it's a game. Elicit the rules of the game.

- 3 Play the video and tell students to listen and understand the rules of the game. Repeat the clip if they want to watch again. Check answers and explain they are going to play a similar game later in the lesson.

- 4 Play the audio for **part a** and ask students to notice where Miriam's voice goes up and down. (It goes up on *swimming* and then drops on *or sunbathing*.)

For **part b**, drill a few examples from the image in exercise 2. To help students sound clear, ask them to pause slightly before the *or* in each sentence.

- 4 Do **part a** with the class. Point out that if we use *much* or *slightly*, we stress the word to show emphasis. Put students into pairs for **part b** and ask them to play the game. Monitor and listen to their pronunciation. If necessary, drill the sentences again after they finish playing to reinforce the rise and fall in intonation.

ANSWERS

- 2 One player asks the other to express a preference for one of two things. The other player says what they prefer and gives a reason.
- 4a 1 for 2 to

LESSON SUMMARY

Students play a game to practise stating preferences.

LESSON PATHWAY

Talk about making decisions

Watch a video to understand
the rules of a game

Practise rising and falling intonation

Watch a video and play the 'This or that?' game

Study phrases for expressing a preference

Play the 'Would you rather?' game

WATCH

- 5 Tell students they are going to watch another game and this time they have to write answers to some questions. Make sure they are ready to do this. Play the video and tell students to note their answers. Pause the video after each question so they have time to write their answer before they hear Tony's. Put students into pairs and ask them to discuss the question. Ask some students: *Did you have similar answers to Tony? If not, what was different?*

STUDY

- 6 This activity addresses a common problem students have with *prefer* and *would prefer*: they often forget to use the infinitive and -ing form of the verb correctly. Ask students to complete the rules in pairs so you can monitor and assess understanding and knowledge of this language point. Check answers with the class and teach pronunciation of the short form, *I'd*.

PRONUNCIATION TIP Some students find the pronunciation of *would* difficult, so using the short form is much easier for them. To do this, drill these forms and then ask them to practise in pairs: *I'd / He'd / We'd / She'd / They'd rather not*. Show students we also do this with names in fast speech, eg *Tom'd / Sandra'd / Paola'd / Silvia'd / Victor'd rather not*. Drill this with some of the names of your students.

- 7 Tell students to do **part a** individually and then check answers with a partner.



41 Play the audio in **part b** so students can check their answers. Ask them to read out the dialogue in pairs to practise the grammar and pronunciation. Listen for good pronunciation of short forms.

ANSWERS

6 1 prefer 2 prefer 3 rather 4 rather

7a A: I think I'd prefer **to ask** the questions in this game. Can I ask you difficult ones?

B: I'd rather you **didn't!** I'd prefer **to avoid** really personal things.

A: OK. Would you rather **kiss** a frog or a rat?

B: Ugh! I'd rather not **kiss** either of them!



PRACTISE

- 8 In **part a**, put students into pairs and tell them to write their own questions for the game. Monitor and help with ideas and vocabulary. Make sure all students have a written copy of the questions. For **part b**, put students into new pairs so they can play the game. After they have finished working in pairs, ask pairs to volunteer to perform the conversation in front of the videoscape, if you can project it in your classroom. Encourage listeners to give feedback. They can listen for use of target vocabulary or share things they liked about each other's pronunciation. When they have finished, ask who had the funniest or hardest questions.

There is further practice on p40 of the Workbook. Use the Cyber Homework for 101 7 as extra practice for your class.

LESSON TRANSCRIPTS



101 7, exercise 2

Miriam: Hey! You wanna have a game of 'This or that'?

Tony: Yeah, OK.

Miriam: You sure?

Tony: Yeah, sure. You have some questions?

Miriam: Hmm ... OK. Here we go. Green or blue?

Tony: Green.

Miriam: Green? I thought you liked blue.

Tony: Nah! I hate blue.

Miriam: Swimming or sunbathing?

Tony: I'd go for swimming, definitely. Every time. Sunbathing is boring.

Miriam: Watching TV or reading a book?

Tony: Reading a book.

Miriam: Reason?

Tony: I dunno. I prefer reading to watching TV. What am I supposed to say?

Miriam: You really prefer reading a book to watching TV?

Tony: No, not really. But it makes me sound more interesting, doesn't it?

Miriam: Mmm ... Summer or winter?

Tony: Summer, for sure. You wanna reason?

Miriam: Uh huh.

Tony: Err ... so I can go sunbathing?

Miriam: Come on, stop teasing. Play it seriously ... OK, Rap or opera?

Tony: Hmm ... Maybe I slightly prefer opera. It's so, so, so ... interesting.

Miriam: Yeah, right.



101 7, exercise 3a

Miriam: Swimming or sunbathing?



101 7, exercise 5

Miriam: You wanna play again?

Tony: No, thanks. I'd rather not. A different game, maybe.

Miriam: OK. Here's a different one ... one second. Ready?

Tony: Ready.

Miriam: So, would you rather be intelligent and ugly or stupid and good-looking?

Tony: But that's the same game!

Miriam: Not exactly. Well, yes, kind of. But I prefer this version. It's more fun.

Tony: I'll give it a try.

Miriam: So, would you rather be intelligent and ugly or stupid and good-looking?

Tony: Intelligent and ugly.

Miriam: Hmm ... Would you rather travel into the past or into the future?

Tony: The past. There are so many things that I'd like to change.

Miriam: Would you rather know when you will die or how you will die?

Tony: Woah! Heavy question. I guess I'd rather know when I will die. So I could make plans.

Miriam: Hmm. OK, let's find another. Would you rather have free plane travel or free restaurants for the rest of your life?

Tony: Free food! I'd get tired of travelling after a while.

Miriam: Would you rather find true love or win ten million dollars?

Tony: True love. True love. Yes!

Miriam: Good game, eh? You like it? Shall we carry on?

Tony: Um, maybe, I think, I'd prefer not to. If that's OK, I mean. I'd rather we did something else.

Miriam: Like what? Would you rather go for a run or go for a walk?

Tony: Are you still playing? Or are you asking for real?

Miriam: For real. Do you have a preference?

Tony: A walk or a run? In this weather! I think I'd prefer to continue playing.

Miriam: OK. Would you prefer to ask the questions this time?



101 7, exercise 7b

Tony: I think I'd prefer to ask the questions in this game. Can I ask you difficult ones?

Miriam: I'd rather you didn't! I'd prefer to avoid really personal things.

Tony: OK. Would you rather kiss a frog or a rat?

Miriam: Ugh! I'd rather not kiss either of them!

REVIEW 7 & 8

Ask students to work through the exercises in pairs. Monitor and help with explanations and corrections. For more information on the Review sections see p16. For more practice go to:

- Project 4 on Helbling e-zone
- Writing 4 on SB p119
- Workbook pp45–47

PAIRWORK

This pairwork task recycles vocabulary from pp62–76. Ask students to read the relevant instructions and check they are clear on the task. Tell them to refer back to the lessons if they need to.

Write *con _ _ _ _* on the board and ask: *How do we finish this word? It's related to crime and punishment. It's what someone does when they admit guilt of a crime.* (confess). Ask students to look at the table on their pages and tell them to read the instructions. Demonstrate the task with a confident student if you think they need further support, and then tell them to do the task in pairs. Monitor and make a note of errors and good language. Go over this language after they have finished speaking.

ANSWERS

- 1 1 had left 2 had heard 3 had been following
4 had been living 5 hadn't slept 6 had begun
- 2 1 It's an important, old American university.
2 This is the wonderful, huge modern library.
3 Here you can see the old hall, which is a beautiful, tall red-brick building.
4 This is our excellent new sports centre.
5 And here is our stylish, dark red, cotton university sweatshirt.
- 3 1 was going to do 2 meant / was meaning to give
3 was going to write 4 were / are about to leave
5 intended / were intending to be
6 idea was / had been to drive 7 was going to come
8 was just about to call
- 4a 1 Who do you **consult** when you need to make an important decision?
2 Have you ever had to pay a parking **fine**?
3 Do you have strong ties **to** a particular city or part of the country? Where?
4 Do you know anyone who is **self-employed**? What do they do?
5 What is one of the scariest movies **that** / - you have seen?
6 What advice would you give to a new classmate in order **to** learn English successfully?
- 5 1 that / which 2 to 3 which 4 not 5 which
6 which / that 7 who 8 that 9 out
- 6 1 not a big / no big 2 would prefer / 'd prefer
3 I'd / I would 4 let it 5 preference 6 feeling
7 luck next

- 7 1 Massachusetts Institute of Technology (MIT), Harvard, University of Cambridge, Zurich Uni, Lausanne Uni, Peking Uni, Hong Kong Uni of Science & Technology, Berlin (3 x Uni); Stanford, Princeton, Yale, Oslo, Paris, Mexico City, Mumbai
2 Xenomorph from *Alien*; King Kong
3 self-confidence, self-confident, self-conscious, self-control, self-defence, self-doubt, self-employed, self-esteem, self-taught, self-help
4 Battle of Hastings: UK, American Civil War, Declaration of Independence: the US, Patriotic War: Russia, Ancient Rome, WW2: Europe
5 Various examples in the lesson, including illegal downloading of copyright material; filming a film in a cinema

Pairwork A

crime: commit, confess
history: invasion, invention
needs: liberation, property

Pairwork B

crime: caution, penalty
history: defeat
needs: security, stability, variety