

# 1A | All change

## WHAT THE LESSON IS ABOUT

Theme	Types of change (life changes, political change, climate change)
Speaking	Pairwork: discussing the effects of change
Reading	Three text extracts about change: political change in Russia in the early twentieth century; life changes for a man who loses his job and has a baby; a view on climate change
Vocabulary	Change

## IF YOU WANT A LEAD-IN ...

### Discussion starters

#### Methodology guidelines: Discussion starters, page xxi

- Ask students to look at the photos on page 7 and ask, *What sort of changes can you see in the photos?* Elicit suggestions.
- Ask students in pairs to **choose one of the photos** and to discuss one of the following questions:  
*What changes to society happened as a result of the Russian Revolution in 1917?*  
*In what ways might your life change after getting married, moving house or having a baby?*  
*How might climate change affect us in the future?*
- Ask a few pairs to summarize their discussion for the class.

### Pre-teach key words: change

- Write the following words and phrases from the texts on the board: *a peaceful demonstration, rebellion, violent protest, retribution, lives drastically altered, turbulent times.*
- Ask students to check the meanings of the words and phrases in their dictionaries. Then put them in pairs or groups to discuss the connection between the words, and how they might relate to the theme of change. Have a brief feedback session.
- You could do the same with a set of words from the second text (*redundant, heart-rending, immense regret, freelance, irresponsible*) and/or the third text (*sweltering heat, Arctic tundra melting, human-induced, global*).

### Introducing the theme: change

- Ask students to think of three changes that have happened to them in the past year. Tell them to think about their studies, their job, their relationships, where they live or their appearance.
- Divide students into groups to discuss the changes and to say how they have affected them and why they came about.
- (Naturally, be sensitive to any upsetting or stressful events which might have occurred in students' lives recently. For this reason, it is a good idea to give them a wide range of topics to talk about.)

### Introducing the theme 2: change

- Write the following expressions about change on the board:  
1 *A change is as good as a rest.*  
2 *She had a change of heart.*  
3 *He's changed his tune.*  
4 *A leopard can't change its spots.*

- Ask students in pairs to guess what each expression might mean. Ask them whether they agree with 1 or 4.  
(1 Doing something different makes you feel fresh and renewed; 2 She decided to do something different; 3 He had one view or opinion and now he is saying something very different; 4 A person cannot change negative aspects of his/her personality)

## Methodology Builder (1) The Common European Framework – What can an Advanced student do?

- *The Common European Framework (CEF) describes two 'Advanced' levels. These are named C1 ('Effective Operational Proficiency') and C2 ('Mastery'). Straightforward Advanced Student's Book Second edition takes students through C1 level. Here is the CEF overview description of a C1 level student:*
  - Can understand a wide range of demanding, longer texts, and recognize implicit meaning.
  - Can express him/herself fluently and spontaneously without much obvious searching for expressions.
  - Can use language flexibly and effectively for social, academic and professional purposes.
  - Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.

material from Council of Europe

- *There are some important things to understand about these. Firstly, as with all CEF descriptions, the focus is on what a student can do as opposed to simply describing 'in-the-head' language knowledge. The second important point is that these descriptions are of an effective C1 level user (but remember that this is the target that most of your students are aiming to reach) rather than where they are at the moment when they begin the course. So don't worry too much if your class doesn't seem to fully meet these criteria yet. In fact, it's also worth noting that some native speakers wouldn't meet these descriptions! At C1 level, we are talking not just about someone who can use English, but someone trained and experienced at using English skilfully to achieve specific things in some quite demanding contexts.*

- *The CEF descriptions are helpful, but, of course, quite generalized. Later in this book we'll look at some of the more detailed descriptions for specific skills.*
- *Having seen the C1 descriptions, you may be wondering what extra abilities a C2 user might have. So here, to help give you that perspective, is the equivalent description of a C2 user:*
  - Can understand with ease virtually everything heard or read.
  - Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation.
  - Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

material from Council of Europe

## VOCABULARY & SPEAKING: change

### 1

- Pairwork. Students discuss the questions with a partner.

### 2

- Students complete the sentences with the correct form of the verbs in the box.
- They could then compare their answers with a partner before you check with the class.

1	converting	5	alter
2	vary	6	transformed / altered
3	switching	7	transfers / is transferred
4	adapt	8	shift / be shifted

### 3

- Pairwork. Students discuss the sentences in exercise 2 with a partner, and say which ones are true for them.

### Extra task

- Introduce the concept of 'New Year Resolutions' (the idea of making positive changes in your life at the start of the year – for example, giving up smoking, joining a gym, going to bed earlier).
- Ask students to think of three resolutions that they will put into practice during the next month. Put students in groups to share their ideas.

## READING

The reading is three extracts about the topic of change. The first is about a story set at a time shortly before the Russian Revolution of 1917. The second is about a man who loses his job, has a baby and changes his life. The third is a reflection on climate change.

### 1

- Students read the extracts and answer the questions.
- They could then compare their answers with a partner before you check with the class.

1	
A	political change and consequent changes in people's lives
B	a change in a person's work situation and a change in his domestic situation
C	climate change
2	
A	book review or blurb for a novel
B	newspaper article
C	non-fiction book

### 2

- Students match the highlighted words to the definitions and check with a partner.

1	frittered away
2	goes awry
3	revolves around
4	put aside
5	transcend
6	fuses
7	couldn't handle
8	find their way into
9	embroiled in

## Language notes: reading

- Note the following interesting set of compound adjectives in the extracts:  
**Long-standing** means 'having existed for a long time'.  
**Quick-paced** means 'the action (in the novel) happens quickly'.  
**Clear-eyed** means 'having a clear and objective viewpoint'.  
**Heart-rending** means 'very sad'.  
**Long(er)-term** means 'happening over a long time'.  
**Human-induced** means 'caused by humans'.  
**Rock-solid** means 'very strong and reliable'.

## Extra task

- Ask students to find and underline compound adjectives in the text extracts and to guess their meanings from context.
- Pairwork. Ask students to think of other compound adjectives they could use to describe the novel, the man's life changes and climate change.

### 3

- Students read the extracts again and discuss the questions.

#### Extract A

- 1 Elisavyeta is from the aristocracy; Pavel is working class.
- 2 The pace and clarity of his writing, and his understanding of how people from opposite ends of the social scale think.

#### Extract B

- 1 They wasted their money on unnecessary things and saved nothing for future eventualities.
- 2 It made him sad to think of his very young daughter going to a nursery rather than being with one of her parents.

#### Extract C

- 1 Partly because to a younger, smaller person the covering of snow seems much thicker than it actually is.
- 2 The fact that a great deal of the science behind global climate change is indisputable and accepted by almost everyone. This might come as a surprise because climate change is a subject which polarizes opinion.

## Alternative procedure: jigsaw reading

- You could exploit these text extracts as a jigsaw reading activity. Divide the class into groups of three. Each student reads one of the texts (A, B or C). Make sure each student reads a different text from the other members of their group. Students then have to interview each other to find the answers to the questions in exercise 3.

## 4

- Pairwork. Students discuss the questions with a partner.

**Extra task**

- Alternatively, you could ask students to discuss personal changes. Write the following questions on the board:
  - 1 *What changes to your life are you planning in the next twelve months?*
  - 2 *Would you like to live and work abroad? Why or why not?*
  - 3 *What political or economic changes in your country have affected you recently? In what ways?*

**Extra task**

- Write the following ages on the board: 18, 28, 40, 65.
- Divide students into small groups. Ask students to say what life changes people at these ages tend to face in their countries.

**Cultural notes: The Romanov Bride**

- *The Romanov Bride* was published in 2009. It is by the best-selling American author Robert Alexander, who studied at Leningrad University and has travelled extensively in Russia. He has written a number of other novels with a Russian theme.
- Grand Duchess Elisavyeta Fyodorovna was sister to the last Empress of Russia and was killed by the Bolsheviks in 1918 following the Russian Revolution. She was canonized by the Russian Orthodox Church.
- The family name of the Russian royal family was Romanov. In 1613, Michael I became the first Russian Tsar of the house of Romanov. The family ruled Russia for four hundred years until 1917 when Tsar Nicholas II was forced to abdicate.
- The February Revolution of 1917 was a popular revolution which brought liberals and socialists to power in Russia. Many members of the aristocracy fled abroad whilst the royal family was held in captivity in a house in the city of Yekaterinburg. In October 1917, the Bolshevik Party under the leadership of Lenin seized power and changed Russia's social structure, turning it into a Communist country. In July 1918, the Bolsheviks, fearing that the Russian royal family would be a focal point for opposition to their rule, executed the Tsar and his family by firing squad.

**Web research task**

- ➊ **Methodology guidelines:** *Web research tasks, page xxi*
- Ask students to research a historical event that has changed life in their countries during the past fifty years. Begin by brainstorming possible events. Suggestions will depend on the nationalities in your class. However, here is a list of possibilities: the fall of the Berlin Wall; 9/11; the Arab Spring 2012; the formation of the EU.
- Ask students to research when and why the event they have chosen occurred and to find two or three changes that have happened as a result. Ask students to present their findings to the class.

**SPEAKING**

## 1

- Groupwork. Student work in small groups and discuss how each of the situations would affect their country. They say whether it would have a positive or negative effect.

## 2

- In the same groups, students discuss the questions.

### Methodology Builder (2) What does 'Advanced' really mean?

- *In language teaching, all level names are likely to be something of a generalization. The students that you meet in class are always going to have a disparate range of levels in terms of their knowledge and skills – so the saying that 'every class is a mixed level class' is invariably true. However, an Advanced class is often more mixed than any other. This reflects the many different ways that students become 'advanced' (see Methodology Builder (4): Different types of Advanced students, page 10).*
- *But before we look in more detail at these differences, let's start by seeing if there are any useful generalizations we can make about some (or most) of our students. Bearing in mind the warning that none of this is going to be true for everyone in your class, we can still define a typical student starting work at Advanced level.*
  - *He/She ...*
    - *is familiar with, and can use, all the tenses and main structures of English (and has probably studied them formally in class).*
    - *still makes mistakes, but these rarely interfere with successful communication.*
    - *is more likely to have significant problems in the area of vocabulary (eg with collocations and chunks) than with grammar.*
    - *may still have some noticeable oddities in pronunciation (sounds, word stress, intonation, connected fluent speech).*
    - *can read almost any kind of everyday authentic material (or listen to most everyday conversations) and follow most of the content, though specialized vocabulary, accent, cultural references and colloquial language may prove to be stumbling blocks.*
    - *may have become very good at overview/gist/general meaning comprehension tasks in listening and reading and at extracting specific details, but this can cover up significant problems in understanding fine points of meaning in texts. He/She may be unaware that they have such blind spots.*
    - *is often weaker at writing than at the other skills.*
    - *has some fossilized errors (ie ones that seem to be fixed and unshiftable).*
- *Note that this is a description of a typical student starting a C1 Advanced level course – which isn't the same as someone who has successfully met all the criteria for a C1 level language user.*

**IF YOU WANT SOMETHING EXTRA ...**

- ➊ Straightforward Teacher's Resource Disc *at the back of this book*

# 1B | First day

## WHAT THE LESSON IS ABOUT

Theme	Starting a new job
Speaking	Groupwork: discussing the first day of a new experience
Listening	Radio interview about how to prepare for starting a new job
Grammar	Simple & continuous verb forms
Speech feature	Approximation

## IF YOU WANT A LEAD-IN ...

### Test before you teach

#### 🔗 Methodology guidelines: Test before you teach, page xxi

- Write the following on the board:  
*What / do / weekend?*  
*What / do / next weekend?*  
*How long / study / English?*  
*What / have / for breakfast this morning?*  
*What / do / last Sunday?*  
*Where / live / five years from now?*
- Ask students to prepare questions to ask a partner. Then put students in pairs to ask and answer.
- During feedback, ask students which tenses they chose to use for each question. Make a note of the problems your students have encountered, and make sure you deal with them when the students study the Grammar section on page 9.

### Pre-teach key words: first day feelings

- By way of lead-in, and to prepare students for the Speaking activity on page 8, revise adjectives of feeling.
- Write *First day feelings* on the board, and ask students how people feel on different 'first days'. Try to elicit *nervous, anxious, excited, shy, sensitive, keen, confused, emotional*, etc.

### Introducing the theme: first days

- Ask students to imagine a new student is about to join your English class. Put students in pairs to think of three or four pieces of advice to give that student to help him or her through the first day.
- Ask for advice from around the class, and decide which pieces of advice are the best.

## SPEAKING

### 1

- Groupwork. Students discuss in small groups how they might feel on their first day in each of the situations.
- Go round monitoring and give help where needed.

### 2

- Students discuss the question in their groups and give reasons why they felt the way they did.

## LISTENING

The listening is a university radio interview with an employment agency director, who gives advice on how to prepare for starting a new job.

### 1

- Explain that students are going to listen to part of a radio interview about starting a new job.

### Extra task: vocabulary

- Prepare students for the Listening by selecting and writing on the board key phrases from the text, checking their meaning, and asking students how they relate to the idea of a first day at work. Write up the following:

**Much-coveted job offer** means 'desired very strongly'.

A **decent night's sleep** means 'very good and very long'.

**Bags under your eyes** means 'marks caused by tiredness (or age)'.

**Turn up** means 'arrive'.

**Alienate** people means 'make people dislike you'.

### 2 🎧 1.1

- Students listen to the interview and complete the sentences.

- 1 (a) personnel manager
- 2 night's sleep
- 3 arriving / turning up / being late
- 4 journey (to work)
- 5 ask (intelligent) questions
- 6 (people's) names
- 7 polite and professional
- 8 (office) gossip / gossiping
- 9 self-restraint
- 10 dress code

### 🎧 1.1

**P = Presenter JR = Jim Redman**

**JR:** ... certainly worth bearing in mind. And with something like 350,000 graduates leaving university this year, competition for jobs is intense. So it's vital that students prepare themselves fully before going for interview.

**P:** Yes, indeed. Right, it's coming up to a quarter to nine here on *Carousel* and with me this morning is employment agency director and a former personnel manager, Jim Redman. Jim, we've just been talking about successful interview techniques. Let's take it to the next stage now. What advice can you give those students who have received that much-coveted job offer and are looking forward to starting work? What are some of the dos and don'ts for their first day at work?

**JR:** Well, firstly, make sure you have a decent night's sleep before the big day. You don't want to turn up for work with bags under your eyes. The impression you make on the first day will have a lasting effect on the way you're perceived by your colleagues – and your boss, of course – so you want to look, and feel, your best. And in a similar vein, it's crucial you don't stand out in people's memories for arriving late on day one of your new job. The consequences of doing this are far more serious than for not turning up on time for a lecture.

**P:** Yes, the move from the university environment to the world of work represents a huge change, doesn't it?

**JR:** Yes, indeed, so to avoid this kind of thing happening, do a dummy run of the journey to work some time before you start.

**P:** Like a rehearsal?

**JR:** That's right, familiarize yourself with the journey about a week beforehand, to see how long it takes and what it involves. And then give yourself plenty of time to get there.

**P:** And what about when we do get there, when we're at the workplace on our first day? What pointers can you give us?

**JR:** Well, when I was talking about interview techniques earlier, I mentioned the need to ask questions. And that's also true of your first day. Intelligent ones, of course, and not too many – that can be annoying. But people do like to be asked – it makes *them* feel important, and also shows that *you're* interested.

**P:** A bit of psychology involved then.

**JR:** Most definitely. But do listen to the answers, and make notes of important information, either with a pen and paper or on a handheld device. Instructions for the photocopier don't come into this category, but people's names in particular are worth jotting down. Remembering what someone's called and actually using their name creates a very good impression and warms people to you.

**P:** It wouldn't do to get the name of your boss wrong, would it?

**JR:** No, it wouldn't. Or the boss's secretary, or the caretaker of the building for that matter – anyone you come across in the workplace. They're all important, so don't alienate any of them. You should aim to be polite and professional with everyone. And that also means keeping out of nasty office cliques, those groups of people who seem to come together with the sole purpose of being unpleasant to and about anyone outside their circle.

**P:** We should keep a distance, then. Stay away from office gossip.

**JR:** Definitely. It can be damaging for the person being talked about, as well as for the person doing the gossiping, so avoid it like the plague. It's a similar thing with joke-telling – you may have a great sense of humour, but even if everyone else is cracking jokes, don't join in just yet. You're new to the place and you need to learn first what's acceptable and what isn't. I think probably the key word here at the beginning is self-restraint. Hold yourself back a little for the first month or so and don't do things you might regret later.

**P:** Right. Sounds like very good advice. Any final tips you can give us, Jim?

**JR:** Well, yes, we haven't mentioned clothes yet. What should you wear on your first day? You may have noticed what people were wearing when you went for interview. But if you're not sure what the company's dress code is, give human resources a call and find out. You don't want to stand out for the wrong reasons.

**P:** Certainly not. Thank you, Jim. Now, it's very nearly ten to nine, and at 9 o'clock, we'll be handing over to Rob Benton for an hour of jazz music. Before we do though, we're going to ...

### Alternative procedure: listen before writing

- When students have to write whole words into a text, they can sometimes spend all their time writing, and forget to listen. To avoid this, ask students to listen and not write on first playing. When the recording has finished, ask students to write their answers, then check with a partner. If necessary, play the recording again, and be prepared to pause the recording to give students time to write in words.

### Extra task: roleplay

- Put students in pairs. Tell Student A they are about to go to university and live away from home. Tell Student B that they are A's parent. Student A must think of aspects of the change that worry a new student (eg *I might not like the course*). Student B must think of what worries a parent (eg *He/She might never phone home*). Once students have thought of a few ideas, tell them to share their concerns, and try to provide support and advice for each other.
- At the end, have a brief feedback session, and find out who gave the best advice.

### Methodology Builder (3) Advanced students are successful learners

- *An Advanced student, by definition, has gone beyond the Intermediate plateau – whether through their own choice or that of their parents, teachers or the education system they are a part of. The fact that many Advanced level students seem particularly focused, persevering, demanding or driven may reflect that often they actually are different in motivation and personality from the average Elementary or Pre-intermediate student, and the proof is that they have got so far. They have the mindset, skills and personality that have enabled them to be successful at a very difficult task, namely, learning a foreign language well. They represent only a tiny percentage of a much wider range of people who originally started out learning English.*
- *So, Advanced students are successful learners. They have done something right to get this far. However, they do not always recognize that themselves, and some of the students in your class may, in these first few lessons, be doubting their ability to cope with the level of difficulty of the material in this book. Here are two ideas for drawing their attention to their own achievements. Simple activities like these can have a surprisingly positive effect on an individual's self-esteem and on a whole class's sense of purpose.*

#### My English history

- Ask students to write a brief history of their subjective experience of learning English – not the teachers, dates, schools and other facts, but focusing on their own changing attitudes and feelings. Use some of these starter questions to get students going:  
When you started learning English, how good did you think it was possible for you to get?  
Were you successful at English from the start – or did success only come slowly?  
How has your own progress compared with other students you have worked with?  
Think of the other people you started learning with. Do you still know any of them? How many of them do you think might have become as good at English as you are?  
What things have motivated you most in your learning? What have been the biggest road blocks?

**Best moments in English**

- Ask students to take a minute or two to think back and choose two or three times when they have been really pleased with their ability to use English or it has proved particularly useful.
- Hand out a sheet of A3 paper to each student and request that they draw a sketch of those occasions. Convince them not to be concerned about their artistic ability (or lack of it) – stick people are fine! They should just do their best to capture the moments as images rather than in words.
- When pictures are ready, invite students to meet up and look at each other's work. After a few possible giggles, encourage students to talk more seriously. Each student can say what their picture shows and why this was an important moment for them.
- The activity may help some students to realize that their English learning has been for a purpose and that they have achieved something quite positive from it.

**SPEECH FEATURE: approximation****1**

- Students complete the sentences taken from the listening with the approximating expressions in the box.

- |             |        |
|-------------|--------|
| 1 something | 4 so   |
| 2 up        | 5 very |
| 3 about     |        |

**2**

- Students use the approximating expressions in the box to express the items 1–6 in two different ways.

*Possible answers:*

- |  |   |
|--|---|
| 1 about 20 days; around 20 days or something like that                           | 2 It's coming up to 6pm; about 6pm  |
| 3 just over / roughly / somewhere in the region of £21; £21 something            | 4 around five hours or something like that; just over / roughly five hours            |
| 5 about / something like / just over / roughly / in the region of 230 kilometres | 6 about / something like / roughly 7,000 light years away; 7,000 odd light years away |

**Language notes: approximation**

- Here are the exact meanings of these 'approximating' expressions:
- **About/around/roughly/some/somewhere in the region of/something like** mean 'approximately'.
- **Over/upwards of** means 'more than'.
- **Under** means 'less than'.
- **Up to 20** means 'no more than 20'; **nearly 20** means 'perhaps eighteen or nineteen but not quite 20'; **20 odd, 20 something and 20 or so** mean 'a few more than 20, but the number is inexact or unknown'.
- We use **-ish** as an affix on an adjective to mean 'approximately' (eg *thirtyish*) or 'tallish' (eg *quite tall*).

**3**

- Pairwork. Students talk about themselves using approximating expressions. They can use the ideas from the box if they want.

**Extra task: approximation**

- Prepare some questions to ask students, which require approximate answers. For example:  
*How many students are there in this school? How many people are there in the country? How far is it from here to the capital city/nearest major city? How many copies of this Student's Book are there in this classroom?*
- Ask the questions (or write them on the board) and ask students to give you approximate answers.

**GRAMMAR: simple & continuous verb forms**

- Language reference, *Student's Book page 14*
- Methodology guidelines: *Grammar boxes, page xxi*

**1**

- Students name the tenses used in the sentences from the recording.

- |  |
|--|
| 1 present perfect continuous                 |
| 2 present perfect simple; present continuous |
| 3 present simple                             |
| 4 past continuous; past simple               |
| 5 future simple                              |
| 6 future continuous                          |

**2**

- Students could work with a partner to discuss why the simple or continuous form is used in the sentences before you check the answers with the class.

*Suggested answers:*

- |   |
|---|
| 1 present perfect continuous – a recently finished activity   |
| 2 present perfect simple – a single, recently-completed action; present continuous – a temporary state  |
| 3 present simple – a permanent state; a general truth   |
| 4 past continuous – an activity in progress in the past; past simple – a single completed action in the past  |
| 5 future simple – a future state  |
| 6 future continuous – an action in progress at a specific time in the future; also, a future arrangement, an action that will happen because it is regular and decided (see also Unit 10, page 104) |

### Language notes: simple & continuous verb forms

- The simple aspect describes an action that is seen to be complete. This encompasses single, completed actions, eg *I broke my leg/I've read this book*, habits and routines, eg *I get up at 9*, and states, eg *I like chips*.
- The continuous aspect describes actions that are temporary, not permanent, and have duration. The action isn't seen to be complete – we are viewing it at some point between when it starts and when it ends. This encompasses temporary activities, eg *I'm staying with friends at the moment*, activities that are interrupted, eg *He was sleeping when I arrived*, incomplete actions, eg *I've been reading a book*, and activities that are incomplete and have duration, eg *I've been studying English for ages*.
- A good way to help students who have problems here is to ask check questions about the examples. *Is it complete? Is it temporary? Is it happening/Did it happen over a period of time?*

### 3

- Students choose the correct form of the verbs to complete the texts. Remind them that in some cases both forms can be used.
- They could then compare their answers with a partner before you check with the class.

- 1 know; 'm having; hired; agreed; 'll come / 'll be coming
- 2 is being; aren't; is growing; wants; feels / is feeling
- 3 lives / is living; was taken; appears; fell; broke; was having; been phoning; aren't answering; think; phoned

### 4

- Students think of an example for each situation. They then compare and discuss each one with their partner.

### Extra task

- Write the following time phrases on the board:  
*often for a week these days last Saturday  
later between six and seven this time last year  
in 2012 recently hardly ever after  
in a few minutes since June while*
- Divide students into teams of four, five or six, and ask the students to sit in a circle if possible. Student 1 must make a sentence with 'often'. Student 2 makes a sentence with 'for a week', and so on. Check that students are using the correct aspect. If a student makes an inaccurate sentence (or can't think of one), they are out. Keep playing until only one student is left.

### IF YOU WANT SOMETHING EXTRA ...

- ➊ Straightforward Teacher's Resource Disc *at the back of this book*

# 1c | Growing up

## WHAT THE LESSON IS ABOUT

Theme	Reflections on becoming older
Speaking	Talking about different ages
Reading	<i>Growing up on television</i> : an article about a TV programme following the lives of fourteen people every seven years
Vocabulary	Age
Grammar	Reference & substitution

## IF YOU WANT A LEAD-IN ...

### Discussion starters

➊ *Methodology guidelines: Discussion starters, page xxi*

- What age would you like to be? Why?
- What are the most typical interests, activities and preoccupations of people in their twenties/thirties/forties/fifties/sixties?
- In your opinion, what is the best age to do the following?  
a get married   b have children   c go to university  
d travel round the world   e retire

### Pre-teach key words: growing up

- Write the following phrases, which are near opposites, on the board.

- 1 *privileged background/humble beginnings*
  - 2 *calm and composed/ill-at-ease*
  - 3 *have ups and downs/feel happy in your own skin*
- (Meanings: 1 rich, supportive background/poor start in life; 2 relaxed/uncomfortable; 3 have good days and bad days/feel happy about yourself)

- Ask students to say what they think the phrases mean. Then ask, *What sort of people come from a privileged background? At what age do you tend to feel more calm and composed or more ill-at-ease?*

## VOCABULARY & SPEAKING: age

### 1

- Students work on their own and arrange the terms to describe age in chronological order from youngest to oldest.

a newborn; a toddler; a preteen; a teenager;  
a twentysomething; a 30-year-old; a middle-aged man / woman; a senior citizen

### 2

- Students read the sentences and decide how old the people are.
- They could then compare their answers with a partner before you check with the class.

- 1 18 (when she legally becomes an adult, though clearly this depends on the country)
- 2 30 (he's just become 30)
- 3 over 40
- 4 middle-aged
- 5 near the age of retirement (the exact age depends on the country)
- 6 approaching the age of 70

## Cultural & language notes

- A **toddler** is a baby who can walk. It comes from the verb 'toddle' which describes the ungainly walk of a small child.
  - **Preteen** is a relatively new expression used to describe a child of ten, eleven or twelve who has not reached adolescence, but is starting to show all the signs of wanting to be a teenager!
  - A **senior citizen** is a person who has reached the statutory retirement age of 65 (or 60 for a woman). An alternative, slightly less sensitive expression is 'OAP' or (Old Age) Pensioner.
  - Being described as **middle-aged** is something most people try to put off for as long as possible, so it's difficult to pinpoint exactly when it starts and finishes. Young people would probably say that it starts around 40, but people of about 40 would probably say it starts at 45 or later.
  - In Britain, legally, people **come of age** when they reach eighteen. At this age, the law considers people to be adult, and they can vote, buy a house and buy alcohol **only when they reach this age**. Previously the age was 21, and many people still consider the 21<sup>st</sup> birthday to be the beginning of adulthood.
  - The expression **on the wrong side of 40** is an amusing way of saying 'over 40'.
  - A **midlife crisis** describes the feelings of worry and doubt that some people experience when they reach middle age.
  - **Coming up to** and **getting on for** both mean 'approaching'. **Getting on** also implies 'getting old'.
- 3 Students look at the people in the photos and use the words and expressions from exercises 1 and 2 to say how old they think they are.

### 4

- Pairwork. Students take it in turns to talk about the people in the photos without actually mentioning their age. Tell them to use the three discussion points about age when they are talking about each person. Their partner guesses the person/people they are talking about.

### Alternative procedure: advantages & disadvantages

- With weaker classes, prepare students for this activity by brainstorming on to the board advantages, disadvantages and concerns people have at the ages in the photos before doing the pairwork. Or refer students to the ideas generated in the Discussion starters lead-in activity (if you did it).

### Extra task: discussion

- If you have mixed ages in your class, and you feel students will be comfortable with revealing their age, have a discussion about what the advantages and disadvantages are of being the age your students have reached.

## READING

The reading article is about *7-Up*, a 1960s British television documentary which set out to follow the lives of fourteen seven-year-olds, with an update on their progress broadcast on television every seven years. The article focuses on the



lives of three of the participants and what has happened to them, and talks about why the programme has been so successful.

- 1
  - Students read the title of the article and the introduction, then discuss the question with a partner.
- 2
  - Students read the article to find out which of the areas they discussed in exercise 1 were mentioned in the text.

Examples of general areas mentioned:

- happiness
- work and careers
- changes in physical appearance
- education
- houses
- relationships and families (brief mention in penultimate paragraph)

- 3
  - Students read the article again and choose the correct alternative to complete the sentences.
  - They could then compare their answers with a partner before you check with the class.

- 1 how they feel about **their lives**
- 2 past is reflected in **his face**
- 3 was carefully planned **for him**
- 4 has been no obstacle **to success**
- 5 taxi driver
- 6 less than enthusiastic about **appearing in the series**

- 4
  - Pairwork. Students discuss the questions with a partner.
  - Ask students if they found out anything interesting from their partner in their discussion.

### Extra task: discussion

- Extend the pairwork activity in exercise 4, and recycle vocabulary from the article, by writing the following questions on the board for discussion:
  - Do you feel happier in your skin now than you used to? In what ways?*
  - Do you have a strong sense of purpose in life?*
  - Do you feel your life is mapped out? In what ways?*
  - Do you feel your background has helped or hindered you?*

### Language notes: reading

- The article is rich in vocabulary. If you chose not to pre-teach the words suggested in the Pre-teach key words section, then you may wish to look at these words in context.
- Alternatively, you may wish to get students to find some of the idiomatic phrasal verbs in the text:
  - To **turn out** is to develop in a particular way, eg *He was a quiet child but he turned out to be an extrovert.*
  - To **map out** something (or to **map something out**) is to plan it.
  - In the context of the article, to **get on** is to become successful in life.
  - If things **work out**, they happen as planned.
  - To **set up** a company or organization is to start it.
  - If something is **held up to scrutiny**, it is inspected or examined.

### Cultural note: 7-Up

- Granada Television (now ITV Granada) is an independent television company that provides programmes for the ITV network in Britain. Producer Michael Apted's programme was groundbreaking in 1964 and each seven-yearly update is eagerly awaited and discussed.

## GRAMMAR: reference & substitution

- 🔗 *Language reference, Student's Book page 14*
- 🔗 *Methodology guidelines: Grammar boxes, page xxi*

- 1
  - Students look back at the highlighted words in the article and explain what the words refer to.
  - They could then compare their answers with a partner before you check with the class.

*then* – 1964  
*these individuals* – fourteen seven-year-olds  
*this* – the fact that they have all had their ups and downs  
*not* – he was (not) going to be an astronaut  
*that* – the profession  
*one* – route to financial wellbeing  
*that* – training to be or becoming a jockey  
*does* – drive a London cab  
*it* – the programme / the 7-Up series  
*do* – come back on the programme  
*one* – instalment

- 2
  - Students complete the sentences with the words in the box.
  - They could then compare their answers with a partner before you check with the class.

- |             |             |
|-------------|-------------|
| 1 ones; one | 5 do; there |
| 2 nor       | 6 not       |
| 3 That      | 7 so        |
| 4 does      | 8 those     |

- 3
  - Ask students to look back at the sentences in exercise 2. For each of the sentences, they have to write a sentence to precede it.
  - Go through the example with the class to make sure students know what to do. Then ask them to work on their own to write the initial sentence of the dialogues.

- 4
  - Pairwork. Students take it in turns to read out their sentences in random order for their partner to reply using an appropriate response from the sentences in exercise 2.

### Language notes: reference & substitution

#### Reference

- **This, that, these** and **those** are used as determiners, eg *this news, those days* or pronouns, eg *This is great*. They refer back to previously-stated ideas and are often used to avoid repetition.

#### Substitution

- Auxiliary verbs such as **do** or **did** are used to avoid repeating the verb, eg *Joe came but Sue didn't*.
- Similarly, **so/neither/nor** + auxiliary verb + subject is used to avoid repetition when saying two things are similar, eg *John likes chips and so do I* or *Sarah doesn't go to university and neither does Paul*.

- **So/not** are used in place of a *that* clause, eg *I hope not/I think so* or a conditional clause, eg *If not, let me know*.
- **One/ones** replace countable nouns, eg *I don't want one*.
- **Then** and **there** replace times and places, eg *He wasn't there*.

### Methodology Builder (4) Different types of Advanced students

- We can identify quite a number of different kinds of Advanced student. Here are a few you might meet:

#### The 'only-just' advanced student

In some schools, the majority of students in an Advanced class will be at the lower end of the Advanced description. They will be starting on the Advanced course, perhaps after having just passed a lower level exam. These students, while they should be fully capable of successfully studying an Advanced course, will have the most new things to learn and the most errors to make.

#### The student at the top of the escalator

Some students who arrive in Advanced classes are quite clearly not Advanced. They have simply arrived at the top of the school's level structure. This may be for a number of reasons:

- They have repeatedly moved up a level automatically at the end of every school year.
- Other factors than level have determined which class they go to (eg the wish to keep a group of friends together).
- They have been a weak student who should have stayed in a certain level but (for purely logistical reasons, such as the fact that they have already studied the Student's Book at a certain level) the school has promoted them above their actual level. These promotions can happen repeatedly, level after level, until a student somehow arrives at the highest level, way above their real level.

For whatever reason a student arrives at 'the top of the escalator' this kind of student may prove to be a problem for both teacher and other students. The teacher will need to decide how to deal with the weaker language knowledge and the lower skills level of the student.

#### The mixed-ability advanced student

Some advanced students have marked differences in ability in particular language or skills areas. I once taught an advanced class with a Japanese student whose grammatical knowledge and writing ability was very advanced, but whose speaking skills were little more than intermediate.

#### The non-native native speaker

When you meet someone whose English seems particularly natural and impressive it is worth enquiring about their life story and personal background. There is sometimes a very good explanation as to how their English has become good. Here are some example stories:

- The student has spent a year or more living (and going to school) in an English-speaking country, eg while travelling with parents who were posted to work overseas.

- Although the student lives in a non-English speaking country, one of their parents (or another relative or carer) is a native English speaker who often uses English with them. Similarly, the parents may come from different cultures and use English as a *lingua franca* within the family.
- The student has been brought up in a home where the parents have made a decision to use English themselves some of the time (in order to help their children learn the language). I have been surprised by how many non-native parents I have met that read their child a bedtime story in English, or show English children's TV programmes on DVD.
- The student works in an English-speaking environment, eg in a multinational company.

#### The very advanced student

Some students are simply very advanced. For a variety of reasons, often to do with natural aptitude, they have somehow become extremely knowledgeable and skilful. Luckily, these students often also seem to have a high degree of motivation and are keen to keep practising and expanding their knowledge, even though they may be in a class that is actually working at a lower level than their own. Finding ways to keep challenging them can prove demanding to the teacher.

### IF YOU WANT SOMETHING EXTRA ...

- Straightforward Teacher's Resource Disc at the back of this book

MACMILLAN  
EDUCATION

Sample marketing text © Macmillan Publishers LTD

# 1D | The quarterlife crisis

## WHAT THE LESSON IS ABOUT

Theme	Problems with being 18–35
Speaking	Roleplay: people making changes
Listening	Five people talking about expectations of what life should be like at certain ages
Vocabulary	Noun suffixes
Did you know?	UK charity: <i>Age UK</i>

## IF YOU WANT A LEAD-IN ...

### Discussion starters

- ➊ *Methodology guidelines: Discussion starters, page xxi*
- What are the most difficult and stressful change of life situations that we have to face in our lives? In what ways are they stressful? What's the most difficult change of life situation you have faced? Why was it difficult? How did you deal with it?

### Test before you teach

- ➋ *Methodology guidelines: Test before you teach, page xxi*
- Write the following suffixes on the board:  
-ence -ment -al -ure -ence -ness -cy  
-ity -hood
- Put students in pairs or small teams. Tell students they have four minutes to write as many nouns using these suffixes as they can think of.
- During feedback, ask the pair or team who claim to have written the most nouns to read them out to the class. Correct any errors.

### Introducing the theme: the quarterlife crisis

- Discuss with students what is meant by a 'quarterlife crisis'. Brainstorm life events or issues that could contribute to a quarterlife crisis (ie problems faced by 18 to 35 year olds) onto the board. Try to elicit: getting a new job, going to university, leaving home, going to live abroad, moving house, getting married.
- Ask students to describe their personal experience of any of the above to the class.

## LISTENING

The listening is five people talking about the problems of being twentysomething in 21<sup>st</sup>-century Britain: the unrealistically high expectations some people have for their lives, the difficulty of becoming independent from parents because of lack of money and the overwhelming feelings of insecurity and disappointment.

### 1

- Pairwork. Ask students to look at the pairs of photos and talk about the changes we have to make and the different responsibilities we have when we become adults.

### 2

- ➌ *Communication activities, Student's Book page 138*
- Students read the extract and discuss the questions.
- When students have finished their discussion, ask them to turn to page 138 to check their ideas.

### 3 1.2–1.6

- Explain that students are going to listen to five people talking about the problems of being twentysomething. For each speaker, they should decide whether this person believes twentysomethings have a good reason to complain about their situation or not.
- Students listen to the recording. They can then check their answers with a partner before you check with the class.

1 ✗ 2 ✓ 3 ✗ 4 ✓ 5 ✓

### 1.2–1.6

#### Speaker 1

A lot of people my age are talking about this quarterlife crisis thing. There seems to be this idea that a lack of stability is a bad thing, that it gives us an overwhelming feeling of insecurity, that we somehow have too much choice, too many decisions to make. Is it OK, for example, to switch jobs every year or so, or is it better to stick with one company? Do I really enjoy the single life or should I be thinking about marriage? Is it cool to live close to my parents or should I go to the other end of the country to show how independent I really am? And so on. But I honestly can't see how having choice can be a problem. Surely being able to decide what we do is a good thing – adds a bit of spice to life. Wouldn't it be dull if we had it all mapped out?!

#### Speaker 2

I have this incredible feeling of dissatisfaction and disillusionment with adult life. When I was at college I always thought I'd have everything sorted out by my late twenties – I'd be married, living in my own home and leading a comfortable life on a decent salary. Instead of which, what have I got? A one-year contract with no job security, long working hours and a boyfriend I hardly ever see because we're both so busy. And there's no way I can afford to buy my own place – property prices are far too high – so at the age of 28, I'm still sharing a rented flat just like I was ten years ago. We all seem to be just treading water, going nowhere fast. They say that young people have more choice than previous generations, but what's the good of choice if you can't afford to do anything?

#### Speaker 3

The problem with young people nowadays is that many of them have unrealistically high expectations, which are subsequently not met. They only have themselves to blame for this. They are too easily influenced by the media and the whole culture of celebrity. In the TV series *Friends*, for example, there is a group of twentysomethings sharing this enormous and impossibly expensive flat in New York, and young people watching think 'That's what I want'. And they want it now. And when the realization hits them that they can't have it, they feel cheated, angry somehow, as if they have been sold a lie. There seems to be a failure among youngsters to grasp the reality of adult life, to understand that there is a limit to what they can realistically hope to achieve in their twenties. They lack maturity, or, to put it another way, they just need to grow up.

**Speaker 4**

Jane, my granddaughter, is 24, but in some respects she's just like a teenager. Still living at home, still having to depend on her mother and father, still bringing home boyfriends, just like she did when she was sixteen. She has no choice, really. And then, on the other hand, there she is working up in London, in an adult job with adult responsibilities. No wonder she's feeling a bit confused. It was all so much more clear-cut in my day – we got married, had children and knew exactly where we were going and what we had to do. That was just the way it was. Poor Jane seems to be in crisis at the moment – she wants her independence, but can't afford to buy a place on her own; she'd like to settle down and have kids, but she also wants to focus on her career. Not easy – I don't envy these youngsters nowadays, you know.

**Speaker 5**

I enjoyed my time at university – my life had structure and I loved the subject I was studying. But it didn't prepare me very well for the outside world – we were all a bit cocooned, overprotected from the harsh realities of life. I soon discovered when I graduated that having a degree nowadays is absolutely no guarantee of a decent job – everyone seems to go to university these days. So now I'm doing something I don't enjoy and which has very little to do with what I studied, in the hope that something better will come along later. The uncertainty of it all has caused me to doubt my own abilities, and feel very **anxious about the future**. It really is a difficult time for graduates like myself. Fortunately, there are others out there with the same kind of worries and I often get help and advice from fellow sufferers on the message board of the quarterlifecrisis website.

**4** **1.2–1.6**

- Students match one of the statements to each speaker.
- They can then check their answers with a partner before you check with the class.

1 h 2 d 3 c 4 f 5 a

**5**

- Pairwork. Students discuss the questions with a partner.
- Go round monitoring and give help where needed. Then students discuss the questions as a whole class.

**Language notes: reading**

- You may wish to check some of the more colloquial and idiomatic language in the text.
- To **switch jobs** is to change jobs.
- If you **stick with** something or someone, you stay with them.
- If something **adds a bit of spice**, it makes things more interesting.
- To **tread water** is to stay where you are, without making any progress. Literally, it means to move your arms and legs in water in a way that keeps you afloat without moving.
- When **realization (of something) hits you**, you suddenly become aware of the situation.
- To **grasp the reality** of something is to see the situation as it really is.
- If you are **cocooned** from something, you are protected from it; a cocoon is a covering that allows certain insects to be protected while changing form, eg from a caterpillar to a moth or butterfly.

**Extra task: discussion**

- Ask students *What do you think are the most serious problems facing young people in this age group?*
- Ask them what advice they would give to the people in the listening texts who have problems.

**VOCABULARY: noun suffixes****1a**

- Students write the adjectives formed from the nouns listed.

1	insecure	4	mature
2	responsible	5	uncertain
3	real		

**b**

- Students then write the verbs formed from the nouns listed.

decide; dissatisfy; expect; realize

**2a**

- Students use the suffixes in the box to form nouns for each group of verbs.
- They can then check their answers with a partner before you check with the class.

1	burial; denial; survival
2	disappointment; achievement; involvement
3	failure; departure; procedure
4	existence; occurrence; obedience

**b**

- Students then use the suffixes in the box to form nouns for each group of adjectives.
- They can then check their answers with a partner before you check with the class.

1	sincerity; flexibility; generosity
2	sadness; tiredness; seriousness
3	pregnancy; fluency; accuracy
4	absence; patience; intelligence

**3a**

- Students complete the text with the correct noun form of the words in brackets.
- They can then check their answers with a partner before you check with the class.

1	fondness	6	wisdom
2	freedom	7	truth
3	innocence	8	ignorance
4	inhibitions	9	enthusiasm
5	confidence	10	retirement

**b**

- Students say whether they share the same feelings as the speaker in exercise 3a.

### Extra task: adjectives to verbs

- Put students in pairs. Tell the Student A in each pair to write down ten adjectives from the lesson (*insecure, real, mature, generous*, etc). Tell the Student B in each pair to write down ten verbs from the lesson (*decide, expect, bury, occur*, etc). Each A reads out his or her adjectives and tests B's ability to turn them into nouns. Then each B reads out his or her verbs and tests A's ability to turn them into nouns. Find out which student gets most right.

### Extra task: describe the word

- Write the following words on a piece of paper: *demonstrator, politician, newsreader, consultant, employee, environmentalist*. On a different piece of paper, write *novelist, researcher, participant, spectator, historian, referee*. Stick the first piece of paper to a wall at the front of the class, and the second to a wall at the back. Ask half the class to walk and copy the words at the front on to a piece of paper. The other half of the class copy the words on the back wall. Pair students with someone who has different words. Students must then take it in turns to describe their words without using any part of the word given, and their partner must guess the word. Find out which pair finishes first.

### Language notes: noun suffixes

- There are no real rules here for changing adjectives and verbs to nouns, just tendencies. For example, **-ible** generally changes to **-ibility**. However, as **-ent** might change to **-ence** (eg *patient/patience*) or **-ency** (eg *fluent/fluency*) or even add **-ment** (eg *content/contentment*), it is probably best to merely point out that these suffix endings need learning.
- There may be a change in pronunciation or shift in stress when a word is changed from verb/adjective to noun. For example:  

<i>real</i> /rɪəl/	<i>reality</i> /rɪə'lɪti/
<i>occur</i> /ə'kʊ:(r)/	<i>occurrence</i> /ə'kʌrəns/
<i>sincere</i> /sɪn'sɪə(r)/	<i>sincerity</i> /sɪn'serəti/
<i>responsible</i> /rɪ'spɒnsəb(ə)l/	<i>responsibility</i> /rɪ'spɒnsə'bɪləti/
- Notice: *burial* /'berɪəl/ but *denial* /dɪ'naɪəl/.

4

- Students read the instructions and do the roleplay. Make sure that Student A understands that they have to explain the reason why they want to go ahead with the decision, while Student B has to dissuade them from doing so. Students then swap roles.

5

- Students discuss what they think the best course of action would be in each case.

6

- Pairwork. Students discuss the questions with a partner.
- Ask students if they found out anything interesting from their partner in their discussion.

### DID YOU KNOW?

1

- Pairwork. Students read the information and discuss the questions with a partner.

### Web research tasks

- Methodology guidelines: Web research tasks, page xxi**
- Ask students to research charities which help people at certain times of their life. British charities include *Age Concern, Children In Need, Childline* and *HoneyPot*.
- Ask students to research one of the charities above, or a charity from their own country, and present their findings to the class.

### Web search key words

- charity; old age/middle age/teenager

### IF YOU WANT SOMETHING EXTRA ...

- Straightforward Teacher's Resource Disc at the back of this book

Copyright © Macmillan Publishers LTD

## SPEAKING

1

- Communication activities, Student's Book page 139**

- Ask students to turn to page 139 at the back of the book. They read the five paragraphs and answer the question.

2

- Pairwork. Put students into A and B pairs. Ask them to choose a different situation about life changes on page 139 from their partner. They read their situation and make notes on the ways they might benefit from the move.

3

- Students now read about their partner's situation on page 139, and make notes on the ways their partner, and any other people mentioned in the text, would not benefit from the move. They should then think of alternative solutions to their partner's situation.
- Go round monitoring and give help where needed.

# Answer key

## 1 REVIEW

▶ Student's Book page 164

1

- |                           |                    |
|---------------------------|--------------------|
| 1 achievement             | 6 urgency          |
| 2 survival                | 7 dissatisfaction  |
| 3 pleasure / satisfaction | 8 responsibilities |
| 4 awareness               | 9 adaptation       |
| 5 offence                 | 10 inaccuracies    |

2

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

3

- |                  |             |
|------------------|-------------|
| 1 is being       | 5 've made  |
| 2 comes          | 6 be having |
| 3 's coming      | 7 had       |
| 4 've been doing |             |

4

*Corrected version*

My youngest boy, David, starts school next week. He's a bit nervous about it all, and to tell you the truth, so **am** I. My other two never seem to worry about anything, and **neither / nor** does their father. David obviously takes after **me** in that respect. We know, though, that he's got the same class teacher as **the one** Paul had two years ago, so **that's** good. **Her** name's Miss Appleby. She's a caring person and a very good teacher – at least I think **so** and I know most of the other parents **think so / do** too. There's a two-week period of adaptation at the beginning, and it may be that David will come home at midday during **this / that** time. If **so**, I've arranged for my mum to pick him up and look after him until I finish work.

MACMILLAN  
EDUCATION

Sample marketing text © Macmillan Publishers LTD