



1 The British

LESSON SUMMARY

Reading: Text about how foreigners see the British

Listening: Five foreigners give their opinions on the British.

Speaking: Discussing how people from other countries see your nationality

SHORTCUT

- To do the lesson in thirty minutes, omit the lead-in and keep exercise 1 as a brief whole class activity. Omit exercise 4.

LEAD-IN 2-3 MINUTES

- Give students two minutes to brainstorm nouns and adjectives to do with the British, e.g. *tea, fish and chips, red buses, serious*.
- Elicit ideas and write them on the board.

Exercise 1 page 108

- Ask two students to describe the photos in detail.
- Pre-teach *stereotype* /'steriə(ʊ)taɪp/ (a fixed idea about a particular type of person or thing, which is often not true in reality).
- Students discuss in pairs whether the pictures match their idea of the British stereotype and give reasons why.
- Ask a few students to share their ideas with the class.

Exercise 2 page 108

- Focus attention on the title of the text and point out that *see* can mean 'think of'.
- Students read the text and answer the questions.
- Check answers as a class. Check any unknown vocabulary.

KEY

a true b true

Exercise 3 page 108

- Students complete the charts with the words.
- Check answers as a class.

KEY

1 good manners 2 reserve 3 sense of humour
4 culture 5 reserve 6 worse 7 better

Extra activity: Fast finishers

- Ask **fast finishers** to think about what they like and/or dislike about the British. They write sentences using the words in exercise 3, e.g. *I like their good manners, but I hate the queuing*. Encourage them to give reasons for their opinions.
- Ask a few students to share their ideas with the class.

Exercise 4 3.18 page 108

- Play the recording for students to choose the person with the most negative opinion.
- Elicit students' opinions.

Transcript

- 1 I love the UK. I just love the atmosphere, the culture, the art, the history. There is also beautiful scenery in places like Cornwall and Scotland. The people here are kind and friendly. The only things I don't like about the UK are the weather and the food. I had some really bad fish and chips recently!
- 2 British people don't care about their work like we do. They aren't very hard-working really – they spend all day waiting to finish work and go home! And when they leave work, they forget about it. I have my own café here in Cardiff and for me, my work is my life.
- 3 I find British people very friendly and I love an English breakfast and fish and chips. But I don't like it when I finish work at 11 p.m. or midnight and young people are causing trouble in the street. It's not always nice and they make a lot of noise. I don't worry for me but I'm anxious for my wife at night over here. Overall though I like living in Britain. It's much better than back home.
- 4 OK, the weather definitely is not great but I love the freedom of living in the UK. It's so friendly and welcoming. It was difficult for me when I first arrived at the age of sixteen. I was used to rules. My family came first and I always obeyed my parents. I never answered back. But British teenagers have so much more freedom. They don't have many rules, and that's not always a good thing. They often behave badly.
- 5 The culture here is amazing and I really like the literature. Shakespeare is one of my favourites and I love Mr Bean. Like me, Rowan Atkinson, the actor, studied electrical engineering at university. But people here are lazy. You get too many holidays – especially students.

Exercise 5 3.18 page 108

- Check the meaning of *not keen on* (not interested in or having any desire for something).
- Play the recording again for students to match the speakers with the sentences.
- Check answers as a class.

KEY

A 1, 4 B 3 C 2, 5 D 3, 4 E 1, 5 F 1, 3, 4

Transcript

See exercise 4.

Extra activity

- Write the following questions on the board:
 - How does Speaker 1 describe British people? (kind and friendly)
 - Why does Speaker 2 think British people aren't hard-working? (They only want to finish work and go home. They forget about work at home.)
 - What British food does Speaker 3 like? (English breakfast and fish and chips)
 - Why does Speaker 3 worry about his wife at night? (People cause trouble in the streets.)
 - What does Speaker 4 think about young people's freedom in Britain? (She doesn't think it's a good thing.)
 - Why does Speaker 5 think British people are lazy? (They get too many holidays.)
- Play the recording again for students to answer the questions.

Exercise 6 page 108

- Go through the questions together and ask students to brainstorm stereotypes for their country.
- Students discuss the questions in pairs using the phrases. Monitor and help with grammar and vocabulary where necessary.

Lesson outcome

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can give my opinion on British stereotypes and discuss stereotypes of my own country.*

2 Robinson Crusoe

LESSON SUMMARY

Reading: An article about the real Robinson Crusoe

Listening: The latter part of the story of Robinson Crusoe

Speaking: Deciding what to take with you to a desert island

SHORTCUT

- To do the lesson in thirty minutes, set exercise 5 for homework and omit exercise 6.

LEAD-IN 2-3 MINUTES

- Revise phrases for describing a photo and speculating about it by writing the following on the board for students to complete:

The photo ____ two men sitting on a bench. (shows)
Things near the front of a photo are in the _____. (foreground)
Things near the back are in the _____. (background)
In the top left ____ there's a bird in a tree. (corner)
The girl is standing ____ the right of the photo. (on)
It ____ like a rabbit. (looks)
It ____ as if they're arguing about something. (looks / seems)
He ____ to be very angry about something. (seems)
She's ____ feeling lonely. (probably)
I ____ they're coming home from school. (expect)
____ by his expression, I'd say he was excited. (Judging)

Culture note: Daniel Defoe

Daniel Defoe (1660–1731) was an English trader, journalist and novelist. *Robinson Crusoe* is his most famous novel.

Exercise 1 page 109

- Focus attention on the photo.
- In pairs, students describe the photo and speculate on the reasons why the man is there and what he is doing.
- Ask a few students to share their ideas with the class.

Exercise 2 page 109

- Ask students to skim-read the text for gist.
- Ask questions to check comprehension:

What is the name of the real sailor who lived on a desert island? (Alexander Selkirk)
Why did he leave his ship? (It was in poor condition.)
How did he get food on the island? (He killed animals.)
- Students read the text again and complete it.
- Check answers as a class. Check any unknown vocabulary, e.g. *marooned* /mə'ru:nd/ (in a place that you cannot leave), *remote* /rɪ'məʊt/ (far away from where other people live), *regret* /rɪ'grɛt/ (to feel sorry that you did something or did not do something).

KEY

1 b 2 a 3 a 4 c 5 b 6 c 7 a

Exercise 3 page 109

- Ask students to read the text quickly. Ask: *Is this the true story or the story by Daniel Defoe?* (the story by Daniel Defoe)
- Check the meaning of *cannibal* /'kænɪb(ə)l/ (a person who eats human flesh).
- In pairs, students discuss what they think happens next.
- Elicit their ideas and make notes on the board.

Extra activity: Fast finishers

Ask **fast finishers** to list the differences between the true story and Defoe's version. (Selkirk was attacking Spanish colonies with the English – Crusoe was on a voyage to Africa. Selkirk's ship stopped at the island – Crusoe swam to the shore. Selkirk left his ship because it was in poor condition. – Crusoe's ship sank in a storm. Selkirk spent five years on the island. – Crusoe spent 27 years on the island. There weren't any cannibals or prisoners on Selkirk's island. – There were cannibals on Crusoe's island.)

Exercise 4 3.20 page 109

- Tell students they are going to find out what happens next in the story.
- Play the recording for students to listen and compare their ideas. Did students guess correctly?

Transcript

I took my prisoner to my secret cave on the other side of the island and gave him food and drink. After that, he went to sleep.

He was a fine young man, about 25 years old, tall and well-built, with a kind face and nice smile. I decided to give him the name of 'Man Friday', because I first saw him on a Friday.

I began to teach him to speak English, and soon he could say his name, 'Master', and 'Yes' and 'No'. How good it was to hear a man's voice again!

Later that day we went back to my first house. We went carefully along the beach, but there were no boats and no cannibals.

Friday was a quick learner and his English got better day by day. He helped me with the goats and with the work in the cornfields, and soon we were good friends. I enjoyed teaching him and, most of all, having a friend to talk to. This was the happiest of all my years on the island. Friday and I lived together happily for three years. I told him the story of my adventures and about life in England, and he told me about his country and his people. One day we were at the top of the highest hill on the island and we were looking out to sea. It was a very clear day and we could see a long way. Suddenly, Friday began to jump up and down, very excitedly. 'What's the matter?' I asked. 'Look, Master, look!' Friday cried. 'I can see my country. Look over there!' I began to think about escape. Perhaps Friday wanted to go home too. Perhaps together we could get to his country. But what then? Would Friday still be my friend?

Exercise 5 3.20 page 109

- Students complete the questions with the question words.
- With a **stronger class**, ask students to answer the questions without listening to the recording again.
- Play the recording again for students to answer the questions or check their answers.
- Check answers as a class.

KEY

1 Why 2 What 3 When 4 How long 5 Where

- 1 Because he first saw him on a Friday.
- 2 He taught him to speak English.
- 3 They went back to Crusoe's first house later that day.
- 4 They lived together for three years.
- 5 They were at the top of the highest hill on the island.

Transcript

See exercise 4.

Exercise 6 page 109

- Go through the task and the list of items with the class.
- Go through the phrases and elicit a sample sentence for each phrase and write it on the board, e.g.
Let's take a lighter so that we can make fires easily.
- Give students two minutes to brainstorm more items to take with them.
- In pairs, students discuss which items they will take and why, and explain their reasons for rejecting others.
- Students should use as many of the phrases as possible.
- Each pair of students should agree on a list of things to take with them.
- Elicit students' lists and their reasons for their choices.
- Find the most popular things on the list.

Lesson outcome

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I have learned about the story Robinson Crusoe and the real-life Crusoe: Alexander Selkirk. I can decide what items to take with me to a desert island and justify my choices.*

3 Screen exports

LESSON SUMMARY

Reading: A text about British TV around the world

Listening: A description of the British TV programme *Top Gear*

Speaking: Discussing British TV programmes and preferences for programmes from the students' own country and other countries

SHORTCUT

- To do the lesson in thirty minutes, omit the lead-in and exercise 4.

LEAD-IN 2-3 MINUTES

- Revise TV programme genres by writing anagrams on the board for students to solve:
tilarey wsoh (reality show)
tahc owhs (chat show)
dreipo amdar (period drama)
tawehre erofstac (weather forecast)
cosmit (sitcom)
paso (soap)
lenatt wosh (talent show).
- Write *export* on the board and elicit the meaning (a product or service that is sent to another country for sale). Ask: *Which TV programmes do you watch from other countries?* Elicit answers.

Exercise 1 page 110

- As a class activity, students match the photos with the genres.
- Ask: *Do you know the British version of this programme? Is there a version for your country too?*

Exercise 2 page 110

- Ask students to scan the text for the relevant information and check their answers in exercise 1.
- Check answers as a class.

KEY

A drama B science fiction C talent show

Exercise 3 page 110

- Students read the text more carefully and decide whether the statements are true or false.
- Check answers as a class. Ask them to support their answers by quoting from the text.

KEY

1 T 2 F 3 F 4 F 5 T

Exercise 4 3.22 page 110

- Ask students to look at the photo of the programme *Top Gear*. Ask: *Do you know what the programme is about?* (cars)
- Play the recording for students to answer the question.

KEY

Top Gear is popular because it contains a lot of humour and people like the relationship between the three presenters.

Transcript

Top Gear, a BBC TV programme about cars, is the most popular factual TV programme in the world. Every week, about 350 million people watch it in 170 different countries. In most countries, they watch the British version of the programme, but a few countries bought the format from the BBC and made their own versions. However, this was not always a good decision. Russia and Australia both made their own programmes, following the same format as the British programme, but they were not popular with viewers. In the end, both countries decided to show the original BBC programme instead.

Top Gear began about forty years ago, in the 1970s. In the early days, it was quite a serious programme with lots of information about new cars. But in 2002, it changed its style completely – and as a result became far more popular and successful. The programme was still about cars, but it also contained a lot of humour. They started filming the show in front of a live audience and the atmosphere was like a party. The programme's presenters – Jeremy Clarkson, Richard Hammond and James May – became well-known celebrities in the UK and around the world. Although all three presenters are male, a lot of the programme's viewers – about 40% in fact – are female.

The new version of the programme introduced a character called The Stig – a racing driver who tested new cars. Nobody knew the identity of The Stig because he always wore a racing driver's helmet. People wondered if it could be a famous Formula 1 driver, and the mystery made the show even more popular.

But the relationship between the three presenters is probably the main reason for the programme's success. However, in 2015, the main presenter Jeremy Clarkson lost his job. He had an argument with another person who was working on the show, and Clarkson hit him! Richard Hammond and James May also left the show. But that is not the end of *Top Gear*. The BBC is now making the show with new presenters.

Exercise 5 3.22 page 110

- Ask individual students to read out the numbers in sentences 1, 3 and 5 to make sure they know how to say them correctly.
- Play the recording again for students to choose the correct answers.
- Check answers as a class.

KEY

1 170 2 the British version 3 1977 4 three
5 40 6 racing driver

Transcript

See exercise 4.

Extra activity

Write the following questions about the recording on the board:

- 1 What happened when Australia made its own version of *Top Gear*? (It wasn't popular with the viewers.)
- 2 What was the original style like? (It was serious, with lots of information about new cars.)
- 3 What is the atmosphere like today? (It's like a party.)
- 4 Who could the Stig be? (a famous Formula 1 driver)
- 5 How did Jeremy Clarkson lose his job?
(He had an argument with someone working on the show and hit him)

Exercise 6 page 110

- Students ask and answer the questions in pairs. Monitor and help with grammar and vocabulary where necessary.
- Ask a few students to share their ideas with the class.

Extra activity

- Ask students to make a list of any other screen exports they watch.
- In pairs, students compare lists and say why they like the programmes.

Lesson outcome

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about screen exports and give my opinion on them.*

4 The English language

LESSON SUMMARY

Reading: Information about the history of the English language

Listening: An interview about English as a global language

Speaking: A discussion about the benefits of speaking English and the influence of other languages on the students' language

SHORTCUT

- To do the lesson in thirty minutes, omit the lead-in and exercise 3.

LEAD-IN 2–3 MINUTES

- Write the following question on the board: *How is English similar to your language? Think about vocabulary and grammar.*
- Students discuss the question in pairs.
- Elicit answers.

Exercise 1 page 111

- Students answer the question in pairs.
- Elicit answers. Then ask students if hearing English outside the classroom helps them to learn English.

Culture notes

- The Celts were the most powerful people in northern and central Europe from 750 BC to 12 BC. Modern versions of Celtic languages like Welsh are still in use today.
- The Romans invaded Britain in 43 AD and there was a Roman presence in the country for almost four centuries. They did not, however, succeed in conquering Scotland. Britain was only one part of their enormous empire, which at its height stretched from northern Europe to the near east. The common language was Latin, which later gave rise to Italian, French, Spanish, Portuguese and Romanian.
- The Angles and Saxons arrived in Britain after the Romans left. They settled in what we now call England, whose name means 'land of the Angles'. Many places in England still have Anglo-Saxon names, e.g. the towns of Hastings and Reading.
- The Vikings were a seafaring people from Scandinavia. Although the Vikings are often regarded as nothing more than violent invaders, they did not only fight and steal from others. They also settled as farmers, traders and craftsmen.

- The Normans had Viking origins and came from Normandy in northern France. As well as conquering England, they also created a kingdom in southern Italy and Sicily.

Exercise 2 page 111

- Go through the statements together and check that students understand them.
- Refer students to the texts. Students scan them for the relevant information and decide whether the statements are true or false.
- Check answers as a class.

KEY

1 F 2 F 3 F 4 T 5 T

Exercise 3 page 111

- Students read the text again and answer the questions.
- Check answers as a class.

KEY

1 North Germany and Holland 2 Latin
3 the west and north 4 Norse 5 English
6 dad 7 26%

Extra activity: Fast finishers

Books closed, ask **fast finishers** to put the following events in the correct order:

- Latin is spoken in Britain.* (2)
- Celtic speakers move away from the centre of Britain.* (3)
- Some people speak French, while others speak English.* (5)
- Everyone speaks languages similar to modern Welsh.* (1)
- Norse introduces many new words into the English language.* (4)

Exercise 4 3.23 page 111

- Go through the topics together and make sure that students understand them.
- Before you play the recording, point out that the topics do not follow the same order as the interview.
- Play the recording for students to make notes of the topics mentioned.
- Check the answer as a class.

KEY

5

Transcript

Host Today in our series about the English language we are talking about English as a global language. In the studio with me is professor of linguistics, Edward Higgins. Welcome, Professor Higgins.

Professor Thank you.

H So, can you tell us how English became a global language?

P Yes. Well, English spread around the world during the 18th and 19th centuries. At that time, Britain was a very powerful country and it had a large empire. English became the most important language in countries like Canada, Australia and New Zealand, and a second language in countries such as Pakistan and India. It also became the first language in the USA.

H And of course the USA is now the most powerful country in the world.

P Yes, so English continues to be very important. The enormous influence of American culture since 1945 means that English is now more than ever a global language.

H How important is the influence of technology?

P Very important. English is already the language of popular culture, films and TV, and of science, business, aviation and tourism. It has now also become the language of the internet; about 55% of the world's websites are in English and experts estimate that 80% of all emails are in English too.

H Just how many English speakers are there?

P That depends on how you count them! But there are about 335 million people who use English as their first language. In addition, there are about 430 million people who speak it as their second language, in countries like India, South Africa and the West Indies.

H And a lot of people learn English as a foreign language too, don't they?

P Yes, about 750 million people learn English as a foreign language in over 100 countries.

H So how many speakers is that in total?

P About 1.5 billion speakers worldwide.

H Wow. That's a lot of people. I guess not everyone is happy about how widespread and how important English is becoming?

P That's right. Some people think English is too powerful. They see English as a threat to their own language. In Britain for example, Welsh has only five hundred thousand speakers. Can it survive alongside English, which has 60 million? Maybe not. And people in other countries don't like all the words that their languages borrow from English. Some French people for example object to words like 'weekend' and 'blog' and 'email'.

H Will English continue to be the most important language in the world?

P Probably, but the power of the USA may decline and China and India might become the next superpowers. In one hundred years from now, it's possible that we will all need to speak Chinese or Hindi! Nobody really knows.

Exercise 5 3.23 page 111

- Ask individual students to read out the numbers and dates to make sure that students can say them correctly.
- Play the recording again for students to make notes about the significance of the numbers.
- Check answers as a class.

KEY

- 1 English spread around the world during those centuries.
- 2 Since then, American culture has had an enormous influence on the world.
- 3 the percentage of websites in English
- 4 the number of people who use English as their first language
- 5 the number of English speakers worldwide
- 6 the number of Welsh speakers in Britain
- 7 We might all need to speak Chinese or Hindi then.

Transcript

See exercise 4.

Extra activity

- Write the following questions about the recording on the board:
Why was Britain powerful during the eighteenth and nineteenth centuries? (It had a large empire.)
Which country helped to make English a global language in the twentieth century? (the USA)
What is the possible percentage of emails in English? (80 per cent)
Where do a lot of people speak English as a second language? (India, South Africa, the West Indies)
How many people learn English as a foreign language? (750 million)
Which English words are used in French? (weekend, blog, email)
- Play the recording again for students to answer them.
- Check answers as a class.

Exercise 6 page 111

- Ask students to make notes about the questions. They then discuss them in pairs.
- Ask a few students to share their ideas with the class.

Extra activity

- Say: *English is a global language. What are the advantages and disadvantages for people whose first language is English?*
- Students brainstorm ideas for a minute and then discuss the question in pairs.
- Ask a few students to share their ideas with the class.

Lesson outcome

- Ask students: *What have you learned today? What can you do now?* and elicit answers: I have learned about the history of the English language and its role as a global language. I can talk about English and my own language.

5 British entrepreneurs

LESSON SUMMARY

Reading: A text about Anita Roddick and the Body Shop

Listening: A radio programme about Richard Branson and his businesses

Speaking: Discussing famous entrepreneurs

SHORTCUT

- To do the lesson in thirty minutes, omit the lead-in and set exercise 3 for homework. Alternatively, omit exercise 6.

LEAD-IN 2-3 MINUTES

- Write *entrepreneur* /,ɒntrəprəʊˈnɜː/ on the board and elicit its meaning (a person who makes money by starting or running businesses, especially when this involves taking financial risks).
- Revise personal qualities from Lesson 5G and ask: *What kind of personal qualities do you need to be an entrepreneur?* (e.g. *good at communicating, enthusiastic, hard-working, patient, flexible*)
- Ask students to support their answers.

Exercise 1 page 112

- Focus attention on the photo. Students discuss the question as a class.

Exercise 2 page 112

- Ask students to skim-read the text for gist.
- Ask a few questions to check understanding:
Where was Anita born? (Littlehampton, in the south of England)
What did she sell in the Body Shop? (cosmetics and skin-care products.)
What sort of issues was she passionate about? (social and environmental issues)
- Students read the text again and complete it.
- Check answers as a class.

KEY

- 1 in
- 2 as
- 3 to
- 4 got
- 5 to
- 6 that / which
- 7 later
- 8 to
- 9 of
- 10 of

Exercise 3 page 112

- Ask students to read the questions and underline the key words that will help them find the answers.
- Students read the text again and answer the questions.
- Check answers as a class.

KEY

- 1 Italy
- 2 She trained as an English teacher.
- 3 a restaurant and a small hotel
- 4 in South America
- 5 They were natural and not tested on animals.
- 6 Because she sold Body Shop to L'Oréal.

Extra activity: Fast finishers

Books closed, **fast finishers** take turns to tell each other Anita Roddick's story, including as many details as possible.

Exercise 4 3.25 page 112

- Focus attention on the photo and ask students if they recognize Richard Branson.
- Play the recording for students to put the businesses in order.
- Check answers as a class.

KEY

1 f 2 b 3 d 4 a 5 g 6 c 7 e

Transcript

Richard Branson was born in London in 1950. He didn't do very well at school and left when he was sixteen. His head teacher said to him, 'You will either end up in prison or become a millionaire.' One of these came true: Branson is now the sixth richest person in Britain.

After leaving school, Branson started a student magazine, called *Student*. He used the magazine to start his next business, a mail-order record company. He advertised pop records in the magazine and sold them for much less than the music shops charged. He called his company 'Virgin'. Soon he was able to open his first music shop in London. He then decided to not only sell records but also to produce them. He built a recording studio and had an instant hit with Mike Oldfield's *Tubular Bells*. He attracted lots of new young musicians and groups, especially punk bands like the Sex Pistols. Bigger bands like the Rolling Stones and Genesis followed, and Virgin Records became one of the biggest record companies in the UK.

But Branson was looking for new challenges. In the early 90s, he sold his record company and started an airline, Virgin Atlantic, which flies from the UK to destinations all over the world. He also started a train company in 1993 and a mobile phone company in 1999.

Branson not only likes business challenges; he also likes personal challenges and has tried to break a number of world records. In 1986 he sailed across the Atlantic Ocean in record time and in 1991 he made the fastest crossing of the Pacific Ocean in a hot-air balloon. His average speed was 394 kilometres per hour!

Branson's most recent business is Virgin Galactic, a space tourism company. Watch this space!

Exercise 5 3.25 page 112

- Ask students to read the sentences and underline the key words that will help them identify the relevant information.
- Play the recording for students to listen answer the questions.
- Check answers as a class.

KEY

1 T 2 F 3 F 4 T 5 T

Transcript

See exercise 4.

Extra activity

- On the board, write the following questions:
How old was Richard Branson when he left school? (16)
Where did he get the money to start his mail-order record business? (his first business, the student magazine *Student*)
When did he start his airline? (in the 1990s)
How did he cross the Pacific Ocean? (in a hot-air balloon)
- Play the recording again for students to answer the questions.

Culture notes

- Roman Abramovich was born in 1966 in Russia. One of his first businesses was selling imported rubber ducks in Moscow. He then started a series of different businesses, including pig farming. He is now best known as the owner of the English Premier League football club Chelsea.
- Coco Chanel (1883–1971) was a French fashion designer and founder of a famous fashion house. She started her professional life as a seamstress and hat maker. The Chanel brand is famous for its exquisite clothes and its perfumes.
- Simon Cowell was born in 1959 in England and is a music producer and talent show judge. One of his first jobs was in the mail room of EMI music publishing. He is most famous for his appearances on the music talent shows *X-Factor* and *American Idol*.
- Walt Disney (1901–1966) was born in the USA and began his working life delivering newspapers. He later became an animator, film producer, film director and screenwriter. Together with his staff, he created some of the world's best loved cartoon characters, including Mickey Mouse and Donald Duck.
- Henry Ford (1863–1947) was born in the USA. After doing a series of jobs including bookkeeping, he went on to found the Ford Motor company, which produced the first motor car that middle-class Americans could afford.
- Bill Gates, born 1955 in the USA, is best known for his computer company, Microsoft, which he co-founded in 1975. He began writing computer programs while at school. He attended Harvard University, but he dropped out before graduating to start Microsoft.
- Steve Jobs (1955–2011) was born in the USA. He co-founded of the computer company Apple Inc. in 1976.

Exercise 6 page 112

- Ask students how many of the names they recognise.
- Students discuss the questions as a class.
- Students then brainstorm entrepreneurs from their country. Elicit the names and the businesses they have founded and write them on the board. Students use the words as prompts to talk about the people.

KEY

Roman Abramovich Russian business leader and owner of Chelsea Football Club
Coco Chanel French fashion designer
Simon Cowell English music producer and talent show judge
Walt Disney American animator, film director, film producer and screenwriter
Henry Ford American founder of Ford Motor Company
Bill Gates American co-founder of Microsoft
Steve Jobs American co-founder of Apple Inc.

Lesson outcome

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about Anita Roddick and a radio programme about Richard Branson. I can discuss different entrepreneurs and their achievements.*

6 Alcatraz

LESSON SUMMARY

Reading: A text about Alcatraz prison

Listening: An interview with a worker in Alcatraz

Speaking: Describing a famous tourist attraction

SHORTCUT

- To do the lesson in thirty minutes, omit the lead-in and ask students to do exercise 4 for homework.

LEAD-IN 2-3 MINUTES

- Revise different types of criminal in Lesson 8A by writing gapped definitions on the board, e.g.
A person who sets fire to a building is an _____. (arsonist)
A person who breaks into a house is a _____. (burglar)
A person who takes money from a bank is a _____. (robber)
A person who kills someone is a _____. (murderer)
A person who sells drugs is a _____. (drug dealer)
A person who damages a building is a _____. (vandal)
- Ask: *What is the typical punishment for the crime these people commit?*
- Elicit answers.

Exercise 1 page 113

- Focus attention on the title of the lesson and the photo. Ask students if they have heard of this place before.
- Students answer the questions in pairs.
- Do not check answers at this point.

KEY

1 a 2 b 3 c

Culture note: Al Capone

Al Capone (1899–1947) was a notorious Chicago gangster who made a fortune smuggling alcohol into the United States during the Prohibition era (1920–1933), when alcohol was banned in the country.

Exercise 2 page 113

- Ask students to scan the text for the answers to the questions.
- Check answers as a class.

Exercise 3 page 113

- Check the meaning of the adjectives. Students then look for their opposites in the text.
- Check answers as a class.

KEY

cheap expensive easy difficult empty full hot cold
 large small safe dangerous slow fast
 unpopular popular weak strong

Exercise 4 page 113

- Ask students to read the questions and underline the key words that will help them find the relevant information.
- Students read the text again and answer the questions.
- Check answers as a class. Then check any unknown vocabulary.

KEY

- 2.4 kilometres
- Because the water is very cold and there are fast, strong currents.
- about 30 years
- Al Capone
- Because it was very expensive to run.
- over one and a half million

Extra activity: Fast finishers

- Ask **fast finishers** to write three more questions about the text.
- They then ask their questions and the rest of the class try to answer them.

Exercise 5 3.27 page 113

- Tell students they are going to listen to an interview with someone who knows a lot about Alcatraz.
- Play the recording for students to decide whether the statements are true or false.
- Check answers as a class.

KEY

1 T 2 F 3 F

Transcript

Presenter So, here we are inside Alcatraz. I'm with Danny Bergman, who works at the museum and shows people round. Hi Danny.

Danny Hello. And welcome to Alcatraz!

P Thanks. I'm looking forward to the tour!

D Well, the first thing I'll show you is a prison cell. Come this way. Here we are. This is a typical cell.

P Wow, it's so small!

D Yes, it's 2.7 metres long and 1.5 metres wide. The prisoners could stretch their arms out and touch both walls, like this.

P Oh, yes.

D Each cell had a bed with one blanket, a desk, a toilet and a small washbasin. Each prisoner had his own cell. Black prisoners stayed in cells in a different block.

P What did the prisoners do all day?

D They got up at 6.30, had breakfast at 7, then tidied their cells. If they were lucky, and behaved well, they were allowed to work, from 7.30. If not, they had to stay in their cells. Lunch was at 11.20 and then they worked again until 4.25. The guards locked the cell doors at 5 o'clock and turned off the lights at 9.30.

P It doesn't sound like fun!

D No, it wasn't. There was a library, though, with 15,000 books and prisoners could borrow three books at a time. The average prisoner read about 85 books a year. They could also play musical instruments for an hour a day in the canteen, if they wanted to.

P Could they go outside?

D Only at weekends, for a maximum of five hours. They could play baseball in the recreation yard.

P And what about visitors?

D Each prisoner could have one visitor a month.

P Those are very tough rules!

D Yes, they are. And if they broke the rules, the punishments were very harsh.

P Did any prisoners escape?

D Thirty-six men tried to escape, including two who tried to escape twice. The guards recaptured twenty-three men, including two who successfully managed to leave the island and reach the city. The guards shot and killed six others during their escape, and two prisoners drowned trying to swim across the bay.

P That makes ... 31. What about the other five?

D Nobody knows what happened to them. Have you heard of the famous Hollywood film *Escape from Alcatraz*?

P The Clint Eastwood film? Yes.

D Well, that film tells their story. The five men planned a very clever and detailed escape over seven months. They disappeared one night and were never seen again. The FBI looked for them but never found them.

P What do you think happened?

D I don't know. They probably drowned, but it's nice to think that maybe they got away!

Exercise 6 3.27 page 113

- Ask students to read the questions. Remind them to treat each option in the multiple choice task as a true or false statement.
- Play the recording for students to answer the questions.
- Check answers as a class.

KEY

1 b 2 a 3 b 4 c 5 c

Transcript

See exercise 5.

Extra activity

- Write the following questions on the board:
What did each cell have in it? (a bed, a blanket, a desk, a toilet and a small washbasin)
What time did the prisoners get up every day? (6:30)
How many books were there in the library? (15,000)
How often could prisoners have visitors? (once a month)
Who is the film 'Escape from Alcatraz' about? (the five men who disappeared from Alcatraz)
- Play the recording again for students to answer the questions.

Exercise 7 page 113

- In pairs, students brainstorm famous attractions.
- They then choose one attraction to talk about and use the points to make notes about it.

Exercise 8 page 113

- Students give a short presentation about the tourist attraction to the class.
- The class vote on the best presentation.

Lesson outcome

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text and an interview about Alcatraz. I can talk about a famous tourist attraction in my country.*

7 Wall Street

LESSON SUMMARY

Reading: A text about Wall Street

Listening: Information about the Great Depression

Speaking: Discussing famous quotations about money

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in and exercise 1 brief. Students can do exercise 7 for homework.

LEAD-IN 2 MINUTES

- Write *money* on the board and ask: *What are the best-paid and worst-paid jobs in your country?*
- Elicit different jobs and write them on the board.
- Ask: *Is this fair? Why / Why not?*
- Elicit answers.

Exercise 1 page 114

- Focus attention on the photo. Ask students if they know what the people are doing. (They are stock market traders, buying company shares for other people. The other people then have part ownership of a company, which will hopefully grow in value and give them more money.)
- In pairs, students discuss the question using the adjectives. Elicit their answers and reasons.

Exercise 2 page 114

- Ask students to scan the text quickly for gist.
- Ask a few questions to check comprehension:
What is the name of New York's financial district? (Wall Street)
Can you name some other important financial centres? (e.g. London, Hong Kong, Tokyo)
When was Wall Street very successful? (in the early part of the twentieth century)
When did lots of people lose their money on Wall Street? (1929)
- Students read the text again and complete it. Encourage them to look carefully at the words before and after each gap before they choose their answers.
- Check answers as a class.

KEY

1 b 2 a 3 c 4 b 5 c 6 c 7 b

Exercise 3 page 114

- Students read the text again and answer the questions. Check answers as a class.

KEY

- 1 It is the name of a street in New York City's financial district. Some people use 'Wall Street' to mean the whole financial district.
- 2 9.30 a.m. to 4 p.m.
- 3 It was doing better before 1929 because millions of people wanted to invest money.
- 4 The value of investments started to fall and the New York Stock Exchange lost 89% of its value.

Extra activity: Fast finishers

- Ask **fast finishers** to write four more questions about the text.
- Students swap questions with a partner.
- Books closed, they answer each other's questions.

Exercise 4 page 114

- Ask students to read the instructions and elicit or teach the meaning of *depression* /dɪˈpreʃ(ə)n/ (a period when the economic situation is bad, with little business activity and many people without a job).
- Focus attention on the infographic. Ask if anyone knows what the *Dow Jones* graph refers to. (It shows the average price of the most widely traded 30 stocks in the USA. The stocks are from large corporations such as Coca Cola, General Motors and Hewlett Packard. This average is referred to as *the Dow Jones* or *the Dow*.)
- Students discuss the infographic in pairs.

KEY

There are four different pieces of information.

Exercise 5 3.29 page 114

- Tell students they are going to listen to information about the Great Depression.
- Play the recording for students to answer the question.
- Check the answer as a class.

KEY

average family income and world trade

Transcript

The Great Depression began at the end of the 1920s and lasted until the end of the 1930s. It was the worst depression in history and it began with the Wall Street Crash of October 1929. During that crash, the stock exchange fell by 89% and many investors lost all of their money. But why did that have such a bad effect on the rest of the country? After all, most ordinary people had nothing to do with Wall Street and no money to invest anyway. Why did they suffer when the stock market fell?

Basically, when the Wall Street Crash happened, the whole nation lost confidence in the country's economy. Banks did not want to lend money to people who needed it and people with money did not want to keep it in banks. As a result, more than half of the 25,000 banks in the USA went out of business.

People were very anxious about the economic situation so they were careful with their money. They didn't spend much. So shops went out of business and people lost their jobs. Factories began to close down and more people became unemployed. In 1930, 4 million Americans were looking for work but could not find it. A year later, the number was 6 million. Because there were not enough jobs, many people

could not afford to pay the rent for their homes. In America's towns and cities, there were more and more homeless people.

The President, Herbert Hoover, did not want to take any action. He believed that the situation would get better soon by itself. But he was wrong – it got worse. Much worse. By 1932, about 15 million people – that's 25% of the working population – could not find a job.

In 1932, the American people elected a new president: Franklin D Roosevelt. He decided that he needed to help the economy out of depression, and he did this by spending huge amounts of government money on big projects. He used these projects to give work to millions of unemployed people. And he often spoke to the American people over the radio, trying to improve confidence. His efforts did help the economy – but in fact the start of the Second World War in 1939 helped much more. Finally the factories and workers were busy again. By 1940, unemployment was down to 10% – remember, it had been around 25% in 1932. But it took until 1954 for the New York Stock Exchange to reach the same level as before the Wall Street Crash of October 1929.

Exercise 6 3.29 page 114

- Play the recording again for students to make notes about the information not in the infographic.
- Check the answers and write notes on the board.

KEY

number of banks that went out of business; increase in employment after 1939

Transcript

See exercise 5.

Exercise 7 page 114

- In pairs, students draw a simple infographic in their notebooks to show the additional information.
- Students compare their infographics with another pair.

Exercise 8 page 114

- Go through the quotations together and check that students understand them. Check the meaning of *root* /ru:t/ (the basic cause or origin of something).
- Ask individual students to try and paraphrase the first two quotations in simple English, e.g. *When you love money too much it causes a lot of terrible problems. When you don't have any money, it causes a lot of terrible problems.*
- Students discuss the quotations in pairs.
- Ask a few students to share their ideas with the class.

Lesson outcome

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I have learned about New York's financial district, Wall Street and the Great Depression. I can give my opinion on quotations about money.*

8 Sherlock Holmes

LESSON SUMMARY

Reading: A text about Sherlock Holmes

Listening: An interview about Sherlock Holmes

Speaking: Discussing Sherlock Holmes stories and other crime stories

SHORTCUT

- To do the lesson in thirty minutes, keep the lead-in brief, set exercise 5 for homework and omit exercise 6.

LEAD-IN 2-3 MINUTES

- Books closed, write *detective* on the board and ask students to name famous detectives on TV, in films and in books.
- Write students' suggestions on the board.

Exercise 1 page 115

- Focus attention on the photo and ask if they recognize the detective.
- Go through the words together and check meaning and pronunciation, especially *deerstalker hat* /'diəstɔ:kə hat/ (a hat which is commonly worn for hunting animals) and *magnifying glass* /'magnɪfaɪɪŋ glɑ:s/ (a round piece of glass, usually with a handle, that is used for making things look bigger than they are).
- Students describe Sherlock Holmes.

KEY

(Possible answer) **Sherlock Holmes is wearing a coat and a deerstalker hat. He is smoking a pipe and he is examining something with a magnifying glass.**

Exercise 2 page 115

- Tell students they are going to find out how much they know about Sherlock Holmes.
- Students do the quiz individually.
- Do not check answers at this point.

KEY

1 b 2 c 3 a 4 c 5 a 6 c 7 a 8 b

Exercise 3 page 115

- Students read the text to check their answers to the quiz.
- Check answers as a class.

Extra activity: Fast finishers

- Ask **fast finishers** to write four questions about Sherlock Holmes using the information in the fact file.
- Books closed, students swap questions with a partner and answer them.

Exercise 4 3.31 page 115

- Ask students to read the questions and decide what kind of information is needed to complete each gap.
- Play the recording for students to complete the sentences.
- Check answers as a class.

KEY

1 78 2 appealing / fascinating 3 dark 4 bed
5 woman 6 girlfriends

Transcript

Presenter Today on *Film Review*, I'm talking to Mark Jackson about the famous detective, Sherlock Holmes. First of all, Mark, can you tell us how many film and TV adaptations of the Sherlock Holmes stories there are?

Mark There are hundreds. No one knows exactly because some have been lost. But the first was a short film made in 1900. Lots were made in the 1920s, and it hasn't stopped since. At least seventy-eight different actors have played the character of Sherlock Holmes in films and TV dramas.

P Wow, that's amazing.

M Yes, no other fictional character has appeared so often on cinema and TV screens.

P Why is that? What is it about the stories that is so appealing?

M I think it's the character of Holmes. The stories themselves are not that brilliant – they're good, they're clever, but there are better detective stories. It's really the character of Holmes that is unique and fascinating.

P In what way?

M Well, he's a very complex character. He is extremely intelligent – he believes that no one is as intelligent as himself, except perhaps his great enemy, Professor Moriarty.

P So, arrogant and vain, too.

M Yes, arrogant and vain. And he doesn't care what other people think of him. But he's also very imaginative, very observant and also very brave.

P And he has a dark side to his character, doesn't he?

M Yes. He's very unemotional, very cold. He's quite unsympathetic. He can't understand other people's feelings. And he doesn't understand women at all. Dr Watson describes him in one of the stories as 'a brain without a heart' and 'more a machine than a man'.

P Does he have hobbies or other interests?

M He plays the violin. But he gets bored and depressed very easily. And when he's feeling down, he sometimes goes to bed and sleeps all day!

P So like many popular heroes he has lots of faults.

M Yes, in that way he is very human.

P There are two recent TV adaptations of the Sherlock Holmes stories, a British one and an American one.

M Yes, and the interesting thing is that the stories are set in the present day. So there's the BBC drama called *Sherlock*, starring Benedict Cumberbatch. They use some of the original stories but they have added lots of humour. Then there's an American show called *Elementary*. It's set in New York, and it stars Jonny Lee Miller as Holmes and Lucy Liu as Watson.

P Lucy Liu? A woman! That's different!

M Yes, but it works, I think.

P And it's set in New York. So is Holmes American?

M No, Miller plays him as British. But Miller has changed Holmes's character a bit. Miller's Holmes is very scruffy, whereas in the original stories Holmes is very well-dressed. And in the TV series Holmes has girlfriends.

P Really? Is Watson his girlfriend?

M No, not Watson. That would be too far from the original story and make them very different characters.

P Do you think there will ever be a female Holmes?

M People have accepted a female Watson, so yeah, why not? I think it's bound to happen sometime.

Exercise 5 page 115

- Put students into groups of four. In their groups, each student finds the meaning of four of the words in a dictionary and shares their meanings with the rest of the group.
- Students record the words and meanings in their notebooks in the two categories.
- Check answers as a class.

KEY

Positive brave, confident, curious, imaginative, intelligent, logical, observant

Negative arrogant, cold, cynical, easily bored, proud, stubborn, unemotional, unsympathetic, vain

Exercise 6 3.31 page 115

- Play the recording again for students to write down the qualities the film critic mentions.
- Check answers as a class.

KEY

arrogant, brave, cold, easily bored, imaginative, intelligent, observant, unemotional, unsympathetic, vain

Transcript

See exercise 4.

Extra activity

Students think of famous people, e.g. politicians, actors, TV personalities, who match the adjectives in exercise 6 and give reasons to support their ideas, e.g. *Bill Gates is very intelligent. He started writing computer programs when he was very young.*

Exercise 7 page 115

- Go through the questions together. Point out the tenses in the questions and remind students that the present perfect is often used to mention an experience and the past simple to give more information about it. The present simple is used to talk about things which are generally true.
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 8 page 115

- Students research a famous detective on the internet.
- They then write a short text to describe them and say what they like or dislike about them.

Lesson outcome

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text and a listening text about Sherlock Holmes. I can use adjectives to describe him and other detectives.*

9 Computer pioneers

LESSON SUMMARY

Reading: An article about code-breaking during World War Two

Listening: The story of the scientist and mathematician Ada Lovelace

Internet research: Researching facts about Bletchley Park, the secret code-breaking centre in the U.K.

SHORTCUT

- To do the lesson in thirty minutes, omit the lead-in activity and give students the answer to exercise 1 rather than playing the recording. Students do the internet research for homework.

LEAD-IN 2-3 MINUTES

- Write the following questions on the board:
What can computers do that humans can't?
What can humans do better than computers?
- Students discuss the questions in pairs. Elicit answers.

Culture note: Bletchley Park

Bletchley Park, a mansion in Buckinghamshire, was the secret location for code-breaking in Britain during World War II. In 1939, a team of code-breakers started working there to crack German military codes. Experts believe that the work carried out at Bletchley Park helped to shorten the war by several years.

Exercise 1 page 116

- Elicit the meaning of *code-breakers*. (A code is a system of words, letters, numbers, etc. that is used to make a message or information secret. A code-breaker solves the code so that other people can understand the message or information.)
- Focus attention on the photo above exercise 1 and the photo in the main text.
- Students discuss the questions in pairs.
- Elicit ideas and write them on the board.

Exercise 2 page 116

- Tell students they are going to read about a computer that had a very important role during World War II.
- Students read the text to find the information.
- Check answers as a class.

KEY

- 1 The large machine is the Bombe, designed by Alan Turing. It is an early form of computer used for breaking complex codes.
- 2 The smaller machine is the earlier Enigma machine, used by the Germans to send out and receive coded information.
- 3 The Enigma machine is from the 1930s and the Bombe is from World War II.

Exercise 3 page 116

- Go through the events together. Then ask students to find the events in the text and put them in the correct order.
- Check answers as a class.

KEY

1 d 2 c 3 f 4 b 5 g 6 a 7 e

Extra activity: Fast finishers

- Write the following headings on the board: *Bletchley Park, Alan Turing, Marian Rejewski*
- **Fast finishers** read the text again. Then, books closed, they write down everything they can remember about the people and place.

Exercise 4 page 116

- Students read the question. Ask: *What does a computer program do?* (It tells the computer what to do.)
- Students discuss the question in pairs. If they are struggling, offer the following questions as prompts: *What came first? The food or the cooking pot? What came first? The story or the book?*

Exercise 5 3.33 page 116

- Play the recording for students to listen to the story of Ada Lovelace and answer the question in exercise 4.
- Check the answer as a class.

KEY

The first computer program was written before the first computer was built.

Transcript

Ada Lovelace was born in 1815 into a rich family. She was the daughter of the British aristocrat and famous poet, Lord Byron. However, she did not grow up with him. She was brought up by her mother, who made sure that Ada had a very good education. She was particularly good at maths and science, and took a keen interest in the scientific inventions and discoveries of her day.

At that time, a British mathematician called Charles Babbage was working on a machine for doing complex calculations. He called his machine a Difference Engine. He began to build the machine, but he did not finish it because he had a better idea. He called his new idea the Analytical Engine, and it was better because it had a kind of memory. In fact, he didn't finish building this one either. Babbage never really finished anything!

Ada Lovelace met Charles Babbage and the two became friends. Ada began working with Babbage and because she was a brilliant mathematician, she understood how important his ideas were. She realised that it was possible to write programs for the Analytical Engine. Because it had a memory, it could do complex calculations, step-by-step. In a scientific paper, she described how to do this and gave an example. Because the machine was never built, the example was never tested. Nevertheless, most computer scientists see Ada Lovelace's work as the first computer program in the world – and it was written years before the first computer existed!

Ada Lovelace died in 1852 at the age of 36. The importance of her work was not realised for another hundred years. But today, she is seen as an important figure in the history of science. A modern computer programming language is named after her – Ada. And every October, Ada Lovelace Day celebrates the role of women in science, technology, maths and engineering.

Exercise 6 3.33 page 116

- Ask students to read the sentences and check that they understand them.
- Working individually, students predict the answers.
- Play the recording again for students to check their answers.
- Check answers as a class.

KEY

1 F 2 F 3 T 4 T 5 F 6 F

Transcript

See exercise 5.

Extension

Write *memory* and *program* on the board. Ask: *Why does a computer program need a computer with memory?* (A computer program uses information stored on the computer to produce results.) *Why was the Analytical Engine important?* (It had a memory.)

Exercise 7 page 116

- Students research Bletchley Park on the internet and make notes of five more important facts about it.
- They then write a text about Bletchley Park on a sheet of paper.
- Stick their texts on the classroom walls.
- The class vote for the best description of Bletchley Park.

Lesson outcome

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text about code-breaking during World War II. I can understand a recording about the scientist and mathematician, Ada Lovelace.*