

Warmer

Write on the board three numbers (e.g: your birthday, the year someone important was born, the number of siblings you have...). Explain to students that there is no connection between the numbers. Tell them they have to guess why those numbers are important by asking YES or NO questions. Once they have guessed, give them a minute to think of their three numbers and play as a whole class with volunteers that want to come out to the board or have them play together in groups of four. Monitor while they ask questions.

► 06 Get **TH!NK**ing

Ask the question. Get students to compare their ideas in groups. Play the video, then ask students for feedback.

1 Elicit as much information as possible from the photo. What does it show? Where would you see these numbers? Does it seem attractive? What strikes them the most about the photo? What does the photo and the word "lucky" imply? In pairs, ask students to discuss these questions. Share their ideas.

2 Focus on the photo and the title of the unit. Ask students to make a list in pairs or threes of situations in which numbers and luck are connected (e.g. lottery, bingo, numerology, lucky number). Write all the possible options on the board.



OBJECTIVES

FUNCTIONS:
giving encouragement to someone who's feeling nervous

GRAMMAR:
mixed conditionals (review); alternatives to *if*

VOCABULARY:
phrasal verbs; expressions with *luck*

Get TH!NKing

Watch the video and think: how lucky are you?

Work in pairs. Look at the photo and discuss the questions.

- 1 Where would you see these numbers?
- 2 How can numbers be (un)lucky?
- 3 Is winning a lot of money always lucky? Why/Why not?

3 Ask students to give examples of situations in which a lot of money can be won (e.g. winning the lottery, betting, competitions on TV). Then ask them whether it's always lucky to win money and elicit any problems that could emerge from winning money (e.g. relatives and friends asking you for money, feeling insecure about what to do with the money, making bad choices with the money and consequently losing it).

Objectives

- Functions** Giving encouragement to someone who's feeling nervous
- Grammar** Mixed conditionals (review); alternatives to *if*
- Vocabulary** Phrasal verbs; expressions with *luck*;
- WordWise:** Expressions with *over*
- Values** How do we feel about luck?
- Life Competencies** Not worrying too much

Resources for this unit

All available online

- Videos**
 - Get **TH!NK**ing: *How lucky are you?*
 - Grammar video!: *Alternatives to if*
 - Vlog: *Not worrying too much*
- Tests**
 - Unit, extension and skills test 3
 - End of term test 1
- Worksheets**
 - Grammar and vocabulary: Basic, Standard and Extension Worksheets
 - Project: *As luck would have it*
 - Communication: *Lucky breaks*
 - Grammar presentation: *Mixed conditionals*
 - Literature Worksheets: *Twelfth Night*
 - Get **TH!NK**ing, Grammar video! and Life Lessons video Worksheets

Warmer

Ask students: *Are you a lucky person? Do you know anybody who is lucky? What is the luckiest thing that has ever happened to you?*

Students discuss the questions in small groups and decide who the luckiest person in their group is. Listen to some of their answers in open class as feedback.

1 Give a couple of your own suggestions before students do the exercise.

2 Tell students not to worry about unknown words, but to focus on getting an overall understanding of the article and on completing the exercise.

1 A 2 C 3 B

2 Molly thinks she was lucky that no one answered the phone when she tried to cancel her job interview, as if they had, she would not be working at the smaller school now.

Suzanne thinks she was lucky that she broke her ankle while rock climbing as she believes that if she had not fallen over, she would not have met her husband.

Edwin thinks he was lucky that he was outside in the storm, as being struck by lightning helped him to regain his sight and hearing.

3 **3.01** Complete question 1 as a class. Encourage students to think about the correct answer to the false statements.

1 T 2 F (The interview there went well and the next day they phoned to offer me a job.) 3 F (The interview there went well ...) 4 F (The sun was shining and it was a beautiful day.) 5 T 6 T 7 F (When it began to rain heavily, he sheltered under a tree.) 8 T

4 Monitor and help with any difficulties, but as this is a fluency activity, do not interrupt to correct errors unless they impede communication.

1–3 Students' own answers

4 'Miracles do happen' is a true story.



READING

1 **SPEAKING** Look at the photos. For each one:

- describe what you think is happening/has happened.
- say what might happen next.
- say how each person could possibly be unlucky.
- say how each person could possibly be lucky.

2 Read the magazine article quickly.

- Match the stories (1–3) to the photos.
- How does each person think they were lucky?

3 **Q9 3.01** Read again and listen. Are the statements T (true) or F (false)?

- The large school was Molly's first choice.
- Molly's interview at the large school was unsuccessful.
- Molly was not very good at the interview as she was too nervous.
- It was dark, and Suzanne fell over and hurt her ankle.
- Suzanne would not have met her husband if she had not broken her ankle.
- Edwin had lost his sight in a bad accident a few years earlier.
- Edwin went to stand under the tree to avoid being hit by lightning.
- After Edwin had had a rest in bed, he could see again.

4 **SPEAKING** Work in pairs and discuss the questions.

- In your opinion, who was the luckiest person: Molly, Suzanne or Edwin? Who was the least lucky?
- Which story do you like the most/least? Why? Compare with a partner.
- Can you think of any other blessings in disguise that you or people you know have experienced?
- One of these stories is a true story. Which one do you think it is?

- 5 Before students do the task, get them to cover the dictionary definition and ask: *Who do you think is better at driving: women or men?* Listen to some of their answers as a class.
1 *It doesn't say; it just says that women are not worse drivers than men.*
2 *Students' own answers*
- 6 If students have access to the internet, ask them to search for the origin of these widely held beliefs and make notes on their findings.
1 *personal* 2 *widely held*
3 *widely held* 4 *widely held*
5 *personal* 6 *personal*
- 7 At the end of the exercise, listen to some of the students' ideas and encourage open-class discussion.

Homework

Ask students to write a short text about a lucky moment that has happened to them or to someone they know. Alternatively, they can interview members of their family or friends or invent some ideas. As a follow-up, students can present their story to the class in the next lesson. After each presentation, encourage the rest of the class to ask questions and finally hold a class vote to decide which was the luckiest.

Culture notes

Malham Cove in the Yorkshire Dales, UK, is an 80-metre-high curving cliff of white limestone created as glaciers moved over the landscape over the last one and a half million years. The glacial water originally ran over the top as a massive waterfall but today, the water flows underground, leaving a sheer rock face which is popular with climbers.

Edwin Robinson, a truck driver from Falmouth, Maine in the US, was blinded by a car accident in 1971. In 1980, he claimed that his sight was restored after he was struck by lightning.

Blessings in disguise

LUCKY FOR SOME? UNIT 3

1 Just a phone call away

During my last year at college, just over two years ago, I started to apply for teaching jobs. Two schools in my home town offered me an interview. The first was a large school with 1,200 pupils and the second was a smaller one with 500 pupils. I really wanted to work at the large school because I thought it was a better place overall. The interview there went well and the next day they phoned to offer me a job. Of course, I accepted their job offer immediately. I quickly phoned the other school to turn down the interview but no one answered the phone. The next morning, I got a phone call from the headteacher of the large school. She said that there was no longer a vacancy there as the teacher had decided to stay on and didn't want to leave after all. I went to the job interview at the small school and I got the job. I still work there and I love it, so it all worked out in the end. If somebody had picked up the phone that afternoon, I would not have got this wonderful job. *Molly*



2 Every cloud has a silver lining

It was my 21st birthday. I wanted to do something different – something that I would remember for the rest of my life, so I arranged to go rock climbing with some friends. We went to Malham Cove in the Yorkshire Dales. The sun was shining and it was a beautiful day. When we set off, we were all laughing and chatting. Then suddenly, I fell over. I landed badly on my ankle and I couldn't walk. I needed to go to hospital, but my friends and I didn't have a car. Another climber at the cove, James, had a car. 'I'll give you a lift to the hospital,' he said, and so my friends helped me to the car and we set off for the hospital. This was not how I wanted to spend my birthday! At the hospital, we learned that my ankle was broken. That evening, we had my birthday party as planned and James stayed for that, too. In the end it was a very special day because it was the day that James and I met. If I had not fallen over, I would not have met James. A year later we got married. *Suzanne*



3 Miracles do happen

I read an amazing story about an elderly man who was blind and deaf. His name was Edwin Robinson, and he had lost his sight in a very serious accident. Then, one fateful night, nine years after his accident, there was a terrible thunderstorm. He was wandering around outside in the field near his house looking for his hen, and swinging his white metal stick as he walked along. When it began to rain heavily, he sheltered under a tree. Seconds later, he was struck by lightning and fell to the ground. For twenty minutes, he lay there unconscious. When he came to, he stumbled back to the house. Understandably, he felt very tired, so he went to bed for a nap. When he woke up that evening, he discovered that he could see and hear again. It was unbelievable! When his wife came into the room, he said, 'I can see you! I can see the house. I can read. If the hen didn't run away all the time, I wouldn't have been out in that storm!' It was incredible. *Scott*



Train to THINK

Behaviour based on myths rather than facts

Sometimes we change our behaviour or make a decision because of a myth or false belief. These myths can range from culturally shared false beliefs, such as 'breaking a mirror means bad luck' to more personal ones, such as 'I wear my lucky T-shirt to every football match that my team plays in.' Most of us are aware that such behaviour has no actual influence on the outcome of an event, but despite this, we still act as if the false belief we have is fact.

- 5 **SPEAKING** Work in pairs. Read this dictionary definition of a myth and answer the questions.

myth noun (FALSE IDEA)

a commonly believed but false idea:

Statistics disprove the myth that women are worse drivers than men.

- According to the dictionary entry, who are worse at driving: women or men?
- If someone believes women are worse drivers than men, how might this affect their behaviour?

- 6 Which of these myths do you feel are personal beliefs and which are widely held ones?

- I always put my left leg into the bath first.
- If I spill salt accidentally, I throw it over my shoulder and make a wish.
- I never walk under a ladder. It brings bad luck.
- I never travel on Friday 13th. It's an unlucky day.
- I tap my phone three times before I turn it on.
- I always use the same pen to do my exams.

- 7 **SPEAKING** Discuss in pairs. Which myths do you or people you know have? How do these myths affect your/their behaviour?

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Activity idea Extension

Write the following vocabulary on the board:

black car three-legged dog last piece of chocolate money on the floor blind man on Sunday red rose ten pigeons

Ask students to work individually to invent three myths using the vocabulary. For example, *if you see a three-legged dog, say 'woof' three times and you will be rich.*

When students have completed their myths, divide the class into small groups for students to share their myths and decide which two sound the most believable.

THINK more

Worksheets

Project As luck would have it

Communication Lucky breaks

Get THINKing How lucky are you?



Social Responsibilities

Showing intercultural awareness
Appreciates their own culture and its value.



Critical THINKing

Evaluating ideas and arguments
Gives reasons for an arguments plausibility.

Warmer

To revise past participles, give students a verb in the infinitive and ask students to say the past tense to get a point and the past participle to get another point. Repeat with two or three different verbs and then get students to play 'past forms tennis'. In pairs, one student says an infinitive verb and the other replies with the correct past form and past participle as quickly as possible.

- 1 Ask students to try to match the sentence halves before checking on page 31.
1 b 2 a 3 c
RULE: 1 present 2 past

Pronunciation
Unstressed words in connected speech

Student's Book p120

- 2 1 hadn't lived; wouldn't speak
2 wouldn't be; hadn't learned
3 hadn't eaten; I'd be
4 wasn't always; wouldn't have got
5 would still be; hadn't said
6 was; would have been chosen
- 3 Encourage students to answer in full sentences. If you're short on time, set this exercise for homework.
1 I wouldn't know how to play the game if my friend hadn't explained it to me yesterday.
2 If I had some money, I would have bought a present for my mum.
3 If my sister hadn't had an accident, she wouldn't be in hospital.
4 If he wasn't a very talented tennis player, he wouldn't have won four tournaments last year.
5 If I hadn't missed the train, I'd (already) be in Manchester now.
- 4 Give an example of your own to get students started.

Workbook p28

THINK more

Workbook

Grammar p28, Ex.1-4
Vocabulary p30, Ex.1-2
Vocabulary Extra p31, Ex.1-2
Pronunciation p118

Worksheets

Grammar presentation Mixed conditionals
Grammar Worksheets 3
Vocabulary Worksheets 3

GRAMMAR
Mixed conditionals (review)

- 1 Match the beginnings and endings of these sentences from the article. Then complete the rule with present and past.
- If somebody had picked up the phone that afternoon,
 - If I had not fallen over,
 - If the hen didn't run away all the time,
- a I would not have met James.
b I would not have got this wonderful job.
c I wouldn't have been out in that storm.

RULE:

Mixed conditionals are used:
• to connect an imaginary past (had + past participle) with a '... result (would + infinitive)' as in sentences 1 and 2.
• to connect a hypothetical present (past simple) with a '... result (would have + past participle)' as in sentence 3.

PRONUNCIATION

Unstressed words in connected speech
Go to page 137.

- 2 Choose the correct options.
- My cousin lived in Chicago for five years as a child. If she *didn't live / hadn't lived* there, she *wouldn't speak / wouldn't have spoken* English as well as she does.
 - Yo-Yo Ma plays the cello exceptionally well. He *wouldn't be / wouldn't have been* as famous as he is if he *didn't learn / hadn't learned* from such a young age.
 - I don't feel very well. If I *hadn't eaten / didn't eat* two bars of chocolate, I'd be / I'd have been OK now.
 - I'm never on time. If I *wasn't always / hadn't always been* late, I *wouldn't get / wouldn't have got* in trouble with the teacher yesterday.
 - She was really rude to me. We *would still be / would still have been* friends now if she *didn't say / hadn't said* those things.
 - I'm not very good at football. If I *was / had been* a better player, I'm sure I *would have been chosen / would be chosen* for the school team last week!

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- 3 Rewrite the sentences using a mixed conditional structure.

- 0 I'm tired today because I didn't sleep well last night.
If I'd slept well last night, I wouldn't be tired today.
- I know how to play the game. My friend explained it to me yesterday.
 - I haven't got any money. I didn't buy a present for my mum.
 - My sister had an accident. She's in hospital.
 - He's a very talented tennis player. He won four tournaments last year.
 - I missed the train. I'm not in Manchester yet.

- 4 **WRITING** Write two mixed conditional sentences about yourself or someone you know.

- If ..., I wouldn't be here now.
- ... if I'd had a bit more luck.

→ workbook page 28

VOCABULARY
Phrasal verbs

- 5 Replace the words in bold with phrasal verbs from the list in the correct form.

come to | fall over | pick up
run away | set off | stay on
turn back | turn down | work out

- Everything **went well** in the end and I was happy.
 - I couldn't go on. It was too cold and dark so I **went back home**.
 - The dog **escaped** and I found him two days later.
 - I **continued** at university for another year.
 - I fainted, and when I **became conscious again**, the horse had gone.
 - I didn't want the job so I **didn't accept** their offer.
 - I **slipped** and broke my arm.
 - We **left** at six o'clock in the morning. It was still dark.
 - If only she had **answered** the phone this morning, we wouldn't have missed each other.
- 6 **SPEAKING** Work in pairs and answer the questions.
- Have you ever set off for a trip and forgotten something?
 - Have you ever fallen over and broken an arm or a leg? How did it happen?
 - Have you ever turned down an invitation to a party and regretted it later? What happened?
- 7 **WRITING** Use phrasal verbs from Exercise 5 to write two more questions for your partner.
- 8 **SPEAKING** Work in pairs. Ask and answer your questions.

→ workbook page 30

Get it Right!
Conditionals

Student's Book p123

- 5 Do the first question with the class as an example.
1 worked out 2 turned back
3 ran away 4 stayed on 5 came to
6 turned down 7 fell over
8 set off 9 picked up
- 6 Monitor to encourage students to use the phrasal verbs in their answers and to check they are being used correctly.
- 7 If you want to stretch students, ask them to use the verbs they are least comfortable with, or tell them which verbs you would like them to write questions with.

- 8 To maximise interaction, you could set this up as a mingle activity with students asking their questions to a number of different students.

Workbook p30

Activity idea Fast finishers

Ask students to write alternative *would* clauses for sentences 1-5 in Exercise 3.

Activity idea Mixed-ability

In Exercise 6, stronger students can work individually to write their answers. They could also be asked to expand on their answers.

9 Put a copy of the six pictures up on the board and do the exercise as a class before students open their books. Nominate individuals to name the three people (Charles Dickens, Roald Dahl, Richard Gasquet). Write a few of their ideas on the board, but do not comment at this stage.

10 **3.03**

Charles Dickens used a compass so that he could always face north while he slept and wrote.

Roald Dahl was a pilot during the Second World War.

Richard Gasquet asks to use the same tennis ball for the next game if he wins a point.

11 **3.03**

- 1 Charles Dickens
2 Richard Gasquet 3 Roald Dahl

12 **3.03**

- 1 compass 2 slept 3 pilot
4 in the newspaper 5 the same ball

13 Encourage students to guess meaning from context if they are not sure. If they are still unclear, allow them to use a dictionary for clarification.

Students' own answers

Workbook p30

14 Monitor and answer any questions about vocabulary, but as this is a fluency practice activity, do not interrupt the conversations unless inaccuracy hinders comprehension.

15 Allow students six to eight minutes to make notes. Encourage them to use a variety of adjectives.

16 Encourage students to give reasons for their choices and to use conditional sentences in their discussions if possible.

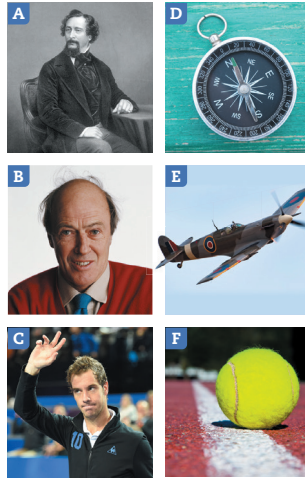
Homework

Ask students to research someone from around the world who has had some good luck. As a follow-up, students can present this person to the class in the next lesson.

Emotional Development
Identifying and understanding emotions
Discusses what makes them feel different emotions.

Emotional Development
Empathy and relationship skills
Shows understanding of other people's perspectives and feelings.

LISTENING



9 Can you name the people in the photos above? What's the connection between the famous people and the objects?

10 **3.03** Listen and check your ideas from Exercise 9.

11 **3.03** Listen again to Holly, Nick and Antony and answer the questions.

- Who carried a compass with him everywhere?
- Who likes to use a winning ball?
- Whose plane crash resulted in him finding a new career?

12 **3.03** Listen again. Complete each sentence with between one and three words.

- When Charles Dickens travelled anywhere, he took a ... with him.
- Charles Dickens always ... facing north.
- Roald Dahl was a ... when his plane crashed.
- The famous writer C.S. Forester published Roald Dahl's story ...
- If Richard Gasquet wins a point, he wants to use ... again.

VOCABULARY

Expressions with *luck*

13 **SPEAKING** Read the sentences. What do the underlined phrases mean? Discuss in pairs.

- A Your pen must have broken. You've got ink all over your shirt.
B Oh no! I've got an interview this afternoon! It's just my luck.
- He always wears those shoes when he plays. He thinks they bring him luck.
- A Does the number 21 bus stop here?
B Yes – and you're in luck. Look, there's one coming now.
- A I missed the last train by 15 seconds!
B Oh, bad luck. What did you do – walk home?
- A I failed my driving test.
B Oh, sorry to hear that. Better luck next time.
- A Did you get wet on your walk?
B No! As luck would have it, we got home just before the rain started.
- A It was my first ever go at one of those competitions, and I won!
B Huh! Beginner's luck.
- A Dad's agreed to drive me to football practice. I think I'll ask him if he can pick me up, too. I don't feel like walking home.
B That might be pushing your luck. He'll be watching TV later.

→ workbook page 30

SPEAKING

14 Work in pairs and answer the questions.

- Have you ever had bad luck that turned into good luck? When/How?
- Do you or does anyone you know have any things that they do to bring them good luck?
- Give an example of a time when you've pushed your luck.

THINK values

How do we feel about luck?

15 Make notes on how you'd feel in each of these situations.

- You know someone who, in the past, said things about you that you didn't like. You hear that they had some bad luck – they slipped and broke their right arm just before an important exam.
- You hear that someone you like very much has just won a competition and the prize is a week's holiday in a wonderful place.
- You take a multiple-choice test. You don't know many of the answers at all but you guess them. You discover that you got a score of 17 out of 20.

16 **SPEAKING** Work in pairs. Compare your answers to Exercise 15 and then discuss these questions.

- What would be the best response to each situation?
- Is this a true reflection of how you really feel?
- What, if anything, would be an inappropriate response?

Culture notes

Charles Dickens was a moralist, satirist and social reformer and is probably the best-known English novelist of the Victorian era. His novels criticise the injustices of the time, especially the brutal treatment of the poor.

Roald Dahl was a spy, fighter pilot, medical inventor and author from Wales. He is best known for his world-famous children's books.

Richard Gasquet is a French professional tennis player who reached the 2007 and 2015 semi-finals of the Wimbledon Championships and the semi-finals of the 2013 US Open.

THINK more

Workbook

Listening p34, Ex.1–2
Vocabulary p30, Ex.3–4

Worksheets

Vocabulary Worksheets 3

Warmer

Write on the board: *gobbledygook*; *berserk*; *flabbergasted*. Ask: *What do you think the words mean? What part of speech are they?* In pairs, students discuss, then feed back as a class. Give definitions and ask students to match to the words. (*gobbledygook* – language with no meaning, perhaps because it is too technical (n); *berserk* (adj) – out of control with anger or excitement; *flabbergasted* (adj) – very surprised). Do students know any other strange English words?

- Before students read the blog, write *serendipity* on the board and ask students to discuss what they think it means. Write their ideas on the board but do not comment.
- Set a two-minute time limit to encourage students to read quickly and to focus on gist rather than specific information. *the fact of finding something interesting, pleasant or valuable by chance.*
- 3.04 Check/clarify: fortuitous, eradicate.** Encourage students to underline key text that supports their answers.
 - He was hoping to take a photograph of a heron.
 - It also had a rare woodpecker in it.
 - They feel that it is very difficult to define and translate.
 - The blog mentions the discovery that laughing gas could be used as an anaesthetic.
 - The blog cites the example of William Perkin discovering the colour purple when he was looking for a cure for malaria.
 - The writer gives the example of her friend's discovery of a story that she could write an article about when visiting a café.
- At the end of the exercise, listen to some of the students' ideas and encourage open-class discussion.

1 X 2 ✓ 3 ✓

READING

- Look at the title of the blog. Have you ever seen this word before? What do you think it means?
- Read the blog quickly to check your ideas from Exercise 1.
- 3.04** Read and listen to the blog again and answer the questions.
 - What was the wildlife photographer hoping to do?
 - What was lucky about the photo he took?
 - How do translators feel about the word 'serendipity'?
 - What example is mentioned of serendipity in science?
 - What example is given of serendipity in history?
 - What example of serendipity does the writer give from her own experience?
- Are these things examples of serendipity or not? Why/Why not? Compare your answers with a partner.
 - You've lost a ring at home. You look everywhere for it. Then a family member comes in and says: 'Look! I found your ring in the car.'
 - A footballer tries to kick the ball to score a goal. He kicks it very badly, but accidentally passes it to another player in his team, who scores.
 - You're looking for a book in your room. You look on a shelf and see a DVD that you thought you'd lost.
- SPEAKING** Work in pairs. Discuss your answers to the questions.
 - How would you translate the word 'serendipity' into your language?
 - Do you know of any examples of serendipity from a film/book/TV show?
 - Have you experienced serendipity in your own life (or has someone you know)?

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Janet's
'odd word'
blog

This week: 'serendipity'

Serendipity

A wildlife photographer was waiting, hoping to get a shot of a relatively rare bird, a particular kind of heron. He'd waited several frustrating hours with no luck at all. He needed a photo soon, otherwise it would be too dark and he would have to come back the next day and start all over again. Suddenly, to his delight, a heron settled on a branch right in front of him. He raised his camera, focused in and took the shot just before the heron flew away. Feeling particularly pleased with himself, the photographer looked at the image. To his astonishment, he saw that behind the heron, his photograph had also captured a very, very rare woodpecker flying past. He hadn't seen it, but without even trying, he'd photographed an even rarer bird than the one he was aiming for.

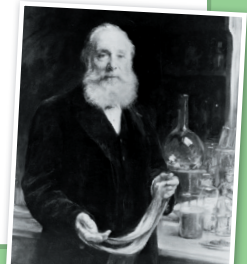


This is an example of serendipity – a word which, according to some translators, is among the ten most difficult English words to define and translate. It means something like 'the fact of finding interesting or valuable things by chance'. The key thing is that if you come across something fortuitous by chance, it's serendipity, provided that you weren't consciously trying to find that thing at the time.

Cases of serendipity can be found in numerous fields, such as science. Back in the 1800s, a man called Horace Wells was at a demonstration of laughing gas (ether and nitrous oxide). After being given the gas, the patient started laughing, as expected. But then he suddenly fell over and cut his leg rather badly. To everyone's surprise, the man reported that he couldn't feel any pain. Wells hadn't been looking for it, but he'd made a medical discovery – certain gases reduce and can even almost eradicate pain. Had Wells not been there that night, anaesthesia might have taken longer to be discovered.

History offers further examples. In 1856, 18-year-old William Perkin wanted to make a drug form of quinine to cure malaria. Instead, he discovered the colour purple. He failed to make quinine and instead got a thick brown liquid in the bottom of the beaker. However, when he washed the beaker with alcohol, the brown liquid turned into a beautiful bright purple. William forgot about malaria and made a lot of money from his new purple dye instead. He was looking for one thing and found another.

Most of us can probably think of at least one example of serendipity in our own lives. A friend of mine was trying to come up with an idea for an online article but got completely stuck. Frustrated, she decided to go out to a local café. She sat there and as she was sipping her coffee, she heard two people talking behind her. A man was telling a story that sounded so unbelievable that she knew it had to be true. She asked the people if she could interview them for the article – unless she got their permission, she wouldn't be able to use their story. They agreed and her article turned out to be one of the top trending articles of the week.



- Give students time to reflect and make notes on their answers before speaking.

Culture notes

Horace Wells, born 1815, was an American dentist who pioneered the use of nitrous oxide as surgical anaesthesia. He is widely recognised as the discoverer of anaesthetic gases.

William Perkin, born 1838, was a British chemist from London. At the age of 15 he enrolled at the Royal College of Chemistry, publishing his first research paper a year later. Prior to his discovery of purple dye, Tyrian purple was used to produce purple clothes. It was made from the glandular mucus of a species of carnivorous sea snail and tens of thousands of snails were needed to make a useful amount of dye. As a result, purple clothing was linked with emperors, monarchs and great prestige, and for most people, purple was unaffordable. Perkin's discovery made it much more accessible.

THINK more

Workbook
Reading p32, Ex.1–4

▶ 07 Grammar video!
Alternatives to *if*

- 6 Ask students to try to answer the questions from memory before checking on page 34.
1 otherwise 2 provided 3 Unless
- 7 Point out that *imagine* and *suppose* are used to introduce questions.
1 as long as 2 Suppose 3 Imagine
RULE: 1 as long as 2 otherwise 3 unless 4 suppose
- 8 During feedback, check understanding by asking students to rephrase the sentences using *if*.
1 as long as 2 Imagine 3 unless 4 otherwise
- 9 If you're short on time, set this exercise for homework.
1 I always enjoy eating out in restaurants as long as the food's good.
2 I never work at the weekend unless I have to.
3 Everyone deserves some good luck. Otherwise, it isn't fair.
4 I don't mind working hard provided that I get good exam results.

Workbook p29

- 10 Ask students to work with a partner and complete the exercise.
1 fell over 2 Just over 3 all over 4 overall 5 all over again
- 11 During whole-class feedback, work on pronunciation and intonation of the sentences.
1 overall 2 all over again 3 fell over 4 just over 5 all over

Workbook p30

12–13 The notes for this exercise can be done in class and the writing set for homework. Give students time to make some notes and then ask them to tell their stories to a partner. Ask students to give each other feedback. They should say how it could be made more interesting and point out any important elements that should be included. Give students time to revise their notes accordingly so that they are prepared for the main writing as homework.

Activity idea Fast finishers

Ask students to rewrite sentences 1–4 in Exercise 8 using different alternatives to *if*.

GRAMMAR
Alternatives to *if*

Grammar video ▶ 08

- 6 Complete the sentences from the blog on page 32.
1 He needed a photo soon, ... it would be too dark.
2 If you come across something fortuitous by chance, it's serendipity, ... that you weren't consciously trying to find that thing at the time.
3 ... she got their permission, she wouldn't be able to use their story.
- 7 Read these sentences. Which word(s) could be replaced with *if*? Then complete the rule with *unless, otherwise, as long as* and *suppose*.
1 You can borrow it as long as you're careful with it.
2 Suppose you were on holiday – what would you be doing now?
3 Imagine you could live anywhere in the world – where would you live?

RULE: There are many alternatives to *if*, including *provided that, as long as, unless, otherwise, suppose* and *imagine*.

- We use *provided that* and '... in the same way as *if*, but they make the main clause even more dependent on the condition.
- The word '...' is used after an order or suggestion to indicate what the result will be if the order or suggestion isn't followed.
- When we use the word '...' instead of *if*, it gives the verb that follows a negative meaning.
- *Imagine* and '...' are often followed by a second or third conditional clause.

- 8 Choose the correct options.
1 Everything will be fine as long as / suppose / unless you're very careful.
2 *Imagine* / *Provided that* / *Unless* you could meet someone famous – who would you choose?
3 We'll arrive before eleven o'clock provided that / unless / otherwise the traffic is bad.
4 Go to bed early, unless / as long as / otherwise you'll be tired tomorrow.
- 9 Rewrite the sentences using the word in brackets.
1 I always enjoy eating out in restaurants if the food's good. (as long as)
2 I never work at the weekend if I don't have to. (unless)
3 Everyone deserves some good luck. If not, it isn't fair. (otherwise)
4 I don't mind working hard if I get good exam results. (provided that)

→ workbook page 29

WordWise
Expressions with *over*

- 10 Complete these sentences from the unit with words and phrases from the list.

all over | all over again
fell over | just over | overall

- 1 But then he suddenly ... and cut his leg rather badly.
2 ... two years ago, I started to apply for teaching jobs.
3 Your pen must have broken. You've got ink ... your shirt.
4 I really wanted to work at the large school because I thought it was a better place ...
5 He would have to come back the next day and start ...

- 11 Choose the correct options.

- 1 It rained a bit, but we had a good weekend overall / all over.
2 We weren't listening, so the teacher had to tell us overall / all over again.
3 It was really windy last night and a lot of trees all over / fell over.
4 It took us just over / all over five hours to drive home.
5 Look at this mess! There are books and clothes all over / just over the floor.

→ workbook page 30

WRITING
A story

- 12 PLAN You are going to write a story. It must begin or end with this sentence:

It was the luckiest day of my life.

- 1 Decide whether to base this on a true story or an invented one. Make sure there's luck involved.
2 Think about and make notes on the following:
• the background (where you were, what was happening, etc). Use narrative tenses.
• how the event proved to be lucky and changed things in your life. Try to use conditionals and some of the 'luck' vocabulary in the unit.

- 13 PRODUCE Write your story (250–300 words).

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Language note

Point out to students that we use *provided that* and *as long as* when the result of the sentence is positive.

Provided that/As long as it is sunny, we will go to the beach.

Provided that/As long as you study hard, you will pass the exam.

We cannot follow *provided/as long as* with a negative outcome.

Provided that/As long as it rains, we won't go to the beach.

Homework

You could set the writing task for homework. As a follow-up in the next lesson, ask students to exchange their stories with another student for them to read and make comments and suggestions.

THINK more

Practice Extra

Unit 3 Practise it!

Workbook

Grammar p29, Ex.5–7

Vocabulary Extra p31, Ex.3

WordWise p30, Ex.5

Worksheets

Grammar

Worksheets 3

Vocabulary

Worksheets 3

Grammar video!

Alternatives to *if*

Warmer

Divide the board into two columns. Write the following lucky charms on one side and the country or region from which they come on the other, but mixed up. In pairs, give students four minutes to match the lucky charms with the country:

Dala horse (Sweden), *cornicello* (Italy), *dreamcatcher* (US), *gris-gris* (Ghana), *Hamsa* (North Africa/Middle East), *Jin Chan: golden toad* (China), *maneki-neko: waving cat* (Japan), *nazar boncuğu: to protect against the evil eye* (Turkey), *worry dolls* (Guatemala), *acorns* (England), *shamrock* (Ireland).

Can students think of any others?

1 3.05 Tell students to cover the dialogue and discuss the questions in pairs before listening.

Jo is learning to drive a car and her dad is helping her.

The shamrock is a lucky charm.

2 3.05 To encourage speed-reading, do this as a race and ask students to find the expressions as quickly as possible.

1 Jo's test is on Saturday. It's important for her because she wants the freedom of driving a car while she's at university.

2 Her father drove 35 miles an hour in a 30-mile-an-hour zone for two minutes.

3 The charm may keep her calm and she has nothing to lose.

3 At the end of the exercise, encourage open-class discussion. *Dad says them all. Students' own answers*

4 During feedback, point out the use of question marks and exclamation marks and say the expressions for students to repeat. Check pronunciation and intonation.

1 now and again

2 What have you got to lose; assuming

3 After all

4 we'll sort something out

5 that is

THINK more

Workbook

Phrases for fluency p34

DEVELOPING

SPEAKING

1 3.05 Look at the photos. What do you think the girl and the man are doing? What do you know about the shamrock? Read, listen and check your ideas.



Jo: Dad, what am I going to do? I've got my driving test on Saturday and I'm still making mistakes. I so want to get my licence and I'm going to fail, I know I am!

Dad: Calm down, Jo! I'm sure you'll be fine. After all, everyone makes mistakes now and again.

Jo: But Dad, I can't afford to fail. If I go off to university without a driving licence, then I won't have as much freedom as I hoped!

Dad: Oh, we'll sort something out. And like I said, you'll be fine ... assuming the examiner isn't concentrating at the time.

Jo: What?

Dad: I'm joking, Jo. Try not to worry so much! You can pass even if you make a mistake.

Jo: Oh? So how do you know that?

Dad: Experience. When I did my test, I did 35 miles an hour in a 30-mile-an-hour zone for about two minutes. Luckily, the examiner didn't notice! I think it was my lucky shamrock that did it.

Jo: Your lucky shamrock? I didn't know you had something like that, Dad.

Dad: Well, kind of, you know. You can take it on Saturday. If you want to borrow it, that is.

Jo: I don't think a lucky charm is going to make a difference. Either I drive well enough to pass or I don't.

Dad: But Jo, what have you got to lose? I think having the shamrock will help you keep calm. It certainly won't do you any harm.

Jo: Maybe you're right. OK, I'll take it along. Now, can we do another ten minutes' practice, please?

2 3.05 Read and listen to the dialogue again and answer the questions.

1 When is Jo's test and why is it important for her?

2 What mistake did her father make in his test?

3 Why does Jo agree to take the charm with her?

Phrases for fluency

3 Find these expressions in the dialogue. Who says them? How do you say them in your language?

1 After all

2 now and again

3 we'll sort something out

4 assuming ...

5 ..., that is

6 What have you got to lose?

4 Use the expressions in Exercise 3 to complete the dialogues.

1 A Do you go there very often?

B No, only ...

2 A You should ask Sarah to go to the cinema with you. ... ?

B Well, nothing I guess, ... I ask her and she says yes!

3 A Your Spanish is amazing!

B Not really. ..., my mum is from Peru.

4 A You've invited 50 people to the party? We can't provide food for 50 people!

B Oh, don't worry - ... !

5 A Do you want to watch that film on TV?

B Yes - if it's OK with you, ...



FUNCTIONS

Giving encouragement to someone who's feeling nervous

5 Complete what Jo's father says when Jo tells him she thinks she'll fail her test.

Dad: '... , Jo! I'm sure you'll ...'

6 Which of these expressions could also be used to give someone encouragement when they're feeling nervous?

- You've got this!
- What a nightmare!
- Take a deep breath.
- I've got my fingers crossed for you.

7 **ROLE PLAY** Work in pairs.

Student A: Tell student B something that you feel nervous about.

Student B: Give encouragement to student A using and expanding on the expressions in Exercises 5 and 6.

Then switch roles. Who did the best job of encouraging their partner?

Possible topics:

- you're about to sing in front of the whole school
- you're about to take a university entrance exam
- you're about to play in a crucial football or basketball match.

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5 *Calm down; be fine*

6 During feedback, drill the phrases, exaggerating slightly, and encourage students to use wide-ranging intonation. *You've got this!; Take a deep breath.; I've got my fingers crossed for you.*

7 Allow students six to eight minutes to prepare their role plays. Monitor to make sure students sound sympathetic and encourage them to develop the conversations. This activity can work as a mingle with students swapping partners after each exchange.

Activity idea Extension

Disappearing sentences: write the dialogues from Exercise 4 on the board or project them on the IWB. Make A/B pairs. Students practise the dialogues in their pairs. Cover a small section of the dialogue, beginning from the right-hand side of the screen or board. Students repeat the dialogues trying to remember the whole thing, including the parts they can no longer see. Cover more and more of the dialogue, with students practising at each stage, until eventually nothing is left on the board. Ask for volunteers to perform for the class or have all As and all Bs perform in unison.

Warmer

Write *worried* on the board and ask students to think of synonyms (*anxious, stressed, apprehensive, angst-ridden, troubled, unsettled, fretful*). Ask students to give themselves a mark for their general level of worry between 0 and 10. Does their ability to remain unworried change depending on the situation?

▶ 08 Life Lessons:
Not worrying too much

- ▶ 08 Ask students to compare their ideas with a partner.
Mr Harrison and her maths exam
- ▶ 08 Ask students to try to answer the questions from memory before watching the video again to check.
Clothes – What clothes to wear to school, what clothes to wear to the party, what clothes to wear for the vlog, what clothes to wear to go to town.
Social media – should I really post that? Why on earth did I post that? Why are none of my friends responding to me? Why did I ever even start this silly social media account?
The future – What am I going to do with my life? What do I want to be in this world? Will there even be a world for me to do anything in?
- After a few minutes, invite students' reactions in open class prompting them to try to explain their answers.
- As a follow-up, students can discuss the statements as a class and come up with a definitive list.
- Give students three or four minutes to think about their answers. Encourage them to make notes.
- Monitor and prompt students to keep talking, but as this is a fluency activity, do not interrupt to correct mistakes. While monitoring, note down any common errors to review together at the end.

LUCKY FOR SOME? UNIT 3



LIFE COMPETENCIES

We all worry sometimes. We worry about what's happening now, or what might happen in the future, or even about things we've done in the past. But it's important not to let worry dominate our lives.

Not worrying too much



- ▶ 09 Watch the vlog. What is Annie's biggest worry?
- ▶ 09 Watch the vlog again. Make notes about what Annie says under the headings.

My worries

Clothes –

Social media –

The future –
- SPEAKING** Work in pairs. What advice would you give Annie?
- SPEAKING** Read the blog post. Work in pairs or small groups. Discuss which of the quotes in the blog you think:
 - is most useful.
 - is least useful.
 - is the funniest.
 - is the best.

Me and my world

- Make a list of five things you tend to worry about. Rank them in order of how important you think they are (1=least important; 5=most important).
- SPEAKING** Compare your list with a partner. How could you reduce the amount of time you spend worrying?

TIPS ON NOT WORRYING TOO MUCH

- If you are worried about something, share it as soon as possible with someone you trust – a problem shared is a problem halved.
- Live as much as you can in the present – the past is over and the future will take care of itself.
- Do regular exercise. It's been shown that the more you exercise, the less you tend to worry or lose sleep.

Don't worry, be happy

Are you a worrier? I am and have been for most of my life, though as I've got older, I've managed to cut down the amount of time I spend worrying about 'what might happen' or 'what someone might think', and so on.

One of the things that's helped me is reading the thoughts of wiser people – here is a small selection of some of my favourite quotes about 'worry'.

- A** There have been hundreds of terrible events in my life, and most of them never actually happened. *Mark Twain*
- B** If you ask what is the single most important key to longevity, I would have to say it is avoiding worry, stress and tension. And if you didn't ask me, I'd still have to say it. *George Burns*
- C** If you want to test your memory, try to recall what you were worrying about one year ago today. *Joseph Cossman*
- D** Worry never robs tomorrow of its sorrow, it only saps today of its joy. *Leo Buscaglia*
- E** Worry often gives a small thing a big shadow. *Swedish proverb*
- F** That the birds of worry and care fly over your head, this you cannot change; but you can prevent them from building nests in your hair. *Chinese proverb*
- G** If there is no solution to the problem, then don't waste time worrying about it. If there is a solution to the problem, then don't waste time worrying about it. *The Dalai Lama*

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Homework

Ask students to write a short text describing a time when they found themselves worrying about something. Did they apply any of the tips on page 37? If not, how could they have done? They can use the notes they made in Exercise 5.

THINK more

Practice Extra

Unit 3 Master it!

Worksheets

Life Lessons: Not worrying too much

Tests

Unit, extension and skills test 3

End of term test 1

Warmer

Go through the background notes and clarify the setting of the story. Ask students if they have heard of Emily Brontë or any of the Brontë sisters.

Culture note

Emily Brontë (1818-1848) is one of the three Brontë sisters (the other two being Charlotte and Anne Brontë), who were all authors. Charlotte Brontë is best known for having written *Jane Eyre*.

- 1 We can assume that Nelly seems to be happy working for the Earnshaw family as she is treated as part of the family, almost in the same way as Mr Earnshaw treats his children. There are also references to Mr Earnshaw's personality: "he didn't forget me for he had a kind heart."
- 2 We learn they were hard and long distances had to be covered walking (60 miles in three days) and they could be dangerous: "he was nearly killed – he would not have such another walk only to be frightened to death!". People who stayed behind never knew when travellers would come back.
- 3 Students' own answers. Possible answer: the little black-haired boy Mr Earnshaw came with.
- 4 Students' own answers. Possible answer: the arrival is possibly a good thing as they seem like an open family.
- 5 Students' own answers.
- 6 Encourage students to think of a) changes in life living in an isolated place in the past and now; b) changes in travelling. Write them in two columns on board and discuss as an open group.

Literature

WUTHERING HEIGHTS
BY EMILY BRONTË

In 1801, a man named Lockwood rents a house in an isolated part of northern England. The owner of the house lives a few miles away in an old manor called Wuthering Heights. Lockwood wants to know more about the people from Wuthering Heights, so he asks his housekeeper Nelly to tell him about them.

- 1 3.06 Read and listen to the text and think about the following questions: Do you think Nelly was happy working for the Earnshaw family? Why/Why not?

1 Nelly drew up her seat, obviously pleased to find me so companionable. Before I came to live here, she began – waiting no further invitation to her story – I was almost always at Wuthering Heights; because my mother had looked after Mr. Hindley Earnshaw when he was sick, that was Hareton's father, and I got used to playing with the children: I did small jobs too, and helped to make hay, and waited around the farm ready for anything that anybody would ask me to do. One fine summer morning – it was the beginning of harvest, I remember – Mr. Earnshaw, the old master, came downstairs, dressed for a journey; and, after he had told Joseph what was to be done during the day, he turned to Hindley, and Cathy, and me – for I sat eating my porridge with them – and he said, speaking to his son, 'Now, my little man, I'm going to Liverpool today, what shall I bring you? You may choose what you like: only let it be little, for I shall walk there and back: sixty miles each way, that is a long distance!' Hindley named a fiddle, and then he asked Miss Cathy; she was hardly six years old, but she could ride any horse in the stable, and she chose a whip. He did not forget me; for he had a kind heart, though he was rather severe sometimes. He promised to bring me a pocketful of apples and pears, and then he kissed his children, said good-bye, and set off.



It seemed a long while to us all – the three days of his absence – and little Cathy often asked when he would be home. Mrs. Earnshaw expected him by supper-time on the third evening, and she put the meal off hour after hour; there were no signs of his coming, however, and at last the children got tired of running down to the gate to look. Then it grew dark; she would have sent them to bed, but they begged sadly to be allowed to stay up; and, just about eleven o'clock, the door opened and in stepped the master. He threw himself into a chair, laughing and groaning, and told them he was nearly killed – he would not have such another walk only to be frightened to death! Then, opening his great-coat, he said 'See here, wife!' We crowded round, and over Miss Cathy's head I saw a dirty, black-haired child; big enough both to walk and talk: indeed, its face looked older than Catherine's; yet when it was set on its feet, it only stared round, and repeated over and over again some gibberish that nobody could understand.

Glossary

- fiddle – violin
- stable – a building where horses are kept
- whip – a piece of leather or rope that is fastened to a stick and is used for hitting animals
- groaning – making a deep, long sound showing great pain or unhappiness
- gibberish – spoken words that have no meaning

- 2 What do we learn about the way people made journeys at this time?
- 3 Why do you think Nelly remembers this story so clearly?
- 4 Do you think the arrival of the child will be a good or bad thing for the family? Why?
- 5 Which of the characters in the extract would you like to know more about. Why?
- 6 Work with a partner and discuss these questions:
 - 1 How do you think living in a very isolated place is different today than it was at this time?
 - 2 What is the longest distance you have ever walked? Describe it to your partner or the whole class.

Warmer

Draw/project a happy and a sad emoji on the board. Put students in pairs. Tell them they have two minutes to come up with as many "happy" and "sad" situations as they can. The winning pair will have more situations than the rest. Once the time is over, ask students to share their ideas as a whole group and write on the board if necessary.

► 09 Get TH!NKing

Ask the question. Get students to compare their ideas in groups. Play the video, then ask students for feedback.

- Elicit what the students think is happening in the photo. What does it show? Where are they and why? Why are they happy? What type of relationship do they have? What can we say from what they are wearing? What time of the year is it? Ask students to think what about the main focus is. Have a class vote on what the main focus is.
- Elicit what students think the people in the photo have been doing before the photo was taken and write them on the board. Monitor to make sure they use the present perfect continuous correctly. Ask them to justify their answers by giving examples of how they look or what they are wearing. Ask them if they would feel the same way in the situations students came up with.
- Encourage students to think of situations that make them laugh and the reason why. Ask them to share their ideas with a partner. As an extended activity, put all the situations together and as a whole group decide which is the funnier.

4 HAVING A LAUGH

OBJECTIVES

FUNCTIONS:
responding to jokes

GRAMMAR:
emphatic structures; boosting

VOCABULARY:
laughter; idioms with *laugh* and *joke*

Get TH!NKing

Watch the video and think:
what sorts of things make you laugh?

Work in pairs. Look at the photo and discuss the questions.

- Where are these people and how do you think they're feeling?
- What do you think they've been doing?
- When was the last time you had a laugh?

Objectives

Functions Responding to jokes

Grammar Emphatic structures; boosting

Vocabulary Laughter; idioms with *laugh* and *joke*

Literature *Three Men in a Boat*

Resources for this unit

All available online

Videos

- Get TH!NKing: *What sorts of things make you laugh?*
- Grammar video!: Emphatic structures

Tests

- Unit, extension and skills test 4

Worksheets

- Grammar and vocabulary: Basic, Standard and Extension Worksheets
- Project: Jokes
- Communication: Laughter is the best medicine
- Grammar presentation: Emphatic structures
- Get TH!NKing and Grammar video! video Worksheets

Warmer

Ask: *What type of things do people tell jokes about?* Give students some examples to get them started, for example, animals in strange situations, funny things small children say. Give students three minutes to work in pairs and make a list of typical topics. Listen to their ideas in open class.

- 1 Encourage students to give reasons for their choices and to attempt to agree on the best ranking.
- 2 After a few minutes, invite students' reactions in open class prompting them to try to explain their answers.
- 3 **4.01** Tell students not to worry about unknown vocabulary.

A 2 B 3 C 1 D 4

- 4 **Check/clarify:** *endorphins, heart attack, calories, slapstick comedy, contagious.*

Ask students to read points 1–8 and check understanding before attempting the exercise. Ask them to underline the parts of the text that support their answer.

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

- 5 Make sure all students are speaking and encourage quieter students to give their opinion.



READING

- 1 **SPEAKING** Rank these situations from most (1) to least (6) enjoyable for you. Compare your ideas with a partner.
 - your best friend telling a funny story at break time in school
 - your little brother or sister getting scared by a fake spider
 - your dad telling you the same joke for the tenth time
 - watching your favourite comedy series
 - being asked to tell a joke to a crowd of people
 - standing with a group of friends who are all laughing at a joke that you don't get
- 2 **SPEAKING** Work in pairs. Look at the photos on this page. Why do you think the people are laughing in each one?
- 3 **4.01** Read and listen to the article on page 39. Say the order in which the situations in the photos are referred to in the article.

- 4 Read the article again. In which paragraph (A–E) are the following points made? Some paragraphs include more than one point.

- 1 We have a strong tendency to laugh together with other people.
- 2 Laughing can be a way of reducing physical pain.
- 3 Artificial laughter can be as useful as real laughter.
- 4 Laughter brings benefits in several different areas of our lives.
- 5 A marriage can benefit from laughter.
- 6 Laughter is known to have positive effects on our future health.
- 7 Laughter can help to reduce our stress levels.
- 8 Laughing about anything at all is good for us.

- 5 **SPEAKING** Work in pairs and discuss the following questions.

- 1 How many times do you think you laugh in a day?
- 2 What are the things that most often make you laugh?
- 3 Which of the three benefits mentioned in the article can you relate to? Give examples.
- 4 Can you think of a time when you found yourself laughing at something that wasn't really funny?

- 6 At the end of the exercise, listen to some of the students' ideas and encourage open-class discussion.
- 7 Before students discuss their answers, elicit one or two examples in open class to get them started. Monitor to help with vocabulary and to ensure quieter students have an opportunity to speak. Avoid error correction unless the error really hinders comprehension. The focus of this task is on fluency, not on practice of structures or lexis. When students have some ideas, regroup them into new pairs and encourage them to share information. Listen to some of the best comments in open class as feedback.

Homework

Ask students to keep a journal for two or three days and make a note of the things that made them laugh, who/what it was and why it was funny.

Activity idea Extension

Take an object (a sieve or a pair of scissors are good examples) into the classroom and show it to students without saying anything. In open class, ask students to consider possible uses for the object, encouraging them to be as creative as possible by praising those who come up with the most imaginative ideas.

HAVING A LAUGH UNIT 4

You have to laugh, don't you?

A Imagine there was a medicine that improved your physical and mental health at the same time; that had no negative side effects; that was easy to use; that helped you get on better with people; and, best of all, that was totally free. Great, right? Well, there is such a medicine, and it's available to all of us, all of the time – it's called laughter. There's evidence, both scientific and experiential, that laughter is a determining factor in our physical, mental and social wellbeing.

Good for your body

B Whether you just 'get the giggles' or you 'burst out laughing' when you 'find something funny', laughter does several beneficial things to your body. Firstly, it releases endorphins – chemicals which make us feel good and which can also act as painkillers. Secondly, laughing increases blood flow and relaxes our heart muscles – things that together can help reduce the risk of a heart attack. Thirdly, it relieves physical stress – a person's muscles can be more relaxed for as long as 45 minutes after a good laugh. As if all this wasn't enough, laughing burns calories, too – not many, it's true, but hey, every little helps to keep you slimmer and fitter!

Good for your relationships

D You must have watched comedy programmes with a pre-recorded, fake laughter track. Some people find it very annoying, so why do the programme producers add this artificial laughter? Because they know that laughter is contagious – if you hear someone laughing, you're probably going to laugh along. The truth is, laughter does bring people together. A lot of this doesn't come from comedy programmes or jokes, but just from being with people you like and sharing humorous times. And there's evidence that our closest relationships – with parents, siblings and partners – are improved with shared laughter. As the old saying goes: 'The couple that laughs together, stays together.'

Good for your mind

C Having a good 'sense of humour' helps to maintain a positive state of mind, too. When you 'get a joke' (it doesn't have to be 'hilarious', just 'amusing' or 'witty' is good enough) and it makes you laugh or simply smile, you relax a bit. And it's relaxation that helps us deal with difficult emotions like sadness, anxiety or anger. Of course, it doesn't have to be a joke – it can be an amusing comment, a cat video on YouTube, or some slapstick comedy on stage or TV. It doesn't matter – anything that makes you laugh will do. What laughter does is allow us to get a better perspective on our problems, and then we can deal with them better. It's no surprise that many people find that 'laughter therapy' helps with their problems.

It doesn't even need to be real

E Have you ever been in a group of people where someone tells a joke, they get to the 'punchline' and everyone laughs, but you don't get it? You'll probably laugh anyway – and that laughter, even if it's fake, will still have a positive effect on you. The endorphins will kick in, your blood flow will increase, any stress that you're feeling will diminish a bit, and the people you're with (and you too) will feel more connected. So, all you have to do is laugh! Find things to laugh about, be with the people who make you laugh, and laugh for no reason at all as often as you can. Laughter definitely is one of the best medicines.

TRAIN TO THINK

6 Look at the question and the three answers.
What can you do with a one pound coin?
a buy a bottle of water with it **1** Which is the most obvious?
b use it to make a decision (heads or tails) **2** Which is the funniest?
c put it under the leg of a wobbly chair **3** Which is the most creative?

7 **SPEAKING** Work in pairs and discuss. How many ideas can you come up with for each one?
1 What can you do with a pair of ripped jeans?
2 What's your excuse for not handing in your homework?
3 What things can money not buy?

Activity idea Extension

Write the following questions on the board:

- 1 In which jobs do you have to be creative? Would you like to do one of those jobs? Why (not)?
- 2 Do teachers need to be imaginative? Why (not)?
- 3 How do you feel when you are asked to be imaginative and come up with new ideas?
- 4 What helps you think in a divergent way?

Ask students to write a short text answering the questions. As a follow-up, ask students to discuss some of their ideas in open class in the next lesson.

THINK more

Worksheets

Project Jokes

Communication Laughter is the best medicine
Get THINKing What sorts of things make you laugh?

Creative THINKing
Generating ideas
Generating multiple ideas.

Creative THINKing
Generating ideas
Builds on others' ideas.

Warmer

Ask: *What is your favourite joke? Can you tell it in English? Does it work in English or is there a translation barrier? Give the students a few moments to discuss in pairs and ask some of them to tell their (clean!) jokes to the class.*

▶ 10 Grammar video!
Emphatic structures

- During feedback, refer to the rules and read through the Look box and check understanding.
1 What; is 2 it; that 3 all; is
RULE: 1 what 2 it 3 all
- Do the first item with the whole class as an example.
1 *What adults forget is how it feels to be a child.*
2 *It's the way (that) he always interrupts me when I'm telling a joke that I don't like.*
3 *All I watch on TV is comedy shows.*
4 *What you have to remember is that many people don't find those kinds of jokes very funny.*
5 *It's you that he's laughing at, Dad, not your joke.*
6 *All you need to do is say sorry and she'll forgive you. / All you need to say is sorry and she'll forgive you.*
- If you're short on time, set this exercise for homework.

Workbook p36

Get it Right!
Cleft sentences

Student's Book p123

- To practise students' scanning skills, tell students to find the phrases in the article as quickly as possible. When students have found the verbs, ask them to try to work out the meanings.
a2 b6 c7 d5 e3 f9
g4 h8 i1

THINK more

Workbook

Grammar p36, Ex.1-3
Vocabulary p38, Ex.1-2

Worksheets

Grammar presentation Emphatic structures
Grammar Worksheets 4
Grammar video! Emphatic structures
Vocabulary Worksheets 4

GRAMMAR
Emphatic structures

Grammar video ▶11

- Complete the sentences from the article on page 39 with the missing words. Then complete the rule with *it's, what* and *all*.
1 ... laughter does ... allow us to get a better perspective on our problems.
2 And ...'s relaxation ... helps us deal with difficult emotions.
3 So, ... you have to do ... laugh!

RULE: To make our language more emphatic we can use cleft sentences:
Cleft sentences with ¹... shift the focus of attention to the end of the sentence.
Cleft sentences with ²... shift the focus of the attention to the beginning of the sentence.
Cleft sentences with ³... have the meaning of the only thing.

Look

Another way we can add emphasis is by adding *do* or *does* to a positive statement, for example *Laughter does bring people together.*

- Rewrite the sentences using the words in brackets.
1 Adults forget how it feels to be a child. (What ...)
2 I don't like the way he always interrupts me when I'm telling a joke. (It's ... that ...)
3 I only watch comedy shows on TV. (All ...)
4 You have to remember that many people don't find those kinds of jokes very funny. (What ...)
5 Dad, he's laughing at you, not your joke. (It's ... that ...)
6 You only need to say sorry and she'll forgive you. (All ...)
- SPEAKING** Complete the sentences so that they are true for you. Then discuss with a partner.
1 What really makes me laugh ...
2 It's ... that makes me cross.
3 All I want for my birthday this year ...
4 It's ... that causes most of the problems in the world.

→ workbook page 36

40

VOCABULARY
Laughter

- Look back at the words and phrases in italics in the article on page 39 and match the correct number (1-9) with the definitions.
a to suddenly laugh very hard
b very, very funny
c funny, in a way to make you smile
d understand [a joke]
e to see the funny side of something
f the last line of a joke
g the ability to see the funny side of things
h funny in a clever way
i start to laugh again and again, in a quiet but uncontrolled way

- Complete each space with one word, using your answers to Exercise 4 to help you.

My dad is terrible at telling jokes. His jokes are never very funny; at best, they're just ¹... The problem is no one ever really ²... his jokes. The fact that he often forgets the ³... clearly doesn't help. When he gets to the end of the joke, he ⁴... laughing because he thinks his jokes are always completely ⁵... Of course, we all start getting the ⁶... , which makes him think that we ⁷... his joke funny. He doesn't realise it's him we're laughing at, not his joke. Luckily, our very clever mum is usually around to say something ⁸... - unfortunately, Dad doesn't always understand!

- Answer the questions. Make notes.
1 What sort of things give you the giggles? What do you do to try to stop them?
2 What kind of jokes do you find funny?
3 Which things do you think we shouldn't laugh at?
4 Do you prefer to tell jokes or to listen to them?
5 What do you do if you don't get a joke that someone tells you?
- SPEAKING** Compare your answers with other students. Can you find anyone who shares your sense of humour?

→ workbook page 38

SPEAKING

- Think about funny things that happened this week. Make notes on:
1 two things you did that made other people smile.
2 two funny things that you shared or saw online.
3 two things that made you smile.
4 two things that you found hilarious.
- SPEAKING** Work in pairs and compare your answers. Who has the funniest anecdote?

Workbook p38

- Before students do the exercise, ask them to read through the paragraph quickly to get an overall understanding and answer the question: *Who's better at telling jokes, Mum or Dad?* (Mum)
1 amusing 2 gets 3 punchline 4 bursts out 5 hilarious 6 giggles
7 find/found 8 witty
- Encourage students to note down reasons for their answers and to help with vocabulary as necessary.
- If space allows, this activity would also work well as a mingle with students standing up and comparing answers with other students. When students have compared with several others, divide the class into pairs for students to report back on their findings.
- Tell students to think about exactly why the things were funny and which words they might use to describe the things to a partner. Monitor and help with vocabulary as required.
- Check/clarify: anecdote.** At the end of the exercise, listen to some of the funniest anecdotes in open class.

- 10** **4.02** If there is an interactive whiteboard in the classroom, this activity would best be done as a heads-up activity with the whole class.
1 A 2 D 3 B
- 11** **4.02** Give students some time to discuss what they remember from the first listening. Play the audio again while students listen and make notes. You could give students the audio script to check their ideas.
- 12–13** **4.02** Hold a quick class vote to decide which was the funniest joke.

- 14** **4.03** Elicit/explain that there are different ways to respond to jokes. Ask students how they might have responded to the jokes in the listening (*laugh, groan, sound confused*). Write any correct answers on the board.
- 1
2
3
4
- 15** **4.03** Pause after each phrase and ask students to repeat the phrase using suitable intonation. Encourage students to sound enthusiastic in the positive responses!
1 good one 2 Very funny 3 must remember 4 don't get
- 16** To extend discussion, regroup students to compare their ideas.
- 17** You could move on to pronunciation at this stage prior to doing the speaking task. You may like to tell students a joke of your own to get them started. Tell them to practise telling it to each other several times.
- 18** Listen to some of the jokes in open class and discuss which is the funniest.

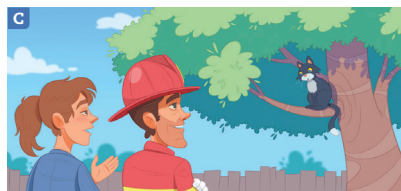
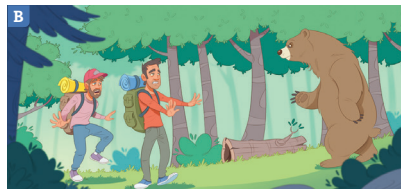
Pronunciation
Telling jokes: pacing, pausing and punchlines

Student's Book p120

Creative THINKing
Generating ideas
Imagining alternatives and possibilities.

LISTENING

- 10** **4.02** Listen to three jokes and match each one with a picture. There is one extra picture.



- 11** **4.02** Listen again and make notes on the following for each joke.
- Who are the main characters?
 - What happens?
 - What's the punchline?
 - Why is it funny?
- 12** **4.02** Listen again and rate each of the jokes from 5 (hilarious) to 0 (I didn't get it).
- 13** **SPEAKING** Work in groups of three. Choose one of the jokes and tell it to the others.

Homework

Ask students to write a short text answering the question: *Who is the funniest person in your family / out of your friends and why?* Encourage them to use some of the expressions from Exercise 4. As a follow-up, students can present this person to the class in the next lesson. After each presentation, encourage the rest of the class to ask questions and finally hold a class vote to decide which was the most interesting presentation.

Activity idea Fast finishers

Students can write sentences including different emphatic structures from the rule on page 40. Listen to some of their examples in open class.

FUNCTIONS Responding to jokes

- 14** **4.03** Read and listen to four jokes. What do the people think of them? Choose or or .
- Why is 6 afraid of 7? *Because 7 8 9.*
 - What do you call a deer with no eye? *No idea.*
 - I phoned the local hospital. I said, 'Is that the local hospital?' The woman said, 'Well, it depends where you're phoning from.'
 - Knock, knock! *Who's there?*
Tank. *Tank who?*
You're welcome.
- 15** **4.03** Complete the phrases in order to make the responses. Listen again and check.
- That's a g... o... .
 - Ha ha. V... f... .
 - I m... r... that one.
 - I d... g... it.
- 16** **SPEAKING** Work in pairs. Discuss these questions. Think about the jokes you heard in Exercises 10 and 14.
- Which of the jokes, if any, did you find funny? Did you dislike any of them? Why?
 - Some people have said that the joke about the elderly couple could be considered to be in bad taste. What do you think?
 - Which of these jokes work in your language?
 - Are there any jokes that you know that wouldn't work in English?
- 17** **SPEAKING** Work in pairs. Think of a joke and practise telling it in English.
- 18** **SPEAKING** Tell your joke to another pair. Respond appropriately to each other's jokes. Whose joke was the funniest?

PRONUNCIATION
Telling jokes: pacing, pausing and punchlines
Go to page 137.

Activity idea Extension

Ask students to work in pairs to rewrite the following sentences using emphatic structures:

I don't like it when my brother laughs at me.
My sister only eats vegetables.
They stole my skateboard, not my bicycle.
You only need to call me and I will come straight round.

THINK more

Workbook
Listening p42, Ex.1–3
Pronunciation p119

Warmer

To revise the vocabulary from last lesson, call out part of a phrase from Exercise 4 on page 40, and elicit the whole phrase. For example, say: *giggle*; students say: *(get) the giggles*. Once you've demonstrated this, pairs take turns to test each other in the same way.

- Put these questions up on the board in order to avoid students getting distracted by the text.
- Set a three-minute time limit to encourage students to read quickly. Encourage them just to concentrate on answering the questions.

1 He is the son of a black Xhosa woman and a white Swiss man; he can speak several languages; when he started as a comedian, a lot of his comedy referred to the racial situation in his home country and his international outlook.

2 He has written a book, appeared in a South African soap opera, taken part in a reality dancing show, and he runs his own talk show.

3 His book was a bestseller, he has had a lot of appearances on TV shows, he has attracted attention from people outside of his native country and was listed in *Time* magazine's 100 most influential people.

- 4.05 Check/clarify: *regime, recognition*. Encourage students to underline the parts of the text that support their answers.

1 a black Xhosa woman and a white Swiss man

2 Relationships between people of different skin colours were banned under apartheid.

3 Because his parents have different backgrounds.

4 his early life in South Africa as the apartheid regime came to an end and the new freedoms that came after, a time when his family was very poor

5 Because his friends dared him to.

6 In 2010 he was offered the opportunity to run his own talk show, *Tonight with Trevor Noah*.

7 Although viewing figures dropped a little at first, the show still had an excellent audience and Noah was offered a five-year renewal.

READING

- SPEAKING** Work in pairs. Ask and answer the questions.

- Which comedy shows do you enjoy watching? Why?
- Who are the most famous comedians in your country? Are there many international comedians?
- Are there daily comedy shows in your country? How popular are they?

- Read the article quickly and answer the questions.

- In what ways is Trevor Noah unusual?
- Apart from hosting a comedy show, what other things has he done?
- What examples are given of how he's been successful?

- 4.05 Read the article again and listen. Answer the questions.

- Who were Trevor Noah's parents?
- Why did his parents keep their relationship secret?
- Why does he speak so many languages?
- What was his book *Born a Crime* about?
- Why did he first go on stage as a stand-up comedian?
- How did he start to learn how to be a talk-show host?
- What happened when he took over *The Daily Show*?

SPEAKING

- Work in pairs. Make a list of the three most popular comedians from your country. What makes them so entertaining?
- Work in groups. Agree together on the best comedian from your country.

THE WORLD OF
COMEDY:

TREVOR NOAH



Since 2015, Trevor Noah has been hosting *The Daily Show*, a well-known comedy programme on US TV. He took over from the very successful Jon Stewart, and since then, the show has definitely gone from strength to strength. So who is Trevor Noah?

Trevor Noah is South African. He was born in Soweto, a township near Johannesburg, in 1984. He's the son of a black Xhosa woman and a white Swiss man. In South Africa in those days, under apartheid, relationships between people of different skin colours was banned, and his parents had to keep their relationship secret. This fact of his birth certainly accounts for many things about him: for example, the fact that he speaks several languages, including English, Zulu, Xhosa, Sotho, Tsonga, Tswana, Afrikaans and Swiss German; the fact that when he started as a comedian, a lot of his comedy referred to the racial situation in his home country; and his international outlook (he says of himself: 'I've always wanted to be a comedian in the world. I don't want to be labelled a South African comedian.')

In 2016, he published a highly successful book entitled *Born a Crime: Stories from a South African Childhood*, and it became an immediate bestseller in New York and beyond, containing stories of his early life in South Africa as the apartheid regime came to an end and the new freedoms that followed; stories like eating caterpillars at a

time when his family was extremely poor, or being thrown out of a car driven by gangsters.

In his late teens, Noah appeared in a South African soap opera, and later, when his friends dared him to, he went on stage as a stand-up comedian for the first time. This led to numerous appearances on all kinds of TV shows in South Africa – for example, he took part in a reality dancing show in 2008 – and his career began to take off. In 2010, he was offered the opportunity to run his own talk show, *Tonight with Trevor Noah*, which gave him the chance to acquire the skills of being a talk-show host.

Noah's reputation grew and soon he attracted the attention of people outside his native country. In 2012, he appeared on a famous US show, *The Tonight Show With Jay Leno* – the first African comedian to do so. The following year he got his own TV show in the US, and then, crucially, in 2014 he was invited to appear on Comedy Central's *The Daily Show* with Stewart. Then, in 2015, Noah took over after Stewart's retirement. Although viewing figures dropped a little at first (not surprising, given how popular Stewart had been), the show still had an excellent audience and Noah was offered a five-year renewal in 2017. His story is unquestionably one of success and recognition (in 2018, he was listed in *Time* magazine's 100 most influential people). Who knows where he will go next.

42

- Think of examples in open class and write them on the board. Make sure all students know all of the comedians.
- Allow students time for groups to discuss and rank the comedians in order of how funny they are. Hold a class vote to decide who they feel is the funniest comedian.

Culture notes

Jay Leno is an American comedian, writer and from 1992 to 2014 was host of *The Tonight Show with Jay Leno* – a late-night weekday talk show which regularly had over 7 million viewers and was shown on various channels all over the world.

Jon Stewart is an American comedian, writer and political commentator and from 1999 to 2015 was the host of *The Daily Show* – a late-night weekday talk and satirical news show drawing almost 2.5 million viewers nightly.

Activity idea Extension

Ask: *Would you like to be a professional comedian? Why (not)? What do you think a professional comedian's life is like? Give students three minutes to discuss the questions in small groups.*

THINK more

Workbook
Reading p40, Ex.1–4

- 6 Elicit that the words in brackets are all adverbs.
 1 The show has *definitely gone* from strength to strength.
 2 This fact of his birth *certainly* accounts for many things about him.
 3 Then, *crucially*, in 2014 he was invited to appear on Comedy Central's *The Daily Show*.
 4 His story is *unquestionably one* of success and recognition.
 RULE: 1 after 2 before 3 between
- 7 1 She is *undeniably one* of the funniest actors in the world.
 2 I *Feel Pretty* is *undoubtedly* her best film.
 3 It is *literally* the funniest film I've ever seen.
 4 She *clearly* loves playing ordinary people.
 5 Her performance in *Thank You for Your Service* was *utterly* convincing.
 6 She will *definitely* win an Oscar one day.
- 8 Read through the sentences about Amy Schumer in Exercise 7 as an example. Ask students to write similar information about a comedian or actor of their choice using at least four boosting adverbs. Monitor and help students with ideas and vocabulary as necessary.

Workbook p37

- 9 Ask students to try to match the sentence halves.
 1 g 2 h 3 d 4 a 5 f 6 b 7 c 8 e
- 10 If you're short on time, set this exercise for homework.
 1 head off 2 joke 3 have; last laugh 4 laughing stock 5 joking aside 6 other side; face 7 laughing matter 8 burst out
- 11 Divide the class in pairs for students to write their replies.

Workbook p38

GRAMMAR
Boosting

- 6 Rewrite the sentences from the article to include the word in brackets. Then complete the rule with *before*, *after* and *between*.
- The show has gone from strength to strength. (definitely)
 - This fact of his birth accounts for many things about him. (certainly)
 - Then, in 2014 he was invited to appear on Comedy Central's *The Daily Show*. (crucially)
 - His story is one of success and recognition. (unquestionably)

RULE: When we want to make a statement stronger, we can use an adverb such as *unquestionably*, *definitely*, *crucially* or *certainly*. These adverbs come:
 1... the verb to be
 2... other verbs
 3... auxiliary and main verbs
 Other common adverbs include *undoubtedly*, *undeniably*, *clearly*, *absolutely*, *utterly*, *entirely*, *essentially*, *exactly*, *literally* and *totally*.

- 7 Put the words in order to make sentences.

My favourite comedian is Amy Schumer.

- the / undeniably / she / world / of / funniest / is / actors / one / the / in / .
- is / film / undoubtedly / best / I *Feel Pretty* / her / .
- I've / is / seen / funniest / it / literally / the / film / ever / .
- playing / she / ordinary people / loves / clearly / .
- convincing / her / was / *Thank You for Your Service* / performance / in / utterly / .
- day / an / win / she / definitely / one / Oscar / will / .



- 8 **WRITING** Write four sentences about a comedian or actor that you really like, using adverbs to make your statements stronger. Keep their name a secret! Read your sentences to your partner. Can he/she guess who you're describing?

→ workbook page 37

VOCABULARY
Idioms with *laugh* and *joke*

- 9 Match the sentence halves.
- The team really are a laughing
 - Your exam result is no
 - I love this programme. I laugh my
 - When we saw we were wearing the same dress, we burst out
 - It was very funny to hide my shoes, but joking
 - He might think it's funny now, but he'll be laughing
 - I can't believe United paid £30 million for him. It's a
 - They call you a nerd because you study hard, but you'll have
- a laughing. What else could we do? It was too late for either of us to change.
 b on the other side of his face when his parents read his school report.
 c joke. He's rubbish – not even remotely worth that amount.
 d head off every time I watch it.
 e the last laugh when you get into the best university in the country and they all fail their exams.
 f aside, I need to leave. Where are they?
 g stock. They haven't won a game for more than a year.
 h laughing matter. 30 percent is just not good enough.

- 10 Complete with the missing words from the idioms in Exercise 9.

- Have you heard Sarah's new joke? I laughed my ... when she told me.
- I got a one percent pay rise. One percent! It's a ... !
- I know you think I've got no talent for acting, but I'll ... the ... when I'm rich and famous.
- You can't wear that Wonderwoman costume to the end-of-year ball. You'll be the ... of the party.
- Yes, I know it's funny to laugh at me in a suit, but ... do you think it's appropriate for a job interview?
- You'll be laughing on the ... of your ... when I'm your boss one day.
- These new tax rules are no ... Many families will find themselves a lot poorer.
- When she slipped on the banana skin, I ... laughing. I couldn't help myself.

- 11 **WRITING** Write a reply to each of the sentences. Use one of the idioms in each one.

- He thinks it's funny to drive his Porsche around town at 100 km per hour.
- Did you think the film was funny?
- Milo's parents aren't going to be happy when they see what he's done to their car. I can't believe he isn't more worried. He still seems to think it's funny.

→ workbook page 38

Homework

Certain adverbs are only used to emphasise extreme adjectives. Ask students to decide which of the adverbs can be used with all types of adjective and which can only be used with extreme adjectives.

All adjectives: *unquestionably*, *definitely*, *undoubtedly*, *certainly*, *undeniably*, *clearly*, *essentially*, *literally*

Extreme adjectives: *absolutely*, *utterly*, *entirely*, *totally*

Ask students to write five sentences including adverbs they would not normally use.

Activity idea Fast finishers

Ask students to write sentences about their friends using some of the boosting adverbs.

THINK more

Practice Extra

Unit 4 Practise it!

Workbook

Grammar p37, Ex.4–7

Vocabulary p38, Ex.3–4

Vocabulary Extra p39,

Ex.1–3

Worksheets

Grammar

Worksheets 4

Vocabulary

Worksheets 4

Warmer

Ask students to think of a list of films and books involving water and write the titles on the board. Divide the class into pairs for students to take turns describing a film or book for their partners to guess the title. Listen to some examples in open class and write any repeated themes on the board.

- 1 Get students to cover the text. Give them a minute to discuss the question in pairs.
- 2 **4.06** Encourage students not to focus on every word for now but just to find the answer to the question.
cold beef, potatoes, cabbage, peas, half a tin of salmon, two eggs
- 3 **Check/clarify: light-heartedness, scraped, smothered, remnants, evinced, earnest.**
Tell students not to worry about other difficult vocabulary at this stage as this will come up later. Encourage them to think about the correct answer to the false statements.
1 T 2 T 3 DS 4 T 5 T 6 F
([George] said he had never heard of water rats in Irish stew, and he would rather be on the safe side, and not try experiments)

Culture note

Jerome Klapka Jerome was a comic writer from Walsall, England. Born in 1859, he came from a fairly well-off family but due to his father's bad investments, grew up in poverty. At the age of 15 he was orphaned and forced to leave his education to support his family. He worked in journalism, teaching and acting school but was not particularly successful in any of these. He is best known for his humorous travelogue *Three Men in a Boat*, which was published in 1889 and inspired by his honeymoon trip along the Thames. It was an instant success but although he wrote several novels and story collections over the next few decades, none of his follow-up work achieved the same level of success. Jerome K. Jerome died in Northampton in 1927 after suffering a series of strokes.

Literature

- 1 How good do you think three middle-aged English men (in the 19th century) might be at cooking? How often do you imagine they cook for themselves? Under what circumstances might you expect them to cook?
- 2 **4.06** Read and listen to the extract and make a list of the things they put into the Irish stew.

Three Men in a Boat
(to say nothing of the dog)
by Jerome K. Jerome



In this famous, late-nineteenth century novel, a man called J and his two friends Harris and George decide to take a holiday to improve their health. They travel along the River Thames in a small boat (and they take their dog, Montmorency, with them). They are not very good sailors, or cooks, and the novel tells of their many odd adventures.

It was still early when we got settled, and George said that, as we had plenty of time, it would be a splendid opportunity to try a good, slap-up supper. He said he would show us what could be done up the river in the way of cooking, and suggested that, with the vegetables and the remains of the cold beef and general odds and ends, we should make an Irish stew.

It seemed a fascinating idea. George gathered wood and made a fire, and Harris and I started to peel the potatoes. I should never have thought that peeling potatoes was such an undertaking. The job turned out to be the biggest thing of its kind that I had ever been in. We began cheerfully, [...], but our light-heartedness was gone by the time the first potato was finished. The more we peeled, the more peel there seemed to be left on; by the time we had got all the peel off and all the eyes out, there was no potato left – at least, none worth speaking of. George came and had a look at it – it was about the size of a peanut.

He said:
'Oh, that won't do! You're wasting them. You must scrape them.'

So we scraped them, and that was harder work than peeling. [...] We worked steadily for twenty-five minutes, and did four potatoes. [...] I never saw such a thing as potato-scraping for making a fellow in a mess. It seemed difficult to believe that the potato-scrapings in which Harris and I stood, half smothered, could have come off four potatoes. [...]

George said it was absurd to have only four potatoes in an Irish stew, so we washed half-a-dozen or so more, and put them in without peeling. We also put in a cabbage and a few peas. George stirred it all up, and then he said that there seemed to be a lot of room to spare, so we looked through both the baskets, and picked out all the odds and ends and the remnants, and added them to the stew. [...] Then George found half a tin of salmon, and he emptied that into the pot.

He said that was the advantage of Irish stew: you got rid of such a lot of things. I fished out a couple of eggs that had got cracked, and put those in. [...]

I forgot the other ingredients, but I know nothing was wasted; and I remember that, towards the end, Montmorency, who had evinced great interest in the proceedings throughout, strolled away with an earnest and thoughtful air, reappearing, a few minutes afterwards, with a dead water rat in his mouth, which he evidently wished to present as his contribution to the dinner; [...].

We had a discussion as to whether the rat should go in or not. Harris said that he thought it would be all right, mixed up with the other things, and that every little helped; but George stood up for precedent. He said he had never heard of water rats in Irish stew, and he would rather be on the safe side, and not try experiments.

- 3 Read the extract again. Are the statements T (true), F (false) or DS (doesn't say)?
- 1 George said they should make Irish stew using just some beef and vegetables.
 - 2 After the men peeled the potatoes, they were very small.
 - 3 Scraping the potatoes was the most difficult work they'd ever done.
 - 4 George wanted to look for other things to put in the stew because he thought it was too small.
 - 5 Montmorency killed a rat.
 - 6 The men didn't put the rat in the stew because there was no room for it.

- 4 Before students do the exercise, write the highlighted words on the board. Tell students to find the words in the extract as quickly as possible. Then ask them to try to work out the meaning of the phrases. Compare their meanings with the definitions in the book.
- 1 to spare 2 scrape 3 peel
4 be on the safe side 5 steadily
6 odds and ends 7 every little helped 8 fished out
- 5 Encourage students to speak at length and to use vocabulary from the extract. Listen to some of the students' ideas and encourage open-class discussion.

- 6 Let students compare their answers in pairs before feedback.
- entertaining ✓ hilarious ✓
- 7 If students are unsure about cleft sentences and boosting adverbs, refer them to examples earlier in the unit.
- Cleft sentences:**
What I like most about it is the perfect mixture of travel guide ... and comedy ...
But it's exactly this lazy boat ride of a journey that makes it so good.
- Boosting adverbs:** utterly, clearly, exactly, undeniably
- 8 1 *What the three of them decide is that they are over-worked and in need of a holiday.*
2 *It's when you suddenly burst out laughing that you get the strangest looks.*
3 *What some of my friends said was that it was too old-fashioned and that the plot moved far too slowly.*

- 9 During feedback, ask students to refer to the text to explain their choices.
- [B] a description of what the writer likes / doesn't like – advice 3
[A] a brief synopsis of the story – advice 1
[C] a recommendation – advice 2
- 10 If you're short on time, students can do the preparation in class and complete the writing at home. Alternatively, this could be done as a collaborative writing activity in class with pairs of students of a similar level working together.

- 4 **VOCABULARY** Match the highlighted words or phrases in the extract with the definitions.
- left over; more of something than you need or want
 - to take off a layer of something by rubbing with a hard or sharp object
 - remove the skin (of a vegetable or fruit)
 - not take any risks
 - in a smooth and regular way, without hurrying
 - various small things of different kinds
 - everything, no matter how small, was useful
 - got something out (usually with fingers)

- 5 **SPEAKING** Work in pairs. Discuss the questions.

- Do you think the men enjoyed their meal when they finally ate supper? Why/Why not?
- What was the worst meal you have ever eaten or cooked? Why was it so bad? Tell your partner about it.

WRITING A review

- 6 **INPUT** Read the review. Which of these adjectives would the reviewer agree describe the book?

boring | depressing | entertaining
exciting | hilarious | old-fashioned

- 7 **ANALYSE** Read the review again and find:

- two examples of cleft sentences.
- four examples of boosting adverbs.

- 8 Rewrite these sentences from the review using a cleft sentence to add emphasis.

- The three of them decide that they are over-worked and in need of a holiday.
What the three of them decide ...
- You get the strangest looks when you suddenly burst out laughing.
It's when you ...
- Some of my friends [...] said it was too old-fashioned and that the plot moved far too slowly.
What some of my friends said was ...

Note: It's good to use boosting and cleft sentences in your review to give it more impact. But be careful not to use too many. This could result in your writing sounding artificial.

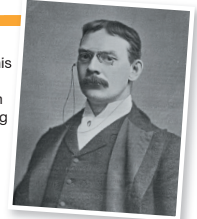
- 9 **PLAN** Match each paragraph with its function. Then match the functions with advice for writing a review.

- a description of what the writer likes/doesn't like
 - a brief synopsis of the story
 - a recommendation
- Don't give too much away.
 - Say who it might appeal to.
 - Don't forget to give reasons for your opinions.

- 10 **PRODUCE** Write a review of a book or film (220–260 words).

- Give a short summary.
- Say how you feel about it.
- Say whether you'd recommend it and, if so, to whom.

[A] Jerome K. Jerome is sitting in the living room of his house, describing an ever-growing list of illnesses from which he fears he is suffering to his sympathetic friends Harris and George. The three of them decide that they are over-worked and in need of a holiday. After deciding that a vacation in the countryside would be too dull and a voyage at sea too dangerous, they decide that a boating trip up the River Thames from London to Oxford would be perfect. So, the next Saturday, accompanied by Jerome's dog Montmorency, they set off for a fortnight of amusing storytelling and mild misadventure, all set in the background of the idyllic English countryside.



[B] Originally published in 1889, *Three Men in a Boat* was recently voted number 33 on the *Guardian's* list of the 100 greatest novels of all time and there's one simple reason for this: it's utterly brilliant. What I like most about it is the perfect mixture of travel guide, which is what it was originally intended to be, and comedy – two of my favourite genres. The book is laugh-out-loud funny, which can be quite embarrassing if you're reading it on a crowded underground train on your way to college! You get the strangest looks when you suddenly burst out laughing.

[C] Clearly, though, it isn't for everyone. Some of my friends didn't find it so humorous and said it was too old-fashioned and that the plot moved far too slowly. But it's exactly this lazy boat ride of a journey that makes it so good. If you're looking for a highly enjoyable cruise into the eccentricities of the English, with a cast of undeniably colourful characters, then this might just be the book for you.

Homework

If you are short on time, students can do Exercise 10 for homework. If you have done this in class, ask students to exchange their reviews with another student for them to read at home and give feedback on content and structure. Students could check if the review uses the same structure as the template. They should also decide which the most/least interesting part of the review is.

Activity idea Peer correction

On completion of the writing task, ask students to exchange their reviews and read and evaluate on the basis of **content, organisation, communicative purpose** and **language**. They should avoid focusing solely on accuracy.

THINK more

Practice Extra-
Unit 4 Master it!

Workbook
Developing Writing p41

Tests
Unit, extension and skills test 4

1 **4.07** In C1 Advanced Listening Part 3, candidates have to listen to a longer interview and answer six four-option multiple-choice questions. This part of the exam tests understanding of the detailed meaning of the text, attitudes and opinions.

Encourage your students to do the following when they approach this task:

- Read and listen to the instructions carefully.
- Read all the questions and options and think about the context.
- On the first listening, try to understand the gist and choose the best option.
- On the second listening, check that the answers are correct and focus on detailed understanding of the attitudes or opinions.

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

Workbook p43



GET IT RIGHT!

UNITS 3 & 4

Conditionals

Learners often use *would* in the *if*-clause when it's more accurate to use the past simple or past perfect.

- ✓ *If I'd known, I wouldn't have said anything.*
- ✗ *If I would've known, I wouldn't have said anything.*

1 Rewrite the sentences so they are correct.

- 0 We would be there by now if we would have caught the bus.
We would be there by now if we had caught the bus.
- 1 The car wouldn't have broken down if you would have had it serviced.
- 2 If my brother isn't so lazy, he would have passed the exam.
- 3 We would be rich now if we would have won the lottery.
- 4 John would have been pushing his luck if he would have asked Sam to help him.
- 5 If I wouldn't have argued with my friends, we would have been talking to each other now.
- 6 If there wouldn't have been so much traffic, I would be at home already.

Alternatives to *if* in conditional sentences are rarely used by Spanish speakers.

- ✓ *You can borrow it provided you look after it.*
- ✓ *You can't borrow it unless you look after it.*
- ✓ *Look after it, otherwise you won't borrow anything of mine again!*

2 Rewrite the sentences using the words provided.

- 0 You can borrow it if you look after it. (as long as)
You can borrow it as long as you look after it.
- 1 You can go out to play football if you finish your homework first. (provided)
- 2 I'll go to the party if you promise not to wear that old jacket. (unless)
- 3 You have to work hard or you won't achieve your goals. (otherwise)
- 4 If we leave now, we'll be in plenty of time for the train. (provided)
- 5 The doctor will see you tomorrow but only if it's urgent. (unless)
- 6 She won't get into the team if she doesn't train every day. (otherwise)
- 7 Professional footballers can play until they are 40 if they don't get injured. (as long as)

Cleft sentences

Learners at this level often avoid using emphatic structures such as cleft sentences.

- The unexpected often makes us laugh. =*
- ✓ *It's often the unexpected that makes us laugh.*
- ✓ *What makes us laugh is often the unexpected.*
- The only thing I want to do is have some fun. =*
- ✓ *All I want to do is have some fun.*

3 Rewrite the sentences using *What ...*, *It's ... that ...*, or *All ...* to add emphasis.

- 0 A sense of humour is simply the ability to see the funny side of things.
All a sense of humour is, is the ability to see the funny side of things.
- 1 The misfortune of others often makes us laugh.
What ...
- 2 The actions of just two members of the team have made us all a laughing stock.
It's ...
- 3 Ollie laughed his head off when he saw his teacher playing air guitar to a rock song.
What ...
- 4 They don't understand that we will have the last laugh.
What ...
- 5 Simon only said that the show was hilarious.
All ...
- 6 Many people enjoy watching funny videos on YouTube and it isn't a secret.
It's ...



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2 In C1 Advanced Writing Part 2, candidates are given a choice of three tasks, one of which is to write a proposal of about 240 words. For the proposal, students are given information about the context, topic purpose and readership and must make suggestions, supported by factual information and evaluation. This part of the exam tests the candidates' ability to write well-organised texts with functional language for evaluating and making suggestions and a good range of persuasive language.

Encourage your students to do the following when they approach this task:

- Candidates should read all the tasks and consider the topic and the language that is needed in each before choosing the task that best suits them.
- For the chosen task, identify what is required and who it is for, and what kind of information is needed.
- Make a plan, referring closely to the question.
- Look for opportunities to develop ideas and show a range of language.
- Write a rough draft before writing the final answer. Make sure that it is well organised and has a range of tenses, expressions and vocabulary.
- Read the work again to check that it makes sense and that all the content points have been included. Check the spelling.

1 1 in 2 off 3 stock 4 turn
5 beginner's 6 away 7 to
8 punchline 9 matter 10 giggles

2 1 speak 2 It 3 didn't speak
4 What 5 could speak
6 hadn't spoken


3 1 I'll ~~do~~ certainly do all I can to help you.
2 Unless we don't leave now, we'll miss the train.
3 If I hadn't eaten so much, I wouldn't have felt feel so ill now.
4 It was the journey what that was most fun.
5 He's made clearly ~~clearly~~ made a lot of enemies.
6 Provided that ~~Imagine~~ you could go anywhere in the world, where would you go?

4 1 remember 2 good
3 get 4 funny 5 Never 6 bad
7 beginner's 8 Just

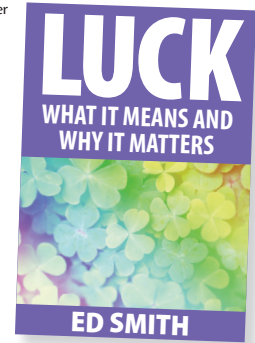
TOWARDS C1 Advanced

LISTENING Part 3: Multiple choice

→ workbook page 43

1  4.07 You will hear part of a podcast interview in which the actor Daniela Merchant is talking about a book she's read that discusses the role of luck in people's lives. For questions 1–6, choose the answer (A, B, C or D) which fits best according to what you hear.

- Daniela's main criticism of the beginning of the book she's read is that the writer
 - tries to blame other people's actions for his own misfortunes.
 - fails to explain the exact circumstances behind an incident.
 - seems unable to come to terms with a past disappointment.
 - assumes that the reader is familiar with his previous books.
- In terms of the difference between luck and fate, Daniela feels that the book
 - could make it clearer what the two terms mean.
 - should have considered a wider range of situations.
 - makes an interesting point about people's attitudes.
 - relies too heavily on the writer's personal experiences.
- Daniela agrees with the interviewer's point that
 - natural ability is still regarded as necessary for success.
 - it's becoming more acceptable to make mistakes these days.
 - most people think success or failure is largely a matter of chance.
 - society is becoming less tolerant of those who use bad luck as an excuse.
- Daniela explains that the second half of the book highlights
 - how family values can inform our decisions.
 - how some factors of our birth influence our lives.
 - how each generation tends to view things differently.
 - how inherited features are more important than upbringing.
- Daniela believes that her acting career has been successful because
 - she adopted an exceptional actor as her role model.
 - she did her training at a particularly prestigious college.
 - she was able to appreciate and learn from the work of others.
 - she benefited from an unplanned change in her training course.
- Daniela's overall assessment of the book she's read is that
 - it's more likely to appeal to a younger readership.
 - some parts of it are more clearly written than others.
 - it's entertaining, but shouldn't be taken too seriously.
 - the writer argues too strongly for the main idea behind it.



WRITING Part 2: A proposal

2 Write an answer to the following task.

A local school has a piece of land that it wants to build on. In preparation for a meeting to discuss the plans for the project, the school has asked students to write a proposal. Imagine you're a student at this school. In your proposal, explain what type of building you think it should be and why, how to make sure all students in the school benefit from it, and suggest ways in which the building could be used by the local community outside school hours.

Write your proposal (220–260 words).

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The Cambridge Life Competencies Framework



Critical THINKing

Evaluating ideas and arguments

Watch this video for a tip on developing your students' critical thinking skills.

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