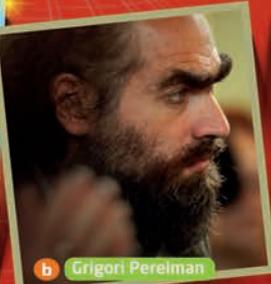


MODULE 6 GENIUS

Objectives: Read, listen and talk about exceptional people; read a story extract; interview someone; write a description of a person; learn more about reference words and modality.



a Stephen Hawking



b Grigori Perelman



c Jane Goodall

TOPIC TALK

1 Look at the network. What personality adjectives can describe geniuses? Add other adjectives.

ambitious, ... hard-working, ...

2 3.17 3.18 Listen to information about the exceptional people in the photos (a-c). What personality adjectives are used to describe them?

Jane Goodall: dreamy, driven

3 3.19 3.20 Listen to a description of a person. Complete the information in the network.

4 3.21 Pronunciation Listen to the adjectives and underline the schwa /ə/ sounds at the end of the words if you hear them. Then listen and repeat the words.

- | | | |
|--------------|--------------|-------------------|
| 1 ambitious | 5 eccentric | 9 relaxed |
| 2 analytical | 6 fearless | 10 self-confident |
| 3 clever | 7 idealistic | |
| 4 driven | 8 meticulous | |

LANGUAGE CHOICE 36: PAGE 20

5 Work in groups. Use the network to describe a person you know well.

Describing people

At first, he/she seems rather ¹ shy but when you get to know him/her you realise he/she's really quite ² self-confident.
 Sometimes, he/she tends to be slightly ³ sensitive but usually he/she is pretty ⁴ relaxed.
 He/She is fairly ⁵ serious and thoughtful.
 For example, he/she sometimes ⁶ frowns when talking to people.
 He/She is very good at ⁷ analysing and ⁸ solving problems.

Abilities

analysing and solving problems, debating issues, doing puzzles, drawing and painting, getting on with people, making speeches, playing musical instruments, playing sport, singing, telling jokes, working with other people

Personality

absent-minded, ambitious, analytical, arrogant, articulate, balanced, bright, clever, competitive, creative, dedicated, determined, dreamy, driven, eccentric, energetic, enthusiastic, fearless, idealistic, logical, marvellous, modest, obsessive, reclusive, relaxed, reserved, self-confident, sensible, sensitive, serious, shy, single-minded, thoughtful, witty

Quirks

bites his/her lip, bites his/her nails, blinks, checks his/her mobile, fidgets, frowns, giggles, grins, shrugs his/her shoulders, taps his/her feet, touches his/her hair/nose/ear

55

Background

Dr Valerie Jane Morris-Goodall (b. 1934): is a British primatologist, ethologist, anthropologist and UN Messenger of Peace. She is considered to be the world's foremost expert on chimpanzees. She continues her work today by travelling and giving talks on chimpanzees.

Grigori Yakovlevich Perelman (b. 1966): is a Russian mathematician. He earned a doctorate from St Petersburg State University and then spent much of the 1990s in the USA. He was awarded and declined the Fields Medal in 2006.

Stephen William Hawking (b. 1942): is an English theoretical physicist whose theory of exploding black holes drew upon both relativity theory and quantum mechanics. He studied mathematics and physics at Oxford and Cambridge. His contributions to physics earned him many exceptional honours.

TOPIC TALK

1 Give students five minutes to complete. Tell them to make a note of or underline words they don't know, then discuss in pairs. Elicit ideas and check words students don't know, either giving an example or translating into L1.

2 Students look at the photos. Ask if students know any of the people and what they are famous for. After playing the recording, students check in pairs before the class check.

Answers:

Jane Goodall: dedicated, fearless, idealistic
Grigori Perelman: clever, reclusive, shy, reserved, eccentric, not ambitious, modest
Stephen Hawking: single-minded, determined, articulate, witty

3 Give students one minute to read the network first before playing the recording. Tell them that the person speaking is not anyone in the photos. Elicit answers.

Answers: Student page

Extra Exercise

Find a photo of two famous people. Using the network as a framework, write a short description before class. Read the description to the class and they must guess which person it is. Tell students to write a description for the other famous person.

4 Play the first two items and check that students know what to underline. Play the recording again, stopping after each item to check answers. Then repeat the words as a class exercise using choral drilling.

Answers: Student page

For practice, students turn to **LANGUAGE CHOICE 36: PAGE 20**.

Tip: For shy students, choral drilling feels safer and perhaps less embarrassing.

5 Put students into small groups. Give them five to ten minutes to discuss. Ask one or two individual students to describe their chosen person. The rest of the class guess who it might be.

Now your students can:

- use a variety of words and phrases to describe people.

Background

Charles Darwin (1809-1882): was an English naturalist whose theory of evolution by natural selection became the foundation of modern evolutionary studies. Darwin at first shocked religious Victorian society by suggesting that animals and humans shared a common ancestry. He was an agnostic and his nonreligious biology appealed to the rising class of professional scientists. He travelled around the world on *HMS Beagle* to collect information for his theory. He is buried in Westminster Abbey, London.

Alfred Wallace (1823-1913): was a British humanist, naturalist, geographer and social critic. He became a public figure in England during the second half of the 19th century, known for his courageous views on scientific, social and spiritualist subjects.

Warm Up

1 Give students five minutes in pairs to look at the pictures and questions. Elicit ideas. Write up the numbers 1 to 5 on the board and put a tick next to the statements students think are true.

2 Give students two minutes to read the text individually. In feedback, refer students back to their guesses on the board. Check which were correct. Ask further checking questions, e.g. *What animals survive? (the fittest) How? (by adapting to their environment) Why didn't he practise as a doctor? (He saw a child in pain.) Why didn't he announce his theory in the 1830s? (because it was too radical and he wanted to do more research)*

Answers: Student page Darwin is considered a genius because he developed the theory of evolution.

3 Elicit ideas and opinions from the class.

Warm Up

1 Look at the map and the pictures. What do you know about Charles Darwin? Which of these things did he do?

- 1 studied theology
- 2 travelled to distant places
- 3 explored the Galápagos Islands
- 4 worked as a doctor
- 5 announced a theory of evolution with another scientist

2 Read the article. Check your guesses from Exercise 1. Why is Darwin considered a genius?

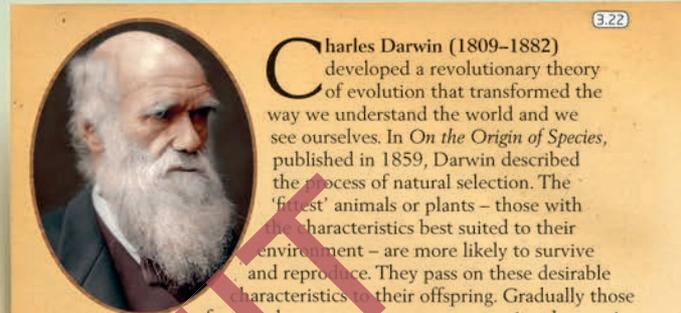
3 What other scientists could be called geniuses? Why?

I think Maria Skłodowska-Curie was a genius. She changed scientists' view of physics and chemistry and, being a woman, had to overcome a lot of barriers.

Reference

4 Look at the nouns in bold in the sentences (1-4). Match them with the uses of articles (a-d).

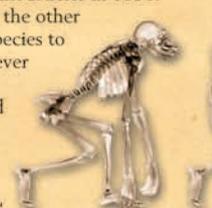
- 1 He witnessed an **operation** performed on a child. *d*
 - 2 One of the key arguments for natural selection came from the **birds** that Darwin collected from the Galápagos Islands. *b*
 - 3 Darwin's theory of evolution transformed the way we understand the **world**. *a*
 - 4 If the **changes** are great enough, they can produce a new species. *c*
- a something unique
b something specific that is described in the same sentence, e.g. with a relative clause
c it is clear from the wider context which thing we refer to, e.g. it has been mentioned before
d one of many things and it doesn't matter exactly which one



Charles Darwin (1809-1882) developed a revolutionary theory of evolution that transformed the way we understand the world and we see ourselves. In *On the Origin of Species*, published in 1859, Darwin described the process of natural selection. The 'fittest' animals or plants – those with the characteristics best suited to their environment – are more likely to survive and reproduce. They pass on these desirable characteristics to their offspring. Gradually those features become more common, causing the species to change over time. If the changes are great enough, they can produce an entirely new species. *The Descent of Man*, published in 1871, suggested that humans descended from apes.

DID YOU KNOW?

- When Darwin studied medicine, he witnessed an operation performed on a child without anaesthetic. **That** made him give up medical studies. He then studied theology but, instead of becoming a priest, in 1831 he set off on a five-year scientific expedition around the world. **There** he collected evidence for his future theory.
- One of the key arguments for natural selection came from the birds that Darwin collected from the Galápagos Islands. The birds were clearly the same species but **some** had large strong beaks for eating nuts while **others** had long thin beaks for finding worms in the ground. Darwin realised that **all** came from a single ancestor but, as they dispersed to different islands, they had adapted to eat the various foods available.
- Darwin developed the theory of evolution in the 1830s but he didn't announce it **then**. He knew his ideas were radical so he delayed publishing the theory for about twenty years while he assembled more evidence.
- The theory of evolution was actually published a year before *On the Origin of Species*. While Darwin was working on his own theory, another scientist, Alfred Wallace, had independently developed a similar **one**. **Both** announced their ideas in two joint articles in 1858: one was an extract from Darwin's future book and the other article was Wallace's paper 'On the Tendency of Species to form Varieties'. Interestingly, after 1858 Wallace never wrote about evolution. The other texts he wrote concerned mainly his explorations in Indonesia and Malaysia.



Reference

4 Give students a few minutes to match the sentences individually. Tell them that they will need to check back to the main text to do this. Check answers with the class. Ask checking questions, e.g. *Were there other operations? (yes, therefore one of many) Is there another 'world'? (no, making it unique) Look at sentences 2 and 4 together, asking: Which noun was mentioned before - the birds or the changes? (the changes, therefore the birds are something specific in a sentence)*

Answers: Student page



Galápagos finches

- 5 Look at the words (1-8) in red in the text. Find the phrases in the text that they refer to.

1 **That** - witnessing an operation performed on a child without anaesthetic

- 6 Read the sentences 1-4 below. Which of the phrases in bold talk about:

- a one from a pair?
b the remaining ones?
c one of many/one more?
d not the ones already mentioned but different ones?

- 1 **Another** scientist, Alfred Wallace, had independently developed a similar theory. **c**
2 One was an extract from Darwin's future book and **the other** article was Wallace's paper. **a**
3 **The other** texts he wrote concerned mainly his explorations in Indonesia and Malaysia. **d**
4 His ideas were unfamiliar to **other** scientists. **b**

Practice

- 7 Choose the correct words to complete the sentences.

- 1 Darwin had ten children but **some**/another died when they were very young.
2 Scientific discoveries are often hard to understand and **all**/other require years of research.
3 Darwin was **at**/the theologian. **There**/**This** didn't help him in his studies on evolution.
4 My grandfathers are scientists - **another**/**one** is a physicist and **other**/**the other** is a chemist.
5 I have to do **another**/the other experiment to complete my research.
6 **The**/**All** dog breeds come from wolves.

LANGUAGE CHOICE 33: PAGE 18



- 8 Complete the text with the words below.

an (x 2) the (x 2) there this
another the other other both

Alfred Wallace was ¹ **an** explorer. He travelled to South America. ² **There**, he studied and catalogued plants and animals and developed his ideas about evolution. On the way back to England, his ship sank, together with his notes and collections. ³ **This** forced Wallace to take ⁴ **another** trip, this time to Indonesia, to collect more data. In 1858, Wallace sent ⁵ **an** article outlining his theory to Darwin and it was published alongside Darwin's own theory. Even though ⁶ **both** developed the theory of natural selection at the same time, only one of them, Darwin, is famous to this day while ⁷ **the other** is seldom remembered. However, Alfred Wallace was happy with ⁸ **the** recognition he received in the scientific community. He made ⁹ **other** contributions to the development of evolutionary theory, such as ¹⁰ **the** concept of how animals adapt to using bright colours to warn off predators.

LANGUAGE CHOICE 34: PAGE 18

Grammar Alive

Talking about more than one person

- 9 Listen to the interview. Match the scientists (1-4) with the facts (a-d).

- 1 Wallace 2 Lamarck 3 Mendel 4 Watson and Crick
a described DNA **4**
b came to the same conclusions as Darwin **1**
c came up with a theory of evolution earlier than Darwin **2**
d developed the concept of genes **3**

- 10 Use the cues to make dialogues.

- 1 • Copernicus and Galileo / work in the same period?
• die 1543 / born 1564
• important scientists in Galileo's times?
• Johannes Kepler, a German astronomer and mathematician

A: Did Copernicus and Galileo work in the same period?
B: No, one died in 1543 and the other was born in 1564.
A: Were there other important scientists in Galileo's times?
B: Yes, a German astronomer and mathematician, Johannes Kepler.

- 2 • Michelangelo and Leonardo da Vinci / interested in science?
• mainly a painter and sculptor / an artist and scientist
• great artist in their times?
• late / e.g. Hieronymus Bosch (the Netherlands), Hans Holbein (Germany)
3 • Louis Pasteur and Robert Koch / French?
• French / German
• important microbiologist in 19th century?
• Ferdinand Cohn, German scientist, classified bacteria

57

- 5 Give students five minutes to complete individually. Tell them that they may need to write one word or a phrase. Check answers with the class.

Answers: 2 There: on his expedition around the world **3 some:** birds **4 others:** other birds **5 all:** the birds **6 then:** in the 1830s **7 one:** a theory **8 Both:** Darwin and Wallace

- 6 Give students five minutes to complete individually. Allow them two minutes to check and discuss their answers in pairs.

Answers: Student page

Practice

- 7 Do number 1 as an example with the class. Elicit the answer. Ask: *Why isn't the answer 'another'?* Refer students back to Exercise 6 to help (It isn't *another* because ten children are not *one of many* or *one more* as Exercise 6 says, and from these ten children an unspecified amount (*some*) died. Give students five minutes to complete individually. Tell them to use the presentation to help them. Check answers with the class.

Answers: Student page

For practice, students turn to **LANGUAGE CHOICE 33: PAGE 18.**

- 8 Tell students to read through the text first, not filling in any gaps. Check understanding of *catalogued*, *seldom* and *warn off*. Ask: *Where did Wallace collect data?* (South America and Indonesia) *Is he remembered?* (no) Give students five minutes to complete individually.

Answers: Student page

For practice, students turn to **LANGUAGE CHOICE 34: PAGE 18.**

Grammar Alive

- 9 Read through the facts with the class so that students know what to listen for. Check understanding of *DNA* and *genes*. Give students time to check their answers in pairs before the class check.

Answers: Student page

- 10 Ask two students to read through the example. Give students five minutes to work out and practise their dialogues in pairs. In feedback, ask volunteers to read their dialogues.

Now your students can:

- understand how texts use different ways of referencing.

Background

Sir Arthur Conan Doyle (1859-1930): was born in Scotland, studied medicine and qualified as a doctor in 1881. As a young medical student, the man who most impressed and influenced him was Dr Joseph Bell, one of his teachers. He was a master at observation, logic, deduction and diagnosis. All these qualities were later to be found in the persona of the detective Sherlock Holmes. In March 1886, Doyle started writing the novel which catapulted him to fame. At first, it was named *A Tangled Skein* and the two main characters were called Sheridan Hope and Ormond Sacker. Two years later, this novel was published under the title *A Study in Scarlet* which introduced us to Sherlock Holmes and Dr Watson. The 'image' of Holmes was created by Sidney Paget, a very talented illustrator who took his handsome brother Walter as a model for the great detective. Doyle decided to get rid of Sherlock Holmes on an impulse and *The Final Problem* was published in December 1893. Sherlock Holmes and Professor Moriarty plunged to their deaths at The Reichenbach Falls. As a result, 20,000 readers cancelled their subscriptions to *The Strand Magazine* where the stories had been serialised.

Part 1 Warm Up

- 1 Give students a few minutes in pairs to discuss. Refer them back to the Topic Talk page if they are struggling to think of adjectives. Elicit ideas and opinions from the class. Ask if they have seen the film (or perhaps the BBC series).
- 2 Ask for volunteers to read each description. Compare and discuss answers with the class.

LESSON 22 SKILLS GOOD AND EVIL

3.24

I had not seen Holmes for some time when he strode calmly into my consulting room on the night of April 24th. I observed him and he looked even more pallid and thinner than usual. 'Can I close the shutters?' My rather eccentric friend tiptoed round the wall and closed them. 'You are afraid of something!' I exclaimed. 'No, I am not a nervous man but one must recognise danger when it is near. I must apologise for calling so late,' he said quietly, 'and I must beg you to allow me to leave your house by climbing over your back garden wall.' 'But what does it all mean?' I asked. I saw that his hands were bruised and bleeding. 'You have never heard of Professor Moriarty?' said he. 'Never.' 'He is the Napoleon of crime. Nobody knows the criminal world like I do but I have found out that Moriarty is the organiser of half of the crime in London. He is the first enemy I have met who is my intellectual equal.'

He is a brilliant mathematician and an ex-university professor. He is a genius, a philosopher. He does little himself, he only plans and organises. Sometimes his agents are caught but he always escapes. I have been working for months to try to capture Moriarty and I am close. In three days' time, the professor and his gang will be in the hands of the police. But this morning Professor Moriarty came to see me. His appearance was familiar to me. He is extremely tall and thin, has a high forehead and sunken eyes. He looks like a harmless professor but his face moves from side to side like a reptile in a sinister way. He stared at me with great curiosity. 'Please take a chair,' I said. 'You must give up your persecution of me, Mr Holmes,' he whispered. 'After Monday,' I replied. 'Tuesday! Now I have only one alternative and that is to kill you.' 'I am afraid,' I said, 'I have things to do.' 'You will never beat me. And if you destroy me, I will do the same to you,' he snarled viciously and went out of the room.

Holmes

Warm Up

- 1 Work in pairs. Look at the stills of Holmes, Watson and Moriarty from *Sherlock Holmes: A Game of Shadows*. Make guesses about the personalities of the three film characters.

I think Holmes looks outgoing and self-confident. He doesn't look like a genius.

- 2 Read the descriptions of the film characters on page 105. Check your guesses from Exercise 1.

Reading

- 3 **SKILLS BUILDER 17** Read the extract from *The Final Problem* by Arthur Conan Doyle. Use the strategies to match the adjectives below with the characters, Holmes, Watson and Moriarty.

brave brilliant calm dangerous
eccentric evil helpful kind
likeable loyal sinister threatening

Holmes: brave ...

58

- 4 Read the extract again. Choose the best answers to these questions.

- 1 Why did Holmes close the shutters?
a he was frightened c Moriarty was outside
b someone might try to kill him d it was dark outside
- 2 What was Holmes' attitude towards Moriarty?
a he liked him c he admired his behaviour
b he was afraid of him d he wanted to catch him
- 3 What is Moriarty's occupation?
a a gang leader c a professor
b a murderer d a philosopher
- 4 Why did Moriarty visit Holmes?
a to get to know him c to threaten to kill him
b to get him to stop investigating d to kill him
- 5 What did Moriarty probably **not** do after leaving Holmes?
a try to kill him himself c organise 'accidents'
b plan Holmes' death d have him followed
- 6 Which of these things can you **not** find out about Watson from the text?
a he is married c he is good with guns
b he is a good friend of Holmes d he is a doctor

Reading

- 3 Go through **SKILLS BUILDER 17** and check students understand the strategies. Tell them to use the strategies after they have skimmed through the text once. Elicit ideas and discuss the characters with the class.

Answers: Holmes: brave, calm, eccentric
Watson: helpful, kind, likeable, loyal
Moriarty: brilliant, dangerous, evil, sinister, threatening

- 4 Give students five minutes to read the text and complete. Tell students to eliminate the incorrect answers by referring to the text as well as finding the correct answer. Do the first one as an example. Ask students to explain why three of the answers are incorrect.

Answers: Student page

Watson

Moriarty

I knew then that I was in terrible danger. At midday, I was in Oxford Street when I was nearly run down by a carriage. Then, as I **strolled** down Vere Street, a brick came down from a roof and shattered at my feet. Now, on my way here, I was attacked by a thug with a stick. I knocked him down and the police have arrested him. 'You will spend the night here?' I **inquired**. 'No, my kind friend, you might find me a dangerous guest. I would like you to come with me to the Continent.' 'I have not got many patients and my wife is away,' I said. 'So I should be glad to come and help.' 'And to start tomorrow morning?' 'If necessary.' 'Oh, yes, it is most necessary.' Holmes gave me instructions for meeting him and then left over the garden wall.

5 Vocabulary Look at the Word Builder. Match the words in red in the text with the meanings (a-j).

- a walk quickly with long steps *stride*
- b ask someone for information *inquire*
- c watch someone carefully *observe*
- d walk slowly for pleasure *stroll*
- e walk on your toes *tiptoe*
- f ask for something in a way that shows you need it badly *beg*
- g look at something for a long time without moving your eyes *stare at*
- h say something loudly when you are surprised *exclaim*
- i say something very quietly *whisper*
- j say something aggressively (like an animal when it is angry) *snarl*

Word Builder Word families

- 1 Say/speak: *exclaim, snarl, whisper*
- 2 Ask: *beg, inquire*
- 3 Look at: *observe, stare at*
- 4 Walk: *stride, stroll, tiptoe*

LANGUAGE CHOICE 37: PAGE 20

6 Use words from the Word Builder to rewrite the dialogue below in a more interesting way. Replace the expressions in *italics*.

When Williams *walked quickly* into my office, I *carefully watched* him - he seemed very angry and nervous.

'I've got a terrible problem, Smith. Can I speak to you?' he *asked desperately*. 'We've got a spy and I know who it is!' he *said very quietly*.

'A spy!' I *said loudly* and *looked at him for a long time*.

'Don't speak so loudly!' he *said very aggressively*.

'Can I possibly ask who it is?' I said.

'It's the boss!' Williams replied.

7 Look at the expressions (1-2) in bold in the Sentence Builder. Which of them express:

- a the reason for doing something?
- b how something is done?

Sentence Builder *by/for + -ing*

- 1 Please let me leave your house **by climbing** over your back garden wall. *b*
- 2 Holmes gave me instructions **for meeting** him. *a*

LANGUAGE CHOICE 38: PAGE 20

8 Match the sentence beginnings (1-5) with the endings (a-e).

- 1 Holmes avoided being killed in Watson's house by *e*
 - 2 When he arrived, Holmes made preparations for *b*
 - 3 Moriarty always escapes arrest by *d*
 - 4 After leaving, Moriarty made plans for *a*
 - 5 Moriarty's men tried to kill Holmes by *e*
- a killing Holmes.
 - b leaving through the garden.
 - c closing the shutters.
 - d getting others to commit crimes.
 - e running him over with a carriage.

9 Work in pairs. Choose a brilliant hero or villain from a film, comic or book. Write notes about:

- his/her personality
- his/her abilities
- what he/she did

10 Work in groups. Tell your partners about your character.

No Comment

'The world is full of obvious things which nobody ever observes.' *Sherlock Holmes*

Your Choice

8 Elicit the answer to number 1 as an example. Give students five minutes to complete individually. In feedback, elicit answers from individual students.

Answers: Student page

9 Elicit some ideas. Write them up with one or two adjectives to describe the people on the board to get students started. Give them five to ten minutes in pairs to make notes. Monitor and help where necessary.

10 Write three questions on the board: *What is he/she like? What can he/she do? What did he/she do?* Put students into groups of four to discuss. While doing so, they should answer the questions on the board. In feedback, elicit descriptions from two or three students.

No Comment

Ask students what they think Holmes meant by this. Ask them if they pay attention to detail and are good at working out what people are feeling.

Now your students can:

- identify characteristics of characters in a text
- recognise a variety of words with similar meaning
- use *by/for + -ing* to describe how or why something is done.

Part 2

5 Refer students to the words in red in the text. Give them five minutes to complete. Tell them to use the context around the words to help them match the words as well as use the Word Builder.

Answers: Student page

For practice, students turn to **LANGUAGE CHOICE 37: PAGE 20**.

6 Give students a few minutes to complete. Refer them to Exercise 5 to help them. They read their dialogues in pairs to check answers.

Answers: strode; observed; begged; whispered; exclaimed; stared; snarled; inquire

7 Read the sentences aloud to the class. Elicit the answers. Ask: *In sentence 2, what is the purpose/reason?* (the meeting)

Answers: Student page

For practice, students turn to **LANGUAGE CHOICE 38: PAGE 20**.

Background

Benjamin Grosvenor (b. 1992): is a classical pianist from the UK. He won the piano section of the BBC Young Musician of the Year 2004 competition. Benjamin has become the youngest British musician ever to sign to the Decca Classics record label.

Evgeny Kissin (b. 1971): was born in Moscow and began to play by ear and improvise on the piano at the age of two. In 1997, he received the prestigious Triumph Award for his outstanding contribution to Russia's culture.

Maria João Pires (b. 1944): is a Portuguese pianist. Her first recital was at the age of five. In 1970, she won the Beethoven Bicentennial Competition in Brussels.

Warm Up

1 Give students five minutes to look at the photos and discuss the questions. Elicit ideas and opinions.

Listening

2 Give students a few minutes to read through the questions. Students check in pairs once they have listened. Ask students if they were surprised by any of the information.

Answers: Student page

3 Go through **SKILLS BUILDER 5** and check students understand the strategies. Tell students to choose their three topics and check what they are going to do on the first listening (write important information, but not everything they hear). Give students a few minutes after they have listened to do the last point of the Skills Builder (add any other information). Don't allow students to check in pairs at this point.

LESSON **23** SKILLS **GREAT MUSICIANS**



Warm Up

1 **Your Culture** Work in pairs. Look at the photos (a-c) and discuss these questions.

- Who do you think are the greatest musicians ever from your country?
- Why were/are they great?

Listening

2 **3.25** Listen to seven answers (1-7) from an interview about the lives of concert pianists. Match them with the questions (a-h). There is one extra question.

- What sort of workloads do they have? 6
- What does it take to be successful? 4
- What sort of pay and conditions do they have? -
- What's the best age for starting? 1
- Do concert pianists get nervous before concerts? 7
- How many of them actually become successful? 3
- What's it like preparing to perform a new piece? 5
- What are the lives of young pianists like? 2

3 **3.27** **SKILLS BUILDER 5** Listen to the full interview. Use the strategies to make notes about three of the topics mentioned in Exercise 2.

Best age for starting: 6-8 - why? to develop physical capacity.

4 Work in pairs. Take turns to use your notes to tell your partner about concert pianists.

The best age for starting to play the piano is very young - between the ages of six and eight.

5 Look at the **Sentence Builder**. Look at the auxiliaries in bold. Which sentence expresses surprise?

Sentence Builder Emphasis (3)

- Most people recommend starting between six and eight but some pianists **do** begin a lot earlier.
- He loves playing in public but he **does** find it exhausting.
- Wow, he **did** start young!

LANGUAGE CHOICE 39: PAGE 20

6 Work in pairs. Use the cues to talk about your musical interests. Use the auxiliaries *do*, *does* and *did* for emphasis.

- I / not very keen on (type of music) / like (a group)
*I'm not very keen on rap but I **do** like Snoop Dogg.*
- (name of singer) not my favourite singer / have some good songs
- last year / not go to any (type of concert) / go to (a type of concert)
- I usually dislike listening to that (group/singer) / like their/his/her latest record/album
- our school / not got (big orchestra/jazz group) / have (choir/rock group)

4 Organise students into pairs that have chosen at least one different question to answer. Give them five minutes to share their information.

5 Ask different students to read the sentences. Elicit the answer from the class. Ask about what other element helps answer the question (punctuation - an exclamation mark).

Answer: Student page

For practice, students turn to **LANGUAGE CHOICE 39: PAGE 20**.

6 Go through the example with the class. Give another example which is personal to you. Elicit some other ideas. Give students five minutes to complete, then talk about their sentences in pairs. Elicit a few sentences from individual students.

Answers: 2 (name of singer) is not my favourite singer but he/she does have some good songs. 3 Last year, I didn't go to any (type of concert) but I did go to a (type of concert). 4 I usually dislike listening to that (group/singer) but I do like their/his/her latest record/album. 5 Our school hasn't got a (big orchestra/jazz group) but it does have a (choir/rock group).

Speaking Workshop



7 **3:28 DVD 6** Listen to or watch the interview with a rock musician. Complete the sentences.

- 1 This is the first time Suzy has worked as a music journalist.
- 2 Billy Ray used to be the _____ of a rock group.
- 3 The group chose their name after their _____ during a storm.
- 4 The group had _____ in the USA.
- 5 They gave up the group because they were tired of _____.
- 6 Suzy thinks that the group should start _____.

8 Look at the Talk Builder. Match the expressions (1-4) with their uses (a-d).

- a explaining or commenting on something you have already mentioned **4**
- b checking information **1**
- c asking the other person to clarify **2**
- d checking the other person has understood **3**

Talk Builder Clarifying

- 1 Is that right? / So that means ... , right? / So, just to recap, you ... , right?
- 2 What do you mean by that exactly? / I don't quite get that. Could you explain what you mean exactly?
- 3 Do you see what I mean? / Do you follow me?
- 4 To put it another way, we ... / In other words, ... / As I said before, there ... / What I mean to say is ...

→ **SKILLS BUILDER 41**

9 **3:29 Pronunciation** Listen and repeat the expressions.

10 Complete the dialogue with expressions from the Talk Builder.

- A:** I am a semi-professional musician. In ¹ other words, I have a day job, too.
- B:** So that ² means you work evenings and weekends?
- A:** Yes, that's right. ³ As I said before, we play every Saturday night in a club. We play 'dance punk'.
- B:** I don't quite ⁴ get that. Could you ⁵ explain what you mean exactly?
- A:** Well, it's a mixture of dance music and punk. To put it ⁶ another way, we play electronic disco music but with a punk element in it. It's great for dancing. Do you ⁷ see what I mean / follow me?
- B:** I think so. So, just to ⁸ recap, you're in a five-piece dance punk band, ⁹ right? And you're a local band, too.
- A:** Yes, and we've just made our first album. Some of the music critics like it but most people haven't heard of it. ¹⁰ What I mean to say is that it hasn't got onto the radio or anything like that.

11 Work in pairs. Interview a famous musician.

- 1 Both choose a real or an imaginary musician (e.g. a composer, singer or guitarist). Find out or make up information about these things:
 - his/her important albums/songs
 - how he/she started off
 - how he/she became successful
 - what he/she enjoys most
 - how often he/she plays live
 - plans for the future
- 2 → **SKILLS BUILDER 42** Use the strategies in the Skills Builder to write down five of your most common mistakes when speaking.
- 3 Take turns to interview your partner using expressions from the Talk Builder.

12 Tell the class two or three interesting things about your partner's musician.

She's a folk singer from Scotland who started off playing in clubs in London.



61

7 Give students a few minutes to read through the sentences. Play the recording (or DVD) twice if necessary. Check answers with the class.

Answers: 2 lead singer 3 van broke down 4 three number one albums 5 being on the road/touring all the time 6 playing gigs again

8 Refer students to **SKILLS BUILDER 41**. Give them a few minutes to complete, then check their answers in pairs.

Answers: Student page

9 Pause the recording so that students can do the exercise using choral drilling. Focus on intonation. Play the recording again for students to hear the tone going up and down.

Tip: Intonation is an important part of English pronunciation. It can often mean the difference between sounding rude and polite, therefore focusing on the tone of a question or sentence is important.

10 Give students a few minutes to complete individually. Put them into pairs to read through the dialogue, checking their answers as they read. Check the answers with the class.

Answers: Student page

Extra Exercise

Tell students to read through the dialogue again, this time focusing on intonation.

11 Elicit some ideas for people they could interview and write them up on the board. Give students ten minutes to make notes under the headings. Once students have completed this stage, give them two or three minutes to look at stage 2. Go through **SKILLS BUILDER 42** and check students understand the strategies. Elicit the questions students will need for stage 3 before they do their interviews. Monitor and help where necessary.

12 Ask a few students to share their information.

Now your students can:

- use *do* for emphasis
- clarify and check information and correct themselves when speaking.

Background

Steve Jobs (1955-2011): was an American businessman, designer and inventor. He was co-founder and chief executive officer of Apple Inc. In 1976, with Steve Wozniak, he marketed what was considered the world's first successful personal computer, the Apple II. He also invented the iPod, iPad and iPhone.

Silicon Valley: is the southern part of the San Francisco Bay area in Northern California in the US. The term originally referred to the region's large number of silicon chip innovators and manufacturers. It now refers to all the high-tech businesses in the area.

Warm Up

- 1 Elicit ideas and opinions. Write up any useful vocabulary on the board.
- 2 Give students a few minutes to read through the text. Elicit answers.

Answers: a natural gift, hard work, opportunity, environment

Uncertainty

- 3 Go through the first sentence as an example. Elicit the answer from the class. If necessary, translate *tend to* into L1 to clarify.

Answers: Student page

- 4 Read through the sentences with the class. Elicit the answer to the question. Give students two minutes to rewrite the sentences. Elicit the answers from the class.

Answers: Student page

For practice, students turn to **LANGUAGE CHOICE 35: PAGE 18.**

LESSON 24 GRAMMAR SUCCESS



Steve Jobs

Warm Up

- 1 What do you know about the person in the photo? In what way was he successful?
- 2 Read the book synopsis. What are the necessary ingredients for success? Which, in your opinion, is the most important?

8.30

MALCOLM GLADWELL OUTLIERS
THE STORY OF SUCCESS
'REVELATORY'
THE NO. 1 INTERNATIONAL BESTSELLER

We tend to assume that people like Shakespeare or Darwin owe their success to their genius. In his new book, *Outliers*, Malcolm Gladwell suggests that the truth may be more complex. Of course, all successful people are bound to have some natural gifts. But the true ingredients of success are most probably hard work, opportunity, and the environment you grow up in.

First, you need about 10,000 hours of practice before you get really good at something. Mozart's early work was certainly not great or original. He composed his first true masterpiece when he was 21. By that time, he must have spent about ten years composing concertos.

But hard work is not enough; you have to get your chance. Most Silicon Valley tycoons, like Bill Gates or Steve Jobs, were born around 1955. When the personal computer revolution came twenty years later, they were at a perfect age to lead it. Besides, in their teens they enjoyed unlimited access to computer terminals, unlike their less fortunate peers. So by 1975, they had definitely done their necessary 10,000 hours of programming.

Finally, success seems to be easier if you come from a culture that promotes hard work, diligence and industriousness. It can't be a coincidence that Asian children are better at maths than anyone else and Japanese cars are supposed to be the best in the world. Did you know that Japanese kids go to school over 240 days a year whereas the American school year is only 180 days long?

62

Uncertainty

- 3 Look at the sentences (1-4) and compare them to the factual statements in brackets. Do the words in **bold** make the statements sound:
 - a stronger? b less certain?
 - 1 We **tend to** assume that people owe their success to their genius. *b* (We assume that people owe their success to their genius.)
 - 2 Japanese cars are **supposed to** be the best in the world. *b* (Japanese cars are the best in the world.)
 - 3 Success **seems to** be easier if you come from a culture that promotes hard work. *b* (Success is easier if you come from a culture that promotes hard work.)
 - 4 All successful people are **bound to** have some natural gifts. *a* (All successful people have some natural gifts.)
- 4 Look at the sentences with modals (1-3). Which sentence refers to the past? Write the corresponding statements of fact. *Sentence 2 refers to the past.*
 - 1 The truth may be more complex. *The truth is more complex.*
 - 2 He must have spent ten years composing concertos. *He spent ten years composing concertos.*
 - 3 It can't be a coincidence. *It isn't a coincidence.*

LANGUAGE CHOICE 35: PAGE 18

- 5 Rewrite the sentences using the words in brackets.
 - 1 Perhaps he's got a musical talent. (may)
 - 2 I don't believe they failed the exam. (can't)
 - 3 He is most probably working now. (bound)
 - 4 I think they enjoy studying. (seem)
 - 5 Everybody says that he is the best student at his college. (supposed)
 - 6 Asian kids study more than European schoolchildren. (tend)
 - 7 I'm certain he received a lot of support from his family. (must)
 - 8 Successful people are confident. (seem)
 - 9 Children spend a lot of time doing things they love. (tend)
 - 10 Good students study hard. (bound)

- 5 Elicit the answer to number 1. Ask students how the grammar changes (you no longer need *have got*). Give students five minutes to complete individually, then check in pairs.

Answers: 1 He may have a musical talent. 2 They can't have failed the exam. 3 He is bound to be working now. 4 They seem to enjoy studying. 5 He is supposed to be the best student at his college. 6 Asian kids tend to study more than European schoolchildren. 7 He must have received a lot of support from his family. 8 Successful people seem to be confident. 9 Children tend to spend a lot of time doing things they love. 10 Good students are bound to study hard.

Now your students can:

- use a variety of different words and phrases to describe uncertainty.

Writing Workshop 6



1 Look at the picture and read the description. Find three differences.

1 The first thing you notice about Tom is his height. He is 1.90 m but looks even taller because he is pretty solid. The next thing that strikes you about him is his long, dark hair, which is thick and shiny, and his dark, expressive eyes.

2 When you first meet Tom, he seems shy and serious but you soon realise that he has got a great, dry sense of humour. He has that witty ability to say the right thing at the right time which makes everyone fall about laughing.

3 Of course, Tom has his faults. He tends to be bad-tempered early in the morning and he also fidgets and taps his feet a lot, which can be irritating. However, Tom always has time for other people; he is especially good with young children and works as a monitor in a summer camp. He is brilliant at telling stories and jokes and kids love that.

4 Tom hates dressing up and shopping for clothes and he usually wears black jeans, a heavy metal T-shirt and a denim jacket. He does not feel the cold as most people do so you hardly ever see him wearing a scarf or coat, even in the middle of winter.

5 To sum up, Tom is one of those people who do not seem to care much about what people think of him but who is actually very thoughtful and kind to others. For me, he is someone special because he makes me feel happy and relaxed when I am with him.

2 Read the description again. What are Tom's talents, quirks and good qualities?

Text Builder

3 Match the topics (a-e) with the paragraphs (1-5) in the description.

- a opinion about the person 5
- b habits/behaviour 3
- c personality 2
- d appearance 1
- e clothes 4

4 Find words or expressions in the description which mean:

- a to see something (paragraph 1) *notice*
- b to appear (paragraph 1) *looks*
- c to make a clear impact on you (paragraph 1) *strikes*
- d to appear (paragraph 2) *seems*
- e to understand something that you had not noticed before (paragraph 2) *realise*
- f is often (paragraph 3) *tends to be*
- g to put on special clothes (paragraph 4) *dressing up*

5 Complete the sentences with words from Exercise 4.

- 1 One thing you immediately notice about her is her long, dark hair.
- 2 Another thing that strikes you is her lovely, soft voice.
- 3 She is about thirty but she looks much younger.
- 4 At first, she seems quite outgoing and sociable but then you realise that she is quite shy.

6 Use the cues to write sentences with relative clauses.

- 1 long / dark / shiny / thick / hair
He has got long, dark hair which is thick and shiny.
- 2 pale / round / friendly / expressive / face
- 3 large / blue / sinister / cold / eyes
- 4 soft / deep / attractive / relaxing / voice
- 5 strong / muscular / tattooed / sun-tanned / arms

7 Write a description of someone special that you know.

SKILLS BUILDER 27

- 1 Choose a person and write notes about his/her:
 - appearance
 - personality
 - habits/behaviour/talents
 - clothes
- 2 Use your notes to write the description.
- 3 Check your descriptions for mistakes of spelling and grammar.

8 Work in pairs. Read your partner's description. Give it a mark from 1 to 5 for:

- interest
- organisation
- language

4 Give students five minutes to complete individually. Allow them a few minutes to check if they agree in pairs before the class check.

Answers: Student page

5 Do number 1 as an example with the class. Remind students that they need to use the words from the text. Give them three minutes to complete individually before the class check.

Answers: Student page

6 Read through the example. Remind students how to use relative pronouns. Give students five minutes to complete. In feedback, ask individual students to read their sentences to the class.

Answers: 2 He has got a pale, round face which is friendly and expressive. 3 He has got large, blue eyes which are sinister and cold. 4 He has got a soft, deep voice which is attractive and relaxing. 5 He has got strong, muscular arms which are tattooed and sun-tanned.

7 Refer students to SKILLS BUILDER 27 for another example of a description. Give students five minutes to make notes. Write up any useful adjectives or language on the board. Give students a further ten minutes to write their descriptions and check them.

8 Pair students with someone they are friendly with so that they can give each other constructive criticism.

Now your students can:

- write a description of someone.

Background

In this lesson, students will look at a description of a person, focusing on a variety of adjectives and useful expressions.

1 Give students three minutes to read the text and find the differences between the text and the picture.

Answers: In the picture: Tom is thin, not 'pretty solid'; dressed quite formally, not in jeans, a T-shirt and a denim jacket; has a scarf

2 Give students three minutes to complete individually. Allow them one minute to check in pairs before the class check.

Answers: good sense of humour; good with young children and brilliant at telling stories and jokes; bad-tempered early in the morning; fidgets and taps his feet a lot; thoughtful and kind

Text Builder

3 Tell students to look for key words in the text which help them with the answer. In feedback, ask which key words helped them.

Answers: Student page

Language Review Module 6

1 Describing people Complete the description with one word in each gap.

At first my friend Roman ¹ seems quite insecure and shy, but when you get to know him, you ² realise that he's really quite outgoing. Sometimes he ³ tends to be a bit absent-minded. He is ⁴ fairly modest but he knows that he is very ⁵ good at most school subjects. /5

2 Describing people Match the beginnings (6-10) with the endings (a-g).

- 6 Elaine always bites her c a problems.
7 Tom often shrugs his d b jokes.
8 My dad hates making c c speeches.
9 I'm very good at solving a d shoulders.
10 My mum often tells b e nails. /5

3 Reference Complete the sentences with the words below. There are two extra words.

a all another both other the the other

- 11 If you don't like this idea, I've got another one that you might think is better.
12 There were two people at the meeting. One was very enthusiastic but the other one wasn't.
13 We interviewed two people. They were both excellent.
14 I'm in a maths competition at school.
15 The final is next week. /5

4 Reference Complete the text with one word in each gap.

We're doing ¹⁶ a project at school on geniuses. ¹⁷ The genius I'm writing about is Judit Polgar. She's from Hungary and she became ¹⁸ a chess grandmaster at the age of just fourteen. She's got two sisters and ¹⁹ both of them are great chess players, too. ²⁰ The three of them can also speak several languages and have got great educational qualifications. /5

5 Word families Choose the correct words to complete the sentences.

- 21 Thank goodness! she begged exclaimed.
22 'Please help me,' she inquired begged.
23 Darren tiptoed snarled quietly out of the room.
24 'Do you know who is in charge here?' she observed inquired.
25 I spent ten minutes staring observing at the book but I couldn't concentrate on the words. /5

6 Emphasis (3) Complete the dialogue with the correct auxiliaries.

A: Jane is in the final of the piano competition.
B: Well, she ²⁶ does play really well. You play the piano, don't you?
A: I ²⁷ did have a few lessons but I gave up.
B: You ²⁸ do give up a lot of things! What do your parents say?
A: My mum ²⁹ does get upset sometimes but I ³⁰ did do judo for a whole year before I gave that up! /5

7 Clarifying Complete the dialogue with one word in each gap.

A: There should be a special school for people like me.
B: What do you ³¹ mean by 'people like you' exactly?
A: Well, to ³² put it another way, people of above average intelligence.
B: I don't quite ³³ get that.
A: Well, as I've said ³⁴ before, geniuses can get bored at normal schools. Do you ³⁵ follow me?
B: I understand that, but you came nineteenth in the class in our last exams! /5

8 Uncertainty Choose the correct words to complete the sentences.

- 36 Which exercise are we supposed are we bound / do we seem to be doing now?
37 I don't know Carole very well but she seems tends / is bound to be nice.
38 The maths test next week may is bound to / must be difficult. They always are.
39 Ask Paul about your mobile. He tends to / can't / may have seen it when he was tidying up.
40 I can't / must / seem to have made so many mistakes. Could you check again, please? /5

Self Assessment

3.31 Listen and check your answers. Write down the scores. Use the table to find practice exercises.

Exercise	If you need practice, go to
1	Language Choice 36
2	Language Choice 36
3	Language Choice 33 and 34
4	Language Choice 33 and 34
5	Language Choice 37
6	Language Choice 39
7	Students' Book p.61 ex.10
8	Language Choice 35

LEARNING LINKS: 1 Read and listen to a scene from *Hamlet* in Culture Choice 3 on page 110.

Then do a project about a famous play or film from your country.

2 Check Your Progress 6 → MyLab / Workbook page 65.

3 Exam Choice 3 → MyLab / Workbook pages 66-68. Complete the Module Diary.

Self Assessment

- Students check their answers by listening to the recording. Check spelling where necessary.
- When they have finished, get them to look at their scores for each section and decide what language areas they need to do more work on. Ask them to use the table to find practice exercises.

- Give students time in class or at home to complete the practice exercises they identify.
- Direct students to the Learning Links at the bottom of the page to complete either in class or at home.