

Module 12 includes an extract from a novel and topics such as the media, advertising, communicating ideas and celebrities.

### Lead-in p. 161

With books closed, brainstorm ways in which we receive information (e.g. newspapers, magazines, TV, radio, websites, books, post, email, phone, text messages, advertising).

Get students to look at the photos and discuss the questions. Tell them that there are no hard and fast answers to questions 2 and 3. You might want to discuss one or two of the photos with the class, to give them an idea of the kind of answers required. Some examples of what students might come up with: newspapers: to inform; TV: to inform and entertain; email: to communicate about work and with friends; billboard advertising: to advertise and promote products.

! newspapers, TV, email, billboards (US) / hoardings (UK),

### 12A Bookworm

As a lead-in, with books closed, you could put students in groups and see how many types of book they can think of in three minutes or get them to draw a table with two columns headed *Fiction* and *Non-fiction* and write the genres into the correct column as you dictate them from the table below. They then discuss the differences between the genres.

Fiction	Non-fiction
novel, horror, fantasy, crime/thriller, mystery, adventure, poetry, children's, mythology, science fiction	biography, autobiography, history, science, travel, sport, art, food and drink, health, philosophy, home and garden

### Reading pp. 162–163

- 1a** Students could discuss this in pairs, small groups or as a whole class. Get them to expand with examples of what they have read recently or what they are reading at the moment.
- 1b** Elicit as much as you can from the photo and ask if anyone has read the book or seen the film.

It's a crime thriller.

### Background

Patricia Highsmith's crime thriller *The Talented Mr Ripley* was first published in 1955. The 1999 film was directed by Anthony Minghella. Tom Ripley, a poor young man, pretends that he is a friend of Dickie Greenleaf, a spoilt millionaire playboy who has gone to Italy. Dickie's father offers Tom money to convince Dickie to come home but when the errand fails, Tom kills Dickie and assumes his privileged life.

- 2** Give students 15 minutes to complete the task. Do not confirm answers yet.

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

- 3** Let students compare their answers in pairs, explaining where they found them in the text, then check with the class.
- 4a** Get students to discuss their answers in pairs before you check with the class.

nouns: impatience, frustration, anger, disappointment, impulse, shame, friendship, companionship, respect, ingratitude, hostility, irritation, attention, rudeness  
adjectives: arrogant, crazy, ashamed, amused

- 4b** If students can't guess what the expressions mean, get them to look them up in their dictionaries, deciding each time what the key word is and where to look for the expression.

*It crossed Tom's mind*: he thought; the idea came into his mind suddenly for a short time  
*shoving him out in the cold*: rejecting/abandoning him  
*step right into Dickie's shoes*: become Dickie; adopt the life and position Dickie had  
*eating out of his hand*: having control over; getting him to do exactly as he wanted

- 5a** Get students to discuss the questions in groups. Ask anyone that has read the book or seen the film not to 'give the game away' until others have expressed their opinions. Encourage students to give reasons for their answers.
- 5b** Again, ask students to work in groups. You could specify a number of advantages and disadvantages that each group should think of or get some groups to think of just the advantages and others to think of just the disadvantages and then compare their ideas. Remind students to give examples of films that they have seen which were based on books.

### Language development 1 pp. 164–165

- 1a** Give students time to read the sentences, then ask them to discuss the questions in pairs or groups. Check answers with the class.

1 to find out more about the American way of life  
2 the humour; not knowing anything about the USA before reading it  
3 because they're too tired to look for a hotel

- 1b** This revises different ways of connecting ideas covered earlier in the book. Get students to compare their answers in pairs before you check with the class.

Students should underline:

**a** in order to **b** As **c** before **d** If **e** who **f** While **g** and **h** Because **i** When **j** so ... that **k** However

Relative pronoun: who

Conjunction + clause: while, when

Conjunction + -ing: before

Clause of result: so ... that

Conditional: If

Linking conjunction: and, however

Clause of purpose: in order to

Clause of reason: as, because

- 2** Students should discuss the sentences in pairs and then use the table in Exercise 1b to check their answers before class feedback.

- 1** The part that/which I liked/The part I liked best was the ending.  
**2** The main character is an old man who ~~he~~ has never left his home town.  
**3** It was **such a** good book that I couldn't stop reading it.  
**4** **While** the police look for/During the police **search** for the main suspect, Holmes makes other enquiries.  
**5** It is set in a town where there are a lot of factories in.  
**6** It can be helpful to see the film before **reading/you read** the book in English.  
**7** If you ~~will~~ like science fiction, you'll probably like this book.  
**8** It is a good story **but** the main character is not very realistic.  
**9** The police are called in **to** investigate the theft of a painting.  
**10** I didn't like the ending because ~~of~~ I thought it was disappointing.

- 3** Give students time to read through the information in the grammar box. Then elicit why it might be useful to make sentences shorter (e.g. to make your writing more interesting, to give it more impact, to avoid repetition). For each sentence, students need to identify whether both parts of it occur at the same time or one occurs earlier, and whether the sentence is active or passive. Do the first item with the class, as an example.

- 1** Being **2** Writing **3** Having experienced **4** criticised  
**5** having had **6** Having read **7** completely satisfied

- 4** For each group of sentences, students should produce one longer sentence using the connecting devices given in brackets. Look at the example with the class and explain/ elicit how it has been constructed: the first sentence is reduced to a participle clause (*Written by a woman*) and combined with the second using a relative pronoun (*who has lived in India for many years*), resulting in some small changes to the third sentence (*the book tells us a lot about life there*). If you think students are not too confident with this, do question 2 with them, then get them to work in pairs, and check their answers as they complete each one.

#### Suggested answers:

- 2** It is about a young English woman who goes to India with her child because she wants to find out the true story of her grandmother.  
**3** Her English grandparents lived in India together, but her grandmother fell in love with an Indian man.

- 4** Having arrived there, she starts to follow the same life path as her grandmother when she falls in love with an Indian.

- 5** Being set in two periods and telling two women's similar stories, it shows that lifestyles and attitudes change a lot over two generations, but love and relationships never change.

### Background

The author of *Heat and Dust*, Ruth Praver Jhabvala (1927–2013), was born in Germany. She emigrated to England and went to university in London. She moved to India in 1951 after marrying an Indian architect and wrote a number of novels set in India. She wrote *Heat and Dust* in 1975 and in 1983 the famous producer–director partnership of Ismail Merchant and James Ivory made it into a film with Praver Jhabvala writing the screenplay.

### Photocopiable activity

Activity 12A (p. 117) can be used here. Students use a variety of connecting words and phrases to tell a story, working towards a specified ending.

### Writing pp. 166–167

- 1** Get students to discuss the questions in pairs or small groups. Then ask a few students to share their answers with the class.  
**2** When students have read the task, you could ask them whether they read book reviews themselves and if so, whether they tend to read them before or after they have read a book. Then discuss the task and questions as a class.  
**3a** Let students decide which book they are going to review. Then put them in pairs and ask them to answer the questions, telling their partner about their book. Remind them to read the task again.  
**3b–c** Having discussed their ideas with their partners, students now organise them under the headings. Give them 2–4 minutes to do this. When they have finished, ask them to number the events they have listed in the order they occur.  
**3d–e** These exercises encourage students to think about the key points to include in their review, along with how it will be organised into paragraphs. If time allows, you could get them to compare answers in pairs.

**3e**

#### Suggested answers:

3, 5, 1, 4, 2

- 4a–b** Deal with any vocabulary difficulties before students categorise the words. You could explain the meanings yourself or ask students to check in their dictionaries. Give them time to write the words under the correct heading, then ask them to think about connotation: are the words positive or negative?

**Suggested answers:**

Characters: lifelike (P), weak (N), passionate (P), moving (P), imaginative (P), brave (P), lovely (P), original (P), successful (P), entertaining (P), unconvincing (N), appealing (P), clever (P), attractive (P), boring (N), sensitive (P), awful (N), impressive (P)  
 Events: unexpected (P), moving (P), predictable (N), imaginative (P), disappointing (N), original (P), successful (P), entertaining (P), unconvincing (N), clever (P), attractive (P), boring (N), awful (N), impressive (P)  
 Setting: imaginative (P), lovely (P), original (P), unconvincing (N), attractive (P), boring (N), awful (N), impressive (P)

- 4c** Limit this activity, either by specifying how long students have to think of other adjectives or how many they should think of in each category. Once they have thought of some words, they could ask other students to decide if they are positive or negative.
- 4d** Give students time to complete the exercise, then check answers with the class.

**1** ones **2** it is/so **3** do so **4** not

- 4e** Go through the sentence openings with the class, focusing on what type of word or clause could come next (e.g. *This is a story about* + a person/time/place + *who/when/where* ... ; *It is set in* + time/place).
- 5** Give students 15 minutes to write their review.

**Sample answer:****Animal Farm, by George Orwell**

This is an unusual book, set on a farm. The characters, led by the pigs, are mainly animals, who get rid of the cruel, drunken human owner and take over the farm. They set up a government of their own.

The story isn't exciting but it's clever. At first, after the revolution, the animals are equal but later the pigs become more powerful and start to change everything. By the end of the novel, the animals realise they have gone back to where they started.

In one way, the story is obviously not a true story but in another way, it is meant to tell the story of communism from a satirical point of view.

The characters are very convincing. Napoleon, the leader of the pigs, is strong and corrupt. Other animals are honest but weak. They all represent people and events in Russia in the 1920s and 30s. Although I enjoyed this book, I can imagine older people who were brought up when communism was still strong in the world and have probably read a lot about the Russian Revolution, would enjoy it even more.

- 6** Draw students' attention to the list given here and also refer them to the full checklist on page 198.

**Expert language: Attitude phrases**

This exercise practises a number of phrases that can be used in this type of writing. As you check answers, make sure students know the meaning of the alternatives.

**1** To be honest **2** Generally speaking **3** As far as I'm concerned  
**4** It goes without saying **5** Without doubt **6** Quite honestly

**12B The media**

If your students are from the same country, ask them if they think you can tell what type of person reads what type of paper or if you can say what someone is like from the paper they read. If your students are from different countries, get them to talk about newspapers in their countries with questions such as: *Are there different types of newspaper? Which types are most popular? Do people buy a lot of newspapers? What type of news stories do they mostly contain?* You might need to pre-teach words such as *national, local, domestic, international, tabloid* and *broadsheet*.

**Speaking pp. 168–169**

Here, students practise a complete Paper 4, although they will have to rotate the role of interlocutor at each stage. If they know who their partner will be for the exam and they are in the class, it would obviously be sensible for them to work together. If possible, it would be useful to record some of the students at each stage and use the recording for whole class feedback.

- 1a** Check understanding of *red-top newspaper* and *broadsheet*, which refer as much to editorial policy as to the size of the paper.

**1** Essex Courier **2** BBC website on the iPad **3** The Mirror  
**4** The Times

- 1b** You could use the photos or a real paper for this exercise. Get students to compare answers in pairs before you check with the class.

**Example answers:**

**1** 'Tax blow for UK families' **2** text below 'Tax blow for UK families' headline **3** 'Real-life exclusive' story in The Mirror  
**4** The Times Sport section underneath iPad **5** Luxury Homes

- 1c** Check answers with the class. Note that if students don't read newspapers, it can be hard for them to distinguish between the three types of writer.

**1** lives in the country and reports with specialised in-depth local knowledge  
**2** researches and writes facts of the incident  
**3** writes regular articles (for a newspaper/magazine), especially about a particular subject or with personal opinion

- 1d** Clear up any vocabulary difficulties before students complete the exercise. After feedback, encourage students to record the collocations in their vocabulary notebooks.

**1** hit **2** press **3** meet, press **4** features, forecasts  
**5** glossy, names, promote, launch, grab

- 2a** Get students to check any unknown words in their dictionaries. Before they begin, point out that they may need to change the form of some words.

**1** daily, circulation, readership **2** journalism, editorial  
**3** commercials, advertising

- 2b** Encourage students to build a lexical set of newspaper-related words with word families developed as fully as possible, with pronunciation and stress marked (e.g. *journalist, journalism, journalistic*).
- 3** Students could discuss the statements in pairs, small groups or as a whole class. You could also assign different statements to different pairs/groups, then ask students to share their ideas with the class.
- 4** Give the interlocutors a moment to look at the questions first.
- 5a–b** Remind students to keep an eye on the time while their partner is speaking and stop them after approximately one minute.
- 6** Again, students need to watch the time. They should stop after approximately three minutes.
- 7** Remind students to expand their answers.

### Listening p. 170

- 1a** You could also ask: *Which is the most important part of the paper for you?* or *Which part do you read first?*
- 1b** Remind students of the importance of reading only the questions first. The discussion questions here help focus students on that.
- 2** You could elicit the strategy before students complete the task and, if time allows, get them to compare answers in pairs before you check with the class.

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

- 3** You could also ask: *Do you know any journalists? What qualities do they have?*

### Use of English 1 p. 171

- 1a–b** These exercises should serve as a reminder of the task format and strategy. Get students to discuss in pairs and give reasons for their answers.

**1a**

- 1** T (The answer might depend on the small differences in meanings between the words.)  
**2** F (Understanding of the whole text is vital.)  
**3** T (The correct word might depend on the collocations.)

- 2** As always, students should skim the text first. Give them no more than 30 seconds, then check answers with the class.

- 1** a confident, masculine, attractive young man  
**2** The man is unmasculine and bookish.

- 3** Give students no more than 10 minutes to do the task and then some time to compare their answers in pairs before class feedback.

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

- 4** You could also ask: *Should advertising be aimed at children? Why/Why not?*

### Language development 2 p. 172

- 1a** With books closed, write on the board: *The board/classroom is messy*. Elicit *Someone needs to clean it* and write it on the board. Then move *it* to the start of a new sentence, to elicit *It needs cleaning*. */It needs to be cleaned*. Students then read the grammar box and complete the task.

- 1** The advert's too long. It needs shortening. */It needs to be shortened.*  
**2** Those posters are out of date. They need replacing. */They need to be replaced.*

- 1b** You could elicit what needs doing just from the picture, before students look at the prompt sentences. After completing the exercise, students could talk about what needs doing in the room/building where they are studying.

- 1** It needs tidying up.  
**2** It needs cutting.  
**3** They need watering.  
**4** It needs rebuilding.  
**5** They need cleaning.  
**6** They need repainting.

- 1c** If time is short, this exercise can be set for homework.

- 1** First money needs to be raised.  
**2** Then the advert needs to be written.  
**3** A script needs to be prepared and brought to life.  
**4** A good production company needs to be found.  
**5** An experienced director needs to be hired.  
**6** Well-known actors need to be recruited.  
**7** The advert needs to be shot in a studio you can afford.

- 2a** It might be necessary to check some of the vocabulary here (e.g. *install, blunt, sharpen*) before students begin the exercise. Check answers with the class.

- 2** have had it stolen  
**3** let's have/get it repaired  
**4** I've had them checked/I'll have/get them checked/I'll have to have/get them checked/I'm going to have/get them checked  
**5** let's have/get it installed/we'll have/get it installed  
**6** I'll have/get them sharpened/we have/need to have/get them sharpened/let's have/get them sharpened

- 2b** After feedback, ask students to think of other examples of people/places we go to in order to have something done.

#### Suggested answers:

- 1** to have/get our teeth checked/a tooth removed  
**2** to have/get our eyes tested/some glasses made  
**3** to have/get our clothes cleaned  
**4** to have/get our hair cut  
**5** to have/get our nails done  
**6** to have/get our photo taken  
**7** to have/get a picture framed  
**8** to have/get clothes made

- 2c** Introduce the expression *DIY (Do It Yourself)* and ask students if they are keen on it. Then get them to discuss the points, giving reasons for their answers and saying where they have something done/who they have it done by.
- 3** Give students a few minutes' preparation time before they discuss the questions in pairs or groups. The discussion could be extended by asking what other things they would like to have done for them.

## Use of English 2 p. 173

- 1** This is a reminder of the basic strategy for Paper 1 Part 3. Get students to discuss the questions in pairs first, giving reasons for their answers.

**1** Sentence by sentence, to get the complete sense of what is both before and after the gap.

**2** Leave any you can't do and come back to them. When you have completed the text, you may have a better idea of what is needed.

- 2** Give students 30–40 seconds to skim the text, then check answers with the class.

**1** Because they can then sell them to the press and earn a lot of money.

**2** By saying the stars don't deserve privacy, as their jobs involve being in the public eye.

## Background

*Paparazzi* are photographers (and writers) that follow celebrities in the hope of getting a story. The word comes from a character called Paparazzo, a photographer in Fellini's 1960 Italian film *La Dolce Vita*, which is all about celebrities, rich people and their parties.

- 3** Remind students that as well as making grammatical changes, they may need to alter the word to fit the meaning of the sentence.

**1** sales **2** unbelievable **3** determination **4** disapproval  
**5** complaints **6** privacy **7** action **8** doubtful

- 4** Again, students skim the text and answer the questions. When they have finished, you could ask them if they are aware of the role of special advisers in their country and if they think they have too much power/influence. In the UK, they are also known as 'spin doctors' as one of their roles is to put a *positive spin* (a positive/favourable appearance) onto news and information.

**1** the government  
**2** by influencing how newspaper stories are presented; by having an influence on how speeches are written

- 5** If students are interested in politics, give them some questions to discuss, such as: *Do you think politicians should present information in the best possible light? Do you believe what politicians in your country/other countries say? Should journalists be free to say what they like?* Introduce ideas such as censorship, privacy, security and sensitivity.

**1** dramatic **2** powerful **3** responsibility **4** editors **5** freedom  
**6** memorable **7** variety **8** imaginatively

## Photocopiable activity

Activity 12B (p. 118) can be used here or at the end of the unit. It is a grammar auction revising common mistakes at B2 level.

## Language development 3 p. 174

- 1a** When students have completed the table, ask them to highlight the endings that are used to form the various words. You could get students to check answers in pairs or in their dictionaries before class feedback.

responsible	responsibly	responsibility	–
believable	believably	belief	believe
worrying/worried	worryingly	worry	worry
embarrassing	embarrassingly	embarrassment	embarrass
recognisable/ recognised	recognisably	recognition	recognise
variable	variably	variety/variability	vary
decisive/decided	decisively/decidedly	decision	decide
imaginative	imaginatively	imagination	imagine
legal	legally	legality/law	legalise
satisfactory	satisfactorily	satisfaction	satisfy
approving/approved	approvingly	approval	approve
amazing/amazed	amazingly	amazement	amaze

- 1b** Remind students that Use of English word formation texts are likely to include a number of negative prefixes. When they have completed the exercise, get them to identify patterns (e.g. *il-* before adjectives starting with *l*, *ir-* before *r*, *im-* before *p*, *un-* for adjectives ending in *-ic*, *in-* for adjectives ending in *-ate*) but point out that there are always exceptions!

**1** illegal **2** irresponsible **3** unromantic **4** disappear  
**5** inaccurately **6** immoral **7** improbable **8** illogical  
**9** irregular **10** imperfectly

- 1c** In each sentence, students first need to identify which word is needed, then the form. Do the first item with the class, as an example.

**1** irresponsible **2** embarrassment **3** illogical **4** illegal  
**5** amazement **6** decisive **7** inaccurate

- 2** Again, students should think about both the word needed and the form. Start by checking that they know the form of the words given (*fashion* (n), *relation* (n), *survive* (v), *use* (n, v)).

**1** better relationship **2** absolutely useless **3** became fashionable  
**4** chance of survival

- 3a** Get students to focus on the clues that tell them what type of word is needed in each case.

**1** professionally **2** entertaining, unreadable **3** generalise, stimulating  
**4** admiration, creative, criticise, unreliable  
**5** intelligence, relationships, boring, offensive

- 3b** Students could discuss the questions in pairs, small groups or as a whole class.