

See Unit summary on Contents page 2

Reading

Images in nature *SB pages 4–5*

- 1 Ask students to look at the pictures on page 4. Write some prompts on the board to help students talk about the people in the pictures, for example:

*job earnings where work? where live?
like hate*

Ask them to think of adjectives to describe the images the people want to show.

Skills

1 Skim reading

Exam training

Remind students that **skim reading** is a useful skill in any language. Ask them for examples of occasions when they might **skim read**. (Possible answers: deciding which questions to answer in an exam; choosing a book; exploring a website.)

- A Students read the article on their own and decide which headings are best. Give them a time limit, for example, three minutes. Remind them that they do not have to understand every word.

Students compare their answers in pairs.

Check the answers with the class.

- 1 Variety 2 Invisibility 3 Safety 4 Appeal
5 Inspiration

- B Students discuss the question in pairs or small groups. Pairs / groups tell the rest of the class their titles. Ask the class to decide which is the best title. It should reflect the theme of the article – the way in which humans have borrowed images in nature – and should also make the article sound interesting.

2 Scanning

Exam training

Remind students that **scanning**, like **skim reading**, is a useful skill in any language. Ask them for examples of occasions when they might **scan** a text. (Possible answers: finding information in a textbook for an essay; looking at a catalogue or website for something they want to buy.)

Give a time limit, for example, three minutes, to scan the text and answer the questions. Tell students to save time by writing their answers in note form.

Students compare their answers in pairs.

Check the answers with the class.



- 1 On TV, at the cinema, in magazines. Human beings and nature.
- 2 To protect themselves from their enemies. No, to hide themselves in order to attack.
- 3 Thick pieces of hard bone which form a shell around its body. Hedgehog. (Students might also mention the tortoise and the turtle.)
- 4 It allows them to appeal to potential mates and get ahead of their rivals.
- 5 In wildlife and nature.

Language notes

stand out in the crowd – be noticeable

get ahead – progress

camouflage /kæmɒflɑːʒ/ *trousers* – trousers covered with a pattern of green, brown and black marks, originally worn by soldiers, but now also a fashion item.

Culture notes

fake fur – fake fur coats are more popular and fashionable in Britain than ones made of real fur. This is largely the result of campaigns by animal rights groups – who object to the killing of animals for their skins and fur – influencing public opinion.

Optional activity

Ask students to imagine that they have been invited to a fancy dress ball. They can choose any costume they like, from any period in history, and have an unlimited amount of money to spend. Ask them to choose a costume and describe it. What kind of image do they want to project?

This could either be done as an oral activity in class or as a composition for homework.

Vocabulary

3 Wordsearch

Students do the exercise in pairs. Tell them that in some cases they need to choose between words which are very similar in meaning. At this level they should be developing the ability to make subtle distinctions between words.

Check the answers with the class.

Language notes

variety, diversity – very similar in meaning; *diversity* emphasises the differences among the things being talked about

attract, appeal to – *attract* emphasises appearance, *appeal to* emphasises feelings

- Key**
- | | |
|--------------|-------------|
| 1 a variety | 2 a evolve |
| b diversity | b protect |
| c species | c hide |
| 3 a predator | 4 a attract |
| b prey | b appeal |
| c camouflage | c stand out |
| | d get ahead |
| | e send out |

4 Verbs and prepositions

A–B Students do the exercises on their own and then compare their answers in pairs.

Check the answers with the class.

- Key**
- | | |
|-----------|---------|
| A protect | defend |
| evolve | develop |
| provide | offer |
| attract | appeal |
| create | form |
- B
- 1 provide ... with
 - 2 was created by
 - 3 are attracted by / to
 - 4 evolved from
 - 5 protect ... from

► Let's practise 1.2

5 Suffixes and prefixes

A Students do the exercise in pairs. Ask them to write 'dictionary definitions' (i.e. as concise and accurate as possible) of the words.

Check the answers with the class.

- Key**
- | | |
|-------------|-------------------------------------|
| 1 helpful | giving help, useful |
| helpless | unable to act without help |
| 2 peaceful | quiet, calm; not involving violence |
| 3 worthless | having no value |
| 4 countless | very many |
| 5 wonderful | very good; remarkable |

B Students do the exercise on their own and then check their answers in pairs.

Check the answers with the class.

- Key**
- | | |
|-------------------------------------|--------------|
| 1 hunters | unsuccessful |
| 2 example | uncommon |
| 3 images | unnatural |
| 4 ability | inessential |
| 5 it (to stand out in the crowd) | unimportant |
| message | unimportant |
| 6 hats | inexpensive |
| 7 it (to become successful hunters) | impossible |

► Let's practise 1.3

🕒 Quick filler!

Students brainstorm:

- other adjectives with the suffixes *-ful* and *-less* and / or
- other adjectives with the prefixes *un-*, *im-* and *in-*

You could turn this into a competition by dividing the class into teams. Give them a time limit. The team which thinks of the most correct adjectives wins – but they must know the meanings of all of them!

Time to talk!

Ask students for their suggestions. Francis Bacon probably means that real beauty is too subtle to be expressed by a picture or image. A feeling that something is beautiful has a lot to do with individual mood and taste, and may last only for a moment.

Culture notes

Francis Bacon (1561–1626) was an English philosopher, statesman and writer. His **Essays** were published in 1625. Some people think that he was the real author of the poems and plays attributed to Shakespeare.

Other sayings about beauty in English include 'beauty is in the eye of the beholder' and 'beauty is only skin-deep'. Ask students what they think these sayings mean. Can they think of any sayings about beauty in their language? Are they similar or different in meaning from these examples?

🕒 Quick filler!

Ask students to describe some things that they think are beautiful.

Revision idea!

Ask students, working in small groups, to think of advertisements they have seen recently, either on television or in newspapers and magazines. (Alternatively, you and the students could bring some advertisements taken from newspapers and magazines to class.) Ask students to analyse the advertisements under the following headings:

Product **Image** **Message**

Air freshener Wood in springtime Fresh, clean, natural

Groups feed back their ideas to the class.

Grammar *SB pages 6–7*

► Grammar reference: *SB page 134*

Let's focus on the present perfect and the past simple

Quick quiz

Give students a few minutes, working alone or in pairs, to do the quiz.

Check the answers with the class.

- 1 Incorrect – I bought a new pair of jeans yesterday. (The past simple is used to talk about a completed action.)
- 2 Correct
- 3 Incorrect – I have never been in Ireland. Or: I have never been to Ireland. (The present perfect is used to talk about something that has or hasn't happened before, for example with *ever* or *never*.)
- 4 Incorrect – When you have finished your meal, you can watch the film on TV. (The present perfect is used after *when* to talk about something that might be finished soon.)

If they cannot explain why sentences 1, 3 and 4 are incorrect, tell them to find the explanations in the Grammar reference section.

1 The present perfect and the past simple

A Students answer the questions.

Language notes

brand name – name given to a product by the company that produces it

Ask students to find examples of brand names in the classroom, for example, on clothes, bags, and calculators.

B Students read the text and underline phrases with the present perfect.

brand names *have been*, what you've just *bought*

Ask them for their views. Write their reasons for agreeing or disagreeing on the board, for example:

<i>agree</i>	<i>disagree</i>
<i>increase self-confidence</i>	<i>less individuality!</i>
<i>guarantee of quality</i>	<i>go out of fashion</i>

► Let's practise 1.4

2 Past participles

Ask students to do the exercise on their own. Give them a time limit, for example, three or four minutes.

Ask them to compare their answers with a partner.

Check the answers with the class. Alternatively, if monolingual dictionaries are available, ask students to check their own answers.

- 1 decide, promise, remember, stop, visit, wash
2 begin, come, fall, go, know, see, sing, write
3 bring, find, leave, teach, think

3 Adverbs of time

Students do the exercise on their own. Tell them that in some of the sentences there is more than one place they could put the adverb.

Check the answers with the class.

- 1 I've /already/ given him his dinner /already/.
2 Have you paid the telephone bill yet?
3 My letter from my penfriend still hasn't arrived.
4 Pamela's just missed the bus.
5 This is the first time /ever/ I have /ever/ tried skateboarding.
6 I've never been abroad.
7 Anna has always liked classical music.
8 The Rutherfords have not /yet/ moved to their new flat /yet/.

► Let's practise 1.5

4 The present perfect and the present perfect continuous with *since* or *for*

A–B Ask students to do the exercises in pairs.

Check the answers with the class.

Ask them if they can think of a general rule for the uses of *since* and *for*. If they cannot, ask them to find it in the Grammar reference section.

- for* a long time, two weeks, three hours, a few minutes
since last March, 1998, Monday, 9 o'clock
I've been living here for 10 years.

C Students do the exercise on their own.

Check the answers with the class.

- Possible answers:
- Peter has been reading the same book for a month / since last week.
 - We've been trying to phone them for an hour / since this morning.
 - Our next door neighbours have had their new car for three days / since Friday.
 - Maria has been doing this job for six months / since March.
 - Karl has had a cold for two days / since last week.
 - I haven't been to the theatre for ages / since 1998.
 - Jessica has been a student at this school for three years / since she was 14.
 - John hasn't watched a football match for six months / since last summer.
 - Sam has been staying with her grandmother in the countryside for two weeks / since 12 June.

Key Ask them to tell you why these sentences are incorrect:

- * Our next door neighbours have been having their new car for three days.
- * Karl has been having a cold since last week.
- * Jessica has been being a student at this school for three years.

Have (in the sense *possess*), and *be* are in a group of verbs which are only very rarely used in progressive tenses.

► **Let's practise 1.6**

Language notes

been in sentence 6 is the past participle of *go*, used to talk about completed visits.

D Students do the exercise on their own or in pairs.

- Key**
- 1 Adam Clayton, the bassist of the band, has lived / has been living in Dublin since his father got a job at the Irish airline Aer Lingus.
 - 2 The band has been called U2 since 1978.
 - 3 U2 have been recording albums for ? years.
(Number of years will vary according to the year.)
 - 4 Alison Stewart has been Bono's wife for ? years. Or: Alison Stewart has been married to Bono for ? years.
(Number of years will vary according to the year.)
 - 5 They have been working with / have worked with producers Brian Eno and Daniel Lanois since 1984.
 - 6 The band have been writing songs for the cinema for ? years. (Number of years will vary according to the year.)

Quick filler!

Ask the class to respond to cues, like this:

Teacher: I can't see a thing! (Peering around the room.)

Class: You've lost your glasses!

Teacher: I'm very pleased!

Class: We've all passed the test!

5 In other words

A Ask the class to complete sentence 2.

Key I haven't bought a new pair of trainers for ages.

B–C Students do the exercises on their own. There are a number of ways of matching 1–5 with a–e in exercise B.

Check the answers with the class.

Key Possible answers:

- 1 It's a long time since Susan phoned me.
- 2 It's over a year since my family had a holiday.
- 3 It's about two months since I had a haircut.
- 4 It's nearly a fortnight since we went to the cinema.
- 5 It's hours since we had anything to eat.

- 1 Susan hasn't phoned me for a long time.
- 2 My family hasn't had a holiday for over a year.
- 3 I haven't had a haircut for about two months.
- 4 We haven't been to the cinema for nearly a fortnight.
- 5 We haven't had anything to eat for hours.

D Students do the exercise on their own. You could turn it into a game by getting students to write their sentences on pieces of paper and collecting them in. Read out the sentences. The rest of the class must guess who wrote them.

6 The present perfect with *when, if or until*

Ask students to do the exercise on their own or in pairs.

Check the answers with the class.

- Key**
- 1 have found out
 - 2 haven't . . . arrived
 - 3 have cleaned, have tidied
 - 4 have washed, have brushed
 - 5 have laid / set
 - 6 have spoken

► **Let's practise 1.7**

Let's activate!

7 Personal experience

Pairs ask and answer questions. Ask them to feed back any particularly interesting stories to the class.

8 Group discussion

A Divide the class into groups of four or five. Ask the groups to read the statements and look at the pictures. Members tell the rest of the group which statements and pictures they identify with, and why.

B Students may have contrasting attitudes to the statements and pictures in A, but all of them, to some extent, will have been influenced by brands. Ask the groups to appoint a secretary to make notes of the ways in which brands have changed people's spending habits and influenced their own lives.

Groups feed back their ideas / opinions to the class.

► **Let's practise 1, Factfile**

Revision idea!

Ask students to think of a brand name product that they own. It should be something they have strong feelings about: it is either an essential part of their life, or they want to throw it away.

In pairs, students tell each other about their chosen product.

When did they get it?

Was it a present, or did they buy it themselves?

How long have they owned it?

How often have they used / worn it?

Let's practise 1 *SB pages 8–9*

Vocabulary

1 Negative prefixes

- 1 unclear 2 impossible 3 inexpensive
4 irresponsible 5 unattractive 6 disorganised
7 immature 8 illegal

2 Verbs and prepositions

- 1 c by 2 d with 3 a to 4 b against

3 Word formation

- 1 appearance 2 imperfections 3 attraction
4 variety 5 helpful 6 creative 7 countless
8 wonderful

Grammar

4 The present perfect and the past simple

- 1 Have you ever seen 2 bought 3 worked
4 have forgotten 5 Did you watch
6 Have you been 7 have run out of 8 have seen
9 Did you visit 10 has always been

5 Adverbs of time

- 1 already / just; yet 2 ever; never 3 always; never
4 yet; just / already

6 The present perfect and the present perfect continuous

- 1 *I've been learning photography for about two months.*
2 Mandy has been playing her Oasis CD since yesterday.
3 How long have you had those trainers?
4 I haven't seen my grandparents since Christmas.
5 I haven't been rollerblading for nearly a fortnight.
6 It's been a long time since Ross has seen Rachel.
7 I've been waiting at the café for hours and Monica still hasn't arrived.
8 It's been a year since I gave up football.

7 The present perfect with *when, if and until*

- 1 When 2 until 3 until 4 If 5 When 6 If

8 The right verb

- 1 Have you ever thought 2 are copying
3 have already had 4 has just paid
5 has become 6 have been spending
7 came from 8 had 9 were introduced
10 began 11 developed 12 were tattooed
13 have started 14 makes 15 to establish
16 haven't had 17 are thinking

Factfile

- A 1 talent or intelligence 2 model figure
3 image conscious 4 unattractive
5 eating habits 6 dieted 7 look good
B Students discuss their ideas in groups.

Listening and speaking

Photographic images *SB pages 10–11*

- A Ask students to explain the words in English. Which of the words are similar in their language?

- Key** *develop* – to treat a film with chemicals so that the pictures on it can be seen
negative – a developed photographic film on which the light and dark areas of the image are reversed
print – a photograph printed from a negative
enlargement – a copy of a print which is larger than the original
lens – a piece of glass with one or more curved surfaces through which the photographer sees an image
flash – a device that produces a brief bright light for taking photographs in dark conditions
snapshot – a photograph taken quickly / informally

- B 1–3 Monitor the pairs while they are talking. If appropriate, teach relevant words and expressions, for example:

photogenic – looking attractive in photographs
camera-shy – disliking being photographed

Give students a few minutes to discuss the questions, then ask for feedback on points which particularly interest them, or about which they feel strongly.

Optional activity

Ask students to bring a photograph they particularly like to the next lesson. This could be a photograph they have taken themselves, one taken by a friend or relative, or a photograph taken from a newspaper or magazine.

Divide them into groups of four or five. They take turns to show the other students their photograph and say why they have chosen it.

Listening skills

1 Note-taking 1

- A Ask students to speculate when the photograph was taken, for example:

It might have been taken as early as ...
I think it was probably taken about ...

Key Possible answers:

- 1 in the 19th century
2 proud, strong, untidy
3 He seems uninterested in the photo.

B Exam training

Ask students what kinds of word can often be left out when they are taking notes. (Possible answers: articles, prepositions, pronouns.) What else can they do to reduce the amount they write? (Possible answers: shorten common words, e.g. would to wd; write figures rather than words for numbers; shorten names to initials after the first mention.)

Before you play the tape, give students time to read through the questions. Tell them that you will play the tape twice. Play the tape for the first time. Students take notes.

Tapescript

Ten years ago Monsieur Pagneux bought a dusty old photograph in an antique market in Paris. It measured just five point eight centimetres by four point five centimetres and showed a rather miserable-looking man with untidy hair. It wasn't very expensive, no one knew who the person was, but for some reason it attracted him.

It was not until the picture was cleaned and restored recently, that the owner realised what he had found. That photograph has now been identified as perhaps the world's oldest photographic image of a person. Experts believe that the photo was taken in 1837 by Louis Daguerre who invented the first practical form of photography. At that time, people still thought it was technically impossible to 'fix' the permanent image of a face and Daguerre's discovery was unknown until 1839.

Experts say that the subject, identified as Daguerre's friend Nicolas Huet, had to stand completely still for at least two minutes while the photograph was taken from a distance of around three point seven metres. Monsieur Huet clearly had little faith that his friend's experiment would work because he had made no effort to comb his wild hair and he certainly wasn't smiling.

Play the tape for the second time. Students check and complete their notes.



Possible answers:

- 1 probably world's oldest p'graphic image of a person
- 2 1837
- 3 1839
- 4 Louis Daguerre's friend
- 5 stand completely still for at least 2 mins while p'graph taken
- 6 because he didn't think experiment wd work

C Ask students to expand their own notes and then compare them with a partner.

Check the answers with the class.



- 1 It was so important because it is probably the world's oldest photographic image of a person.
- 2 It was taken in 1837.
- 3 The public heard about the photograph in 1839.
- 4 Nicholas Huet was Louis Daguerre's friend / a friend of Louis Daguerre.
- 5 He had to stand completely still for at least two minutes while the photograph was taken.
- 6 He didn't comb his hair or smile because he didn't think that the experiment would work.

Did students have any problems in expanding their notes?

2 Listening for specific information 2

A Ask the class for their ideas.

B Before you play the tape, give students time to read through the table. Play the tape for the first time. Students fill in as much information as they can.

Tapescript

A sixteen year-old British model who is determined to stay at school against her father's advice has won a modelling contract with a large cosmetics company. Anna Pimm, who earned £6500 per day during her school holidays modelling at shows in New York, has been chosen to appear in television commercials that'll be shown world wide. Her father, Peter Pimm, who runs a motor repair business, has urged her to leave school so that she can take full advantage of her earning power. But Anna has refused to stop studying for her three A-level subjects: Maths, History of Art and Design Technology. 'I will be able to fit most of the filming around my holidays, so hopefully I won't need to take too much time off school. Passing my exams will give me much more satisfaction than any modelling assignment. What I really want to do is go to university.'

Language notes

fit most of the filming around my holidays – fit most of the filming into my holidays

Culture notes

A-level – the advanced level of a subject taken for the General Certificate of Education (GCE). Students in England and Wales normally take A-levels at age 18. (There is a different system in Scotland.) Anna would probably need three passes at A-level to get a university place.

Play the tape for the second time. Students complete the table.

Ask students to check their answers with a partner.

Check the answers with the class.



Age: 16
Nationality: British
Main occupation: (school) student
Part-time job: modelling
Earnings: £6500 per day
Father's occupation: he runs a motor repair business
Father's advice: (Anna/She should) leave school
Main ambition: to go to university

C Ask the class for their views and ideas. Take a class vote to see who thinks Anna is right and who thinks her father is right. Ask students to support their opinions.

3 Yes / no statements 3

A Give students a few minutes, working on their own or in pairs, to think of questions and make a list.

B Play the tape for the first time. Ask students to focus on the interviewer's questions. Students compare their questions with the interviewer's. What other questions did they think of?

Tapescript

Interviewer: Zack, how long have you been a model?

Zack: Well, I'm twenty-three now, and I guess I started when I was about nineteen.

Interviewer: And was it always an ambition of yours?

Zack: Not at all. In fact an agent approached me! She saw me in a café in Covent Garden in London and gave me her business card.

Interviewer: And so you went to see her?

Zack: Yeah, I was at university at the time.

Interviewer: And have you been working with that agency ever since?

- Zack: Not now, actually. I was with her for about two years, but I wasn't really getting enough work, so I changed. You can spend a lot of time sitting at home waiting for the phone to ring in this job, you know. Although when it does, it feels great.
- Interviewer: What's been your most exciting job so far?
- Zack: Um ... well, I did the Autumn collections in Milan a few years ago and that was pretty amazing. Very hard work, but great fun.
- Interviewer: And what's been your worst experience?
- Zack: Well, the worst thing was the time when I tripped up and fell over as I walked onto the catwalk at a really big fashion show in London. It wasn't my fault, there was something wrong with the carpet. But the worst thing was the designer. She went mad because, you know, it meant attention was taken away from the clothes. The way she went on about it, you'd think I did it on purpose. And it got on TV, so all my family saw it too. So did all my friends!
- Interviewer: Do you think modelling has changed the way people look at you?
- Zack: In some ways, yeah. A few people, if they don't know me well, assume I must be really rich or that I go out with film stars and all that sort of thing. My real friends know I'm just an ordinary guy really. I don't try to live up to the image people have of top models, so my friends' attitude towards me hasn't changed at all.
- Interviewer: And what about your family? Are they happy that you've become a model?
- Zack: My father has always been against it. So has my mother in a way. They don't see it as a real career. They think I should be getting some qualifications.
- Interviewer: I wanted to ask you about that. How did you manage to combine your university course and your modelling career?
- Zack: Well, I didn't basically. It was a question of priorities. The modelling work always came at the wrong moment, so I got behind with my studies and eventually I dropped out altogether.
- Interviewer: Any thoughts of going back?
- Zack: No, but I'll have to do something because the older you get, the less likely it is that you're going to make it, you know, become really well-known or make a lot of money. There's always new, younger models being discovered and you begin to lose your looks as you get older.
- Interviewer: And so what about the future? Do you want to carry on modelling?
- Zack: I haven't made any plans. I'm still hoping for a big break. I'm interested in fashion journalism, though, so maybe I'll do that later.
- Interviewer: Well, good luck whatever you do, and thanks for talking to me.
- Zack: Thanks.

Language notes

Zack – short for *Zacharias* or *Zachariah*
pretty amazing (informal) – *very good* rather than *very surprising*.

looks – a person's appearance. *Lose one's looks* means to become less attractive, usually as a result of getting older.

break (informal) – A piece of luck, especially one that leads to further success. As well as a *big break*, we talk about a *lucky break*, and *giving someone a break*.

- | | | |
|-------|-------|-------|
| 1 no | 4 yes | 7 yes |
| 2 no | 5 no | 8 yes |
| 3 yes | 6 no | 9 no |

- C Ask students to read through the statements and see if they can answer any before listening to the tape again. They were focusing on the interviewer's questions the first time you played the tape, but they may discover that they have taken in a good deal of other information subconsciously!

Play the tape for the second time. Students write their answers.

Play the tape for the third time. Students check their answers.

Check the answers with the class.

Speaking skills

4 Phrasal verbs

- A Students work on their own to match the verbs with their meanings.

Check the answers with the class.

- 1 live up to 2 carry on 3 go on about
 4 drop out of 5 fall over 6 go out with
 7 fall / get behind with

Quick filler!

Either ask students to recall how these verbs were used in the interview with Zack, for example *he fell over* on a catwalk at a fashion show in London.

Or ask pairs or groups to choose two or three of the questions to discuss.

Let's practise 2.1

5 Word stress

- A Students work on their own to do the exercise.

- 1 *contract* (n) *contract* (v)
 2 *commerce* (n) *commercial* (adj)
 3 *satisfy* (v) *satisfaction* (n)
 4 *assign* (v) *assignment* (n)
 5 *react* (v) *reaction* (n)
 6 *photograph* (n) *photographic* (adj)

- B Play the tape. Students correct their own work, or you could ask them to exchange their answers with a partner and correct each other's work.

Let's practise 2.2

Language notes

Contract (n) and *contract* (v) belong to a group of noun and verb pairs which are identical in their written form, but where the stress is on the first syllable if it is a noun and the second if it is a verb. Ask students if they can think of other examples. (Possible answers: *decrease*, *export*, *import*, *increase*, *produce*, *record*, *suspect*.)

6 Role play: Exchanging information

- A Students work on their own to prepare their list of questions.

- B** Give them a few minutes to think about their role as interviewee. The information in their answers to exercises 2B and 3C will help them.

Before they interview each other, ask students to look at the *How can I ... ?* phrases and note in their list of questions where they might use some of them.

Monitor the pairs while they interview each other and check that they are using the present perfect and the past simple tenses correctly, and the phrases in *How can I ... ?*

7 Picture-based discussion

- A** Students describe what is happening in the pictures, including, if relevant, what has (just) happened.

Key Possible answers:

- 1 A politician (Tony Blair) meeting a supporter.
A footballer celebrating after he has just scored a goal.
A fight between politicians in Parliament.
- 2 A footballer trying to separate two arguing/fighting footballers.

- B** Students discuss the questions in pairs. Ask some of the pairs to feed back their ideas to the class.

Optional activity

Ask students to describe a press photograph that particularly stands out in their memory.

- When was it taken? What / who does it show?
- Why does it stand out in your memory?

Revision idea!

Ask students to prepare a brief simple explanation for Louis Daguerre of how a modern photograph is made. Their explanations of words connected with photography in exercise 1 will help them.

Writing a report

Images of Britain *SB pages 12–13*

- A** Ask students to describe the poster images.
- B** If they need help thinking of more images of Britain, prompt them by asking what other places, clothes, food and drink, entertainment, sports and groups of people they can think of to represent Britain.

Studying the sample

1 Understanding the task

Ask students to do the exercise in pairs.

Students feed back their ideas to the class.

Key Should appear – facts and figures; descriptions of who, what, when, where and why; pictures, drawings and / or diagrams (but only where relevant).
Should not appear – personal feelings and emotions; informal, conversational-type language, e.g. contractions; stories or narrative.

2 Choosing the right heading

Students do the exercise on their own. Give them a time limit, for example, three minutes, to skim read the report and choose the headings.

Check the answers with the class.

- Key**
- 1 Our intended audience
 - 2 Typically British
 - 3 British culture today
 - 4 A country of cultures

► **Let's practise 2.6**

3 Saying the same thing in different ways

Exam training

Ask students why they think it is important to use a variety of ways of repeating similar ideas. (Possible answers: readers will find the same phrase repeated over and over again distracting; it gives the impression that the writer has only a limited vocabulary.)

Are there types of writing in which it is a good idea to repeat phrases? (Possible answers: political speeches – for emphasis; fairy stories – to give a pattern.)

- A** Students underline the phrases on their own and then compare their answers with a partner.

Check the answers with the class.

Key

We felt it was important to choose
We chose
We decided not to include
We agreed that we should include
We all thought we ought to include
we decided on this
We did not think it would be a good idea to include
We were all determined to include
We opted for
we made a unanimous decision to put
we believe that
We considered that

- B** Students do the exercise on their own.

Check the answers with the class.

- Key**
- 1 show / traditional images
 - 2 stand for / the Houses of Parliament
 - 3 don't symbolise / other tourist images
 - 4 is not very typical of / a British man wearing a dark suit
 - 5 says something about / an umbrella
 - 6 is a traditional image of / tea
 - 7 to represent / fish and chips
 - 8 give an idea of / the musical instruments
 - 9 have an important part to play in / young people

- C Students work on their own, or in pairs, to answer the questions.

Check the answers with the class.



They decided to include...

Big Ben because it stands for tradition as well as today's government.

An umbrella because it says something about the weather.

Fish and chips because British people still eat a lot of them.

The musical instruments because they give an idea of music in general.

A football because it is easier to recognise than a cricket bat.

Themselves because young people have an important part to play in British life

They decided not to include...

Other tourist images because they don't symbolise the whole country.

A British man wearing a dark suit because it is not very typical these days.

Tea because most young people now drink coffee.

A particular musician or band because there are so many types of music.

A cricket bat because it is more difficult for foreigners to recognise.

► Let's practise 2.8

🕒 Quick filler!

... the Houses of Parliament, which **stand for** tradition as well as today's government.

Either ask students which other verbs in B could replace *stand for* in this sentence. Possible answers: *symbolise, represent*.

Or ask students if they can think of words / phrases which are synonyms of these words / phrases from the report: *abroad, impression, weather, all the time, band, show, fascinating*. Possible answers: *in other countries, idea, climate, constantly, group, demonstrate, very interesting*.

Steps to better writing

4 Completing sentences

Ask students to work in pairs to do the exercise. If they need help, tell them to compare the similar sentences in the report on Britain.

When they have completed all the sentences, ask the pairs to get into groups of four to compare their answers. What similarities and contrasts were there in the way the sentences were completed?

5 Prepositions

Ask students to do the exercise on their own.

Check the answers with the class.



1 j 2 e 3 g 4 a 5 b 6 c 7 i 8 h 9 d
10 f

1 Our poster will go all *over* the world.

2 People will have a good impression *of* life here.

3 The Houses of Parliament stand *for* tradition.

4 An umbrella says something *about* the British weather.

5 We decided *on* fish and chips to represent British food.

6 There are fast food restaurants *in* every town.

7 So many sports originally came *from* Britain.

8 We opted *for* a football.

9 Young people play an important part *in* British life.

10 Britain is a fascinating place to live *in* and visit.

Optional activity

Ask students to choose images of your country for a group of people abroad who share some special interest they have, for example:

- archaeology
- architecture
- music
- nature / conservation
- sport

Writing your report

6 Brainstorming

Students brainstorm images in their groups. Suggest that they use the categories that the British students used, i.e. places, clothes, food and drink, entertainment, sports and groups of people. One member of each group should act as secretary and make a list of all the images, and also the reasons for inclusion.

Go through the *How can I...?* phrases with the students. Ask individual students to make complete sentences using ideas which came up during the brainstorming session.

7 Planning

A Students make their lists. Remind them about shortening, and leaving out, words in notes.

B 1 They could introduce their report by saying:

- why they are writing it
- who it is for

2 They could either put their decisions in the same order as the British students did, i.e. positive and then negative decisions about each category, or they could put all the positive decisions first and then all the negative ones. Remind them that their reports should reflect the feelings and opinions of the group, not personal ones.

3 They could summarise all the most important decisions, or focus on just one as the British students have done.

8 Writing

Students write their reports either individually, or in their groups.

9 Checking

Groups either check their own reports or swap reports with another group.

Revision idea!

Ask students to read through the British students' report again and notice how the words *but* and *however* are used to emphasise contrasting ideas:

We agreed that we should include the umbrella, however, because it says something about the weather,...

Tea is a traditional image, but most young people now drink more coffee. We still eat a lot of fish and chips, however, so we decided on this to represent British food.

Ask them to find other places in the report where *but* or *however* could be used to emphasise contrasting ideas.

(But / However) we decided not to include other tourist images...

Many people think of a British man wearing a dark suit and carrying an umbrella, (but) this is not very typical these days.

(But / however) the musical instruments give an idea of music in general.

Ask them to check whether they have used *but* / *however* in their own reports.

Let's practise 2 SB pages 14–15

Vocabulary

1 Phrasal verbs

1 to drop out of 2 was going out with
3 to live up to 4 fell over 5 go on about
6 carried on 7 fell behind with

2 Word building

1 photographic 2 contract 3 satisfaction
4 reaction 5 assignment 6 commercial

3 Prepositions

1 in 2 to 3 on 4 towards 5 of 6 for
7 of 8 for 9 with 10 from 11 around
12 with

Grammar

4 It's time

- 1 It's time Tina decided what she wants to study next year.
- 2 It's time Karl got a mobile phone.
- 3 It's time Eva gave up smoking.
- 4 It's time Rachel learnt to swim.
- 5 It's time Lisa told Matt the truth about her new boyfriend.

Speaking

5 Discussion

- A Students work in pairs to discuss which adjectives they associate with the brand names.
- B Discuss the questions as a class.
- C Students work in pairs to decide what types of people would buy the brand names.
- When they've finished, ask them to report their views to the rest of the class.
- D Class discussion.

Writing

6 Paragraphing

Students match the sentences with paragraphs A – D.

- A This report looks at the popularity of American products in today's society.
- B But why have these products become so popular?
- C However, not all American products have had global success.
- D To sum up, nowadays many American products are part of our everyday life.

7 Articles

1 0 2 0 3 0 4 0 5 a 6 The 7 a
8 0 9 0 10 the 11 the 12 a 13 the
14 the 15 0 16 0 17 0 18 0

► Grammar reference: SB page 134

8 Saying the same thing in different ways

- a the aim of this report is to examine = this report looks at
- b for example = such as
- c clearly illustrates the point = are a good example of this
- d on the other hand = however
- e in conclusion = to sum up