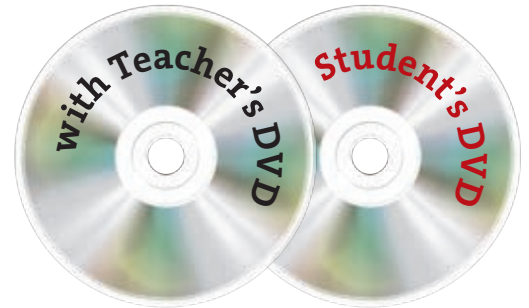


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# English Result

Upper-intermediate Teacher's Book

Annie McDonald & Mark Hancock

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# English Result

Upper-intermediate Teacher's Book

Annie McDonald & Mark Hancock

**OXFORD**  
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## Warmer

### Remember who

Read sentences 1–10 below from Unit 1 or write them on the board. In small groups, students write down who said them or who they are about. Students look through the unit to check their answers at the end.

1 *She has been living in a glass box for three days.* 2 *He thinks the Anutan way if life is impressive.* 3 *I really admire people who do things.* 4 *Hasn't been writing much this week.* 5 *Singing is a very important part of our culture.* 6 *Yeah, so do I. If there's someone famous, I'll push to the front of the crowd and have a good look!* 7 *She has been composing a piece of music during the week.* 8 *You're quite a reader.* 9 *He thinks that young people playing the ukulele is a problem.* 10 *He's getting ready for a funeral.*

1 Cheyenne Lu D 2 Huw Cordey E 3 Bruno Antony B  
4 Juan Rodríguez F 5 Leida A 6 Bea C 7 Patricia Argüelles D  
8 Guy B 9 Joseph E 10 Juan Rodríguez F

## A Grammar

### 1 Extra uses of the present continuous 1A exercise 6

Warm-up: Say sentences 1–4 from exercise 6 on >> p.7 and elicit the use of the present continuous in each one.

Set-up: Read the example. Ask students why the present simple would be wrong in this context.

2 wear 3 makes 4 is (always) having 5 are moving 6 enjoys

Follow-up: Students write three gapped sentences. They write verbs in a word pool and swap with a partner.

### 2 Adverbs and word order 1B exercises 5, 6

Warm-up: Books closed. Write the words from the first item on the board for students to make the sentence.

Set-up: Ask students to underline the verbs in items 2–6.

2 I rarely go to the cinema.  
3 I don't go to restaurants very often.  
4 I can't write text messages very quickly.  
5 I am usually too tired to go out on Friday evening.  
6 I hardly ever speak to people on the train.

Follow-up: Ask students to write true sentences for themselves using the verbs from sentences 1–6. Students mingle to see if they can find a person who is similar to them.

### 3 so do I; neither do I 1C exercise 10

Warm-up: Say a few sentences from the grammar box on >> p.11, exercise 10. Nominate a few students to respond to each one.

Set-up: Go through the example with the class. Remind students to check for negatives.

2 So can I. 3 So am I. 4 So do I. 5 Neither do I.  
6 Neither can I. 7 Neither am I.

Follow-up: Students write questions about the topics in sentences 1–7. They mingle and ask and respond to each other's comments.

### 4 Present perfect simple and continuous 1D exercise 5

Warm-up: Write the following sentences on the board and elicit the difference in meaning: *I've learnt to play the guitar.*; *I've been learning to play the guitar.*

Set-up: Ask students to read the text and underline the time expressions.

2 've learnt 3 've been using 4 've reached 5 've played  
6 've been planning 7 've (never) had 8 've been trying

Follow-up: Students write true/false sentences about themselves. They read their sentences for a partner to repeat the ones which are true.

## B Vocabulary

### 5 Word families 1A exercise 9

Warm-up: Books closed. Ask students what they remember about Setomaa before reading the text to check their ideas.

Set-up: Go through the example and check students understand the difference in meaning between the word in red and the answer. Remind students to think about whether the new word is a noun, verb, or adjective.

2 ceremony 3 celebration 4 traditions 5 responsibility  
6 identity 7 immigration 8 festivities 9 nationality  
10 regulations 11 traditional

Follow-up: Put students into pairs or small groups. Each one takes a turn in spelling a word from *Word families* on >> p.6 for another to say. Students monitor each other for correct syllable stress.

### 6 Adverbs 1B exercise 6

Warm-up: Set a short time limit for students to study the adverbs on >> p.8. Books closed. Students write as many adverbs as they can remember in the three categories and compare with a partner.

Set-up: Go through the instructions with the class.

**Frequency/time:** horizontally: normally, recently, never, always, often diagonally: sometimes

**Manner:** horizontally: slowly vertical: carefully

**Degree:** horizontally: much, quite, too, really vertical: rather, very, almost, pretty

Follow-up: In pairs, students take turns to read an adverb on >> p.8 for a partner to classify.

### 7 Empty verbs 1C exercises 4, 5

Warm-up: Books closed. Write the verbs *have*, *take*, *make*, and *give* on the board. Do a class brainstorm of phrases made up of the empty verbs.

Set-up: Go through the example and remind students to think about tense.

2 had/took; had/took 3 have; make 4 give; give  
5 having; made 6 makes; have

Follow-up: In pairs, students take turns to say a noun from the *Empty verbs* box on >> p.10 for a partner to make a complete sentence.

### Early finishers

Students look back at the grammar, vocabulary, and pronunciation topics for the unit and rank them according to which ones they found the easiest. They choose one topic in each area to review for homework.



# THE UNIFORM

**1** When I was about 18, I got a job as a security guard. The security firm I worked for provided protection for lots of different businesses in the area, and my first assignment was to protect a supermarket. I'd got the job a week earlier, and they'd given me a one-day 'training course'. I learnt three golden rules: firstly, I must never sit down on duty, secondly, I mustn't put my hands in my pockets, and thirdly, if there is any trouble, I should phone the police. Once my apprenticeship was complete, they gave me a uniform and the address of the supermarket where I was supposed to report for duty the following morning.

**2** I felt strange travelling to work on the underground dressed as a security guard. It felt like a disguise or a fancy dress costume, and I noticed people moved to make space for me. When I arrived at the supermarket, the manager guided me through the shop and into the staff room at the back. She introduced me to Ms Curtis, the store detective, who was dressed in plain clothes so that she could spy on the customers without being seen. She explained to me the tricks of the trade: 'The shoplifters always keep their eyes on the person in uniform,' she said, 'So they don't notice me.'

**3** After that, the day's work began. I patrolled the aisles trying to perfect my professional image. At first, I didn't know where to put my hands, since they weren't allowed in my pockets. Then I couldn't decide whether I should smile at the customers.

While I was thinking about that, I noticed something suspicious. A woman had dropped her purse on the floor and she had bent down to pick it up. While she was picking up the purse with one hand, she took something from the bottom shelf with the other hand and dropped it into her coat pocket.

**4** I rushed to tell Ms Curtis what I had seen. I guess I expected a pat on the back, but in fact she was furious. 'Don't talk to me in front of the customers,' she said, 'or they'll know I'm the store detective!' I guess I looked hurt, because then she softened a little and said, 'Listen kid, leave the detective work to me. It isn't your job to catch thieves, you're just a uniform, OK?' Just a uniform? I don't think I liked that job description! Later, I saw the woman with the purse leave the shop, her pockets heavy with stolen goods.

**5** After that experience, I learnt to take my duties less seriously. During the afternoon, a surly youth with a shaved head and tattoos on his neck appeared in the shop. I was standing in the aisle near the shelves of biscuits. The youth came along the aisle and when he saw me, he stopped, took a packet of plain digestive biscuits off the shelf, and put it inside the front of his jacket. Then he said, 'What are you looking at, rat-face?'

'I saw you take those plain digestives,' I replied. 'So what?' said the youth.

**to be continued ...**



# Man with a Plan

## Man plans to walk to India without money

A man has begun a trek from Britain to India carrying only a few spare clothes, sandals, and a rudimentary medical kit – and no cash or credit cards.



28-year-old Mark Boyle aims to reach Gandhi's birthplace without spending any money, to prove the kindness of humanity. He will depend on people's help for food and shelter. The organic food businessman said, "I will be offering my skills to people. If I get food in return, it's a bonus."

The first part of Mr Boyle's journey will take him across the south of England from Bristol to Dover, where he hopes to explain his trip to the ferry company in order to obtain a free crossing to France. From there, he will have to walk and hitchhike across Europe and South Asia. By the time he reaches Porbandar on India's west coast, he will have walked 12,000 kilometres. His trek will have taken him across the Middle East, Afghanistan, and Pakistan.

And if his expedition fails? Mr Boyle says he will simply try again and again.



## Man plans 40-kilometre-high parachute jump

A French skydiver is due to jump from 40,000 metres from a specially made balloon over Saskatchewan in Canada.

64-year-old Michel Fournier will fly to the very edge of the Earth's atmosphere and then step out of the capsule of the balloon. He will be wearing a special spacesuit to protect him from the low pressure and temperatures of around -100°C. For the first 6,000 metres, he will be free-falling, and during this time he will break the sound barrier by travelling faster than the speed of sound. Then he will open his parachute for the 15-minute journey to the ground.

The former paratrooper has been planning the jump since 1988 and has sold his home and most of his belongings to finance the trip. Mr Fournier originally planned to make the jump in France, but the government refused permission because it was too dangerous. If he succeeds, he will have broken four world records in one jump.

## Yorkshire man in 8,000-metre challenge

A British mountaineer has begun his attempt to climb the 8,125-metre Nanga Parbat in Pakistan today.

Alan Hinkes will be climbing the mountain, which is the world's tenth highest peak, without oxygen tanks. His expedition will be heading out of Islamabad today along the Karakoram highway to reach the mountain, which lies near the upper Indus valley and the Chinese border.

The teacher from Yorkshire has already climbed some of the world's highest peaks, including Everest and K2. If his expedition to Nanga Parbat is successful, he will have climbed ten of the fourteen 8,000-metre peaks in the world. In the future, he hopes to be the first British mountaineer to climb them all.



## Man to skateboard across Australia

A Welshman has set out to cross Australia from west to east on a skateboard.

With his trek, Dave Cornthwaite hopes to raise money for children's charities. He has already broken a record by becoming the first person to skateboard the length of Britain in a 34-day journey which took him from John O'Groats in Scotland to Land's End in Cornwall.

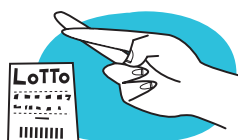


Now the 27-year-old graphic designer will be travelling from Perth in Western Australia to Brisbane on the east coast. By the time he reaches his objective, he will have covered 5,820 kilometres. He said, "The UK journey was tough, but it is time for an even greater challenge and I'm looking forward to it."

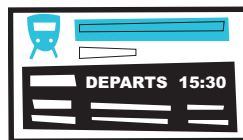
## Verbs referring to the future



aim to



hope to



be due to



plan to



set out to



### Extra activity

Students choose four words and write an example sentence for the noun and the verb form. In pairs, students read their sentences for their partner to check stress patterns.

- 7 Go through the instructions and monitor and help as necessary. Ask students to compare in pairs before checking answers.

1 increase ●● 2 transfer ●● transfer ●● conflict ●●  
increase ●● 3 progress ●● object ●● progress ●●  
4 exports ●● refuse ●● refused ●● exports ●●  
5 decrease ●● 6 contracted ●● protest ●● contract ●●  
contract ●●

## C Grammar 2nd conditional

- 8 Copy the sentences onto the board and do the matching activity as a class. Elicit and highlight the differences in form. (*If* + present tense, *will*; *If* + past tense, *would*.)

1st conditional = 2, 3 2nd conditional = 1, 4

### Extra help

Say one of the following sentence stems and nominate different students to continue. *If my boss asked me to...; If my teacher asked me to ...; If my best friend asked me to ...*

- 9 Read the instructions and ask students to read the sentences. Check vocabulary and read questions 1 and 2. Ask students to find the corresponding sentences in *Getting ahead in your career* on >> p.36 and then answer the questions. Tell students that sometimes they might have to find two sentences rather than two clauses in the 2nd conditional. Check answers as a class.

1 I would definitely go for more free time, provided that the money was enough to live on. (*provided* is like *if*)  
2 I wouldn't go unless I actually wanted to move to that city anyway. (*unless* is like *if not*) 3 Imagine your company wanted to transfer you to another branch in a distant city. Under what conditions would you agree to the transfer? (*imagine* is like *if*) 4 Supposing you had influential family connections. Would you use them to progress faster in your career? (*supposing* is like *if*) 5 Let's say you were offered a high-powered job with a company that exports dangerous chemical refuse to third world countries. Would you accept it? (*let's say* is like *if*)

### Extra help

Ask students to write 2nd conditional sentences about themselves using the following words: *provided, unless, as long as*.

### Extra plus

Write the following sentences on the board: *I would continue to work ... I won the lottery. I would do a job I disliked ... the pay were good enough. I wouldn't move abroad ... I could take my family with me.* Put students into pairs to discuss which of the following words could go in the gaps: *provided, unless, as long as, even if*. Ask *Which sentences sound likely? Which are possible, but have a strange meaning? Which sound wrong? Which are true for you?*

## D Listen and follow a discussion

In this section, students listen to a conversation for gist and general arguments.

- 10 3D.3 Read the question and ask students to underline the key words in the questions in *Getting ahead in your career* on >> p.36. Play the audio and elicit answers.

Questions 1 and 3

- 11 Read the instructions and check students understand the activity. Play the audio and ask students to compare in pairs. Play the audio a second time if necessary. Ask for volunteers to give answers and see if the class agrees before giving feedback.

A Francine B Tommy C Jamie

- 12 Go through the instructions and items 1–4. Do the first item as a class to demonstrate that students should make notes about the idea. Monitor and help as necessary while students continue individually. Ask students to underline the questions in the audio script. Point out how the speakers invite each other into the conversation. Put students into pairs to compare answers before directing them to audio script 3D.3 on >> p.152 to check. Ask students to underline the questions in the audio script. Point out how the speakers invite each other into the conversation.

1 You need to have free time. 2 You need money to pay for free time activities. 3 Using family connections is corrupt. 4 You have to use everything you've got to get ahead these days.

### Extra help

Students read the conversation using audio script 3D.3 on >> p.152.

### Extra activity

Students listen again and imagine how the people would answer the quiz questions. They calculate scores and compare with a partner.

## ABCD Put it all together

- 13 Read through the hypothetical situations and check vocabulary as necessary. Put students into small groups and give them time to decide on two situations. Suggest they make a note of some key words to describe their opinions before they continue. Ask a spokesperson from each group to report back to the class.

### Student performance

Students should be able to take an active part in an informal discussion.

You can use this checklist to monitor and give feedback or to assess students' performance.

Interaction	Do students invite others into the discussion? exercise 12
Fluency	Do students use the 2nd conditional without a lot of hesitation? exercise 9
Grammar	Do students mostly use the 2nd conditional accurately? exercise 9

### I can discuss hypothetical situations.

Students tick *on my own* if they have participated in the discussion using their notes. They tick *with some help* if they have looked at exercise 8 once or twice to check the 2nd conditional.

### Early finishers

Students choose another situation from the list or think of their own and have another short discussion.

## Additional material

[www.oup.com/elt/result](http://www.oup.com/elt/result) for extra practice activities

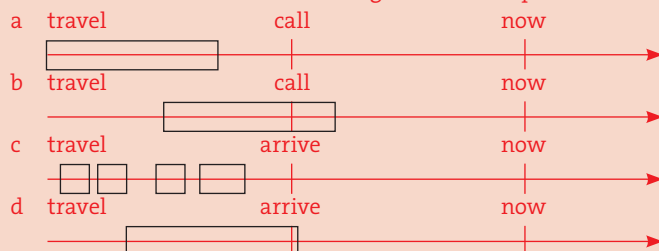
[www.oup.com/elt/teacher/result](http://www.oup.com/elt/teacher/result) for extra teacher resources

Elicit the form of both structures and write *had + past participle* and *had + been + -ing* in the columns. Elicit two or more example sentences for each column around the class. Point out that the difference between the past perfect simple and continuous is similar to the difference between the present perfect simple and continuous (see lesson 1D >> p.13).

1b 2a 1c 2d

### Extra help

Use time lines to show the meanings of the example sentences:



- 7 Direct students to *On the road* on >> p.46 and go through the first paragraph in text 1 as a class. Monitor and help as necessary while students continue individually. Ask for volunteers to give answers. See if the class agrees before giving feedback.

**The quickest way to London:** I'd been travelling ... = progress I still hadn't seen any signposts ... = completed ... who'd been sleeping ... = progress

**Sleeping in the car:** I'd been travelling ... = progress I'd collected somebody's car ... = completed I'd been driving all night ... = how long I'd only been sleeping for ... (x2) = how long

- 8 Go through the example with the class and remind students to use the information in the whole sentence to help them decide on the more appropriate form of the verb. Ask students to read sentences 2–6 and check vocabulary as necessary. Monitor and help before eliciting answers around the class. As you check answers, ask students to identify the meaning of the verb form using the information in exercise 6.

2 had been sleeping 3 had woken up 4 had passed  
5 had flown 6 had been driving

- 9 Read the instructions. Ask students to read situations 1–3 and check vocabulary as necessary. Do the first item together as a class and put students into pairs to continue. Monitor and join in with discussions, encouraging students to justify their suggestions. Put students into groups of four to exchange their ideas. Bring the class together and ask for suggestions. Monitor and make a note of any common problems to go over at the end of the activity.

### Extra plus

In pairs, students write two similar situations. They give these to another pair for them to think of possible explanations.

## D Listen for detail

In this section, students listen to a conversation between three people for gist and detail.

- 10 **4C.1** Read the instructions and draw three columns labelled *H*, *N*, and *M* on the board. Play the audio and take a class vote on who had the worst driving experience. Ask for volunteers to explain why. Play the audio a second time if necessary.
- 11 Ask students to read the questions and to underline the key words. Play the audio, pausing occasionally for students to make notes. Ask them to compare answers in pairs and play the audio a second time if necessary. Check answers.

1 H: hit a post N: hit some parked motorbikes M: read wrong number plate 2 H: nervous N: confident M: embarrassing 3 H: a post N: some motorbikes M: nothing 4 H: a police car, a red light, an injured bird N: some parked motorbikes M: a number plate 5 H: No N: No M: Yes

### Teaching tip

Draw five rows on the board, write key words from questions 1–5 at the start of each row and ask students to copy the table.

- 12 **4C.2** Go through the instructions and ask students to read phrases 1–5. Check vocabulary as necessary. Play the audio and pause after the first item. Point out that instead of the main stress falling on the last content word in the sentence as normally happens, it is placed on the last content word *before* the red sentence ending. This is because the sentence ending does not add any new information and it is said in a throwaway manner or low key. Point out or elicit that this is the case for all phrases 1–5.

Play the audio for each phrase in turn for students to repeat. Give extra practice as necessary.

- 13 Read the information and elicit suggestions around the class.

The speaker assumes that the listener(s) will know what they mean so they won't have to go into extra detail. They are phrases used to mean *etc.* They might also use the phrase if they are not sure of the exact details.

### Teaching tip

Tell students that when they hear speakers using these expressions, they can use the time to think about what they have heard so far, or expect to hear next. This will help them become more effective listeners.

## ABCD Put it all together

- 14 Go through the instructions. If students are short of ideas, they can role-play the mother or police officer, telling the story of the four-year-old boy. Monitor and encourage students to include notes on who, where, what, when, how, and why.
- 15 Put students into pairs or small groups to tell their anecdote. At the end of the activity ask the group to agree on who had the most interesting, unusual, or frightening experience.

### Student performance

Students should be able to tell a short anecdote.

You can use this checklist to monitor and give feedback or to assess students' performance.

Content	Do students give a detailed description? exercise 5
Grammar	Do students use the past perfect simple and continuous appropriately? exercise 9
Vocabulary	Do students use vocabulary related to driving accurately? exercise 2

### I can tell an anecdote.

Students tick *on my own* if they have told their stories using their notes. They tick *with some help* if they have looked at the vocabulary in *Midnight drive* occasionally.

### Early finishers

Students choose another topic from exercise 14 to tell their partner or group.

## Additional material

[www.oup.com/elt/result](http://www.oup.com/elt/result) for extra practice activities

[www.oup.com/elt/teacher/result](http://www.oup.com/elt/teacher/result) for extra teacher resources



- 7 **5B.2** Do a class brainstorm for the three explanations. Read the instructions and play the audio. Elicit suggestions and play the audio a second time if necessary. Direct students to audio script **5B.2** on >> p.154 to check answers.

**kangaroo:** They thought it was the name for all types of kangaroos. **orang-utan:** They thought the word was describing animals, not people.

#### Extra activity

Ask students to underline phrases in audio script **5B.2** which are useful for explaining what a word means (*it was the name for, to refer to*).

## C Grammar reported statements and questions

- 8 Do the exercise as a class. Read the sentences and rules 1 and 2. Elicit the correct words in each rule and check understanding.

1 Reported speech 2 Direct speech

- 9 Ask students to read the sentences in the grammar box and check vocabulary. Read the examples in the first row and do the next item as a class. Monitor and help while students continue individually. Nominate students to give answers and see if the class agrees before giving feedback.

She asked them what they were playing.  
They asked them if they had brought any gifts.  
They asked them if they had brought any gifts.

#### Extra help

Review *say/ask*. Make sentences similar to those in the first column of the grammar box. Students, as a class, say *say* or *ask*.

- 10 Go through the questions as a class. Encourage students to look back at their answers to exercise 9 and elicit answers one by one as students complete the table. Elicit answers to questions 2 and 3 and remind students of the changes to *will* and *can*.

1 present continuous → past continuous present perfect → past perfect past simple → past perfect 2 direct question: auxiliary verb before subject reported question: subject before auxiliary verb 3 To report a *wh*- question use a *wh*- question word. To report a yes/no question use *if*.

#### Extra help

Backchain drill. Help students remember the form and increase their fluency. Say the last word of an answer to exercise 10 and add one word at a time for students to repeat.

#### Extra activity

Students find and underline examples of reported speech in *Word history game* on >> p.56 and write the words they think the speaker actually said. Elicit suggestions and point out how the same idea can be expressed in different ways when spoken.

- 11 Students read the conversation and say if it is in direct or reported speech. (*Reported speech*.) Go through the example and put students into pairs to have the conversation. Monitor and help and ask for volunteers to read it out.

#### Suggested answer

A I've bought some meat. B Oh yeah? What is it? Lamb?  
A No, it isn't. B So what is it, then? A Well, I think it's ham, actually.

- 12 **5B.3** Read the information and play the audio for students to focus on the unstressed /wəz/ and stressed /wɒz/. Point out that *was* is normally unstressed except in the negative or at the end of a sentence.

- 13 Go through the first line of the text with the class, asking which words are stressed. Repeat for each of the lines.

He said that he'd bought some meat. I asked him if it was lamb. He said that it wasn't I asked what it was, and he said he thought it was ham.

Play the audio, pausing after each line for students to repeat. Tap the desk on the stressed words to help students make the unstressed words 'fit into' the rhythm. Encourage them to tap along. Although *if* falls on a beat, it is not stressed. Play the audio again for students to say the complete verse.

- 14 Ask students to read the conversation between Ben and Anne. Check vocabulary. Read the example and elicit the reported version of Anne's first turn. Put students into pairs to continue and monitor for accuracy. Elicit suggestions for each of the turns around the class.

#### Suggested answer

Ben asked Anne what she was doing. She said she was making marmalade because the neighbours had given her some quinces. Ben asked what a quince was. Anne said it was a fruit which looked a bit like an apple. Ben said he'd never heard of them and asked if they were nice. Anne said they were bitter but they were good cooked.

## ABC Put it all together

- 15 Divide the class into two groups, A and B. Direct the As to look at >> p.127, and the Bs >> p.129. Go through the instructions and remind students that they can use similar expressions from *Word history game* and the listenings. Put students into pairs to continue the activity. Monitor and help as necessary.

Put students into A/B pairs to talk about their word histories and guess the correct definition. Tell them to hold their books so their partner can't see where they are reading from.

#### Student performance

Students should be able to give a clear and detailed explanation.

You can use this checklist to monitor and give feedback or to assess students' performance.

Fluency	Do students use some reported structures without a lot of hesitation? exercise 14
Grammar	Do students use <i>say</i> and <i>tell</i> appropriately? exercise 14 Do students use correct word order for <i>wh</i> - questions and <i>if</i> ? exercise 14

#### I can report an encounter.

Students tick *on my own* if they have given their explanation using their notes. They tick *with some help* if they have looked at the grammar boxes once or twice.

#### Early finishers

Students invent another word history for the word they talked about in exercise 15, and repeat the activity with a new partner.

## Additional material

[www.oup.com/elt/result](http://www.oup.com/elt/result) for extra practice activities

[www.oup.com/elt/teacher/result](http://www.oup.com/elt/teacher/result) for extra teacher resources

## C Grammar ability

- 6 Go through the instructions and direct students to *The Tanzanian laughing epidemic* on >> p.66 to find examples of the words and phrases for ability. Point out that the examples might be positive or negative. Ask students to compare in pairs before going through questions 1–3 as a class.

1 Three. *no longer able; unable; nobody has been able*  
2 *manage + infinitive with to; succeed + in + gerund*  
3 *be unable to avoid*

- 7 Direct students to the grammar box and point out that the first column describes how the word and phrases are used. Elicit an example of general and particular ability. Go through the activity as a class and check answers.

**general ability:** *be (un)able to*: yes *manage to/succeed in*: no  
**in perfect tenses:** *can/could*: no

### Extra help

To clarify the difference between general and particular ability, write the following pair of sentences on the board. *I can drive very well. I can drive for a while if you want.* Elicit which one refers to general ability (*the first*) and which to particular ability (*the second*). Read the following sentences for students to call out *general* or *particular*. *I can't open this bottle.; I can't play the piano.; Can you speak German?; Can you speak up, please?; I couldn't find my keys this morning.; I couldn't write until I was six.*

- 8 Explain that one of the three options in each sentence is wrong according to the rules in the grammar box in exercise 7. Do the first item as an example. (*could is wrong because it isn't used to talk about particular ability.*) Monitor and help as students continue individually. Ask for volunteers to give answers and see if the class agrees before giving feedback.

Incorrect options are: 2 *managed to* 3 *didn't succeed in*  
4 *could* 5 *could*

### Extra activity

Write these sentences on the board for students to correct and explain why they are wrong. *I manage to speak five languages.; The doctors could stop the disease from spreading.; Have you can finish your homework?*

- 9 Ask students to read topics 1–4 and check vocabulary. In pairs, students discuss one or two topics. Monitor and join in. Ask for volunteers to report their discussions to the class. Make a note of any common problems to go over at the end.

### Extra activity

Students work with a different partner to discuss another topic.

## D Listen to an informal conversation

In this section, students listen to an informal conversation for gist and detail.

- 10 **6A.1** Go through the instructions and ask students how people give clues about their feelings when they talk. (*What they say, adjectives they use, their tone of voice.*) Play the audio and ask for suggestions. Play the audio a second time if necessary.

Both are feeling unwell.

- 11 Go through questions 1–3 and play the audio again for students to listen and answer. Ask for suggestions around the class and see if students agree before giving feedback. If there is disagreement, play the audio a second time.

**Alan:** 1 He's got a cold. 2 He's taken some cough sweets.  
3 Someone on a train. **Brenda:** 1 There's something wrong with her stomach. 2 No. 3 Seafood in a restaurant.

- 12 **6A.2** Read the instructions and point out that the speakers have left out some words (elision) and that this is quite common in informal speech. Point out that *Couldn't stop coughing* could be a statement (*I couldn't stop coughing.*) or a question (*Couldn't you stop coughing?*), and that the only way to tell it is by intonation, if it sounds like a question or not. Ask students to listen to phrases 1–5 and put a full stop if it sounds like a statement or a question mark if it sounds like a question. Play the audio, pausing after each item to check answers. Play the audio a second time if necessary.

3 Taken anything for it? 5 Any idea what caused it?

### Extra plus

Draw two intonation patterns on the board ↘ and ↗. Ask students to say which intonation pattern goes with the statements (↘) and which with the questions (↗). However, be aware that for some students this will be difficult to perceive, even though they can 'hear' the question intonation intuitively (see *Language note* above).

- 13 Go through the instructions and do one or two examples as a class to demonstrate the activity. Monitor and help students get their ideas across before checking answers as a class.

1 I 2 I 3 Have you 4 There's 5 Have you

### Extra help

Students role-play the conversation using audio script **6A.1** on >> p.154. They swap roles.

### Extra activity

In pairs, students take turns to say phrases 1–5 and respond appropriately.

## ABCD Put it all together

- 14 Go through the instructions and check students understand the activity. Monitor and help with ideas if necessary.  
15 Put students into pairs or ask them to stand up and move around the class to talk to several partners.

### Student performance

Students should be able to respond appropriately in an informal conversation.

You can use this checklist to monitor and give feedback or to assess students' performance.

Interaction	Do students respond appropriately to statements and questions? exercise 12
Grammar	Do students mostly use ability phrases accurately? exercise 9
Vocabulary	Do students use a variety of words and phrases to talk about health? exercise 2

### I can talk about health problems.

Students tick *on my own* if they have had conversations using their notes. They tick *with some help* if they have looked at the grammar box or vocabulary panel occasionally.

### Early finishers

Students choose a different health problem and repeat exercises 14 and 15.

## Additional material

[www.oup.com/elt/result](http://www.oup.com/elt/result) for extra practice activities

[www.oup.com/elt/teacher/result](http://www.oup.com/elt/teacher/result) for extra teacher resources

## C Listen for the main idea

In this section, students listen for gist and listen to recognize how the speaker signals which parts of what he is saying are not important to the main idea.

- 7 **7E.3** Read the instructions and go through each of the summaries, checking vocabulary. Ask students to underline words and phrases which identify the key differences between the summaries to focus their listening. Monitor and help as necessary. Play the audio and put students into pairs to compare answers. Play the audio a second time for students to check or confirm. Take a class vote on the best summary (2) and nominate individuals to explain their choice. Help students get their ideas across.
- 8 Put students into pairs to discuss the question. Monitor and join in conversations. Play the audio for students to check and elicit answers around the class. Check vocabulary as necessary. Ask students which photo shows the event (top right, >> p.86.).
- 9 **7E.4** Read the instructions and direct students to the first line of the text. Point out that the words and phrases which are said more quietly are written at a slightly lower level, e.g. *you know*. Play the audio for students to read and follow the text. Put students into pairs to discuss the question and monitor and help students get their ideas across. Bring the class together and ask for volunteers to give answers.

### Suggested answer

The words said in a low key are examples of fillers and vague language which are not important to the overall message.

### Teaching tip

People often speak in a low key when they mention unimportant or supplementary information, e.g. when they add extra information in a non-defining relative clause. Whenever speakers use a low key, they are signalling to the listener that the content of what they are saying is not important to the main points they are making.

Ask students to cross out the phrases said in a low key and to read the text without them to show it still makes sense. At the end of the activity, advise students that they can 'switch off' to pauses, hesitations, or fillers, and use the time to think more about the main ideas the speakers is making.

## D Listen and predict

In this section, students predict what they think Michael Palin will say about the part travelling plays in his life. This is based on what they know about him so far, and their world knowledge.

- 10 Go through the instructions and the topics and check vocabulary. Put students into pairs to discuss the topics and monitor and encourage them to give reasons for their answers. Bring the class together and elicit suggestions for each of the topics. Write key words and phrases on the board and check vocabulary. Do not give feedback at this stage.
- 11 **7E.5** Read the instructions and play the audio. Pause occasionally for students to make notes. Students compare in pairs. Play the audio a second time if necessary. Check answers.

### Suggested answers

**His plans when he started:** to do one programme, *Around the World in 80 days*, before returning to comedy and acting.

**What his wife thinks:** she's happy for him to travel, enjoys a break and has her own life **His new grandson:** he wants to be with him, is happier travelling closer to home

- 12 Go through the instructions and put students into pairs to discuss the topic. Play the audio again for students to check and elicit suggestions around the class. Check answers.

He doesn't want to travel so far and take risks.

### Extra activity

Direct students to audio script 7E.5 on >> p.156. Play the audio again. Ask students to underline the words and phrases said in a low key.

## E Listen and infer

In the final excerpt, students listen for gist before using different clues in the text to understand what isn't directly stated.

- 13 **7E.6** Go through the instructions and check vocabulary. Play the audio and check answers as a class (*geography*). Elicit examples of vocabulary which helped students arrive at the answer (*peninsula, volcanoes, geysers, rivers*).
- 14 Read the instructions and questions 1–3. Check vocabulary. Explain that students won't hear the information stated directly in the text, and that they should use any clues they can to answer the questions. Advise students to make a note of key ideas and play the audio. Students discuss their ideas in pairs or small groups. Monitor and help students get their ideas across. Ask for volunteers to suggest answers and see if the class agrees.

- 1 It's probably a question everybody asks, he was expecting it.  
2 Because he has been to so many different places and so has so much to choose from.  
3 He'd probably feel very upset about it and wishes that more was done to protect the environment.

### Teaching tip

Understanding inference can be very difficult for non-native language listeners. Help students feel a sense of progress in their listening skills and build confidence by giving positive feedback when you check answers for exercise 14.

### Extra activity

Students choose one excerpt from the lesson and underline words or phrases they would like to check the meaning of.

## F Think about what you've listened to

- 15 Put students into pairs or small groups to discuss the questions. Monitor and encourage students to justify answers. Ask for volunteers to share their ideas with the class.

### Reflection

Ask students to think about their overall understanding of the interview and to mark the *Can do* bar. Monitor and encourage students to be positive about their achievements.

Direct students to the listening strategies in *Tips*. Ask them to tick the ones they used and to put an exclamation mark by those they think could help them become more effective listeners.

### Follow-up activity

Give students a list of radio programmes they could listen to outside class. Ask them to choose one, and suggest one or two activities you feel they need to practise further. Remind them to use the *Tips* on >> p.87.

## Additional material

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[www.oup.com/elt/teacher/result](http://www.oup.com/elt/teacher/result) for extra teacher resources



1 schedulers (use what you already know about a part of the word, in this case, *schedule*) 2 bulletins (find another word for *programme*, the word which follows *news*. The answer can be checked by looking at the *TV Guide*) 3 postpone (look for a word with a similar meaning to the given phrase. To check, substitute the new word for the phrases and re-read the text to check it still makes sense) 4 commercial break (look for a connected idea in the text, in this case, *space* = *between programmes* = *break*. Use what you know of the world, i.e. adverts sell things, they are commercial)

### Extra activity

Students underline three words or phrases which are new for them and try out different strategies for each one. They compare with a partner before checking in a dictionary.

## B Grammar participle clauses

- 6 Direct students to the grammar box and elicit the two examples of participle clauses. Ask students to find and underline the sentences in paragraph 2 of *TV scheduling strategies*.

Go through the example to check students understand the activity. Elicit or point out the clause (*people who stay up late*) and the form (*active*) and read the new sentence.

Ask students to read sentences 2–6 and check vocabulary. Monitor and help while students continue individually. Ask for volunteers to give answers and see if the class agrees before giving feedback.

2 I never buy stuff advertised on TV. 3 It's about a girl involved in a love life crisis. 4 It's a programme about the birds living in your garden. 5 People often copy fashions seen on TV. 6 I saw a film about a man travelling across America.

### Extra help

In pairs, students find four more examples of participle clauses in *TV scheduling strategies*.

### + Grammar Plus

Direct students to >> p.145. Elicit sentences from the table. Explain the fluency tip and drill the pronunciation as necessary. Do the extra practice activity if necessary.

## C Listen for points of view

In this section, students listen to a three-way conversation for gist and to follow arguments.

- 7 **8D.1** Read the instructions and topics and check vocabulary. Play the audio for students to identify the topics. Check answers.

✓ Whether or not adverts are a good idea.

- 8 Ask students to read questions 1–5 and check vocabulary. Play the audio, pausing for students to make notes. Ask for volunteers to suggest answers. See if the class agrees before giving feedback. Play the audio a second time if necessary.

1 documentaries, comedies 2 There are too many commercial breaks in the programmes. 3 As a suggestion for how Maurice could avoid watching the adverts. 4 They are imaginative, fun. 5 Recording a programme and fast-forwarding to avoid the adverts.

- 9 Go through the instructions and example with the class. Give students time to summarize the opinions of Deepak and Carla and elicit answers. Put students into pairs to say who they agree with the most. Monitor and encourage students to explain their points of view.

Ania enjoys them. Deepak hates them. Carla thinks we have to live with them, whether we like them or not.

## D Vocabulary opinion adverbs

- 10 Read the instructions and ask students to read functions 1–6. Check vocabulary. Direct students to audio script **8D.1** on >> p.157 and do the example together to demonstrate the activity. Point out or elicit that Ania uses *personally* to inform others about what she will say next. Monitor and help while students continue individually. Check answers. Point out that there is normally a comma after an opinion adverb, which is heard as a pause.

2 admittedly 3 frankly 4 obviously 5 naturally  
6 basically

- 11 **8D.2** Read the instructions and play the audio. Signal the fall-rise intonation pattern by tracing your finger in the air. Play the audio again, pausing after each phrase for students to repeat. Give extra practice as necessary.
- 12 Give students time to think of statements they could make using the sentence beginnings. Put students into pairs to exchange opinions. Monitor and give positive feedback. Ask for volunteers to share their opinions and go over any problem areas.

### Extra activity

Put students into pairs to use opinion adverbs to talk about the programmes in *TV Guide*.

## ABCD Put it all together

- 13 Read the instructions and check vocabulary. Put students into A/B pairs and direct them to the appropriate *Pairwork* section. Monitor and help with ideas. Check students are writing notes rather than complete sentences.
- 14 Put students into small groups to discuss the topic, checking that each group has at least one A and one B student.

### Student performance

Students should be able to account for and sustain views in a short discussion.

You can use this checklist to monitor and give feedback or to assess students' performance.

Coherence	Do students use opinion adverbs appropriately? exercise 12
Grammar	Do students use participle clauses for variety? exercise 6
Pronunciation	Do students sometimes use intonation with opinion adverbs? exercise 12

### I can express attitudes and opinions.

Students tick *on my own* if they have contributed to the discussion using their notes. They tick *with some help* if they have looked at exercise 12 once or twice for help.

### Early finishers

Students choose a topic from exercise 7. They decide who will argue for and against. They prepare their arguments in pairs before discussing as a group.

## Additional material

[www.oup.com/elt/result](http://www.oup.com/elt/result) for extra practice activities

[www.oup.com/elt/teacher/result](http://www.oup.com/elt/teacher/result) for extra teacher resources