

Bridge

TEACHERS' FILE

Teachers' File (TF) contains grammar, exercises and lesson plans based on the magazine and the CD.

You will find Recording Script online at www.bphi.de, www.bphi.eu



GRAMMAR FIXER: "I WOULD BUT I CAN'T"

Conditionals in everyday contexts.

THE BASIC GRAMMAR

There are four basic types of English if-conditionals. We're not going into all the "textbook rules" for the basic forms here, but as a reminder:

- 1) First conditional:** *If it rains, we'll go home.*
This is for talking about **future events** that are **possible or likely**.
- 2) Second conditional:** *If it rained, we would go home.*
This is for talking about **future events** that are **very unlikely or impossible**. It is also for talking about **"imaginary" present** times: *If I was/were poor and you were rich, would you still love me?*
- 3) Third conditional:** *If it had rained, we would have gone home.*
This is for talking about **past events** that we **imagine being different**.
- 4) Zero conditional:** *If you heat ice, it melts.*
The zero conditional is for things that are **always true**.

Compare these first-conditional and zero conditional sentences:

If it rains, we'll play indoors. This means it might rain soon. Then we will play indoors. It is about a possible future.

If it rains, we play indoors. This means we play outside every time it is nice, and indoors every time it rains.

In real life, only about 1/3 of all conditional sentences fit these patterns exactly.

CONDITIONALS WITH OTHER MODALS

Conditionals don't only use *will* and *would*. Very often they use modal verbs like *may*, *might*, *can*, *could* and *should*. First conditionals with modals that are not *will* are the most common conditionals in "real English", but all conditional types can use different modals:

- 1) First conditional:** *If the Oilers keep playing this well, they may win the Stanley Cup.* (The Oilers could play well but be unlucky.)
- 2) Second conditional:** *If you were rich, you could pay someone to do your homework.* (Rich people have that option.)
- 3) Third conditional:** *If you hadn't been so rude, she might have said yes.* (She said no, and maybe it was because you were rude.)
- 4) Zero conditional:** *If he can do it, I can do it.* (I can do anything he can do.)

CONDITIONALS WITH CONTINUOUS TENSES

The present continuous is very common, especially in first conditionals. The continuous tense refers to plans or intentions:

If this war doesn't end, I'm moving to Canada!

Going to is also common. Again, it is for plans and intentions:

I'm going to marry him - if he learns how to cook!

CONDITIONALS WITH IMPERATIVES

The main clause of a conditional can be in the imperative. This is like saying "you should" or "you must". It is a very common type of conditional.

If you love her, let her go.

Come with me if you want to live.

If you've finished, come with me.

MIXED CONDITIONALS

A mixed conditional is one that mixes different tenses. For example, an action now could have consequences in the future.

The most common mixed conditional is a mix of third conditional to talk about the imaginary past and the second conditional to talk about an imaginary present:

If Sarah hadn't kissed my boyfriend, we would still be friends. (Sarah was my friend. She kissed my boyfriend, and now we are not friends.)

There are lots of other ways to mix conditionals. Don't get stressed about it though - with time, they will come naturally. Here are some examples of different mixed conditionals. Can you understand them?

If you have finished all the exercises, you may leave quietly.

I'm sorry if I was weird the last time we went out.

If you don't want it, she can have it.

If you can't be good, be careful.

If you're not going to drink that, I will.

GRAMMAR CHECKER

Complete the conditional sentences for each of the following situations. There may be more than one correct answer. Remember to think about the likelihood (= probability) of both parts of the conditional.

HINT The verbs you need might not be in the sentences. You might need to look at the prepositions to choose the right verb to use.

Example:

It's Valentine's Day soon. We are thinking about going to the cinema, but I'm not sure it will be open.

If the cinema ISN'T closed, we MIGHT GO to a movie.

- 1 There's a party. I plan to go. There's a small possibility I will have work, though.

If I _____ to work,
I _____ at the party.

- 2 There's a party. I'm not sure I want to go. I might not have time anyway.

If I _____ time, I _____ to the party.

- 3 Valentine's Day is great, but only because I'm in love.

If I _____, I _____ Valentine's Day.

- 4 I don't like Valentine's Day. It's probably because I'm single.

I _____ Valentine's Day more if
I _____ a boyfriend/girlfriend.

- 5 I will ask Julie on a date. She might say no... Then I will ask Sandra instead.

If Julie _____ out with me,
I _____ Sandra on a date instead.

- 6 I think she is going to leave me. I will be heartbroken.

If she _____ me, it _____ my heart.

- 7 Life without you would be all tears. But I don't think you will leave me.

I _____ heartbroken if you
_____ me.

- 8 I don't always answer the phone. I look at the caller ID (= the name or number of the person calling). I answer calls from friends. I don't answer calls from unknown numbers.

I _____ the phone if _____ who is calling.

- 9 I couldn't finish my homework because I missed the lesson where we learned about the subject.

If I _____ the lesson,
I _____ the homework.

- 10 Tell me you've booked a table at the restaurant. Or I'm leaving straight away.

If you _____ a table,
I _____ home right now.

- 11 I phone my girlfriend every day. Unless I'm too busy with my homework!

If I _____ with my homework,
I _____ girlfriend.

- 12 No, I won't go out with you. You're a sexist idiot.

I _____ with you if you
_____ a sexist idiot.

- 13 On hot days we go swimming.

If it _____ hot, we _____ swimming.

- 14 I don't know what we'll do on Valentine's Day. We want to go for a hike. But it might rain and we never hike on very rainy days.

If it _____ too wet, we
_____ go hiking.

- 15 She's late. It's because she missed the tram.

She _____ here already if she
_____ the tram.

- 16 Please tell her I want her to go to the cinema with me. I'm too shy. I hope she says yes. Then I will be so happy that I will kiss you.

I _____ you if she
_____ yes!

- 17 Can you come? I know you are probably too busy. But it would really please me.

I _____ really happy if you
_____.

- 18 I know you don't really love me. That's why you did it.

You _____ it if you _____ me.

- 19 Sam asked me out. I said yes, but only because I didn't know he asked Tina out first.

If I _____ that Sam _____ first, I _____ no.

- 20 Show me that you love me. Don't make me go to the Justin Bieber concert with you.

If you _____ me, you
_____ to the Justin Bieber concert.

SOLUTIONS

1 don't have/need, will be or have/need to, won't be
2 have, might go
3 wasn't/weren't in love, wouldn't like
4 would probably like/might like, had
5 doesn't go, will ask
6 leaves, will break
7 would be, left
8 don't answer, can't see/don't know or answer, can see/know
9 hadn't missed, would/could have done/finished
10 haven't booked, am going (to go)
11 am too busy, don't phone/call or am not too busy, phone/call

12 would/might go out, weren't
13 is, go
14 isn't, could/might/will or is, won't/don't
15 would/could be / would/could have been, hadn't missed
16 will kiss, says
17 would be, came/could come
18 wouldn't/couldn't have done, loved
19 had known, had asked Tina out, would have said
20 love, won't make me go or loved, wouldn't make me go

LESSON PLAN 1

Before They Were President

LEVEL: B1-B2 TIME: 45 MINUTES

LESSON AIMS

Students will:

- be able to talk about the value of work experience
- discuss the early careers of US presidents
- creatively argue how experience can be relevant

TOPIC: American Presidents

MATERIALS: Article “Before They Were President” on pp. 6-7, CD Tracks 1-4, Handouts 1A, 1B

WARM-UP

pp. 6-7

5 MINS | WHOLE CLASS

SPEAKING, ACTIVATING PREVIOUS KNOWLEDGE

Ask the class who is the president of the US. (*Donald Trump*). See if anyone knows what jobs he had before becoming president. (*Sample answers: he bought and sold real estate, he built hotels, casinos and golf courses, he wrote a book called “Art of the Deal”, he had small parts in lots of movies including “Home Alone 2”, he presented a TV show called “The Apprentice”*). Ask if they know what any other American presidents did before they entered politics.

PREPARATION FOR LISTENING

Handout 1A

5-8 MINS | PAIR WORK, WHOLE CLASS

READING, SPEAKING, VOCABULARY

Put students into pairs. Distribute Handout 1A. Ask students to work in their pairs and discuss which of the jobs on the list would be good experience for a president. Lead a class discussion of what jobs might be good experience and why. Accept all answers – even silly ones – but encourage students to justify themselves (“OK, you think being a wrestler would be good experience. Why?”).

LISTENING TO A CONVERSATION I

CD Track 1 Handout 1A

3 MINS | INDIVIDUAL WORK, PAIR WORK

LISTENING

Next tell the students they are going to listen to a conversation about the jobs some real US presidents had. They should listen and on Handout 1A circle all the jobs they hear mentioned. They should compare answers with their partner. Do not check answers as a class yet.

READING ABOUT PRESIDENTIAL JOBS

pp. 6-7 Handout 1A

5 MINS | INDIVIDUAL WORK, WHOLE CLASS

READING, LISTENING, SPEAKING

Ask how the person in the recording knows about these presidential jobs. (She read an article about it.) Tell the class they are going to read the article too. As they go, they should circle any more jobs mentioned on Handout 1A. Ask them to turn to pp. 6-7. Pick someone to read the first paragraph aloud, then pick someone else to read the next, and so on. At the end, allow a short time for them to check that they haven’t missed anything. Do not check answers as a class yet.

LISTENING TO A CONVERSATION II

CD Track 2 Handout 1A

6 MINS | INDIVIDUAL WORK, PAIR WORK | LISTENING

Tell students to work with the same partner as before. They are going to listen to another conversation about the jobs some real US presidents had. The same two people are speaking. Students should listen and on Handout 1A circle all the new jobs they hear mentioned. They should compare answers with their partner. Play the track twice. After this, you can check all the answers as a class.

CONSOLIDATING KNOWLEDGE

pp. 6-7 Handout 1B

5-10 MINS | PAIR WORK | SPEAKING, WRITING

Tell students to work with the same partner as before. Distribute Handout 1B – the table of presidents. Ask the students to work together to complete the table with the names of presidents mentioned in the article.

DISCUSSION

5-10 MINS | WHOLE CLASS | SPEAKING

Ask students to think back to their choices of “good jobs for presidential experience” at the beginning of the lesson. Were there any overlaps with the real list? Which were the biggest surprises? Ask students to think how particular job experience could be useful for a role like president. Start with something “easy” (e.g. “*Why would being a businessman be useful experience?*”; possible answers include managing people, money, bureaucracy, etc.), then some of the less obvious ones. Encourage some humour (“*Wrestling would be good because you have to fight for what you want.*”).

HOMWORK

Handout 1A

INDIVIDUAL WORK WRITING

At the end of the lesson, ask students which jobs on Handout 1A would be *least* useful as experience for a president. Collect 3–5 of these on the board. Now tell students that they are going to run for the office of president of their country and they should write the text for a campaign leaflet. The only work experience they have is the jobs on the board. They should write about why this experience makes them perfect for the job. Elicit two or three example ideas to get them started (for example, “*Being an ice-cream maker is the ideal experience because I know how to keep people happy / I know how to cool people down, which is important in politics.*”).

SOLUTIONS

Handout 1A:

Discussion of good experience for the presidency – various answers possible.

Jobs mentioned: lawyer (mag+CD), writer (mag), botanist (mag), wrestler (mag+CD), soldier (mag+CD), hunter (mag+CD), bartender (mag), farmer (mag+CD), sailor (mag), actor (mag+CD), salesperson (CD), businessman (mag+CD), judge (CD), chef (mag), cowboy (mag)

Handout 1B:

Note: Column 3 answers may be worded differently. Where a person had many jobs, not all jobs need to be included.

- 1 Donald Trump, 2017–?, businessman, TV presenter, hotel owner, casino owner, etc.
- 2 George W. Bush, 2001–2009, businessman (oil)
- 3 George Bush sr. 1989–1993, businessman (oil)
- 4 Ronald Reagan, 1981–1989, actor
- 5 Jimmy Carter, 1977–1981, (peanut) farmer
- 6 Harry Truman, 1945–1953, rail worker, soldier, mine owner, clothing store owner, salesman, judge, etc.
- 7 Woodrow Wilson, 1913–1921, university president
- 8 Theodore Roosevelt, 1901–1909, big-game hunter, soldier, cowboy, etc.
- 9 Abraham Lincoln, 1861–1865, bartender, shopkeeper, wrestler, lawyer, etc.
- 10 Thomas Jefferson, 1801–1809, botanist, architect, author, chef, linguist, inventor
- 11 George Washington, 1789–1797, soldier, general

EXTRA ACTIVITY 1:

1T, 2F, 3F, 4F, 5T

EXTRA ACTIVITY 2:

- 1 ice-cream > excuses, 2 hungry > angry, 3 donuts > power, 4 do the Cinnamon Challenge > succeed, 5 eat > borrow, 6 holiday > credit, 7 Loch Ness Monster > government, 8 weekends in Paris > peace

Extra Activities

EXTRA ACTIVITY 1

CD Track 3

2–3 MINS INDIVIDUAL WORK LISTENING

Before They Were President: Conversation Three

Listen to a short conversation about president Ronald Reagan and decide whether the following statements are true (T) or false (F).

- | | T | F |
|--|--------------------------|--------------------------|
| 1 Reagan acted in films about war. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 <i>Storm Warning</i> featured a black actor. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 <i>Bedtime for Bonzo</i> is about clowns. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Bonzo is a professor. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 <i>Bedtime for Bonzo</i> has positive reviews. | <input type="checkbox"/> | <input type="checkbox"/> |

EXTRA ACTIVITY 2

CD Track 4

5–6 MINS INDIVIDUAL WORK SPEAKING, LISTENING

In Their Own Words

Here are some quotes from the presidents we’ve been reading about – but part of each quotation is wrong. Can you identify the mistake and fix it? The correct answer is always just one word (in some quotes the same word may occur more than once). Listen to the CD recording to check your answers.

- 1 “Ninety-nine percent of failures come from people who make ice-cream.” (George Washington)
- 2 “When hungry count to ten before you speak. If very hungry, count to one hundred.” (Thomas Jefferson)
- 3 “Nearly all men can stand adversity*, but if you want to test a man’s character, give him donuts.” (Abraham Lincoln)
- 4 “It is hard to fail, but it is worse never to have tried to do the Cinnamon Challenge.” (Theodore Roosevelt)
- 5 “I not only use all the brains that I have, but all I can eat.” (Woodrow Wilson)
- 6 “It is amazing what you can accomplish if you do not care who gets the holiday.” (Harry Truman)
- 7 “We the people tell the Loch Ness Monster what to do, it doesn’t tell us.” (Ronald Reagan)
- 8 “When we talk about war, we’re really talking about weekends in Paris.” (George W. Bush)

*adversity – difficulties

DISCUSS:

- Which quotes do you agree / disagree with? Why?
- Which advice do you find most important? Why?

Handouts

HANDOUT 1A

Presidential Jobs?

ICE-CREAM MAKER	BOTANIST	SOLDIER	BARTENDER	BUSINESSMAN/ BUSINESSWOMAN
LAWYER	MUSICIAN	RACING DRIVER	FARMER	JUDGE
BANKER	DOCTOR	HUNTER	SAILOR	CHEF
ROCKET SCIENTIST	FURNITURE REPAIRER	ECONOMIST	ACTOR	COWBOY
WRITER	WRESTLER	TEACHER	SALESPERSON	

HANDOUT 1B

Fill in the missing jobs and names, then write the dates that they were president into the “Years in office” column. All the dates are in the box. The presidents are listed in the order of their presidency (most recent first). If a person had many jobs, you don’t need to write them all.

1989–1993	2017–?	1913–1921	1789–1797
1801–1809	1901–1909	1977–1981	1981–1989
2001–2009	1945–1953	1861–1865	

PRESIDENT	YEARS IN OFFICE	JOBS BEFORE PRESIDENT
Donald Trump		
		Businessman (oil industry)
George Bush sr.		
		Actor
Jimmy Carter		
Harry Truman		
		University president
Theodore Roosevelt		
Abraham Lincoln		
		Botanist, architect, author, chef, linguist, inventor
George Washington		

LESSON PLAN 2

Housing

LEVEL: B1-B2 TIME: 45 MINUTES

LESSON AIMS

Students will:

- talk about where they live
- compare different types of home
- talk about their advantages and disadvantages

TOPIC: Unusual Housing

MATERIALS: Article “Small Home, Floating Home, No Home?” on p. 14, CD Track 6, Handouts 2A-2D

WARM-UP

3-5 MINS PAIR WORK SPEAKING

Put students into pairs. Ask them to tell each other about where they live. They should try to find things that are the same and things that are different.

COMPARISONS

5-7 MINS PAIR WORK, CLASS WORK

SPEAKING, WRITING

On the board, write “One of us lives in a house, but the other one lives in a flat.”

Then tell each pair to work together to write sentences like this about three things that are different about where/how they live. Stress that they should not write their names.

Students take turns to read out one of their sentences to the whole class. The rest of the class should try to guess which person is which.

UNUSUAL HOUSING I

p. 14

3-5 MINS CLASS WORK SPEAKING

Ask one student to open the magazine to the “Unusual Housing” article on page 18 and read the title and intro to the class. Hold a brainstorming session and compile a list on the blackboard of different types of “unusual homes”. Accept any answers.

UNUSUAL HOUSING II

Handout 2A p. 14

10 MINS

READING, SPEAKING, FORMULATING QUESTIONS

GROUP WORK

Divide the class into groups of five and distribute Handout 2A. Assign one section of the “Unusual Housing” article to each student in a group. Allow two minutes for them to read and complete the section of Handout 2A that goes with their section of text.

While they are working, write on the board

“_____ are beginning to think outside the box when it comes to housing.”

When the students have completed their texts, tell everyone to close their magazines.

Ask the class to look at the board (do not break up the groups). Elicit the question they must ask to fill in the missing information:

“Who are beginning to think outside the box when it comes to housing?” (Answer: *People around the world.*)

In the groups, the students take turns to ask each other questions to fill in all the remaining sections of Handout 2A. Listen to make sure they are formulating questions correctly.



UNUSUAL HOUSING III (OPTIONAL)

10-15 MINS | GROUP WORK, CLASS WORK

SPEAKING, WRITING

Without breaking up the groups, ask the students to brainstorm and write down three advantages and three disadvantages for each type of unusual housing. Tell them they cannot use the same advantages/disadvantages more than once.

While they discuss these, write “Houseboats”, “Tiny Homes” etc. on the board.

Bring the class together and elicit three advantages and three disadvantages for each housing type. Add them to the board. Hold a vote over which type of unusual housing they find most appealing/interesting. Ask a few students to explain their votes, and encourage a class discussion if possible.

UNUSUAL HOUSING III (OPTIONAL)

Track 6 Handout 2B, 2C

10 MINS | INDIVIDUAL WORK, PAIR WORK | LISTENING

Distribute Handout 2B and Handout 2C. Tell the class that they are going to listen to a person who has moved into a new house talking about where she used to live and where she lives now.

They should listen and complete Handout 2B. Play the conversation once. Ask them to compare their answers to the person next to them, then elicit the full list from the class as a whole. Compile the answers on the board. Do not confirm if they are right or wrong.

Now ask the students to work with the person next to them to complete Handout 2C from memory. Again, run through the answers with the class. Do not confirm if they are right or wrong.

Tell students they should listen and check their answers. Play the conversation again, then run through the answers as a class.



MY DREAM HOME

Handout 2D

3-5 MINS | PAIR WORK / GROUP WORK | SPEAKING

Put the students into pairs or small groups. Ask them to brainstorm ideas for their own “Dream Homes”.

Optionally: Give each pair or group a copy of the picture “My Dream Home” (Handout 2D). They should talk about what they like and don’t like. What would they change?

MY DREAM HOME

Handout 2D

WRITING | HOMEWORK

Tell students to imagine that they have moved from where they are to their dream home. They should write to a friend describing the new home and saying what is different from their old home.

Optionally: Ask them to draw a picture of their new home (as in the picture “My Dream Home”) and label the different features.

SOLUTIONS

HANDOUT 2A

A (a) design upgrades, (b) Hamburg, (c) sustainable, (d) eco-friendly, (e) Seattle/the US; **B** (a) kitchen, (b) pull-out (c) lofted, (d) \$188,000 (e) \$23,000; **C** (a) trailer parks, (b) bad reputation, (c) architects, (d) transported by truck, (e) urban areas; **D** (a) cohousing, (b) cooking, (c) childcare, (d) lower costs, (e) deeper friendships; **E** (a) fixed/permanent address, (b) travel (from place to place), (c) ideas and experiences, (d) low-cost, (e) *The Four-Hour Workweek*

HANDOUT 2B

Eleven rooms: kitchen, upstairs kitchen, swimming pool, gym, Jennifer’s bedroom, guest bedroom, dining room, office, two bathrooms, cinema

HANDOUT 2C

1T, 2F (in a village), 3T, 4F (opposite a nightclub), 5T, 6F, 7F (people have their own swimming pools), 8T, 9F (there were not many shops either)

Handouts

HANDOUT 2A

STUDENT A: Houseboats

Houseboats are becoming more interesting now because of their

(a) _____ . There

is a growing community of them in the German city of

(b) _____ .

People who care about the environment

like them because they are

(c) _____ and

(d) _____ . In

Europe, they look more like boats than houses, but in

(e) _____ they

look more like houses than boats.

STUDENT B: Tiny Homes

A tiny home often has just one room.

The (a) _____

might be on one wall of the living-room. And there may

be a (b) _____

or (c) _____ bed.

It can be a good choice if you don't want

a mortgage. In the US, the average house costs

(d) _____ .

The average tiny home costs

(e) _____ .

STUDENT C: Mobile Homes

In the US, mobile homes are usually found in

(a) _____ .

These are low-cost communities that often have

a (b) _____ .

Some (c) _____

are trying to change that. They

have created homes that can be

(d) _____ .

They want to stylish trailer parks in

(e) _____ .

STUDENT D: Communal Housing

Communal housing is also called

(a) _____ .

The communal housing movement started in the 1960s.

People have some private living space and some

shared areas. They share responsibilities such as

(b) _____ and

(c) _____ .

The benefits include

(d) _____ and

(e) _____ .

STUDENT E: Digital Nomads

Modern nomads have no

(a) _____ .

They (b) _____

instead. They value

(c) _____ more

than money and things. They often work online, but they

don't need to work eight-hour days because this lifestyle

is (d) _____ .

The book that inspired the digital nomad movement is

called (e) _____ .

HANDOUT 2B

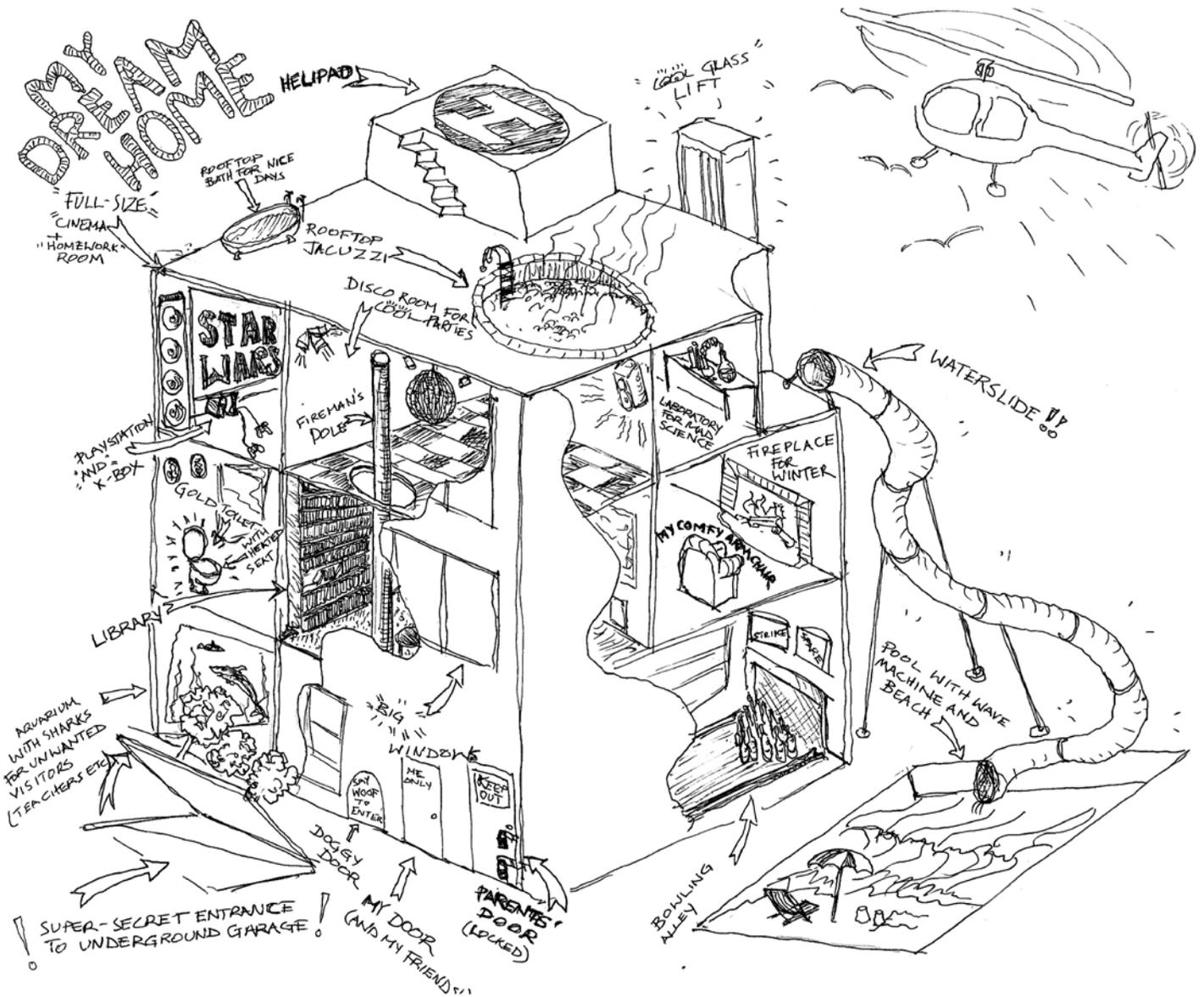
How many rooms are there in Jennifer's house? Can you name all of them?

HANDOUT 2C

Are the following statements true (T) or false (F)?

- | | T | F |
|--|--------------------------|--------------------------|
| 1 Jennifer sold her software company. _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Jennifer lives in a city now. _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 There were only three rooms in Jennifer's old flat. _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Jennifer's old flat was above a nightclub. _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Jennifer has two kitchens now. _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Public transport is good at Jennifer's current place. _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 There is a public swimming pool in Jennifer's neighbourhood. _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 There is one restaurant in Jennifer's neighbourhood. _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 There were many more shops around Jennifer's old flat. _____ | <input type="checkbox"/> | <input type="checkbox"/> |

HANDOUT 2D



ACTIVITIES

RACE, ETHNICITY AND NATIONALITY

pp. 4-5

TASK 1

Common Phrases

Combine the words in list 1 with words in list 2 to make common collocations. Remember to think about the word order.

LIST 1

ETHNIC
CITIZENSHIP
RACIAL
RACE

LIST 2

TEST
DISCRIMINATION
EQUALITY
MINORITY
DUAL
RELATIONS
MIXED
GROUP

TASK 2

Problematic Questions

Talking about race, ethnicity and nationality can be fun among friends, but it can also be a sensitive subject. Look at the questions below and match them with the potential (= possible) problems they might cause in conversation. Then choose a more polite option below.

1 "So what are you?"

2 "I'm not racist, but..."

3 "I don't like most [race/nationality/ethnicity], but you're great..."

4 "[race/nationality/ethnicity] people are..."

I "Most of the [race/nationality/ethnicity] people that I've met are..."

II "I love learning about other cultures. Can I ask where you're from?"

III Just don't say it. If what you're saying is reasonable, then there is no need to start your sentence this way. Or you could try, "This may be a controversial opinion, but..."

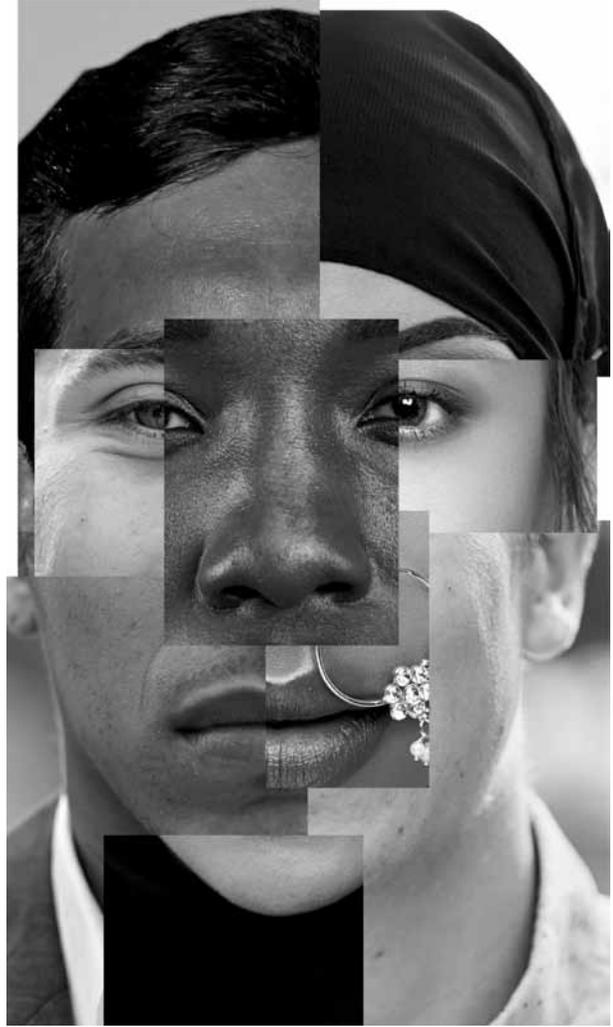
IV "Before I met you, I really had the wrong idea about [people like you]. I really like you. / You're really cool. / I'm glad we're friends."

A This sounds like a compliment (= something nice), but it also insults every other member of their identity (including that person's family and friends).

B All people of one race, ethnicity or nationality are not the same. It's fine to talk about your own experiences with certain people, but it's not okay to judge the thousands or millions of others that you've never met.

C This statement is almost always followed by a judgment about a whole group of people that is actually based on race. It is what's known as a "red flag" – if you need to say this first, you are probably about to say something racist.

D This sounds like the person you're speaking to is not actually a human but a weird alien species.



INVENTIONS YOU CAN'T LIVE WITHOUT WHAT HAVE THE SCOTTISH EVER DONE FOR US?

pp. 8–9

READING COMPREHENSION

Read the article through, then without looking back at the article decide if the following statements are true (T) or false (F).

- | | T | F |
|---|--------------------------|--------------------------|
| 1 John Logie Baird made the first working television and was also the first person to send a TV signal to America. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 The Scottish “father of hypnosis” developed his discovery by training animals for magic shows. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 James Braid improved the techniques of hypnosis and learned how to use it to ease pain and illness. He also invented the word “hypnosis” itself. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Alexander Fleming is famous for the invention of the telephone, but he was also interested in helping deaf people. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Penicillin, the first antibiotic, was discovered by accident. It is actually made from a kind of mould. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 The inventor of the telephone founded the Bell Telephone Company. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 Charles Macintosh, who helped develop the Apple Macintosh computer, also wrote the first Grand Theft Auto game. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 Raincoats are also called “mackintoshes” or “macks” in the UK because of their Scottish inventor. They were originally made from fabric used in gasworks. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 The first mammal to ever be cloned from an adult cell was named after a country singer. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 A Scot invented the first bicycle, but it was too difficult to control and people didn't recognize its potential. | <input type="checkbox"/> | <input type="checkbox"/> |

CLIMATE CHANGE AND THE OCEANS

pp. 12–13

GRAMMAR PRACTICE

Affect vs effect

These words are very similar. Depending on accent, many people even pronounce them the same way. They have different meanings, however.

TASK 1

Look at the following sentence and complete the rule below.

Rising sea levels will affect many coastal communities, but the effects will be different in different locations.

In most contexts, _____ is a noun and _____ is a verb.

TASK 2

Fill in the gaps below with the correct form of *affect* or *effect*.

The **1** _____ will be greatest in places **2** _____ by tropical storms and cyclones, especially if the coral reefs that usually protect such coastlines die. In rich countries, the main **3** _____ will probably be connected to the destruction of property. In 2017, for example, the USA was **4** _____ by 10 hurricanes, causing a total of around \$280 billion of damage. The **5** _____ will also include loss of life: these 10 hurricanes killed between 500 and 1500 people. Loss of life is more likely to be the main **6** _____ in poorer countries, however. Typhoon Haiyan, which hit the Philippines in 2013, caused only \$4.5 billion in damage – but it killed around 6,000 people, and many, many more were **7** _____.

CLIMATE CHANGE AND THE OCEANS

pp. 12–13 CD Track 5

LISTENING COMPREHENSION

TASK 2

Listen to a YouTube video introducing a new series on ocean warming. The YouTubers will mention several effects of ocean warming. Underline all the problems you hear mentioned.

SEA LEVEL RISE

HOW SEA-LEVEL RISE AFFECTS TEMPERATURE

LAYERS OF DIFFERENT TEMPERATURES IN THE OCEAN

ICEBERGS

MELTING ICE

DANGERS TO SHIPPING

THE POLAR BEAR

INTERNATIONAL FRIENDSHIPS BETWEEN NATIONS

OCEANS TURNING ACID

POLLUTION

EFFECTS ON CORAL, SHELLFISH AND PLANKTON

HURRICANES AND TORNADOES

NEW ADVANCES IN PROSTHETICS

p. 16 CD Tracks 7–10

LISTENING COMPREHENSION

Listen to four people speaking about prosthetics. Which speaker...

- A** ... wants prostheses to look really good?
- B** ... speaks about playing a musical instrument?
- C** ... is doing a sport?
- D** ... was happy to see common things again after a long time?
- E** ... uses a body part that does not belong to them?
- F** ... compares two different kinds of prostheses?
- G** ... tried a very helpful device but had to return it?
- H** ... is going to organize an exhibition of prostheses?

BOMBING THE CITY GRAFFITI AS COUNTER-CULTURE

pp. 18–19

SPEAKING

DISCUSS

- What is your attitude to graffiti? Do you like any forms of graffiti or street art? Talk about what you do and don't like, and why.
- What do you think about graffiti in the place where you live? Is there a lot of it? In your opinion, is it art or just vandalism?
- If you were in charge, where would you allow graffiti?
- Can you give any examples of graffiti or street art you saw and liked?
- Would you go to see an exhibition of the works of a graffiti artist in a gallery? Why or why not?
- Do you think there's a difference between historical graffiti (from ancient or medieval times, for example) and modern graffiti? What's the difference?

READING COMPREHENSION

Read the box "In a Bomber's Own Words" in the magazine. Three bombers describe what graffiti means to them. What do their opinions have in common? In what do they differ?



THE WORLD'S BIGGEST BOY BAND

pp. 20-21

READING COMPREHENSION, VOCABULARY PRACTICE

Each member of BTS is known for something specific. Read the sentences about them, filling in the gaps with words from the list based on the context. Be careful – some words could fit more than one gap, but there is only one way to use all the words correctly.

ACTOR **EDITOR** **PERSONALITY** **RAPPER**
SKILLS **VOICE** **WORDPLAY**

RM, the leader of BTS, is more than just a pretty face. He writes the band's songs, and he is known for clever
1 _____.

Jin, the oldest member at 26, is loved for his good looks and sweet
2 _____.

Suga, aka Agust D, is the fastest
3 _____ in the K-pop industry and isn't afraid of dissing* anyone. He's also known for producing and composing.

J-Hope is a rapper and the main dancer. He is known for his bright and optimistic
4 _____.

Jimin is the lead vocalist and is also known for his amazing dancing
5 _____ and for expressing emotions via dancing.

V is popular among R&B lovers because of his voice. He's also an
6 _____, artist and photographer. He was voted Most Handsome Man of 2017 and 2018.

Jungkook is the youngest member of the group. He's good at everything – he sings, dances, raps and composes, and is also a video/photo
7 _____.

*to diss – (hip-hop slang) to insult your rivals (from “disrespect”)



BIG SPENDERS AND PENNY-PINCHERS SPEAKING ABOUT MONEY

p. 22

VOCABULARY PRACTICE, SPEAKING

Choose an appropriate word or phrase from the article for each of the gaps in this dialogue. More than one idiom is often possible, but don't use any idiom more than once. Then act the dialogue out with a partner.

“Are you coming out this evening?”

“Sorry, mate – I can't, not tonight. I'm
1 _____.”

“That's OK, I can lend you some cash.”

“You can? Did you win the lottery then? I thought you were
2 _____.”

“Yeah, I am, usually! But I got some money for my birthday and it's
3 _____.”

“That's nice. I want to say yes... But even though you're feeling
4 _____ right now, you know you will need the money later. Don't be silly, don't
5 _____! You should
6 _____.”

“No! I always say, ‘when you've got it, you should spend it.’ I'm not a
7 _____.
Yesterday I was
8 _____, today I'm
9 _____, tomorrow...? Who knows? I could be hit by a bus and die. You can't take it with you.”

“OK, sure. I'll let you take us out tonight then! I know you – if I don't, you'll just go on a
10 _____ tomorrow anyway.”

THE PICTURE OF DORIAN GRAY – PART 1

pp. 24–27 CD Track 12

VOCABULARY (IDIOMS)

Find phrases in the text or in the recording that mean the same as the meanings below.

- 1 I really don't want to do that; it's a horrible idea _____
- 2 that's too bad; I'm disappointed _____
- 3 I really wish this were true; I would trade anything _____
- 4 we'll definitely come; there is nothing that could stop us _____
- 5 I don't think that what you said is true; I'm skeptical _____

THE PICTURE OF DORIAN GRAY – PART 2

pp. 24–27 CD Track 13

ACTIVITY 1

Track 13, 00:00–3:30

VERB TENSES, LISTENING FOR DETAIL, LISTENING COMPREHENSION

Complete the sentence using a verb in the correct tense.
The answers may be past, present, future or perfect and positive or negative.
Then write the name of the person who says these things.

NARRATOR / DORIAN / BASIL / HENRY / SYBIL

- I _____: You see, Sybil, I **1** _____ a great mistake.
- II _____: Now gentlemen, please **2** _____.
- III _____: He probably **3** _____ home. His behaviour was terrible.
- IV _____: The look on her face as I **4** _____ her heart.
- V _____: But as Dorian **5** _____ at the picture, he remembered what he **6** _____ that day at Basil's house.
- VI _____: Is it possible that my picture **7** _____ while my body **8** _____ young and beautiful?
- VII _____: Dorian **9** _____ into bed, but he **10** _____ well.

ACTIVITY 2

Track 13, 00:00–20:00

Complete each sentence with the best verb from the box (there may be more than one correct answer).
Then, imagine which character might say them. Listen to the recording to check your answers.

CAN'T – MIGHT HAVE – MUST – MUST HAVE – WILL HAVE TO – SHOULD – SHOULDN'T HAVE – WILL

- 1 I _____ fallen in love with that selfish man!
- 2 Tomorrow I _____ win the lady's heart for myself.
- 3 Something _____ heard me when I said I'd give my soul to stay young.
- 4 I _____ apologize to Sibyl.
- 5 You _____ be happy that her final performance was so good.
- 6 You _____ keep living like this!
- 7 I _____ stop you if you try to tell the police!
- 8 Basil _____ killed himself, but we don't really know.

ACTIVITY 3

Track 13, 3:20–7:00

LISTENING FOR DETAIL, VOCABULARY

Listen to the recording and write the missing phrase that has the same meaning as the word or phrase in brackets. Write 2–6 words for each blank.

- 1 I am sorry to wake you, sir, but Lord Henry Wotton is here to see you. I told him you were _____, but he said it was urgent.
(sleeping)
- 2 As Dorian got dressed, he stared up at his portrait on the wall. It looked even worse in the _____.
(morning)
- 3 When you left her last night, dear boy, she was *not* fine. She went home after your _____ and killed herself. Rather melodramatic, don't you think?
(conversation)
- 4 If it is true Henry, then _____. I must go to the police and explain why she killed herself.
(it's my fault; she did it because of me)
- 5 Sibyl was such a great actress that she _____ for this performance.
(died)

ACTIVITY 4

Track 13, 7:00–11:00

PREDICTION, LISTENING FOR DETAIL, PAIR WORK

Divide the class into pairs. Give each pair one set of sentence halves that they must cut out. Then, students work in pairs to match the halves and make predictions about what happens next. Finally, listen to the recording to check their work.

Student A

- 1 His face in the picture...

- 2 I know my real body...

- 3 His portrait continued to look worse and worse, but Dorian...

- 4 People – a lot of people –

- 5 But it's not these people that...

- 6 Think of what you...

- 7 Would you like to see what this life of mine...

- 8 The once young and handsome man in the picture now...

- 9 Dorian, you...

- 10 I would never...

Student B

- A worry me.

- B is doing to my soul?

- C was even crueler than it had been before Henry's visit.

- D have lived a cold, meaningless life so far.

- E are doing, and think about what it is doing to your soul!

- F will never get old, so I plan on having a very good time!

- G are talking about you and how you live your life.

- H stayed young and handsome.

- I have lived this life if you had not painted my picture.

- J had the face of a monster, and his body was old and ugly.

ACTIVITY 5

Track 13, 00:00–20:00

PAST TENSE, LISTENING COMPREHENSION

Listen to the story and complete the sentences with the correct verbs from the box in the past tense. Put the sentences in order.

ATTACK / BREAK / FIND / FIND OUT / KILL / MAKE / REALIZE / TELL / TRY / VISIT

- 1 Dorian _____ Sibyl's heart.
- 2 Dorian _____ his friend Basil.
- 3 Dorian _____ the painting with a knife.
- 4 Dorian _____ several rough pubs.
- 5 Lord Henry Wotton _____ Dorian that Sibyl was dead.
- 6 Dorian _____ that the picture was getting older.
- 7 Dorian _____ from Henry that Alan was dead.
- 8 Dorian _____ his friend Alan help him hide Basil's body.
- 9 Basil _____ to help Dorian.
- 10 The servants _____ an ugly old man on the floor, dead – it was their master, Dorian Gray.

SOLUTIONS

Race, Ethnicity and Nationality

TASK 1

- 1 ethnic group, ethnic minority
- 2 dual citizenship, citizenship test
- 3 racial discrimination, racial equality
- 4 mixed race, race relations

TASK 2

1DII, 2CIII, 3AIV, 4BI

Inventions You Can't Live Without

1T, 2F, 3T, 4F, 5T, 6T, 7F, 8T, 9T, 10F

Climate Change

TASK 1: effect, affect

TASK 2: 1 effects, 2 affected, 3 effects, 4 affected, 5 effects, 6 effect, 7 affected

Warming Seas

sea level rise, layers of different temperatures in the ocean, melting ice, the polar bear, oceans turning acid, effects on coral, shellfish and plankton, hurricanes and tornadoes

New Advances in Prosthetics

A2, B4, C1, D3, E4, F1, G3, H2

Bombing the City

Reading Comprehension: they all speak about being recognized or famous, about getting noticed; they don't agree on whether graffiti is vandalism or not; they don't agree whether tags are enough to make one famous

The World's Biggest Boy Band

1 wordplay, 2 voice, 3 rapper, 4 personality, 5 skills, 6 actor, 7 editor

Big Spenders and Penny-pinchers

Example answers (more are possible): 1 broke / skint / a bit short / strapped for cash, 2 hard up / poor as a church mouse / broke / skint / living from hand to mouth, 3 burning a hole in my pocket, 4 flush / in the money / loaded, 5 pour it down the drain, 6 save it for a rainy day, 7 skinflint / penny-pincher, 8 broke / skint / hard up / poor as a church mouse, 9 flush / loaded / in the money, 10 spending spree

The Picture of Dorian Gray

PART 1

1 I would rather run naked in Trafalgar Square; 2 it's a pity; 3 I would give my soul; 4 we wouldn't miss it for the world; 5 I'll believe it when I see it

The Picture of Dorian Gray

PART 2

Activity 1 (00:00–3:30)

1 have made, 2 leave, 3 went, 4 broke, 5 looked, 6 had said, 7 will age, 8 stays, 9 fell, 10 didn't sleep; I. Dorian, II. Sybil, III. Basil, IV. Dorian, V. Narrator, VI. Dorian, VII. Narrator

Activity 2 (00:00–20:00)

1 shouldn't have, Sybil; 2 must / will / will have to, Dorian / Henry; 3 must have, Dorian; 4 must / will have to / will, Dorian; 5 should, Henry; 6 can't, Basil; 7 must / will have to / will, Dorian; 8 might have, Henry

Activity 3

1 not yet receiving visitors; 2 light of day; 3 little talk; 4 her blood is on my hands; 5 gave her life

Activity 4

1C, 2F, 3H, 4G, 5A, 6E, 7B, 8J, 9D, 10I

Activity 5

1 broke, 6 killed, 9 attacked, 2 visited, 4 told, 3 realized, 8 found out, 7 made, 5 tried, 10 found