

16 DANGER AND RISK

SPEAKING

Aim

to set the scene and introduce the theme with a photo; to get students talking about risk taking

1 Start by telling the class that in this unit they're going to be learning how to describe accidents and injuries, talk about law and regulations, compensation culture, and discuss Internet use; students will practise interjecting and thinking critically about texts.

- Ask students to look at the photo on pages 140–141. Ask: *What can you see?* Elicit a brief description of the photo, and introduce any key words students might need.
- Ask students to read the sentences and choose the one which describes their feelings about the photo.

2 Organise the class into groups of four or five to compare their answers to Exercise 1 and discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.

- In feedback, ask different pairs to tell the class what they discussed.
- Once you have fed back on content, look at good language that students used, and language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Possible answers

Reasons for taking risks: fame, money, the adrenaline rush, the desire to be different, showing off to friends
Consequences: death or serious injury, heartbreak for their family, worry and concern for friends and family, arrest by the police, incredibly high life insurance premiums
Everyday risks: driving a car, crossing the road, playing sports

Background language notes for teachers

out of your mind = crazy

get the appeal = understand the appeal or attraction of something

give it a go = try to do it

totally up for (something) = very enthusiastic about wanting to try something or do something

the adrenaline rush = the feeling of pleasure you get from being in dangerous, exciting situations

Culture notes

The photo actually shows urban climber Yaroslav Segeda taking a selfie on top of one of the highest buildings in his home city, Kiev, in Ukraine.

ACCIDENT-PRONE**Student's Book pages 142–143****Communicative outcomes**

In this two-page spread, students will practise describing accidents and injuries; students will notice how interjections are used in conversations.

VOCABULARY Accidents and injuries**Aim**

to introduce and practise ways of describing accidents and injuries

1 Ask students to work in pairs to replace the words with synonyms. Elicit the answer to the first one as an example. In feedback, go through the answers and use definitions and examples to show meaning.

Answers

1 ripped	7 sliced
2 came to	8 cut
3 pouring	9 burnt
4 panicked	10 fainted
5 banged	11 break
6 heavily	12 terrible pain

Background language notes for teachers

Note that some phrases are colloquial: *freaked out*, *came to*. Some are very dramatic, and therefore used in stories to make the story more dramatic and gory: *tore* and *ripped* are both stronger than *pulled*; *whacked* is stronger than *hit*; *snap* is more dramatic than *break*; *gash* is more dramatic than *cut*.

Pronunciation: highlight the /ɔ:/ sound in *tore*, *pouring* and *scalded*; the stress in *consciousness* and *profusely*.

2 Organise the class into pairs to test each other. As you monitor, watch out for pronunciation difficulties and correct them. In feedback, find out which words students had problems remembering. Swap roles if you have fast finishers.

Teacher development: student vocabulary testing

A good way of getting students to show understanding is by getting them to test each other. This can be either collaborative or competitive. It is student-centred, can be fun, and encourages students to take responsibility for both their own learning and that of others in their class. Here are some ideas:

1 After introducing a set of words, ask students to test each other (as in Exercise 2 above). This could take the form of one student providing synonyms, definitions or antonyms from which the other must say or guess the word. It could also involve students preparing and producing sentences in which they say X instead of the word they are testing. The other student must guess which word X is.

- 2** Organise the class into groups to prepare a vocabulary test. Students prepare definitions or examples to show the meaning of words. When groups are ready, they test other groups by reading out their definitions or examples, and the other groups guess the word. Award points for good definitions or examples as well as correct answers.
- 3** Set the preparation of a vocabulary test as a homework activity. For example, at the end of a unit, tell each student to find five words or phrases from the unit that they have learned. Tell them to prepare 'clues' or explanations for the words or phrases as part of their homework. In the next lesson, students present their clues to the class (or in groups if your class is large). The class or group has to guess which words or phrases they are describing.

Optional extra activity Ask students in pairs to mime the words or phrases. Their partners must guess.

SPEAKING**Aim**

to practise using vocabulary to describe accidents and injuries in an extended speaking activity

- 3** Ask students to prepare individually first for one or two minutes. Tell them to choose which places or situations they have most to say about and to think about what to say. When students are ready, organise them into pairs to discuss the accidents. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
- In feedback, ask different pairs to tell the class what they discussed. Once you have fed back on content, look at good language that students used, and language students didn't quite use correctly during the activity.

Possible answers


a beach: drowning, cut feet on rocks and bits of glass in the sand
 a campsite: hit by collapsing tent, hit finger with hammer
 cooking dinner: burnt on cooker, cut finger when chopping
 cycling: injuries from falling off bike or being knocked off by a car or lorry, serious head injuries if not wearing helmet
 doing DIY: cut finger or hand with tools, falling off a ladder
 driving: a crash or collision, head or neck injuries
 a football pitch: break a leg or twist or sprain an ankle from a badly-timed tackle or turn
 gardening: cut finger from pruning the roses, falling off a ladder
 an ice rink: falling on the ice and breaking an arm or leg, cut by ice skate
 jogging: hit by car, slipping and falling
 a nightclub: slip and hurt ankle from exuberant dancing
 a mountain: breaks, sprains and cuts from slipping on mountain path

Optional extra activity Make use of the photo on the page. Ask students: *Where are the boys? What are they doing? What is about to happen? How will both boys react?* You could exploit this photo before or after Exercise 3, or as a lead-in to the whole spread.

LISTENING

Aim

to listen for general and specific understanding; to work out the meaning of words and phrases in context

4  **54** Give students a moment to read through the situation and questions.

- Play the recording. Students listen and note answers. Let students compare their answers in pairs before discussing in feedback.

Answers

Conversation 1

- 1 Brian's brother – his front teeth and his wrist
- 2 A wall collapsed when he was trying to climb it and he landed face first, knocking his teeth out (and snapped his wrist).
- 3 His false teeth fell out at dinner and he put them back in in front of them.

Conversation 2

- 1 Doug – his forehead (and chin)
- 2 He hit his head on a shelf. He got blown over and fell and hit his chin on the road.
- 3 The woman notices and asks about a scar.

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Conversation 1

A = Anita, B = Brian

- A: Well Brian, I have to say, I certainly wasn't expecting your brother to do that!
- B: What? The business with the teeth?
- A: Yeah. I mean ... yuck! Seriously. In the middle of the meal as well. That really freaked me out.
- B: I guess it was a bit odd. I'm sort of used to it now, though.
- A: It was gross. I mean, couldn't he have kept it hidden and just sneaked off to the loo - instead of bashing it back in right in front of us? Incredible! Honestly! Just ... wow!
- B: Ha ha. I'd take it as a compliment. It means he's comfortable in your presence now!
- A: Lucky me!
- B: Have I ever told you how that happened?
- A: No, but I'm not sure I want to know, to be honest.
- B: Oh, it's not that bad. It was back when we were kids. We'd just moved to this place out in the country and we were exploring, you know, having a wander around, and there was this big old wall at the end of the garden. We were trying to haul ourselves up it, but then when he got near the top, the whole thing collapsed and he came crashing down and landed face first, knocking those two front teeth out.

- A: Fff! Ouch! Nasty.
- B: Yeah, there was blood everywhere, you know, pouring down his face ...
- A: Oh, stop it! You're just saying it to make me feel worse now.
- B: And to top the whole thing off, he didn't even really notice because he somehow snapped his wrist in the fall as well.
- A: Gee! Poor guy.
- B: Yeah, he was in agony.
- A: I guess perhaps I should cut him some slack, then.

Conversation 2

C = Chloe, D = Doug


- C: How did you get that scar, if you don't mind me asking?
- D: Which one? The one on my chin?
- C: No, I meant the one on your forehead. It's pretty nasty.
- D: Oh, that. Yeah, well, I was smart enough to somehow walk straight into a head-height shelf when I was eighteen. I was working at this summer camp in the States and I'd been out to a party with some friends one night, stumbled home and whacked myself when I got back to my cabin. I decided that, while it hurt a bit, it'd probably be OK and that what I really needed was my bed. I woke up in the morning to find there was blood everywhere – all over the bed, the floor – and most shockingly, when I looked in the mirror, I realised my face was covered in dried blood, which I really hadn't been expecting! The doctor said he could've stitched it if I'd seen him right away, but that it was unstitchable the following day! Just my luck.
- C: Oh, that's awful.
- D: Yeah, well, it's my own stupid fault, really.
- C: And ... um ... I'm scared to ask now, really, but what about that other one?
- D: You won't believe me when I tell you. Honestly.
- C: Um ... OK. Is it gruesome?
- D: Not really. Just odd. I don't know if you remember but a couple of years ago, there were all these reports of people getting blown off their feet by high winds and even someone getting killed by being blown head first into a door.
- C: No! That must just have completely passed me by somehow.
- D: Yeah? Well, it was pretty crazy. What happened with me was that one night I just got totally blown down the drive at the side of my house – completely out of control! I somehow managed to go head first between two parked cars, whacking my head on both of them and landing on my chin in the middle of the road.
- C: Ouch!
- D: Yeah, and when I came to, I found my chin completely split open ... and my wisdom teeth weren't too happy either!
- C: Woah! You're fairly accident-prone, really, aren't you?
- D: I've got another one, actually, if you want to hear about it ...

Background language notes for teachers

You could point out the words used to mean 'really horrible' in the context of describing injuries: *nasty*, *gruesome*, *gross*.

cut him some slack = stop criticising him or giving him a hard time

wisdom teeth = the large back teeth that don't usually appear until your teens

5  **54** Let students read through the sentences first, and decide whether they are true or false based on their first listening. Check *stitches* (= thread used to join skin together after it has been cut in an accident). You might also pre-teach one or two difficult words needed to answer the questions: *haul yourself up* = pull yourself up; *cut (somebody) some slack* = not be too demanding or critical; *it passed me by* = I didn't notice it.

- Play the recording again. Let students compare their answers in pairs before discussing as a class. In feedback, ask students to justify their answers by telling you what they heard on the recording.

Answers

- 1 F (*I guess it was a bit odd. I'm sort of used to it now, though.*)
- 2 F (*Ha ha. I'd take it as a compliment. It means he's comfortable in your presence now! A: Lucky me!* (Note that Anita is being sarcastic.))
- 3 T (*We were trying to haul ourselves up it*) (Note that *haul* means 'pull up using your arms and with great difficulty'.)
- 4 T (*He didn't even really notice because he somehow snapped his wrist in the fall as well.*)
- 5 T (*I guess perhaps I should cut him some slack then.*)
- 6 T (*I was working at this summer camp in the States*)
- 7 T (*while it hurt a bit, it'd probably be OK and that what I really needed was my bed*)
- 8 F (*he could've stitched it if I'd seen him right away, but that it was unstitchable the following day!*)
- 9 F (*it's my own stupid fault, really*)
- 10 F (*That must just have completely passed me by somehow.*)

6 Ask students to discuss the words and phrases in pairs. Go round the room and check students are doing the task and help if necessary.

- In feedback, ask different pairs to tell the class what they think the words mean. Ask them to say how the context helped to show meaning. You could ask students to check any words they aren't sure of in a dictionary at the end of the activity.

Answers

- 1 *business* here means 'strange or controversial thing that happened'
- 2 *freaked me out* here means 'made me feel really unsettled / uncomfortable'

3 *sneaked off* here means 'to go quietly so people don't notice'; *the loo* is an informal word for the toilet; *bashing* here means 'hitting it so that it is in place'

4 *to top the whole thing off* is used here to introduce the last of several bad events

5 *smart* is used ironically here – normally it means 'clever', but here it means 'stupid'

6 *stumbled* here means 'walked unsteadily'

7 *just my luck* is used ironically to mean 'I always have bad luck'

8 *weren't too happy* is used to mean his teeth were painful too

7 Ask students to discuss the questions in groups of four or five. Monitor closely and note interesting and useful language, as well as errors.

- In feedback, ask different pairs to tell the class what they discussed. Once you have fed back on content, look at good language that students used, and language students didn't quite use correctly during the activity.

Possible answers

Work with your students' answers.

The first sounds really painful because it involves loss of teeth and a broken wrist. The second and third involve blows to the head, which could be more serious.

The first and second are perhaps most avoidable.

The first and second involve blame on the part of the person who got injured. In the first, he shouldn't have been climbing over a wall. In the second, he had been to a party and wasn't concentrating.


Responses could include giving first aid, calling an ambulance, fainting with shock at the sight of blood, and panicking.

DEVELOPING CONVERSATIONS

Interjections

Aim

to introduce ways of using interjections to express emotions or show you want people to do something

8  **55** Read through the information in the box as a class. Ask students if they can think of any interjections they know in English.

- Play the recording. Ask students to listen and note down the interjections. Let them compare answers in pairs. In feedback, elicit answers and write them up on the board.


55 and answers

- | | |
|--------------|-----------|
| 1 Wow! | 7 Ahem! |
| 2 Fff! Ouch! | 8 Mmm |
| 3 Yuck! | 9 Umm |
| 4 Gosh! | 10 Oi! |
| 5 Phew! | 11 Sshhh! |
| 6 Mmm! | 12 Oops! |

Background language notes for teachers

It is worth noting that when saying these words it is important to mime or act out the feeling behind them. So, *wow!* needs to be said with wide-eyed enthusiasm otherwise it suggests disinterest or cynicism. You could drill the words with appropriate facial expressions to get students practising this. The words are onomatopoeic for the most part – they sound like what they mean.

9 Organise the class into pairs to discuss the meaning of the interjections. Elicit the meaning of the first to get students started. In feedback, elicit a few predictions but don't reveal the answers as this activity creates a prediction task for the listening to follow.

10  **56** Play the recording. Ask students to check predictions. Let them compare their answers in pairs. In feedback, elicit answers.

Answers

- 1 Wow! = surprise / show you're impressed
- 2 Fff! Ouch! = sympathy for pain suffered
- 3 Yuk! = disgust
- 4 Gosh! = surprise
- 5 Phew! = relief
- 6 Mmm! = you like the taste
- 7 Ahem! = trying to get attention or expressing annoyance where you might be ignored
- 8 Mmm = uncertainty or a non-committal noise (neither yes or no) – in this case because you weren't listening
- 9 Umm = hesitation
- 10 Oi! = you've seen someone doing something wrong
- 11 Sshhh! = asking people to be quiet
- 12 Oops! = old fashioned / polite way to say you made a mistake or dropped something, etc.

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- 1 A: She speaks six different languages.
B: Wow! That's impressive.
- 2 A: I was running and I heard something in my knee just snap!
B: Fff! Ouch! Painful!
- 3 A: His false teeth fell out onto the floor and he just picked them up and put them straight back into his mouth again.
B: Yuk! That's disgusting!
- 4 A: I've still got a scar. Look.
B: Gosh! That's awfully big!
- 5 A: The doctor I went to for a second opinion said I'd been given the wrong diagnosis and it wasn't as serious as they'd thought.
B: Phew! That's a relief, then.
- 6 A: Mmm! This is delicious! What's yours like?
B: Yeah, not bad.
- 7 A: Ahem!
B: What? ... Oh, sorry.

- 8 A: And then she said, like, you know, that she thought it was a bit too big, you know, not really the right fit, but I wasn't sure so ... are you listening to me?
B: Mmm. Yeah. Course.
- 9 A: So how come you decided to do that, then?
B: Umm. That's a good question, actually. I'd have to think about that.
- 10 A: Oi! What do you think you're doing?
B: Quick! Run!
- 11 Sshhh! The baby's sleeping.
- 12 A: And then I realised I'd copied my boss in on the email by mistake!
B: Oops! That wasn't very clever.

11 Ask students to discuss the questions with their partner. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary. In feedback, ask different groups to tell the class what they discussed.

Possible answers

Reasons for using interjections: to show interest, to respond naturally, to keep conversations going, to be natural by using English interjections rather than ones you would use in your language
Reasons against: don't need them, could sound unnatural when using them

Optional extra activity Ask students in pairs to prepare and act out three short conversations, each containing a different interjection. Ask some pairs to act out their conversations for the class.

CONVERSATION PRACTICE

Aim

to practise language from the lesson in a free, communicative, personalised speaking activity

12 This is an opportunity to bring together the different threads of the lesson, and for students to practise describing accidents.

- Ask students to choose a task and prepare notes. Monitor and help with ideas and vocabulary.

13 Once students are ready, organise them into groups of four or five to share their stories. Listen for errors, new language or interesting conversations to use in feedback.
• In feedback, look at good language that students used, and language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

 **37** Refer students to the video and activities on the DVD-ROM.

Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:

- 1 as an alternative to the conversation practice
- 2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases / structures in a controlled way before having a go themselves.
- 3 at the end of the unit as a revision exercise

COMPENSATION CULTURE

Student's Book pages 144–145

Communicative outcomes

In this two-page spread, students read and discuss compensation cases.

SPEAKING

Aim

to introduce the topic of the reading text; to get students talking about risk or risk aversion

1 Start by explaining *risk aversion* (= ways of avoiding risks). Organise the class into groups of four or five to discuss the questions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.

- In feedback, ask different groups to tell the class what they discussed. Once you have fed back on content, look at good language that students used, and language students didn't quite use correctly.

Possible answers

from top to bottom

Photo 1: this illustrates the risk of terrorists taking explosives in cans or tubes on to a plane – fluids and pastes are currently prohibited from flights

Photo 2: this illustrates the need to wear visible clothing in the street. These school kids have been given hi-vis jackets, presumably so that they won't be hit by motorists, or perhaps so that the teachers can make sure they don't lose any kids.

Photo 3: this illustrates the risk involved in putting up scaffolding in a high rise building

Photo 4: this is a joke. It is making fun of the fact that signs are often put up to warn us of unimportant things or unlikely risks – here, the sign is warning us about itself.

READING

Aim

to practise reading for general understanding; to prepare students for the extended reading

2 Ask students to read the situation and the task. Set a two-minute time limit for them to read and note answers.

3 Ask students to work in pairs to compare answers. In feedback, ask pairs to share their ideas with the class.

Answers

- 1 photo 4 – it is a possible example of overcautiousness and worry about compensation claims while not dealing with more important issues (though students may have other ideas which they will need to justify)
- 2 Answers will vary depending on students' attitudes

- 3 Answers will vary depending on students' countries and attitudes
- 4 *negligent* = irresponsible
damages = compensation / payment
dismissed on the grounds = rejected for the reason ...

Optional extra activity Note that students will soon read about this case. However, you could open it out at this stage into a debate. Ask students to discuss the case and court decision in open class, and encourage them to share their diverse opinions.

VOCABULARY Laws and regulations

Aim

to introduce and practise words to describe laws and regulations

4 Ask students to match the words to the definitions. Elicit the answer to the first one as an example. Let students compare their answers in pairs. In feedback, elicit answers.

Answers

- | | |
|---------------|------------------|
| 1 an appeal | 6 non-compliance |
| 2 negligence | 7 damages |
| 3 liability | 8 grounds |
| 4 legislation | 9 precedent |
| 5 a lawsuit | |

Background language notes for teachers: pronunciation

Point out the strong stress in these words: *appeal*, *negligence*, *liability*, *legislation*, *non-compliance*, *damages*, *precedent*.

5 Ask students to complete the sentences. Let students compare their answers in pairs. In feedback, elicit answers from different pairs.

Answers

- | | |
|------------------|-----------------|
| 1 was held | 6 admitted |
| 2 was awarded | 7 set |
| 3 sued | 8 repealed |
| 4 was overturned | 9 was dismissed |
| 5 filed | |

Background language notes for teachers

Point out common collocations, and ask students if they can think of other common collocations. For example: *be (liable)*, *be held (liable)*, *find yourself (liable)*; *award (someone damages)*, *award (an amount) in damages*, *pay damages*, *receive damages*; *overturn*, *dismiss*, *uphold on appeal*, etc.

Teacher development: the importance of collocation

Recognising the patterns of words, the way particular words collocate with others and the way they habitually go together, is important in language learning and attaining fluency. While these sequences of words are instantly recognisable to native speakers, they are difficult for second language learners to acquire and use properly. That's why it is essential to make sure your students notice patterns and sequences, categorise them, expand on them, and notice how fixed they are. Pay particular attention to unusual collocations which students will never guess, and which do not translate from L1 (e.g. *hold someone liable*).

Optional extra activity Ask students to use dictionaries to research other collocations and sequences for the words in the sentences in Exercise 5.

6 Ask students to work in pairs to come up with examples. You may want to set a limit (say: *give me five examples in total*), depending on your students' knowledge and experience. Don't expect students to have ideas to incorporate all the language. Monitor and help with ideas and vocabulary. In feedback, elicit any interesting stories or experiences from the class.

Possible answers

Some possible examples related to the UK and US below:

- BP was held liable for the accident on its oil rig in the Mexican gulf and forced to pay damages.
- & 6 In a case of medical negligence at a Rhode Island hospital, they operated on the wrong side of someone's brain.
- A Conservative MP, Jonathan Aitken, once sued a newspaper for libel over a claim he had been involved in corruption, but he lost the case and ended up in prison.
- A man who was jailed for killing Jill Dando, a TV presenter in the UK, eventually had his conviction overturned on appeal.
- A number of cancer sufferers / smokers filed (and won) a class-action lawsuit against a number of cigarette companies.
- The ruling of the European Human Rights court set a precedent for the example in item 7.
- In the UK there is opposition to some security legislation and people want to see it repealed.
- Many cases are dismissed for this reason.

Optional extra activity 1 Ask students to word build from the words in Exercises 4 and 5. For example, students could make this list: *liable*, *liability*, *precedent*, *precedence*, *legislate*, *legislative*, *libel*, *libellous*, *convict*, *conviction*, *compensate*, *compensation*, *oppose*, *opposition*, *dismiss*, *dismissal*.

Optional extra activity 2 Ask students to play a word game with the words from the lesson. In pairs, students take turns to say a word. Their partner must create a sentence using that word.

READING

Aim

to practise reading for general and specific understanding; students read and respond to information and opinions in texts

7 Remind students of the news report by asking them to look at the headline. Ask: *What do you remember of the story? From the headline, what do you expect the point of view of the editorial to be?* Ask students to read the situation and the task. Let students compare their answers in pairs before discussing as a class.

Answers

- 1 They think it was stupid and a waste of time.
- 2 – not taking responsibility for own actions
– wasted court time
– people see risk and danger everywhere (health and safety culture)
– extra costs for business (such as increased insurance premiums)
– extra red tape for business
– inconvenience when travelling
– ‘smothering children’ (i.e. not giving them sufficient freedom)
- 3 It wants fewer of these cases brought to court and some health and safety regulations to be repealed.
- 4 It’s a more ‘popular’ / tabloid-type paper given the exaggerated language (list of shame / wrapped in red tape), but it takes the subject seriously. Generally it could be characterised as right-wing – with arguments to reduce the burden of the state and a focus on individual freedom and business.

8 Ask students to read the list and prepare their own opinions. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.

9 Organise the class into pairs to share their opinions.

- In feedback, ask different pairs to tell the class what they discussed. Use the opportunity to correct any errors or rephrase what students are trying to say. You could extend this into a class debate (see below).

Optional extra activity Choose one of the items on the list of shame which some of your students put a tick next to while others put a cross next to. Ask students to form groups or pairs made up of students who have the same opinion about whether the item is mad or not. Give students time to prepare short arguments to support their point of view. Then ask each group to present their points to the class. At the end, find out whether anybody changed their mind depending on the arguments put forward by each side.

SPEAKING

Aim

to practise language from the lesson in a free, communicative, personalised speaking activity

10 Students will read three or four short texts, each of which provide information that sheds a different light on the issues raised in the text, notably the true story behind the Liebeck case. They will then have the same questions to discuss as their partner.

- Organise the class into pairs. Ask each pair to decide who is A and who is B. Tell them to find their information pages (pages 188 and 195), then give them time to read their files and prepare. Monitor and help with ideas and vocabulary.
- Ask students to tell each other what they read in their texts. Then ask them to discuss the questions. Monitor and note errors and good uses of language.
- In feedback, look at good language that students used, and language students didn’t quite use correctly. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Answers

Answers will vary. The additional information is aimed at showing some alternative views, but students may legitimately argue that it is irrelevant or unreliable / biased or reinforces how they feel as well as undermining their initial assumptions.

Optional extra activity As the texts require some understanding before students can report and discuss them, you might consider breaking this activity down into further stages.

- Start by organising the class into A pairs and B pairs.
- Ask the A pairs to work together to read and prepare, and the B pairs to do the same. Take time to monitor, explain words, and make sure students are fully prepared.
- Then mix the pairs so that the As are with the Bs so they can summarise and discuss their texts and the questions.

IGNORE AT YOUR PERIL**Student's Book pages 146–147****Communicative outcomes**

In this two-page spread, students will talk about Internet dangers; students will roleplay a phone-in about future risks and fears.

SPEAKING**Aim**

to set the scene and introduce the theme of the listening; to get students talking about digital technology

1 You could start with an open-class activity, books closed, by writing *digital* on the board, and asking students to think of as many words as they can that collocate with *digital*.

- Organise the class into groups to discuss the terms. Go round the room and check students are doing the task and help with ideas and vocabulary if necessary.
- In feedback, ask different pairs to tell the class what they discussed. Once you have fed back on content, look at good language that students used, and language students didn't quite use correctly during the activity.

Possible answers

digital detox: taking a break from using any digital product, especially in the case of excessive use
 the digital divide: inequality being created between those who understand and have access to Internet and those who don't
 digital disruption: how companies using digital technologies are disrupting and taking over from traditional providers, e.g. the Uber taxi app is taking over from licensed cabs in many cities worldwide
 the digital economy: money made through online trading
 digital footprint: all the details you leave of yourself online and in your mobile phone usage
 digital hermits: people who adopt a digital-free lifestyle
 digital literacy: ability to use software and hardware and understand aspects of digital content
 digital natives: young people who have grown up with and have a natural understanding of digital products and social media

Optional extra activity Ask students to look up *digital* in dictionaries or online and find out how many collocations they can find.

UNDERSTANDING VOCABULARY**Synonyms****Aim**

to check students' understanding and use of synonyms, and how they collocate differently

2 Read through the information in the box as a class. Ask students to work individually to choose the correct option. Let students compare answers in pairs before discussing as a class.

Answers

1 peril	6 menace
2 threat	7 risk
3 hazard	8 danger
4 menace	9 risk
5 threat	10 danger

Background language notes for teachers

grave danger = very serious

fraught with danger = full of danger (also *fraught with concern, difficulties, ambiguities*)

3 Ask students to work individually to underline the whole phrase. Let students compare answers in pairs before discussing as a class.

Answers

- 1 ignore ... at your peril
- 2 under threat from
- 3 poses a real health hazard
- 4 combat the menace of
- 5 poses a great threat to
- 6 (some kind of) menace to society
- 7 run the risk of
- 8 is fraught with danger
- 9 putting yourself at risk
- 10 is in serious danger of

4 Ask students to discuss the statements in pairs. This activity aims to personalise the new language and collocations, and get students to use them. You could choose one of the sentences to discuss in more detail as a class.

LISTENING**Aim**

to practise listening and note-taking; to listen for specific information

5 **57** Give students a moment to read the situation and task.

- Play the recording. Ask students to listen and take notes.

6 Let students compare answers in pairs before discussing in feedback.

Answers

Internet addiction
 created a generation of idiots
 plagiarism
 young people 'over-sharing'
 dangers of online profile causing problems for you in the future
 spammers / fraudsters

57

**M = Michael (presenter), J = Joyce,
O = Oliver, N = Nigel**

M: Now I'm guessing that many of you – like me – may have raised an eyebrow this week when you heard that kids as young as eight are receiving treatment for Internet addiction. And this is a problem that's surely set to get worse, of course, given that it's just been announced that over 40% of the world's population – a whopping three billion people – is now online. Three billion! Can you believe it? And that's why today we're turning our attention yet again to the World Wide Web – and asking whether the Internet is becoming more of a curse than a blessing. As ever, if the show's to work, we need you to call up and tell us what's on your mind. And I think we have our first caller on line one. It's Joyce in Crawley. Joyce, hello.

J: Oh hello, Michael. Thank you. Yes. Well, I've been a university lecturer for some 40 years now and I'm on the verge of retiring. I'm due to stop work in the summer and I must say I'm awfully glad about it.

M: Why's that, then, Joyce?

J: Well, to be frank, I think the Internet has created a generation of idiots and I honestly don't think things are likely to get any better in the foreseeable future.

M: Well, that's a fairly bleak appraisal. What is it about the Web that particularly concerns you, Joyce?

J: Well, the main thing is simply the ease of access it provides. I'm obviously not opposed to people being able to access useful information, but most students nowadays have lost the ability to construct their own essays or think their own way through a question. They simply cut and paste and hand things in, which appals me.

M: So, plagiarism, in short?

J: Exactly. But you try telling them that!

M: Well, luckily, I don't have to, Joyce, and on the plus side, you won't have to either for that much longer. Next up, I think it's Oliver phoning in from Barnstable. Are you there, Oliver?

O: Yes, Michael. Can you hear me?

M: Loud and clear, Oliver. What's on your mind?

O: Well, what worries me, Michael, is the fact there's no delete button on the Web.

M: OK. You're going to have to expand on that a bit, Oliver. I'm not quite sure I know what you mean.

O: Well, look. People like me, what you might call digital natives, right. We've grown up with the Internet and sharing online is a normal part of how we live. Most young people don't think twice about what they share when – and I just think that's bound to cause problems in the long run.

M: You think there's some over-sharing going on then, Oliver?

O: I do, yeah, and I think people are pretty naïve too. You know, they'll post up crazy photos from parties and fire off comments in the heat of the moment and just assume that they can delete it all later.

M: Well, there are firms that can tidy up your online profile these days, aren't there?

O: Yeah, sure, to a degree ... but you can never really know if someone's copied what you've posted, can you? And things can easily come back to haunt you later on.

M: And you're saying the chances of people avoiding all this are pretty slim?

O: To put it mildly, yes. People need to wake up – and wise up. Really.

M: Sound advice, I'd say. Next up is Nigel, in Manchester. Hello.

N: Hello there, Michael. Nice to be with you. Long-time listener here. What I wanted to say was it's time we got tough and cracked down more on the Web.


M: And how do you propose we do that, then?

N: Well, if it were up to me, I'd arrest anyone caught looking at banned websites. I mean, they must know who these people are, mustn't they, the government?

M: That's a huge online policing presence you're suggesting there, Nigel, and in all likelihood, most offenders are actually pretty harmless when it comes down to it.

N: Yeah, OK, but maybe we should make an example of one or two people, then, you know. Hit them with the toughest sentences we can. Like all the spammers and online fraudsters, and so on. Do that and the odds are you'll put others off.

M: Or do that and there's a distinct possibility you'll end up involved in a legal dispute about appropriate punishments, I would've thought, to be honest.

7  **57** Play the recording again. Ask students to listen and note answers. Organise students into pairs to discuss and check answers. In feedback, elicit brief answers.

Answers

- 1 kids addicted at eight years old, 40% of world population online
- 2 Students have lost their ability to construct an essay and just cut and paste, basically engaging in plagiarism.
- 3 He is one himself. They are people who have grown up with the Internet.
- 4 His main concern is with young people 'over-sharing' and the danger of online profiles causing problems for young people in the future.
- 5 He'd arrest anyone caught looking at banned websites.
- 6 It would require a huge online policing presence, and most offenders are probably pretty harmless.
- 7 He'd make an example of one or two people to put others off.
- 8 The possibility of ending up involved in a legal dispute about appropriate punishments.

8 Organise the class into groups of four or five to discuss the questions.

- As students speak, go round and monitor, and note down any interesting pieces of language you hear.
- At the end, look at good language that students used, and language students didn't quite use correctly during

the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

GRAMMAR Talking about the future

Aim

to check students' understanding of how to use various verb and noun structures to talk about the future

9 Read through the information in the box as a class.

- Ask students to complete the sentences individually. Monitor and notice how well students understand how to use these patterns.

10 **58** Organise students into pairs to compare their ideas in Exercise 9.

- Play the recording so that students can listen and check their answers.
- In feedback, elicit the students' answers and discuss any problems. They can check their ideas and answers using the Grammar reference on page 184.

Answers

- | | |
|---------------------|----------------|
| 1 's, set to get | 6 verge |
| 2 's to work | 7 chances |
| 3 'm due to stop | 8 likelihood |
| 4 are likely to get | 9 odds |
| 5 bound to cause | 10 possibility |

58

- This is a problem that's surely set to get worse.
- If the show's to work, we need you to call up and tell us what's on your mind.
- I'm due to stop work in the summer.
- I honestly don't think things are likely to get any better in the foreseeable future.
- I just think that's bound to cause problems in the long run.
- I'm on the verge of retiring.
- And you're saying the chances of people avoiding all this are pretty slim?
- In all likelihood, most offenders are actually pretty harmless.
- Hit them with the toughest sentences we can. Do that and the odds are you'll put others off.
- Do that and there's a distinct possibility you'll end up involved in a legal dispute.

G Students complete Exercise 1 in the Grammar reference on page 184.

Answers to Exercise 1, Grammar reference

- distinct / ~~probable~~ (*It is probable that you'll experience ...*)
- about to be / on the verge of being
- due to / ~~just about to~~ (*just about to* = more immediate and not usually with time phrase)
- slim / slight (both mean *small*)

- probable / likely
- ~~chances~~ / likelihood (*chances* doesn't fit the phrase – collocation = *in all likelihood*)
- set to announce / on the brink of announcing (though first is far more common)
- high / likely (there are some examples on Google, but very unusual compared to *high / low odds*)
- bound to / ~~set to~~ (*set to* suggests readiness so it doesn't work here when it is out of your control like this)
- is to / ~~will~~ (*will* isn't usually used in the *If* clause of a conditional sentence. Use present forms with future meaning.)

11 Do the first as an example in open class. Then ask students to work individually to rewrite the sentences before comparing with a partner.

Answers

- The situation is bound to deteriorate.
- It's (very) likely that our jobs will be at risk.
- They're on the verge of finalising the deal.
- Gamble online and in all likelihood you will lose.
- The work is due to be finished by May.
- Inflation is set to rise above 10% next month.

G For further practice, see Exercises 2 and 3 in the Grammar reference on page 184.

Answers to Exercise 2, Grammar reference

- | | |
|-------|-------|
| 1 of | 5 for |
| 2 in | 6 of |
| 3 for | 7 In |
| 4 on | |

Answers to Exercise 3, Grammar reference

- is to be overseen by
- is sure to damage
- on the brink of finding
- are about to be
- success is bound to
- are highly likely to rise

SPEAKING

Aim

to provide communicative speaking practice in a personalised activity

12 Organise the class into groups of four or five and ask them to choose a topic for discussion.

- Ask each group to select a host. Tell the host (Student A) to find their information page (page 197), then give them time to read the file, and to think of what to say. Ask the other students to prepare points.
- Give students four or five minutes to prepare ideas. Monitor and help with vocabulary and encourage students to make brief notes to help them when they talk.

13 When students are ready, ask them to roleplay the phone-in programme. Monitor and notice errors and examples of good language use which you could focus on in feedback.

- In feedback, ask different groups to tell the class what they discussed.
- Once you have fed back on content, look at good language that students used, and language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Web research activity

- The Internet is full of lists. Ask students to find a list connected with dangers or risks. For example, they could research the top ten dangers in the home, the top ten most dangerous cities or the top ten holiday health risks.
- In the next lesson, ask students to present their lists and say which dangers they agree or disagree with and why.

VIDEO 8: LONG NECK WOMEN

Student's Book page 148

Aim

to find out about the long-necked women of Myanmar; to improve students' ability to follow and understand fast speech in a video extract; to practise fast speech and to improve pronunciation, stress and intonation


1 Lead in to the topic by asking students to look at the photo and say what they can see. Organise the class into pairs or small groups to discuss the questions. Elicit students' ideas and write up interesting ideas or language on the board. Encourage students to justify their opinions and argue their cases.

Answers

Although it may not be immediately obvious to your students, the photo shows a row of public payphones in front of a large poster. It may well be at an airport or railway or bus station. Work with what students say, but the most likely explanation is that the photo was taken somewhere in south-east Asia (Thailand or Burma), and the purpose is to advertise the country or region.

Culture notes


The 'long neck women' are Kayan people, originally from Burma (or Myanmar as it is also called). However, some hill tribes also live in northern Thailand, having fled there in the 1980s and 1990s after coming into conflict with Burma's military regime. There has been criticism of the Thai villages as they are exploited by people selling tours to go and look at the long-necked villagers. Tribes of long neck people are actually quite rare among the Kayan. The majority became Roman Catholic in the nineteenth century.

2  Give students time to read through the questions. As students watch the first part of the video, they should note answers. Let them compare their notes in pairs before discussing as a class.

Answers

- 1 tattoos, implants, piercings, hair colouring, skin colouring
- 2 the remote Thai-Burmese border
- 3 The brass rings they wear around the necks are valuable. They need armed guards to protect from bandits who might try to steal the rings.

3 Organise the class into pairs to prepare questions. As they discuss, monitor and note down the six most common questions. If some pairs had problems preparing questions you could have a brief feedback session in which the class share their questions. That way all the students will be prepared for the next task.

4  38 Play the second part of the video and ask students to note answers to any of their questions. Let them compare answers in pairs before discussing as a class.

5 Organise the class into pairs. Ask students to look at the words and numbers first to see what they remember based on their first viewing. As students watch the second part of the video again, they should add to and correct their ideas. Let them compare answers in pairs before discussing as a class.


Answers


- 1 Mar Nang is the matriarch of the hill tribe – the female leader of the community.
- 2 Mar Nang's coil is long enough to form 25 concentric rings – it's over twelve inches high.
- 3 To outsiders, the rings may appear to be shackles of slavery or suffering.
- 4 The heavy coils are made from solid brass rods.
- 5 Neck pieces can weigh as much as a standard car tyre.
- 6 They start off by adding just a few rings, then as each extra coil is added, they start pushing the clavicle (the bone from your shoulder to the bottom of your neck) down – and then the ribs are squeezed and flattened.
- 7 Folklore says a women's neck will break if coils are removed and it's unsupported. (Mar Nang has proved this is not true many times.)
- 8 Today a nineteen-year-old comes to Mar Nang complaining about her sixteen rings. Mar Nang will take all the rings off and refit them.

6 This exercise offers students the chance to relate the topic of the video to their own experiences, ideas, opinions and general knowledge.

- Give students time to read the questions. Put them into groups to discuss them.
- Monitor and help with ideas, facts and vocabulary.
- When most students have finished, stop the class and give some feedback, either by sharing some ideas you heard with the whole class or by asking students to correct or fill in gaps in sentences you've written on the board, based on what you heard students saying.

Understanding fast speech

7  39 Play the recording. Students listen and write what they hear. Let them compare in pairs.

8  40 Students listen again to a slower version to check and improve what they have written. Let them compare answers in pairs.

9 Students check what they wrote in File 10 on page 189 of the Student's Book. Encourage them to practise saying the extract.

Video script 38

Narrator: Tattoos, implants, piercings, hair colour, skin colour. As a species, we're either trying to stand out or to fit in. The changes we make to our bodies don't just define ourselves – they define the very culture we live in. So what interpretation of beauty would lead these women to extend their necks beyond recognition?

On the remote Thai-Burmese border local women seek thatch grasses for their village. Their world is as beautiful as it is dangerous – a haven to smugglers and outlaws. An armed guard watches for bandits – ready to protect them – because even though they're poor, these women carry one item of great value: their brass neck rings.

Mar Nang: I started to wear the rings when I was five years old.

Narrator: 51-year-old Mar Nang is the matriarch of a hill tribe known as the Kayan. To the outside world they are the 'Long Necks' – wearers of shining rings of brass that disfigure and deform the bodies of those who wear them.

Mar Nang: Feeling pain and feeling some discomfort is part of living.

Narrator: Mar Nang is one of the longest of the Long Necks. Her coil is long enough to form 25 concentric rings over twelve inches high.

Mar Nang: I had all these rings when I was sixteen years old, I didn't want to put on any more.

Narrator: Kayan women have worn these bands of brass for centuries. To outsiders, they might appear shackles of slavery or suffering. The heavy brass coils are fashioned from solid brass rods. Neck pieces can weigh up to 22 pounds, the same as a standard car tyre. Mar Nang has felt the weight of hers for 46 years, and even though she and the women of Kayan are known as 'Long Necks', their coils do not actually extend the spine.

An initial coil of about five rings weighing nearly 4.5 pounds presses down on the shoulders. As each new coil is added the extra weight compresses the body, pushing the clavical down, squeezing and flattening the ribs until the shoulders fall away, giving the appearance of an elongated neck.

Folklore says a woman's neck, long supported, can break if the collar is removed. Village matriarch Mar Nang has challenged that legend many times removing and repairing the neck pieces of longneck women. Today nineteen-year-old Mar Bling has come to Mar Nang complaining of discomfort with her heavy sixteen-ring brass coil. Mar Nang will readjust and refit it for her.

Mar Bling: At first it's painful, but it's worth the initial pain because it's beautiful.

Narrator: Mar Bling has adapted to years of washing, sleeping and eating wearing her metal collar.

Mar Bling: Sleeping and washing is difficult, but you get used to it.

Narrator: She hasn't seen her own neck in over five years and wonders what she will find.

Mar Bling: I haven't seen my neck for a long time. Today is a big occasion and I'm very excited.

REVIEW 8

Student's Book page 149

Aim

to consolidate vocabulary and grammar from
Units 15 and 16

Answers

1

- | | |
|----------------------------|-----------|
| 1 likelihood / probability | 6 capable |
| 2 chances / odds | 7 slim |
| 3 peril | 8 to |
| 4 threat | 9 in |
| 5 for | 10 of |

2

- congratulate you on passing
- unaware of the existence of
- is fraught with danger
- on the verge of becoming
- a fine line between genius
- in the medium / long term

3

- | | |
|---------------|------------|
| 1 in thinking | 4 due |
| 2 it's likely | 5 risk |
| 3 to | 6 of which |

4

top half: bangles (on your wrist), bushy (hair), lapel (on jacket), wig (on head), shades (sunglasses), sleeve (of shirt / jacket)

bottom half: flares (jeans), flats (shoes), sturdy (shoes), trainers (shoes), wedges (shoes), sandals (shoes)

5

- | | | | |
|-----|-----|-----|-----|
| 1 h | 3 g | 5 a | 7 c |
| 2 f | 4 b | 6 d | 8 e |

6

- in
- in
- over
- off
- out

7

- insufficient
- non-compliance
- liability
- consciousness
- negligence, compensation

8

- | | |
|---------------|--------------|
| 1 scruffy | 7 knock, out |
| 2 frayed | 8 came to |
| 3 fancy | 9 gash |
| 4 highlighted | 10 pouring |
| 5 knee-length | 11 top |
| 6 heels | 12 ripped |