

UNIT 3 It's an illusion

Vocabulary: Fakes

Lead-in

Summarize the points made about buying fakes in the following sites. Write the points on the board and ask students to say which comments they agree with and to share their opinions with a partner.

<http://www.dailymail.co.uk/news/article-471679/Revealed-The-true-cost-buying-cheap-fake-goods.html>

<http://www.dailymail.co.uk/home/moslive/article-1019598/An-idiots-guide-buying-fake-Rolox.html>

- 1 Read the dictionary definition with the class and make sure students understand the meaning by referring to items in the classroom. This might need to be handled sensitively and it may be better with some classes only to refer to your own possessions. There is of course an opportunity for humour here as most teachers will not possess the items mentioned.

Is my handbag/wallet a real Gucci or a fake?

Is (my/name's) coat a real Burberry or a fake?

Is my Rolex genuine or a fake?

Is my suit a real Armani or a fake?

Get students to speculate in pairs about what might be fake about the objects shown in the pictures.

- 2 Before students tackle the activity, get them to identify any words they don't know and encourage them to guess the meaning of unknown vocabulary from the context. Also encourage the use of dictionaries if necessary.

Key

- | | |
|-------------|-------------|
| 1 into | 9 coming |
| 2 taken | 10 forgery |
| 3 check | 11 cloning |
| 4 tell | 12 guard |
| 5 imitation | 13 cheating |
| 6 genuine | 14 copying |
| 7 fallen | 15 tell |
| 8 out | |

- 3 If appropriate, try to elicit a couple of examples from each list before students work independently.

Teacher: How can students cheat? Can they cheat by looking up things on the Internet on their a mobile phone, for example?

Write up *cheat by + (verb) -ing*. Continue similarly with the other examples, pointing out any structures which are required.

Key

Possible answers:

- 1 use a mobile phone/take notes into an exam
- 2 handbags/T-shirts/gadgets/jewellery
- 3 credit cards/passports
- 4 you've won a holiday/you can earn a lot of money
- 5 security software/warnings
- 6 signatures/money

- 4 Some students might be unwilling to admit that they themselves have fallen for a scam, so you may wish to widen the activity to include 'people you know'.

FCE Listening Part 3: Multiple matching

Lead-in

Present the topic of the history of airbrushing by using the information on the following site.

http://www.airbrushmuseum.com/airbrush_history_

- 1 Get students to work in pairs and read the extract from a magazine article about airbrushing and then answer the question. You may find it useful to elicit feedback from some pairs to the whole class after the pairwork.
- 2 Refer students to the Help box and go through the points carefully with the class before they start the listening task. Encourage students to ask questions for clarification and finally get strong students to repeat the advice in their own words. Focus attention particularly on distractors and anticipating what speakers might talk about.

Key

- | | | | |
|-----------|---|-----------|-----------------|
| Speaker 1 | C | Speaker 4 | F |
| Speaker 2 | D | Speaker 5 | A |
| Speaker 3 | B | | (E is not used) |

- 3 Reference to the listening script is important in helping students analyse their answers and improve their exam techniques.

Listening script 1.8–1.12

1

It's part of our lives today, isn't it? No one's really hiding anything – people know it's happening. When I buy a magazine and look at the photos of celebs and models I know full well that they've been touched up. People can't look that perfect, can they! And surely, it's not just me. Everyone knows that airbrushing goes on, so there's nothing dishonest about it. As far as I'm concerned, it's fine. People should moan about something else!

2

If I were one of those people on the cover of a magazine I'm sure I'd want a bit of airbrushing to look fit and healthy – particularly when you're getting on a bit! Quite honestly, I think it's only fair. Famous people have their photos everywhere and we're looking at them all the time. I know people say that if they want the publicity then they have to accept everything that goes with it. But we've all got a job to do. If theirs is to look good in magazines then the more help they get the better!

3

I know we're seen as the bad guys here but really, we're only doing what our readers want. We're producing the best looking pictures that we can because that's what people expect to see. So, if anyone, they're the ones to blame. Our readers don't want to see models with black bags under their eyes because they had a late night! Or a spotty face! And if we make an actor's face a little slimmer, that's not going to hurt anyone, is it? People have always liked to look at good-looking people – think of all the film stars in the past. And quite honestly, if we're talking about making people look good, maybe we should be talking about banning make-up!

4

Sometimes you just have to laugh! I look at some of these photos and think – you must be joking! No one has a neck that long or legs that skinny! It gets a bit ridiculous at times. Personally, I don't object to a bit of touching up here or there but when you see some of the pictures ... It's unrealistic and the pictures have to be believable, don't they? And it's getting worse! These magazine artists have to limit themselves and accept that they can't go into fantasy land.

5

For me, it's all about the obsession most people have with appearance today and how we and other people look. There's something in the newspapers nearly every

day about all the eating disorders that young kids are suffering from. And why is that? Because many of them want to look like the people they see in the magazines. Airbrushing simply makes it all worse and puts young people at risk. I am well aware that the magazines want to sell more copies – it's a business for them. But I think they should take more responsibility, really.

Vocabulary: Appearance

Lead-in

Get students to compare the 'now and then' photos on the website below or on similar 'now and then' websites and elicit as many adjectives of physical description as possible. Collate words on the board and also try to elicit opposites and cognates.

http://izismile.com/2009/06/10/celebrities_i_now_and_then_42_pics.html

- 1 Encourage students to do the gap-fill activity independently or in pairs and then have them volunteer feedback orally.

Key

- | | |
|------------|----------|
| 1 clear | 5 thick |
| 2 wrinkled | 6 full |
| 3 slim | 7 narrow |
| 4 straight | 8 dull |

- 2 Get students to do the matching activity individually and discuss their answers with a partner.

Key

- 1 b 2 d 3 a 4 e 5 c

- 3 This topic will need to be handled sensitively of course because different classes may react in different ways. To support this activity, ask students to make a list of parts of the body which people often wish to change by cosmetic surgery. Then ask them to give an extended reason for this wish for each part of the body, e.g.
Nose: Some people want to change the shape of their nose to make it smaller and less pointed.

Language focus: Modals of speculation and deduction

Lead-in

Introduce modals for speculation and deduction orally. Emphasize the modals and write them on the board for reference.

I don't have my watch with me today. It must be nearly time for coffee, I think.

It can't be nine o'clock! It must be later than that!

- 1 Get students to read the dialogue and underline the modal verbs and the infinitive forms which follow them.

Key

A: That can't be her real hair. She had it cut really short for her last film.

B: I agree. It must be a wig. It can't have grown that quickly.

A: But, you know, it could be her own hair with extensions.

B: That's true. I hadn't thought of that.

A: And she must have had some dental work. Her teeth used to be crooked, don't you remember?

B: Another thing – she must be wearing contact lenses! I thought her eyes were brown!

- 2 a Get students to match the modal verbs in the dialogue to the three sets of ideas with a partner and then give feedback orally. Also elicit which two modal verbs can be used in place of *could* in the dialogue with the same meaning.

Key

a I think this is possible. *could*

b I'm sure this is the case. *must*

c I'm sure this is not the case. *can't*

(*may* and *might* can be used in place of *could*)

- b Refer students to the section about modals of speculation and deduction in the online Grammar Reference after they have completed the matching activity.

Key

1 perfect infinitive (*have grown*)

2 continuous infinitive (*be wearing*)

3 simple infinitive (*be*)

- 3 This exercise provides consolidation of modals of speculation and deduction. You could ask students to do this as a homework assignment and then get them to give oral feedback in the lesson. Other students could say if they agree with the answers and offer to correct them if necessary.

Key

- 1 Jack **can't** have gone to work because his car is still outside.
- 2 This can't **be** Winchester already, can it? It hasn't taken us very long to get here.
- 3 I'm not sure where Ken is. Try the library – he **might/may** be there.
- 4 I didn't hear Chloe say she was getting married. I must have been **doing** something else when she told you.
- 5 You seem certain that this painting is a fake, but it **might/may** not be – it's hard to tell.

- 4 Encourage stronger students to use three different modals for each reply in order to provide extra challenge.

Key

Example answers:

- 1 She **must have passed** because she's grinning from ear to ear.
She **might have passed**, I can't tell from her expression.
She **can't have passed** because she's crying her eyes out.
- 2 She **must have gone shopping** because the fridge is full.
She **can't have gone shopping** because there's no milk.
She **could have gone shopping** because she was out all morning.
- 3 He **must live near the college** because he always walks here.
He **can't live near the college** because he spends a lot on buses.
He **might live near the college** because I often see him at the local café in the evening.

Additional task

Get students to work in pairs and write sentences about other people in the class, then speculate about the reasons. The activity needs to be handled very sensitively as there is potential for causing offence. Emphasize the need to write

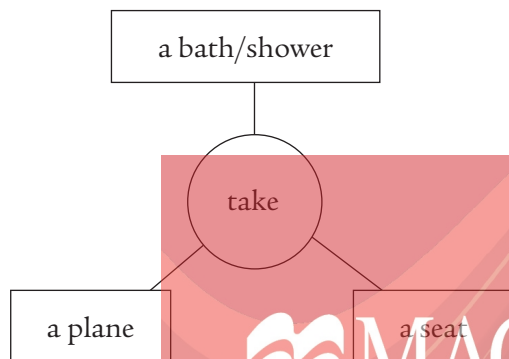
positive comments and provide one or two examples if necessary, e.g.

He looks happy this morning. He must have got a good mark in his test.

Vocabulary: Expressions with *take*

Lead-in

Brainstorm different examples of expressions with the verb *take* which students already know and write them as a spider diagram on the board. For example:



- Students do the matching activity individually and then compare their answers with a partner. Afterwards, add items from the exercise to the diagram on the board. It might be useful to categorize the items as follows:

take + article/possessive + [C] noun

take + [U] noun

take + prepositional phrase

Finally, students copy the completed diagram from the board into their notebooks. See the example opposite after exercise 3.

Key

1 c 2 f 3 b 4 a 5 d 6 e

- Monitor the groupwork closely and support to ensure that students give full reasons and examples.
- The copying activity is probably best done as a homework assignment, but it is essential in the next lesson to monitor that it has been done conscientiously.

Key

Example notes:



FCE Use of English Part 4: Transformations

- Refer students to the Help box and go through the points carefully with the class before they start doing the transformations. The Help box is detailed and it may be useful to take the time on some points to ensure that students fully understand what has to be done. Additionally, ask students to underline the parts of the first sentence (and if necessary parts of the second) that need to be considered.

Key

- might have met while/when
- must have been tired because
- is capable of passing
- tell/see the difference between
- had done the shopping
- might/may not have remembered to
- a possibility (that) Phil gave
- take into account

FCE Reading Part 1: Multiple choice

Lead-in

Ask general questions about students' interest in films. (This could also be done in pairs.)

Do you often go to the cinema? Who with?

Do you watch many films on TV?

Do you buy/rent DVDs?

Do you share DVDs with friends? Do you watch DVDs together with friends?

What are your favourite types of films?

Additional task

Students quickly scan the article to find the answers to these questions.

1 *What's the name of the old man in the poster?*

2 *Which four Disney films are mentioned?*

3 *Which previous Pixar film is mentioned?*

4 *How much did this film make?*

5 *How many cinemas in the UK can show 3D films?*

1 If students do not recognize the poster, ask them to say what they think the film is about and what type of film it is. Get pairs who know the film to talk to the class about it.

2 a Try to elicit what type of film *Up* is. Refer them to the following site: <http://adisney.go.com/disneyvideos/animatedfilms/up/>. Get students to work in pairs to do the activity about films in different categories. Try to encourage students to use the English names of films when that is the language they were produced in.

b For other types of film, refer students to <http://en.wikipedia.org/wiki/Film>

Key

2a animation film

2b possible types of films: crime thriller, courtroom drama, western, romance, romantic comedy, musical, historical film, biopic, disaster film, political thriller

3 Get students to brainstorm in pairs the names of famous film companies and the films they make. If you have access to the Internet, refer them to <http://www.zyra.org.uk/filmco.htm/>. For information about Pixar, refer to: <http://www.pixar.com/companyinfo/index.html>

4 Firstly, get students to read the text for gist. (*Is it mainly about Pixar or Up?*). Remind them not to read every word at this point.

Key

The text is mainly about Pixar.

5 Refer students to the Help box and go through the points carefully with the class before they tackle the reading text. The points contain advice on exam procedure as well as suggestions for helping students access the long text effectively.

Then get students to read the article individually, in detail. Advise students that they should look at the questions or stems without looking at the options. It is possible that they may already have an idea of the answers. They then complete their answers and compare with a partner.

Key

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

6 Try to elicit from students what 'living history' means. Feed in that it is an event that is so important that it will be recognized as a turning point by future generations. Discuss whether or not it is easy to recognize 'living history' at the time it is happening.

Key

Example answers:
 1. Refer to the text © Macmillan Publishers Ltd
 2. Refer to the text © Macmillan Publishers Ltd
 3. Refer to the text © Macmillan Publishers Ltd
 4. Refer to the text © Macmillan Publishers Ltd
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Language focus:
 Present simple and continuous

Lead-in

Review orally the uses of the present simple continuous which students are familiar with, for example:

(Show a photo) *What's this person doing?*

(Ask students) *What are you doing at the moment?*

(Pretend to phone somebody) *Hello, Charles. Are you working in the office today?*

(Point to a page in a diary or to a calendar) *What are you doing tomorrow?*

Ask what tense all the sentences were in and then continue similarly with questions to elicit common uses of the present simple.

1 Consolidate awareness of form by getting students quickly to do the underlining/circling activity.

Key

- 1 Pixar never sits still.
- 2 The major studios are putting a lot of money into their own 3D titles.
- 3 Pixar makes cartoons that both children and adults adore.
- 4 There's something in the newspapers about all the eating disorders young kids are suffering from today.
- 5 People are always moaning about something!
- 6 And it's getting worse!
- 7 Carl, our main character, goes on an emotional journey.

- 2 You may find it useful to go over the underlining activity orally with the whole class in order to clarify any misunderstandings and only then get students to do the matching activity.

Key

- a continuous (sentence 5)
- b simple (sentence 3)
- c continuous (sentences 2 & 4)
- d continuous (sentence 6)
- e continuous (sentence 2)
- f simple (sentence 1)
- g simple (sentence 7)

- 3 Encourage students to work in pairs to explain the differences. Then get pairs to volunteer their explanations to the class.

Key

- 1 a simple – regular action
- 1 b continuous – annoying
- 2 a continuous – action in progress
- 2 b continuous – temporary activity
- 3 a simple – regular action
- 3 b continuous – in process of change

- 4 Encourage students to do the exercise individually and then compare their answers with a partner.

Key

- 1 are selling
- 2 'm only working
- 3 don't understand, you're saying
- 4 don't usually take
- 5 is going
- 6 are always popping up

Additional task

Students write a short paragraph describing the beginning of a well-known film. They shouldn't give the name. They then read the paragraph to a partner. How long before he/she guesses the name of the film?

The film starts in a dark room. A man is lying on a bed. Suddenly he sits up and reaches for a gun. Then ...

FCE Listening Part 1: Multiple choice**Lead-in**

Introduce the topic of quiz shows and prizes using the information on the following sites:

http://en.wikipedia.org/wiki/Game_show

http://news.bbc.co.uk/2/hi/talking_point/986599.stm

- 1 Refer students to the Help box and go through the points carefully with the class before they start the listening activity. The Help box clarifies details about the exam task as well as offering advice on how to tackle the task successfully. You may find it useful to go into the question of distractors in some detail. Do the first one or two questions with the class if appropriate.

Key

- 1 C 2 C 3 A 4 B 5 B 6 B 7 A 8 B

Listening script  **1.13–1.28**

1

You hear a man talking on a radio phone-in about a quiz programme he saw on TV. Why is he phoning?

- A He thinks the topic is not good for the quiz.
- B He doesn't enjoy this quiz show.
- C He disagrees with a few answers.

I felt I had to phone because I was really surprised at some of the answers given on the Challenge Quiz on Thursday evening. I'm not a car enthusiast but even I know that the correct answers given to the contestants weren't always right. On at least three occasions the car makes weren't what was shown in the pictures. I'm usually impressed by the standard of this particular quiz and it was therefore a bit of a shock. The programme researchers really need to check their facts when planning to ask questions like these because I'm sure I'm not the only person who noticed this.

2

You overhear two friends talking about a film they've just seen. What sort of film was it?

- A a horror film
- B an action film
- C a comedy film

A: Did you enjoy it? I loved the film. Harrison Ford is definitely one of my all-time heroes.

B: It's odd, I'm so used to him playing the hero in adventure movies. They suit his style of acting. You know the fast moving stories with lots of clever stunts and the love interest too.

A: I think it was good to see him trying something else. I mean, I have seen him in funny films before but not quite like this. I thought it was hilarious!

B: He's so talented, I reckon he could do nearly anything and do it well. How about Harrison Ford as a vampire – that would be worth seeing!

3

You hear someone leaving a voicemail message. What does he want to do?

- A change an arrangement
- B ask for some advice
- C make a complaint

I'm phoning to say I won't be able to come round this afternoon because I've got an audition at 3.30! I couldn't believe it – it's ages since I've gone for a part but this could be big. You said I should keep trying and you were right! I'm going for a part in 'Together', you know, the soap opera on Channel 6? I think I'm up against some stiff competition and I didn't sleep at all last night. We couldn't meet up somewhere this morning, could we? You always manage to calm me down! I'll buy you the biggest cappuccino and if I get the part you can come along and watch the filming. OK? Give me a ring soon.

4

You hear two mothers talking about their children's birthday parties. What did the magician do at both parties?

- A card tricks
- B an animal trick
- C an egg trick

A: How was the party yesterday? Did Maisie have a good time, and more importantly, did everything go smoothly?

B: It was fantastic. And thanks for giving me the name of that magician. He was terrific. Maisie was thrilled when he pulled an egg from behind her ear!

A: That's a new one! Tommy's friends loved him when we had him last year. I still don't understand how he does those card tricks. Did the kids like those?

B: I think he ran out of time. Maybe we'll get those next year. The high spot of the afternoon was when the rabbit came out of the hat!

A: At our party it was a pigeon! The kids just love that sort of thing, don't they?

5

You hear part of a TV review programme. What is the reviewer's opinion of the first episode of the new series?

- A It made a good impression.
- B It was disappointing.
- C It showed promise.

On paper, the new detective series on Channel 4 last week should have been a huge success. It had everything it needed to succeed – a lot of big names always help a new show. Also they had one of the best script writers in the business who's written over a dozen successful crime series in his career. Somehow it didn't work and I think a lot of people felt let down by the first episode. To be honest, the story line wasn't that strong and some of the acting could have been better. However, it was only the first episode and perhaps next week's instalment will be an improvement.

6

You hear Dave phoning his friend Greta. Why is he phoning her?

- A to invite her to a live concert
- B to make travel arrangements
- C to check whether she's going to see the new film

A: Hi! Are you going to see Coldplay in London next Friday? I know you're a great fan.

B: Yeah. I am so looking forward to it. I've never seen them on stage before. I was really lucky and got tickets at the last moment. How about you?

A: You must have got the last ticket then. When I managed to get through they were sold out. I was hoping you might be able to take me into London, because I'm going to the premier of the new James Bond film and I know the train will be packed.

B: I really wanted to see that too. But you can't do everything! Sure, no problem.

7

You hear a newscaster talking about an art exhibition at a local gallery. Why won't one painting be in the exhibition?

A It might be fake.

B It has been stolen.

C It wasn't allowed out of the USA.

Some advice for all you art lovers planning a visit to the Walker exhibition at the Main Gallery this week. Don't expect to see Walker's painting of London Bridge. It won't be there. Visitors yesterday afternoon were shocked to see a space where the great canvas should be and there were worries that the painting had been stolen. There have been a lot of thefts from art exhibitions in the recent past as we know. In fact the painting has been withdrawn because experts are concerned whether this is the original painting. It has long been suspected that Walker's assistant actually painted many of the works attributed to his master. The owners of the London Bridge were reluctant to allow the painting to come to England from New York and this may be the reason.

8

You hear a writer talking about her work. What does she feel about writing?

A It is lonely.

B It is unpredictable.

C It is tiring.

There are times when inspiration refuses to come and however long you stare at the paper ideas are simply not there. For me, I can't sit on my own and wait. I need to get on with other things, talk to other people, in a way distract my brain and more often than not inspiration comes while I'm concentrating on another task entirely!

The most intriguing part of the creative process is that once I've started to write, the characters quickly take on a life of their own. It is true that often I have no idea what they are going to do or say! Many writers I speak to say

the same thing but where I seem to be different is that most of them say that writing leaves them quite tired. I usually feel excited and ready to start something else.

FCE Speaking Part 3: Collaborative task

Lead-in

Brainstorm jobs people do in the film industry to elicit prior knowledge and introduce the topic. Collate the jobs on the board in a mind map.

- 1 Get students to record their reasons for wanting or not wanting to work in the film industry in two columns:

Why? Why not?

Get volunteers to offer oral feedback to the class if appropriate.

- 2 As an optional introduction before students tackle the exercise in the book, you could provide an additional set of photos of jobs in the film industry and divide the class into two groups. Get one group to decide in pairs on the good points of doing the different jobs and the students in the other group then decide in pairs on the bad points of doing the different jobs. Share the sets of information orally afterwards.

After students have completed the activity in the book, get students to vote on which two jobs would be the most difficult for someone with little training.

How many think that it would be difficult to be a stuntman with little training?

FCE Speaking Part 4: Further discussion

- 1 Refer students to the Help box and go through the points carefully with the class before they start the further discussion activity. The Help box clarifies details about the exam task as well as offering advice on how to tackle the task successfully. Tell students to work in pairs and take turns to answer the questions. Stress to students that they should try to add a comment to their partner's answer, if possible. If appropriate, get one or two pairs to ask and answer the questions in front of the class. The other students listen and check that the points in the Help box have been sufficiently covered.

FCE Writing Part 2: Reviews

- 1 Monitor and support students during the pairwork discussion. It would be very useful if you had copies of TV magazines in English for those students who do not regularly read reviews. Many of these are also available online at this site: <http://www.radiotimes.com>

- 2 a Read the comments from reviews with the whole class and invite comments orally about the type of film or drama they could be describing. Alternatively, get students to do the task individually or in pairs, using a dictionary if necessary.
- b Students compare ideas in pairs. This could be later expanded into a discussion involving the whole class.
- 3 Elicit what it is important to include when writing a review and collate the points made on the board. Then get students to read the short review of a TV drama series and find information about the five specific points.

Key

- 1 **the plot:** the story of Merlin the wizard and King Arthur when they were both young. Each week they have a new adventure, often fighting magical monsters/characters from the old legends.
- 2 **the actors:** newcomers Bradley James and Colin Morgan
- 3 **the setting:** in a spectacular French castle and the Welsh forests
- 4 **the special effects:** excellent use of special effects to create the monsters
- 5 **the writer's opinion:** I was really impressed by the first few episodes of this series

4/5 These exercises further consolidate review writing and could be suitable as homework assignments.

Key

- 4
- 1 c 2 e 3 d 4 b 5 a
- 5
- Paragraph 1=2 paragraph 2=4 paragraph 3=3 paragraph 4=1

- 6 Refer students to the detailed Help box and go through the points carefully with the class before students start the writing activity.
- Get students to work in pairs to try to improve each others' written work by asking questions to check that all required elements have been included:
- How many words have you written? Is the style appropriate for the readers? Have you answered all the questions? Does your first sentence attract the readers' attention? Are there clear paragraphs? How many linking words are there? Are sentences linked with 'who/which/whose'?*

Language focus

Key

- 1 must have invited
2 can't be, must be
3 can't have spent
4 might/could/may have phoned
5 must speak

Vocabulary

Key

- | | |
|------------|-----------|
| 1 tell | 5 crooked |
| 2 made | 6 in |
| 3 cheating | 7 risk |
| 4 take | 8 clear |

Use of English Part 2: Open cloze

Key

- | | |
|-------------|------------------|
| 1 being | 7 have |
| 2 could/did | 8 always/forever |
| 3 managed | 9 must/can't |
| 4 more | 10 never/always |
| 5 had | 11 makes |
| 6 do/can | 12 to |

Use of English Part 1: Multiple-choice cloze

Key

- 1 C 2 A 3 C 4 A 5 D 6 C 7 D 8 B 9 D 10 B 11 A 12 B