

## 9

## Night Overview

Section & Aims	What the students are doing
<b>Reading &amp; Speaking SB page 88</b> Reading for detail Fluency practice	Doing a quiz on energy patterns. Discussing the meaning of the expressions in the quiz. Talking about their own energy patterns and those of family and friends.
<b>Vocabulary &amp; Speaking SB page 89</b> Times of day and night Fluency practice	Putting times of day in chronological order. Matching expressions to times of day. Talking about different times of day and night.
<b>Listening SB page 89</b> Listening for detail	Listening to a radio show about the body clock and circadian rhythms. Identifying true and false statements.
<b>Reading SB page 90</b> Reading for gist and detail	Reading profiles from a sleep website. Answering questions on the people profiled and giving advice on sleep.
<b>Grammar SB page 91</b> Concessive clauses and adverbials	Studying concessive clauses and adverbials. Completing a website posting. Writing a similar posting on a given problem.
<b>Listening &amp; Pronunciation SB page 92</b> Listening for detail Adverbs	Listening to people talking about staying up all night and taking notes. Completing extracts with adverbs and identifying the function of the adverbs. Counting syllables in adverbs.
<b>Speaking: anecdote SB page 92</b> Fluency practice	Talking about a time they stayed up late or stayed up all night.
<b>Speaking SB page 93</b> Fluency practice	Matching halves of proverbs about night. Discussing proverbs and creating their own proverbs.
<b>Vocabulary SB page 93</b> Expressions with <i>night</i>	Completing sentences with expressions with <i>night</i> . Discussing questions.
<b>Reading SB page 95</b> Reading for detail	Reading a text about the Northern Lights. Matching topic sentences to paragraphs. Finding evidence in the text to support statements.
<b>Listening &amp; Grammar SB page 95</b> Listening for detail Regrets and past conditionals	Listening to an account of a trip and answering questions. Completing sentences about regrets. Writing past conditional sentences using prompts.
<b>Useful phrases SB page 96</b> Useful conversational phrases for making and responding to invitations	Listening to conversations and improving on people's responses. Examining formal and informal responses to an invitation. Completing a conversation with useful phrases. Taking turns making and responding to invitations.
<b>Vocabulary Extra SB page 97</b> Phrasal verbs	Studying phrasal verbs and their meanings. Writing sentences with phrasal verbs. Completing sentences with particles.
<b>Writing WB page 57</b>	Writing an essay.

## 9

Night *Teacher's notes*

## Warm up

Write the word *night* in the centre of the board. Ask the students to suggest words and expressions that they associate with *night*. Make a word diagram with their suggestions. Have one section for compound nouns such as *nightmare*, *night flight*, *night bus*, etc.

## Reading &amp; Speaking (SB page 88)

## 1

Focus attention on the title of the quiz and ask the students if they know what a lark and an owl are. (See Language notes below.) Ask the students to do the quiz. When they've finished, ask them to turn to page 132 to check their answers and read the analysis. Find out if they agree with the results.

## Language note

Vocabulary: *lark* and *owl*

A lark and an owl are both types of bird. A lark, which has a sweet singing voice, has a reputation for getting up early in the morning; an owl is a nocturnal bird which sleeps during the day and hunts at night. The terms *lark* and *owl* refer to people who are at their best in the morning and those who come alive at night and stay up late.

## 2

Pairwork. Ask the students to discuss the meaning of the highlighted words and phrases. Encourage them to paraphrase but allow them to use dictionaries if necessary.

goes off = rings  
doze = sleep for a short time  
sleep in = continue sleeping after the time you normally wake up  
wind down = relax after a period of activity, excitement or worry  
tucked up = comfortable and covered up in bed  
call it a night = decide that you have finished your activity for the night  
have an early night = go to bed earlier than usual  
going strong = still full of energy

## 3

Groupwork. Put the students into small groups. Ask them to compare their answers to the quiz and talk about whether they're larks or owls, extending the discussion to how they compare with their family and friends.

## Vocabulary &amp; Speaking (SB page 89)

## 1

Pairwork. Ask the students to work in pairs and put the expressions in the box into chronological order. Explain that *dawn* is when the first glimmer of light appears in the sky in the morning and *dusk* is the time after the sun goes down, when it's still not completely dark.

at dawn, at sunrise, mid-morning, at midday, mid-afternoon, at sunset, at dusk, at midnight

## 2

Pairwork. Ask the students to work in pairs and decide what the expressions mean and which words are literary in style. Note: you may need to explain that *wee* means tiny.

at noon – midday  
at twilight – dusk (literary)  
at daybreak – dawn (literary)  
at nightfall – dusk (literary)  
in the middle of the night – around two to four o'clock, when people are usually asleep  
at the crack of dawn – very early, when the first light appears  
in the wee small hours – in the hours just after midnight  
first thing in the morning – as soon as you get up  
last thing at night – just before you go to bed

## 3

Pairwork. Ask the students to discuss the different times and then to report back to the class on their discussions.

## Listening (SB page 89)

## 1 3.01

- Groupwork. Put the students into small groups to discuss what the words in the box might mean. Encourage them to speculate rather than look the words up in a dictionary.
- Then ask them to listen to the recording to check.

body clock – a mechanism in the body that regulates our circadian rhythms  
circadian rhythms – the changes that occur in our brain and body over the course of a day: the daily cycle of sleeping and waking

jet lag – a condition that occurs when people fly across time zones and their body clock is out of sync with the time at their destination  
nocturnal creatures – animals that are active during the night and sleep during the day  
diurnal creatures – animals that are active during the day and sleep during the night

3.01 (A = Anne Kramer; S = Dr Simon Holmes)

A: Well, a very good morning to you and welcome to this week's edition of Science Matters with me, Anne Kramer. Today we have in our studio Dr Simon Holmes, who is an expert on body clocks, circadian rhythms and all things sleep-related, and who's going to tell us a little bit more about what it all means. Simon, a very warm welcome to the programme.

S: Thank you.

A: So, first of all, tell us, what exactly are circadian rhythms?

S: Well, Anne, circadian rhythms are essentially the changes that occur in our brain and in our body over the course of a day – our daily cycle of sleeping and waking if you like. In fact 'circadian' is a Latin word meaning 'around a day'. In other words, we operate in cycles of just over twenty-four hours, broadly in tune with the cycles of nature. And all animals and most plants live according to these rhythms. But in the animal kingdom, the rhythms vary according to whether an animal is a diurnal or nocturnal creature.

A: Diurnal or nocturnal? What's that exactly?

S: Well, basically that refers to whether the animal is awake during the day or during the night. As you know, we humans are diurnal, not nocturnal creatures. That means that we are active during the day and sleep during the night. Whereas some animals, such as bats or owls or foxes, are largely nocturnal – they sleep by day and hunt by night.

A: I see. And how exactly does that tie in with our body clock? And what is a body clock, in fact?

S: Well, a body clock is actually just as it sounds, it's, it's a mechanism in the body that works a bit like a clock and that regulates our circadian rhythms. Nobody knows exactly how it does this, but we do know that it interacts with signals, such as variations in sunlight and environmental activity, noise and so on, and then it, if you like, fine-tunes our feelings of sleepiness and wakefulness to keep them in sync with the external cycle of dark and light.

A: I see. So, is that why we tend to wake up earlier in summer and need more sleep in winter, for example?

S: Exactly. But research has shown that the normal circadian rhythm for most people is, as I say, roughly twenty-four hours – twenty-four hours and eleven to fifteen minutes to be precise, that's according to some research, though other scientists have put it slightly higher, at more like twenty-five hours.

A: Ah, that's interesting, Simon, because you say that humans are diurnal not nocturnal creatures, but that's not true of everyone, is it? Is it not the case that some people are owls and other people are larks – by nature, perhaps? What does science have to say about that?

S: Well, you're quite right, and it's important to stress that there is actually quite a lot of individual genetic variation in the pattern of circadian rhythms. It does seem that some people are genetically larkish and others genetically owlish, if you like. And these rhythms also fluctuate with age. Young children tend to be larks and then, sometime around the onset of puberty, it all changes. Adolescents start needing a lot more sleep, and shift to waking and performing better later in the day. And then, around the age of twenty or so, it all changes. And then, in later stages of life, it shifts again, and elderly people tend to become increasingly larkish.

A: So, does that explain why most teenagers seem to be physically incapable of getting out of bed at a sensible time in the morning? Like my nephew, for example, who never surfaces until it's time for lunch?

S: Well, you could be right!

A: So, I can tell my sister that my nephew will just grow out of it then, in due course?

S: Well, yes, he may do! Or he may just be one of nature's owls, I suppose.

A: And what happens, Simon, when these circadian rhythms get disrupted? Say, if we cross over to a different time zone, or have to work night shifts? How does our body clock adapt?

S: Well, obviously, if we cross over several time zones all at once, as on a long international flight, for example, our body struggles to adapt to the change, and that's when we suffer from what's known as jet lag.

A: Ah, yes.

S: Now, jet lag is a condition that affects us when our body clock is out of sync with our destination time, and the body's natural rhythms are upset. And it manifests itself in all sorts of symptoms, such as fatigue, insomnia, irritability, nausea, loss of appetite and even mild depression.

A: And what about night workers?

S: Yes, night workers, people who work on a night shift, are also prone to all sorts of physical and psychological problems, especially if they aren't able to catch up with their sleep during the day. And moving on now to sleep patterns, there are a number of interesting questions ...

## 2

- Encourage the students to do as much as they can from their memory of their first hearing of the recording. Allow them to work in pairs or small groups.
- Play the recording again for the students to check their answers. You may need to pause the recording at strategic places or replay certain sections to help them.
- Have a class discussion of whether they find any of the information surprising.

- a) False. It is just over 24 hours.
- b) False. All animals and most plants live according to these rhythms, although the rhythms vary according to whether a creature is nocturnal or diurnal.
- c) True. It interacts with signals such as variations in sunlight and environmental activity, noise, and so on.
- d) True. It fine-tunes our feelings of sleepiness and wakefulness.
- e) True. There is actually quite a lot of individual genetic variation in the pattern of circadian rhythms. It does seem that some people are genetically larkish and others genetically owlsh.
- f) False. Adolescents start needing a lot more sleep.
- g) False. Elderly people tend to become increasingly larkish.
- h) False. Jet lag is a condition that affects us when our body clock is out of sync with our destination time, and the body's natural rhythms are upset.

## Grammar (SB page 91)

### Concessive clauses and adverbials

#### 1

Read the example sentences aloud to the class or ask several students to read them. Have a class discussion of whether they're the same or different in meaning and draw the students' attention on the information on concessive clauses and adverbials in the margin. (See Language notes below.)

The same

#### Language notes

##### Grammar: concessive clauses and adverbials

- A concessive clause is a subordinate clause which can start with *Although* or any of the other words and phrases in this section, and contains a fact or idea that seems to oppose the information in the rest of the sentence. In the sentence *Although I tried hard, I couldn't get to sleep* we know the outcome will be negative because *Although (I tried hard)* tells us that the second half of the sentence is going to contrast with the first part.
- *Although, Even though, Try as I might, Strange as it may seem* are all followed by subject + verb (*Even though I tried hard ...*)
- *Despite* and *In spite of* are followed by noun or gerund (*In spite of my best efforts, ... Despite asking him several times, ...*)
- *Even so, Yet, However* and *That said* all appear at the beginning of a sentence, which presents the contrastive consequence or outcome relating to the previous sentence. *I tried hard. Even so, I couldn't sleep.*

## Reading (SB page 90)

#### 1

- Explain that the four people in the photos have posted accounts of their sleep patterns on a sleep website. Ask the students to read what they say.
- Ask the students to say if they're like any of the people on the website and encourage them to talk about their own sleep habits.

#### 2

Go through the items on the list with the class, then ask them to match them to the people.

- |                |               |
|----------------|---------------|
| a) Pete, Penny | e) Pete       |
| b) Penny       | f) Penny, Joe |
| c) Amy         | g) Penny, Joe |
| d) Joe         | h) Amy        |

#### 3

Draw attention to the highlighted words in the text and ask the students to use them to complete the glossary. Students can then use the words in the glossary in sentences of their own.

- |                               |                        |
|-------------------------------|------------------------|
| a) recharge my batteries      | f) a light sleeper     |
| b) didn't get a wink of sleep | g) drop off            |
| c) power naps                 | h) go out like a light |
| d) alert                      | i) groggy              |
| e) sleeps like a log          | j) wind down           |

#### 4

- Pairwork. Ask the students to work together to think of advice that they could give the people. When they've finished, put them in small groups to pool their ideas.
- Have a class feedback session and make a list on the board of pieces of advice. Find out if any of the students have their own ways of getting to sleep.

#### 2

Ask the students to look back at the text on page 90 and to find eight more clauses or adverbials that convey a similar contrast. Then check answers with the class and ask them to identify the two more formal examples.

*That said, I find the only way ...* (line 11)  
 I usually drop off straight away – even so, I can generally only get away with ... (line 13)  
 But try as I might to get off to sleep, I'll invariably be tossing and turning for ages. (line 24)  
 ... but even though the sleeping pills have some effect, I'm wary of ... (line 32)  
All the same, I need a good eight hours' sleep ... (line 49)  
 ... in spite of my efforts, none of it has done any good. (line 66)  
 ... I'm not convinced it will make any difference, though. (line 68)  
Much as I'd like to stop snoring ... (line 69)

*More formal expressions:*  
 try as I might, Much as I'd like

### 3

Do the first one with the class as an example, then ask the students to rewrite the remaining sentences. As they do this, go round making sure they're using concessive clauses and adverbials correctly. Then check answers by having several students reading out their sentences to the class.

- Even though I went to bed early, I was still groggy the next day.
- (Even) though I don't usually oversleep, I prefer to set the alarm clock. / I don't usually oversleep. I prefer to set the alarm clock, though.
- In spite of the fact that the bed was very uncomfortable, I slept like a log. / In spite of the uncomfortable bed, I slept like a log.
- Much as I'd like to get by on six hours a night, I can't manage on less than seven.
- I'm normally an early riser. That said, I like to have a lie-in on Sundays.

### 4

Ask the students to put the words in the right order. Allow them to compare in pairs before checking with the class.

- Exhausted as I was ...
- Strange as it may seem ...
- Hard as it may be ...
- Try as I might ...

### 5

- Ask the students to read the text and identify the writer's problem. Then ask them to complete it with appropriate words or phrases.
- Check answers with the class before initiating a class discussion on whether they've ever been in a similar situation, what they did and what advice they'd give.

- The problem is noisy neighbours.
- Despite / In spite of
  - however / though
  - However / Even so / Nevertheless / All the same / That said
  - as (*though* is also possible)

### 6

- Pairwork. Ask the students to work together to choose a problem and write a posting for it. As they work, go round making sure they're including concessive clauses and that these are being used appropriately.
- When they've finished, ask them to swap their posting with another pair and to take turns offering advice.

### 7 Grammar Extra 9, Part 1

Ask the students to turn to *Grammar Extra 9, Part 1* on page 142 of the Student's Book. Here they'll find an explanation of the grammar they've been studying and a further exercise to practise it.

### 1

- Although I'm usually a really heavy sleeper, that night every single noise and movement seemed to wake me up.
  - I'm usually a really heavy sleeper, even so, that night every single noise and movement seemed to wake me up.
  - Despite usually being a really heavy sleeper, that night every single noise and movement seemed to wake me up.
- In spite of their reassurances and offers of kind advice, I was still worried about the situation and couldn't sleep a wink.
  - They reassured me and offered me kind advice. But I was still worried about the situation and, try as I might, I couldn't sleep a wink.
  - They reassured me and offered me kind advice, even so, I was still worried about the situation and couldn't sleep a wink.
- Even though I went to bed tired and depressed, I woke refreshed and ready to face the day.
  - I went to bed tired and depressed. However, I woke refreshed and ready to face the day.

## Listening & Pronunciation

(SB page 92)

1 3.02-3.04

- Focus the students' attention on the photos and tell them that they're going to hear these people talking about their experiences of staying up all night. Go through the questions before you play the recording.
- Check answers with the class, then put the students into pairs to discuss which of the nights described they'd most and least like to have shared and why. They then report back to the class on their conclusions.

### 1

- In the Himalayas, in Nepal, in the jungle below the snow line.
- They watched the moon, talked about the sky, watched the shooting stars fly past.
- It was unforgettable, amazing, brilliant.

### 2

- Glastonbury (a music festival).
- They went out and went dancing and stuff and then mooched about some fields and sat on top of a hill and watched the sun come up.
- It was great, just completely manic, just completely crazy, amazing.

### 3

- London, on the South Bank (of the River Thames).
- They camped out to try to get tickets to see a show with an American talk show host. They didn't sleep and didn't get tickets because they were in the standby line.
- It was an absolute nightmare. They were very cold and really upset about not getting tickets.

3.02 (M = Mark; J = James)

James

M: You've been to the Himalayas, haven't you?

J: Yeah, I had this one unforgettable night up in the mountains, in Nepal, it was actually, and it was a full moon and we were up in the mountains. So we were in the jungle, below the snow line – we could see the snow line up in the mountains up ahead, but as the moon rose – because it was a very big, low, pale moon and we watched it come up through the mountains. We just couldn't take our eyes off it and the hours just passed, you know, just conversing about the sky, basically, as you watched the moon rise and change colour (Wow!). It lit up the whole valley (Amazing!) of the Himalayas and the snow, and it was just beautiful, and of course, then you'd choose a little area of the sky – we had binoculars and micro – no, not microscope, (Telescope.) thank you, telescope and we just concentrated on a square and watched the shooting stars as they would fly past, and you could be guaranteed, within about five minutes, to see a shooting star.

M: Amazing.

J: And it just took all night. We had a little fire dug in the ground keeping us warm, and some food, and the next minute the sun is coming up.

M: Brilliant.

3.03 (R = Rosie; M = Matt)

Rosie

R: I went to Glastonbury festival and it's great. It's just completely manic. The whole experience is crazy, but I was really lucky because I was there when it was sunny and so there was no rain (oh, great!) and I think it's crucial when you're at Glastonbury, to have at least one morning when you see the sun come up, so there's clearly no point in going to bed because everyone's up anyway and it's really noisy. So, we just went out and went dancing and stuff, and then sort of just mooched about some fields and sat on top of this hill and watched the sun come up, and it was amazing, and it was quite hard to stay awake all that time, but it was definitely, definitely worth it.

M: And how was the next day?

R: The next day was ... A lot of sleeping was involved the next day, which is a difficult thing to achieve in Glastonbury.

3.04 (P = Phillip; F = Flic)

Phillip

P: A few years ago there was an American talk show host that come over to do one show in London and me and my friends are massive fans, so we really wanted to see the show. So, we went to the South Bank where they were filming the night before, and camped out to try and get tickets and, unbelievably, there were about, I think, about twenty people there in front of us but we thought, oh, that's fine, we'll camp out, that will be great and we spent the whole night on the South Bank and obviously just didn't sleep. It was an

absolute nightmare. It was so cold and we felt awful the next day, but the thing that kept us going was that we were going to see this show – literally our hero, and go and see this talk show host. The next day, when they were about to film the show, they called the people in and had a line, and we didn't realise we were the standby line, and they had twenty tickets and there were twenty people in front of us, and so we slept out the whole night, and spent the whole night there and didn't even get to see the show, unfortunately. We were really upset.

F: That's awful. Did you see it on the TV when they showed it?

P: Yeah, we did, but it wasn't the same.

2 3.05

- Ask the students to look through the gapped extracts before you play the recording so they know what information to listen out for.
- Play the recording, pausing and repeating if necessary to allow the students to complete the gaps.

- a) actually   b) basically   c) completely  
 d) clearly   e) definitely   f) unbelievably  
 g) literally   h) unfortunately   i) really

3

Ask the students to match the adverbs in Exercise 2 to their functions.

- |                                  |                |
|----------------------------------|----------------|
| 1 completely, definitely, really | 4 unbelievably |
| 2 unfortunately                  | 5 basically    |
| 3 clearly                        | 6 literally    |
|                                  | 7 actually     |

4 3.06

Ask the students to say the adverbs aloud and count the syllables. Check answers and then ask them to practise saying the adverbs. Make sure they do this with the correct number of syllables and that they put the stress in the right place.

- |                |                  |
|----------------|------------------|
| actually – 3   | ironically – 4   |
| basically – 3  | literally – 3    |
| especially – 4 | particularly – 5 |
| eventually – 4 | practically – 3  |
| generally – 3  | usually – 3      |

Language note

Pronunciation: syllable patterns in adverbs

In most of the adverbs in this section, the stress comes on the third syllable from the end (literally, eventually, ironically). Note how some of the vowel sounds disappear in the middle of many of the words (*actually* /'æktʃəli/, *literally* /'lɪtrəli/, *generally* /'dʒenrəli/, etc.

5

Ask the students to write their sentences. Put the students into pair to take turns reading their sentences aloud. Go round making sure they are pronouncing the adverbs correctly.

### Speaking: anecdote (SB page 92)

For more information about how to set up, monitor and repeat Anecdotes, see page xx in the Introduction.

- Go through the instructions and the questions with the class. Give the students a minute or two to decide which occasion they're going to talk about. Then ask them to look at the questions and think about their answers to them. Allow them to make notes of what they're going to say and how they're going to say it, but discourage them from writing a paragraph that they can simply read out. Go round, monitoring and giving help where necessary.
- Pairwork. Put the students in pairs and ask them to take turns to tell their partner about a time they stayed up late or stayed up all night. Encourage them to ask each other follow-up questions to get further information. Ask some pairs to report back to the class on what they found out.

### Speaking (SB page 93)

1

- Focus the students' attention on the proverbs. Point out that they're all about night, but come from different countries (some have been translated into English).
- Ask the students to match up the two halves of each proverb and discuss their results in pairs.

- |      |      |      |      |      |      |      |
|------|------|------|------|------|------|------|
| a) 5 | b) 6 | c) 9 | d) 7 | e) 8 | f) 1 | g) 3 |
| h) 4 | i) 2 |      |      |      |      |      |

2

Pairwork. Ask the students to discuss the questions in pairs. Get them to report back to the class on their conclusions.

*Possible interpretations of the proverbs:*

- a) Don't judge things too quickly.
- b) Beware of bad people; they'll eventually be true to their nature even if at times they appear friendly.
- c) Bad things won't go on for ever. There's always hope that they'll come to an end.
- d) If the sky is red at night, the weather will be good the next day. If the sky is red in the morning, the weather will be bad that day.
- e) Don't make hasty decisions: if you have a problem, sleep on it and you may have a better idea of what is right in the morning.
- f) Someone who can overcome difficulties will also be successful when times are good and is, therefore, someone to be trusted.
- g) Don't judge by appearances. Things and people can appear different in different circumstances.

- h) It's when circumstances are confusing that people are tempted to do bad things. It's much easier to do the right thing when situations are clear, as there are fewer temptations.
- i) Although we cannot see the world around us when it is dark, by compensation we can see the stars and thus a much wider perspective. Perhaps by implication, something that seems bad or confusing at first may actually turn out to be extremely good or important.

3

- Discuss with the class the essential nature of proverbs. (They impart some kind of wisdom about life, often through imagery or metaphor of some kind and usually in a single sentence of relatively few words.)
- Pairwork. Ask the students to work in pairs to complete the proverbs in any way they want. Then get them to compare with other pairs around the class. Have a class vote on the best ones.

### Vocabulary (SB page 93)

1

- Pairwork. Ask the students to work together to complete the sentences. Point out that the answers are all either compounds formed with *night* or collocations with *night*.
- When you check answers, get the students to say what the italicised expressions mean.

- a) all night long – throughout the night.
- b) a nightcap – an alcoholic drink that you have just before you go to bed.
- c) a night on the town – an evening's entertainment at clubs, theatres, bars, restaurants, etc.
- d) overnight sleeper – a train with beds travelling throughout the night.
- e) hen night – a celebration for a woman who is about to get married, with only her female friends present; stag night – a celebration for a man who is about to get married, with only his male friends present.

2

Pairwork. Put the students into pairs and ask them to choose one of the questions to discuss. Make sure that each question is discussed by at least one pair. Get the pairs to report back to the class on their discussions.

### Reading (SB page 95)

1

Focus the students' attention on the background photo on page 94 and ask them what they can see. If no one recognises the aurora borealis (Northern Lights) explain what they are and ask if they know where they can see them. Ask the students to read the text and say whether the writer's trip was worthwhile or not, and why.

Yes, the writer eventually sees the Northern Lights.

## 2

Tell the students to read the article again decide which sentence best fits with each paragraph. Allow them to compare answers in pairs before checking with the class.

1 d) 2 b) 3 a) 4 e) 5 c)

## 3

Go through the statements with the class, then tell the students to read the article again and find evidence in it to support them. Allow them to compare answers in pairs before checking with the class. Explain any difficult expressions. For example, *in days of yore* is a literary expression meaning in the far distant past.

- a) In days of yore ... (people) would see warriors with burning swords, shimmering shoals of fish and the spirits of the dead playing football with a walrus skull. Our modern eyes can't help but see more contemporary likenesses.
- b) the aurora is ... in duplicate ... above Alaska, northern Canada, Iceland, Arctic Scandinavia and the north coast of Siberia – with a mirror image, the aurora australis, looping over Antarctica.
- c) A week can pass without a flicker ... seeing the aurora is a beguiling marriage of sheer luck and the effort you make to be in the best place at the optimum time ... sightings are not guaranteed.
- d) ... the clear, dark skies that are ideal conditions for a sensational sighting. Travelling close to the Arctic Circle in the winter months holds the key, preferably on dates when there isn't a full moon (a rival light source) and to locations beneath the auroral oval that are not only far from light pollution but also blessed with good weather.
- e) It is a brief encounter none of us will forget, sparking feelings of humility and euphoria.

## 4

Ask the students to complete the glossary on page 94 with words from the text. Allow them to compare answers in pairs before checking with the class.

- |               |                |                  |
|---------------|----------------|------------------|
| a) fickle     | d) celestial   | g) rule of thumb |
| b) shimmering | e) galling     | h) pristine      |
| c) fleeting   | f) apocalyptic | i) beguiling     |

## 5

Discuss the questions with the class and see how much agreement there is.

## Listening & Grammar (SB page 95)

### Regrets and past conditionals

#### 1 3.07

- Focus the students' attention on the photos and tell them that they're going to hear Kieran talking about his trip to Machu Picchu, an ancient ruined city high up in the Peruvian Andes.
- Play the recording and ask the students to note down what was disappointing and what was rewarding about the experience.

#### Disappointing:

It was packed with tourists which meant that you couldn't really get a proper feel for the atmosphere of the place.

The altitude was a problem. He started suffering from altitude sickness as soon as he arrived.

He was exhausted so he slept right through his alarm and missed seeing the sunrise over the ruins.

Then the next day it was pouring with rain so there was no sunrise and he only had two days there so there wasn't another chance to see it.

It was raining so hard that his camera got soaked and his photos didn't come out.

#### Rewarding:

Seeing the ruins was really awe-inspiring, and the setting was magical.

#### 3.07 (K = Kieran; F = Fiona)

K: Have I told you about my holiday in Peru?

F: No, I don't think so. Where did you go?

K: Um, I went to Machu Picchu, which was somewhere I'd always wanted to go.

F: Oh wow, that must have been amazing.

K: Yes, it was fantastic in many ways – seeing the ruins is really awe-inspiring, and the setting is magical, right in the middle of the jungle – but in other ways it was a bit disappointing.

F: Oh, what do you mean?

K: Well, for a start, it was packed with tourists, which meant that you couldn't really get a proper feel for the atmosphere of the place. I'd have liked to have gone there in the low season, when there are fewer visitors but unfortunately, I couldn't get time off work then.

F: Oh, right, that's a shame.

K: And another problem was the altitude. I started suffering from altitude sickness as soon as I arrived, so I just went straight to bed. I think if I'd taken those altitude pills, I would have been okay.

F: Yeah, I've heard about that. They say it takes a couple of days to acclimatise ...

K: That's right, yeah ... I'd also been planning to get up early the next day to see the sun rise over the ruins but, unfortunately, I was just too exhausted – I slept right through the alarm. Then the next day it was pouring with rain so obviously there was no sunrise. And then it was time to leave, which was a shame. I only had two days there. It's a pity I couldn't have gone for longer.

F: Oh well, at least you got some good photos hopefully?

K: No, that was another problem. It was raining so hard that my camera got soaked and the photos didn't actually come out.

F: Oh no! Still, at least you've got your memories?

K: Yeah. I don't regret going, not in the least. But I think I'd like to go again with more time and maybe read a bit more about the history beforehand so I could understand more about what I was seeing, and it would all be more meaningful. And perhaps not go on my own next time, either. Um, maybe you'd like to come with me?

F: Ah, we'll see ...

## 2 3.08

- Ask the students to read through the gapped sentences and think about how they might be completed. Then play the recording and ask them to complete the extracts.
- Focus attention on the ways of talking about past regrets and past conditionals in the margin.

- a) 'd have liked to have gone
- b) I'd taken, would have been
- c) I couldn't have gone

## 3

Ask the students to read the sentences and think about which alternatives are correct. Point out that more than one alternative may be correct in each sentence.

- a) 'd gone, could have gone
- b) not taking / not having taken
- c) 'd come, 'd have been / might have been
- d) If I'd been / Had I been, 'd / could
- e) But for / If it hadn't been for, 'd have

## 4

Ask the students to use the prompts to write sentences with similar meaning to the originals. Do the first one as an example, then ask them to complete the rest. Allow them to compare their sentences in pairs before checking answers with the class.

- a) I wish I'd gone / I could have gone in the low season.
- b) I regret not being able / not having been able to go with you.
- c) I would have liked to see / to have seen the sunrise.
- d) If it hadn't been packed with tourists, I'd have / I could have got a feel for the atmosphere.
- e) It's a pity I didn't take any good photos!
- f) But for my altitude sickness, I'd have / I could have got up to see the sunrise.
- g) If it hadn't been such a great experience, I wouldn't want to go again.

## 5

Pairwork. Put the students into pairs and ask them to tell each other about a holiday they've been on. Encourage them to include some details of things they regret or are glad about. Go round, giving help and encouragement. If you hear any particularly interesting accounts, ask the students to repeat them for the class.

## 6 Grammar Extra 9, Part 2

Ask the students to turn to *Grammar Extra 9, Part 2* on page 142 of the Student's Book. Here they'll find an explanation of the grammar they've been studying and a further exercise to practise it.

## 2

- a) I'd stayed / 'd have found out
- b) had gone / wouldn't be
- c) I'd paid / was
- d) 'd taken part
- e) hadn't been talking / 'd have heard
- f) Had I told
- g) staying (having stayed)
- h) to have seen (to see)
- i) didn't meet

## Useful phrases (SB page 96)

### 1

Ask the students to read the four short conversations and identify the problem with B's responses each time.

They are too brief, do not invite the conversation to continue and may sound uninterested or rude.

### 2

Ask the students to decide where they can use the useful phrases to improve B's responses in Exercise 1. Don't provide answers yet.

### 3 3.09

Play the recording for the students to compare their answers to Exercise 2. Then put the students into pairs to practise the exchanges.

#### 1

A: What are you up to tomorrow night?  
B: Nothing special – why do you ask?

#### 2

A: Are you doing anything tonight?  
B: No, what did you have in mind?

#### 3

A: Do you fancy coming to a jazz concert tonight?  
B: That's really kind of you but to be honest, I'm not very keen on jazz.

#### 4

A: I was wondering if you'd like to come round for a bite to eat this evening?  
B: That sounds great! I'd love to! Thanks.

### 4

Read the invitation aloud and go through all the responses. Ask the students to identify the one that's more formal.

Response c) is more formal.

### 5 3.10

- Ask the students to read the conversations and decide how best to complete the gaps.
- Play the recording for the students to check their answers. They then practise the conversations in pairs.

- 1 A: are you up to  
B: my eyes  
A: a shame  
B: would have been, anyway  
A: other time
- 2 A: getting together  
B: Sounds  
A: a good time  
B: Actually  
A: fine  
B: then
- 3 A: fancy coming along  
B: Can I  
A: bring along  
B: forward

6

Pairwork. Put the students into pairs and ask them to take turns making and responding to an invitation. Encourage them to ask for details, to use as many useful phrases as they can and to make clear arrangements to meet where an invitation is accepted. Get some pairs to perform their dialogues for the class.

## Vocabulary Extra (SB page 97)

### Phrasal verbs

1

- Remind the students that phrasal verbs consist of a verb plus one or more particles. Ask them to read the sentences and identify the verb and the particle in the phrasal verbs.
- Check answers and then establish the general meaning of *up* and *off* in phrasal verbs. Note: there's no fixed way of working out the meaning of phrasal verbs, but a knowledge of the general meaning of some of the particles goes a long way towards narrowing down their meaning.

- a) You're still **up** and wide awake well after midnight.
- b) What time do you plan to **get up**?
- c) Can you remember a time when you **stayed up** all night?
- d) I **am up** all night until I eventually feel tired enough to **drop off**.
- e) I generally start **nodding off** at about nine o'clock.

up = not in bed  
off = falling asleep

2

Pairwork. Ask the students to match the phrasal verbs in bold in the sentences with the dictionary extracts. Check answers with the class before asking the students to take turns asking their partner the questions.

- a) 5   b) 3   c) 4   d) 1   e) 2

3

Ask the students to choose three more phrasal verbs and write true sentences. Then ask them to compare their sentences with a partner.

4

Explain that in each case, the same particle is needed to complete both sentences in the pair. Check answers before asking the students to discuss in pairs whether the sentences are true for them.

- a) out   b) on   c) off   d) down   e) in

5

Pairwork. Ask the students to work together to complete the sentences with the particles. Ask them to use the general meaning of the particles to help them.

- a) up   b) out   c) down   d) up   e) on

6

Ask the students to check the meanings of the particles in their dictionaries and to choose three uses with different verbs to learn. Encourage them to write example sentences with the verbs they've chosen.

Further practice material

Need more writing practice?

- Workbook page 57
- Writing an essay.

Need more classroom practice activities?

- Photocopiable resource materials pages 183 to 185

**Grammar:** *The teenage years*

**Vocabulary:** *Brushing up your phrasal verbs*

**Communication:** *Things that go bump in the night*

- The top 10 activities pages xv to xx

Need DVD material?

- DVD – Programme 9: *Regrets*

Need progress tests?

- Test CD – *Test Unit 9*

Need more on important teaching concepts?

- Key concepts in *New Inside Out* pages xxii to xxxv

Need student self-study practice?

- CD-ROM – Unit 9: *Night*

Need student CEF self-evaluation?

- CEF Checklists pages xxxvii to xlv

Need more information and more ideas?

- [www.insideout.net](http://www.insideout.net)