



**APEX ENGLISH**  
*Your voice. Global.*

**C1 · GENERAL ENGLISH**

**UNIT 10 · 10B**

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# No direction home

*Theme · Sport & Direction*



Unit 10 · 10B

# No direction home

*Theme: Sport & Direction*

## Learning objectives

- Expand C1 vocabulary related to **words that are often confused**.
- Use **adding emphasis (2): cleft sentences** accurately and idiomatically.
- Read a discursive text and discuss inferences beyond the literal.
- Speak fluently on the unit's theme with a partner or in a small group.

This booklet accompanies the digital lesson at **alunos.apexenglish.com.br/general-c1/10b**. Interactive audio, video and drag-and-drop tasks live online; use this booklet in class and to review.

**Ask the teacher — notes to bring to class**



## Class Book

### Warm-up

*In pairs, talk for about a minute on each prompt before feedback:*

- 1 What comes to mind when you hear the theme **“Sport & Direction”**?
- 2 How comfortable are you using vocabulary about **words that are often confused**?  
Give one recent example.
- 3 When did you last use — or misuse — **adding emphasis (2): cleft sentences**?

### Reading

#### The city I never quite learnt

I have lived in Lisbon for eleven years, and until last November I could not, if you had stopped me on the Avenida da Liberdade and asked, have told you which way was the river. This is embarrassing for a person who writes for a living, and it is, on the evidence, entirely normal.

What I had done — quietly, over a decade, and without meaning to — was outsource the map. Every time I stepped out of the house, I unlocked the phone. Every time I turned the phone off, I felt, faintly, like a person who had forgotten their glasses. It was not that I did not know the city; it was that the city, in my head, had become a series of blue lines between blue dots, each with a small triangle indicating me.

The neuroscientist Véronique Bohbot has spent twenty years measuring what this does to the hippocampus — the small, ancient part of the brain that keeps track of where you are. In her studies, adults who navigate by external landmarks — a church, a hill, the direction of the sun at four in the afternoon — have measurably larger hippocampal volume than adults who navigate by turn-by-turn instructions. What the phone remembers, the brain, quietly, stops bothering to.

It was in November, then, that I started leaving the phone in the drawer for one walk a week. What that walk gave me back was not, at first, direction. It was attention. It turns out that a person who is not being told where to turn notices, at the second junction, that there is a plane tree. And at the third, that there is a small square with a fountain. Six weeks in, I can point to the river.

None of this is an argument for throwing the phone away. It is an argument, more modestly, for occasionally getting lost on purpose — and for admitting, at fifty, that a skill you were born with can, if you are not careful, be given quietly away.

*Comprehension — choose the best answer.*

#### Ask the teacher — notes to bring to class



1. What is the writer's central admission?
  - (A) He has never used a phone map
  - (B) He could not, until recently, point to the river
  - (C) He has lived in Lisbon for less than a year
  - (D) He never gets lost
2. What does the writer say he had 'quietly outsourced'?
  - (A) his phone
  - (B) his sense of direction / the map
  - (C) his job
  - (D) his writing
3. According to Véronique Bohbot's research, adults who navigate by landmarks have:
  - (A) worse memory
  - (B) larger hippocampal volume
  - (C) smaller hippocampal volume
  - (D) no measurable difference
4. What did the writer's weekly experiment initially give back?
  - (A) direction
  - (B) attention
  - (C) speed
  - (D) confidence
5. What does the writer notice at the second junction?
  - (A) a shop
  - (B) a plane tree
  - (C) a river
  - (D) a fountain
6. The writer's closing point is that:
  - (A) you should throw your phone away
  - (B) a skill you were born with can be given quietly away
  - (C) GPS is dangerous
  - (D) Lisbon is difficult to learn

**Ask the teacher — notes to bring to class**



## Vocabulary

Focus: **words that are often confused**

Study these C1 items and their meanings.

**affect (v.) vs. effect (n.)** — affect = to influence (verb); effect = a result (noun)

**principle (n.) vs. principal (adj./n.)** — principle = a rule; principal = main / head of a school

**practice (n.) vs. practise (v.) [BrE]** — practice = the activity (noun); practise = the verb (to do it)

**advice (n.) vs. advise (v.)** — advice = suggestions (noun); advise = to give suggestions (verb)

**lose (v.) vs. loose (adj.)** — lose = to no longer have; loose = not tight / free

**its (poss.) vs. it's (it is)** — its = belonging to it; it's = it is / it has

**then (adv.) vs. than (conj.)** — then = next / at that time; than = used in comparisons

**sensible (adj.) vs. sensitive (adj.)** — sensible = practical, showing good judgement; sensitive = easily affected emotionally

**Ask the teacher — notes to bring to class**



## Grammar

Focus: **adding emphasis (2): cleft sentences**

Study the online lesson notes, then complete the interactive tasks at **[alunos.apexenglish.com.br/general-c1/10b](https://alunos.apexenglish.com.br/general-c1/10b)**.

**Ask the teacher — notes to bring to class**



## Speaking

- 1 Tell a partner about a personal experience connected to **sport & direction**. Aim for at least two minutes without pausing.
- 2 Compare cultures or generations on this topic. Use at least three items from the *words that are often confused* list.
- 3 Discuss: *Is it possible to be objective about sport & direction?* Justify your view.

## Writing

Write 220–260 words on: **“Sport & Direction — what has changed in the last twenty years?”** Use at least four items from the vocabulary list and one structure from the grammar focus (*adding emphasis (2): cleft sentences*).

**Ask the teacher — notes to bring to class**



## Workbook

### Home practice

*Complete on your own; check answers in class.*

1. Which is a correct cleft sentence?  
(A) What she gave me were an old paper map.  
(B) What she gave me was an old paper map.  
(C) That she gave me was an old paper map.  
(D) What was she gave me an old paper map.
2. Rewrite for emphasis: 'My grandfather taught me to read a map.'  
(A) It was my grandfather who taught me to read a map.  
(B) It is my grandfather that he taught me to read a map.  
(C) My grandfather it was who taught me to read a map.  
(D) Grandfather who taught me to read a map was.
3. Complete the cleft: '\_\_\_\_\_ our species has always been able to do is roughly know where home is.'  
(A) It  
(B) That  
(C) What  
(D) Which
4. Rewrite: 'I just want one screen-free afternoon.'  
(A) All I want is one screen-free afternoon.  
(B) It's all I want one screen-free afternoon.  
(C) That all I want is one screen-free afternoon.  
(D) What is all I want is one screen-free afternoon.
5. 'It's not the map that matters — it's the walking' emphasises:  
(A) the map  
(B) the walking  
(C) neither  
(D) both equally
6. Which is grammatical?  
(A) The reason why I stopped using GPS is because I got lost.  
(B) The reason I stopped using GPS is that I wanted my sense of direction back.  
(C) Reason why I stopped using GPS was that...  
(D) The reason of I stopped using GPS is that...

**Ask the teacher — notes to bring to class**

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# Workbook · 10B. No direction home

Home practice · cleft sentences · commonly confused words · answer key included



## Class Book

Full lesson · in-class material



## Workbook

Home practice · with answer key

### GRAMMAR

10 min

## 1 · Cleft sentences

1. Which is a correct cleft sentence?

- a. What she gave me were an old paper map.
- b. What she gave me was an old paper map. ✓
- c. That she gave me was an old paper map.
- d. What was she gave me an old paper map.

2. Rewrite for emphasis: 'My grandfather taught me to read a map.'

- a. It was my grandfather who taught me to read a map. ✓
- b. It is my grandfather that he taught me to read a map.
- c. My grandfather it was who taught me to read a map.
- d. Grandfather who taught me to read a map was.

3. Complete the cleft: '\_\_\_\_\_ our species has always been able to do is roughly know where home is.'

- a. It
- b. That
- c. What ✓

d. Which

4. Rewrite: 'I just want one screen-free afternoon.'

a. All I want is one screen-free afternoon. ✓

b. It's all I want one screen-free afternoon.

c. That all I want is one screen-free afternoon.

d. What is all I want is one screen-free afternoon.

5. 'It's not the map that matters — it's the walking' emphasises:

a. the map

b. the walking ✓

c. neither

d. both equally

6. Which is grammatical?

a. The reason why I stopped using GPS is because I got lost.

b. The reason I stopped using GPS is that I wanted my sense of direction back. ✓

c. Reason why I stopped using GPS was that...

d. The reason of I stopped using GPS is that...

Score: 6 / 6

Try again

## VOCABULARY

### 2 · Complete with the correct word (commonly confused)

10 min

WORD BANK — DRAG OR TAP, THEN TAP A GAP

effect

principle

practise

advise

loose

its

than

sensible

1. The delay had a real **effect** **effect** on her focus.

2. It is a matter of **principle** **principle**, not convenience.
3. You need to **practise** **practise** the guitar every day. (BrE verb)
4. She would **advise** **advise** you to leave earlier.
5. The screw is a bit **loose** **loose** — tighten it.
6. The dog wagged **its** **its** tail.
7. She is much more patient **than** **than** I am.
8. Leaving now is the **sensible** **sensible** choice.

Score: 8 / 8

Try again

## GRAMMAR

10 min

### 3 · Rewrite for emphasis

1. Rewrite for emphasis with 'It was... who...': 'My grandmother, not the school, taught me patience.'

Hide answer

It was my grandmother, not the school, who taught me patience.

2. Rewrite with a *wh*-cleft: 'She gave me an old paper map.'

Hide answer

What she gave me was an old paper map.

3. Rewrite with 'All I want...': 'I just want one deliberate walk per week.'

Hide answer

All I want is one deliberate walk per week.

4. Rewrite with 'The reason ... is that...': 'I stopped using GPS because I wanted my direction back.'

Hide answer

The reason I stopped using GPS is that I wanted my sense of direction back.

## VOCABULARY +

## 4 · Match each pair with the rule that distinguishes them

8 min

## DRAG THE MEANING ONTO THE WORD

Reset

belonging to it / it is

a rule / main or head of a school

no longer have / not tight

to influence / a result

the activity / to do it

suggestions / to give suggestions

affect (v.) / effect (n.)

to influence / a result

Hide answer

to influence / a result

principle (n.) / principal (n.-adj.)

a rule / main or head of a school

Hide answer

a rule / main or head of a school

practice (n.) / practise (v.) [BrE]

the activity / to do it

Hide answer

the activity / to do it

advice (n.) / advise (v.)

suggestions / to give suggestions

Hide answer

suggestions / to give suggestions

lose (v.) / loose (adj.)

no longer have / not tight

Hide answer

no longer have / not tight

its / it's

belonging to it / it is

Hide answer

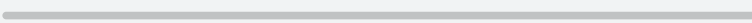
belonging to it / it is

## LISTENING

10 min

## 5 · Podcast · The cartographer's Saturday walk

Listen to a short first-person podcast monologue from a Lisbon cartographer reflecting on her six-week no-phone walking experiment.

▶ 0:00 / 0:00   

Audio recording coming soon — transcript-based questions still work with the answer key below.

1. Which cleft does she open with?

Hide answer

'What most of us have quietly lost is not our sense of direction — it's our trust in it.' (wh-cleft)

2. What returned first, according to her experiment?

Hide answer

Not direction — attention. She started noticing landmarks she had walked past for years.

3. Which cleft does she use about her Saturday walks?

Hide answer

'It's on those Saturday walks that I finally started noticing the city again.' (it-cleft)

4. What is her final unromantic point?

Hide answer

'All you need is one deliberate walk a week — no phone — for six weeks. The point isn't to throw the phone away.'

#### DISCURSIVE WRITING

20 min

### 6 · A short reflection (180–220 words)

Write a short first-person reflection titled: "*What I quietly gave away.*" Use at least three different cleft structures and two commonly confused pairs correctly. End with an honest, unromantic conclusion.

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