

SECOND EDITION

face2face

Advanced Teacher's Book

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Welcome to face2face Second edition!

face2face Second edition

face2face Second edition is a general English course for adults and young adults who want to learn to communicate quickly and effectively in today's world. Based on the communicative approach, it combines the best in current methodology with innovative new features designed to make learning and teaching easier. Each self-contained double-page lesson is easily teachable off the page with minimal preparation.

The **face2face** Second edition syllabus integrates the learning of new language with skills development and places equal emphasis on vocabulary and grammar. The course uses a guided discovery approach to learning, first allowing students to check what they know, then helping them to work out the rules for themselves through carefully structured examples and concept questions.

There is a strong focus on listening and speaking throughout **face2face** Second edition. Innovative *Help with Listening* sections help students to understand natural spoken English in context and there are numerous opportunities for communicative, personalised speaking practice. The *Real World* lessons in each unit focus on the functional and situational language students need for day-to-day life.

For more on the **face2face** approach, see p11.

All new language is included in the interactive *Language Summaries* in the back of the Student's Book and is regularly recycled and reviewed. Students can also review new language in the *Extra Practice* section in the Student's Book and in the Workbook.

The Student's Book provides approximately 80 hours of core teaching material, which can be extended to 120 hours with the inclusion of the photocopiable materials and extra ideas in this Teacher's Book.

The vocabulary selection in **face2face** Second edition has been informed by the *English Vocabulary Profile* (see p17) as well as the *Cambridge International Corpus* and the *Cambridge Learner Corpus*.

face2face Second edition is fully compatible with the *Common European Framework of Reference for Languages* (CEFR) and gives students regular opportunities to evaluate their progress. The Advanced Student's Book completes C1 (see p16–p21).

face2face Second edition Advanced Components

Student's Book

The **Student's Book** provides 10 units with three lessons. A and B lessons have extended reading and listening texts and a self-contained full-page Writing activity. Lesson C is a double-page spread that includes Real World language.

Teacher's Book with Teacher's DVD

This **Teacher's Book** includes *Teaching Tips*, *Classroom Activities* and *Teaching Notes* for each lesson, as well as an extensive bank of photocopiable materials (see p3). The **Teacher's DVD** contains video presentation material for the bank of Video worksheets in the Student's Book, as well as printable PDFs of all the Teaching Notes and photocopiable materials (see p12).

Class Audio CDs

The three Class Audio CDs contain all the listening material for the Student's Book and the listening sections of the *Progress Tests* for units 5 and 10.

Workbook and Online Workbook

The **Workbook** provides further practice of all language presented in the Student's Book. It also includes a 30-page *Reading and Writing Portfolio* based on the CEFR. The **Online Workbook** provides students with the same Workbook exercises in an easy-to-use online format, as well as additional audio and supporting activities. It also allows teachers to monitor students' work online.

Testmaker CD-ROM and Audio CD

The **Testmaker** enables teachers to create, edit, save and print their own tests, choosing exercises from the Progress Tests and a bank of extra questions. Testmaker also allows teachers to produce two versions of each test to prevent students from sharing answers.

Website

Visit www.cambridge.org/elt/face2face for bilingual Word Lists, sample materials, full details of how **face2face** Second edition covers the grammatical and lexical areas specified by the CEFR and much more!

New Features of face2face Second edition Advanced

NEW VIDEO

worksheets for each unit. (Video presentational material is on the Teacher's DVD.)

Unit 2 Remarkable!

Lead-in

- Work in groups. Discuss these questions.
 - When you visit a new city or country, do you like the sightseeing? If so, what kind of sights do you particularly like or dislike visiting?
 - Which buildings in your city or country have the most interesting history?
 - What do you know about these well-known sights in London: the Tower of London; Big Ben, Buckingham Palace.
 - Do you know about any other sights in London?

Viewing

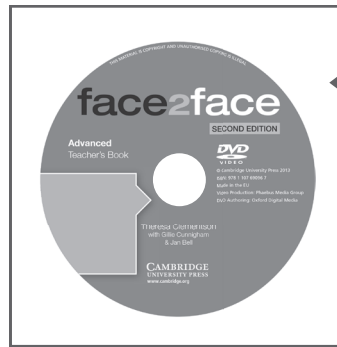
- VIDEO 2-1** Watch the whole video about the Tower of London and choose the best title (1-3).
 - London's Most Romantic Tower
 - The Tower of London - 900 years of history
 - Tower of London - from prison to prison to crown jewel
- Work in pairs. Take turns to explain what title you chose and why.
- VIDEO 2-2** Watch again. Make notes on these questions.
 - Why was the Tower built and built in the Tower of London?
 - Why has the Tower been used to explain the history of the Tower?
 - Why did William the Conqueror build the Tower?
 - Why was the Tower very different to most other buildings in England at that time?
- Work in pairs and compare answers.
- VIDEO 2-3** Watch again. Are these statements true, false or there is no information given? Correct the false statements.
 - The White Tower was the last part of the tower to be built.
 - It took 10 years to build.
 - It was the most impressive castle in England at one time.
 - King William lived in the Tower.
 - The arches over the windows had a special function.
 - Most people are interested in the Tower because it was a place of punishment.
 - This was the only castle King William built in England.
- VIDEO 2-4** Watch again. Tick the events of Anne Boleyn's life that are mentioned.

- how old she was when she met Henry VIII - how she met Henry VIII - her wedding day - the night before her coronation	- her children with Henry VIII - why Henry VIII turned against her - her trial - her execution
---	---
- Watch again and make notes on the events you ticked.
- Work in pairs. Compare notes.

Discussion

- A museum wants to create an exhibition on the best of your country's history and culture. Think of six things that best represent different aspects of your country (e.g. a historical object, a building, a work of art, etc.). Be prepared to justify your choices.
- Work in pairs. Tell each other your ideas and agree on the same six exhibits. (If you are from different places, imagine it is a joint project between your countries.)
- Discuss these questions.
 - How will you attract visitors to your exhibition?
 - How much should visitors pay for admission?
 - How will information be made accessible to people who speak different languages? Which languages will be easiest to use?
 - How will the exhibition bring to content to life?
- Work in groups with another pair. Tell the other pair about your exhibition and the exhibits you chose. Do you agree with each other's ideas?
- Present your group's best ideas to the rest of the class.

See the video and script on the Self-study DVD-ROM



NEW Teacher's

DVD with all the video presentation material, Teaching Notes and photocopiable materials from this Teacher's Book.

NEW Help with Pronunciation

sections in the Student's Book enable students to improve their pronunciation and help them to communicate more effectively.

HELP WITH PRONUNCIATION

- Speech units and stress
- CD 1** Listen to the definition of 'impostor syndrome' again and write down exactly what you hear.
 - Look at Audio Script **CD 1** p166 and check what you wrote. What problems did you have (for example, not hearing some words)?
 - Listen again. Divide the text on p166 into speech units (/) and mark the word which is stressed most in each speech unit.

TIP • We stress certain words because they carry important information or because they are ideas that we wish to focus on.

Have you heard of // *im*pōstōr syndrome? //
 - Practise saying the definition.

NEW full-page Extra Practice and Progress Portfolio sections for each unit in the back of the Student's Book provide further controlled practice of all new language.

Extra Practice 2

- 2A p16**
- Fill in the gaps with these interesting adverbs.

deeply	totally
wholly	entirely

 - I got deeply frustrated when I'm stuck in a traffic jam.
 - remember my first day at school.
 - I always feel deeply disappointed when my country loses an important football match.
 - agree that man and women should have equal opportunities.
 - Fill in the gaps with these phrases.

deeply	highly
totally	completely

 - It's totally unlikely that I'll ever learn another language.
 - deeply believe that life improves as you get older.
 - regret some of the things I've done in my life.
 - agree with my country's policy on green taxes.
- 2B p20**
- Complete these sentences with a present participle, a past participle or a perfect participle.
 - Enter, in moderation, chocolate is good for you.
 - in restaurants all week, Lucy pretends to cook for herself at the weekends.
 - such a big lunch earlier that day, I didn't feel like any dinner.
 - the film three times already, she decided to give it another.
 - her ex-boyfriend approaching, she ran and hid.
 - from a distance, she looks like a 20-year-old!
 - Read the instructions below, then listen to the audio.
 - out loud, the poem sounded much better.
 - the report so quickly, I missed a lot of mistakes.
 - the chance, I'd love to learn how to do it.
 - the job to Fred, she immediately regretted her decision.
 - myself an extra day, I should be able to finish the job.
 - Rewrite sentences 1-12 in the using if, because, after, etc. Make any other necessary changes.

If it were in moderation, chocolate is good for you.

Language Summary 2 p137

- Read the story. Tick the groups of adjectives 1-6 that are in the correct order. Correct the groups which are not.

When I was 14, my parents went on holiday for a week and I went to stay in my beautiful, big old house in the country with some distant relatives. My cousin Linda's best friend was a very 10-year-old attractive girl called Anna, who had wide, extraordinary emerald green eyes and dark, shiny long hair. Remembering evenings around the wooden, round kitchen table, the following summer, I went back, but Anna had fallen in love with a Italian, tall, dark-haired pilot, so I had to cancel.
- Complete these adjectives to describe places.
 - spacious, old, big
 - at, big, big
 - at, big, big
 - at, big, big
 - at, big, big
 - at, big, big

Progress Portfolio 2

- Tick the things you can do in English.
- ☐ I can define and give extra information in a formal and informal way.
 - ☐ I can emphasize verbs and adjectives using a range of appropriate structures.
 - ☐ I can identify points of detail in a complex newspaper article.
 - ☐ I can write concise descriptions using complex clauses.
 - ☐ I can describe photos in detail using accurate adjective order.
- What do you need to study again? See Self-study DVD-ROM 2.

NEW full-page Writing sections for each unit help students by focusing on punctuation, spelling and discourse markers.

2 Writing

- Work in pairs. What do you know about Venice?
- Read extract A, from a review of Venice. Find and correct eight mistakes with apostrophes. (1-8)

A

Since is one of Europe's most romantic cities. I totally remember the first time I saw Venice in a holiday and there another day like it anywhere in the world. (1) As you can see all of the statue you are all the head going on down the Grand Canal, which is another day like it anywhere in the world.

I had a great time with my parents when I was ten, and I've been going there regularly, for the last 20 years. (2) After I was ten, I usually take the one bus and I'm still impressed by the amazing buildings which line the canals. In fact, the building is so old that it makes Venice an open-air museum. (3) So, this is a place where you can see the most beautiful architecture and enjoy the view of the Grand Canal from the water.

- Read extract B, from another review. Add one apostrophe to sentences 1-6.

B

Venice is a historic city of small islands, covered by canals which have played central in the city's development and economy. (4) Today, the canal built off provide the means for transport of goods and people within the city. (5) The city is often threatened by the sea. Sea levels, which cause floods between autumn and early spring. (6) Since the 20th century, many well-connected to the sea have been replaced by a canal. (7) As the sea level has risen, the city has been threatened by sea-level floods. (8) Now, the city is still threatened by sea-level floods. (9) But there are many of these and have been replaced. (10) Some more studies have suggested that the city is being sinking, but this is not yet certain.

- Read extract A again. Replace the underlined connecting words/phrases with phrases in the box (not all of which are necessary).

- while as soon as originally the moment afterwards ever since meanwhile
- Fill in the gaps with words/phrases from 3a. Sometimes there is more than one possible answer. (1-10)
 - I arrived there, I wanted to make it my home.
 - Tourism improved, they removed the canals.
 - The canals were built, the city has suffered from flooding.
 - The town was, inhabited by farm workers.
 - I visited some old friends, I was staying there.
 - I decided to stay in a cheap hotel, I enjoyed it.
 - I sat anxiously waiting for the call, I tried to get on with some work but kept looking at the clock.



Punctuation apostrophes Connecting words time (1) Writing task a travel review describing and recommending places

- Choose a place you know well that you would recommend to tourists. Make notes on these topics.
 - what the place is known for
 - your personal experience of being there
 - when to visit and what to see

- Work in pairs. Discuss your notes. Would you like to visit your partner's place? Why/Why not?

- Write a review of the place you discussed in 4b, which would be suitable for a travel website.

- Check your writing for the correct use of these features.
 - apostrophes
 - connecting words/phrases
 - adjective word order
 - intensifying adverbs

- Read other students' reviews. Choose two places you would prefer to visit.
- Work in groups. Discuss the places you chose.
- Which place is the most popular? Why?

- For more Writing practice: Portfolio 2, Workbook p27.

A Guide to the Student's Book

Lessons A and B in each unit introduce and practise new language and develop Advanced skills.

Menu boxes list the language taught and reviewed in each lesson.

2A **Exceptional people**

Vocabulary intensifying adverbs
Grammar relative clauses with prepositions

QUICK REVIEW Sayings
Work in pairs. Give the beginning of four English sayings. Your partner completes and explains them. **A** We'll cross that bridge ... **B** We'll cross that bridge when we come to it. What this means is ...

Reading

1 a Look at the book cover and the definition of **savant**. What do you think Daniel Tammet's unusual abilities are?
b Read the article. Name two things Daniel can do exceptionally well and two things he finds difficult.
c Read the article again and choose the best ending for these sentences.

1 Daniel didn't speak much as a child because he ...
a was shy.
b was more interested in the numbers in his head.
c found it difficult to learn to talk.

2 Daniel finds mental arithmetic easy because he ...
a enjoys working out the answers.
b doesn't have to write anything down.
c can see the answers in his head.

3 Regarding savants, scientists are not able to tell us ...
a the reasons for their skills.
b the type of skills they often have.
c how many savants exist.

4 Daniel is unusual for a savant because ...
a he has a range of abilities.
b his abilities are exceptional.
c he can offer insights into his abilities.

5 Working independently is important for Daniel because ...
a flexibility is a priority for him.
b it enables him to do things in his own way.
c he prefers working directly with his clients.

6 Nowadays, Daniel finds it ...
a easier to appreciate his individuality.
b harder to deal with painful experiences.
c harder to cope with life's ups and downs.

d Work in pairs. Discuss these questions.

1 Why do you think Daniel finds *Pi* as beautiful as the Mona Lisa or a Mozart symphony?
2 Daniel says: "I would have traded everything for normality. But I've since learned that being different isn't necessarily a bad thing." Why do you think his attitude has changed?
3 Which do you think is more important in life: academic brilliance or emotional intelligence? Give reasons.

A GENIUS EXPLAINS

Daniel Tammet is an autistic* savant with an extraordinary gift for numbers and languages. Unlike other savants, Daniel has described how he does it in a book, *Born on a Blue Day*, in which he writes about his life.

"I've got a quiet voice," he says, in his gentle monotone. "I think it's because as a child I didn't speak very much. It was hard for me to find my voice, because I was absorbed in my own world." Daniel's world is a rich and strange one, in which every number up to 10,000 has colour, texture and emotional resonance. "The number one is a brilliant, bright white, like somebody shining a torch in my eyes ... Four is shy and quiet, like me. Eighty-nine is like falling snow."

Daniel's condition allows him to achieve extraordinary mathematical feats, all of which he finds simple; he holds the European record for recalling *Pi* – the mathematical constant – to the furthest decimal place. It took him five hours and nine minutes.

"*Pi* is for me an extremely beautiful thing," he says, "like the Mona Lisa or a Mozart symphony." For Daniel, mental arithmetic is a gorgeous kaleidoscopic process. "When I divide one number by another, say, 13 divided by 97, I see a spiral rotating downwards in larger and larger loops that seem to warp and curve. The shapes coalesce into the right number. I never write anything down."

Savants constitute less than 1% of the population, and about 10% of the autistic population, yet their abilities are shrouded in mystery. Savant skills tend to occur in five areas: music, art, calendar calculating, mathematics and mechanical or spatial skills (for instance, the capacity to measure distances without instruments). Generally, a single special skill exists but, in some instances, multiple skills can occur. One skill for which all savants are known is an extraordinary memory.

While many savants have a restricted vocabulary and are not able to explain their abilities, this is clearly not the case with Daniel. Not only can he describe how his mind works, but he can also speak ten languages, including Lithuanian and Welsh. He is even creating his own language: *Manti*, meaning a type of tree.

However, Daniel's condition also has its limitations. "I had to teach myself to look into people's eyes," he explains. "Before that, I used to look at their mouth, because it was the part of their face that was moving." He would find it impossible to fit a 9–5 job around his daily tasks, all of which he does in the same order every day. For instance, he drinks his five cups of tea at exactly the same time each day and feels upset and anxious if his routine is interrupted. In order for work to fit in with his particular needs, he set up his own business, writing internet courses for private clients in language learning, numeracy and literacy, which he does at home. This has the advantage of being in his control and allowing him to work autonomously.

Daniel's condition was not diagnosed until he was 25. Growing up as an undiagnosed savant was not easy and he was often lonely. It was difficult being at school surrounded by children, none of whom understood his condition. "I was desperate for a friend. My brothers and sisters had friends and I used to watch them playing, to try to work out what they did and how friendship worked. I would have traded everything for normality. But I've since learned that being different isn't necessarily a bad thing."

Daniel feels he is progressing towards 'outgrowing' his autism. He cried for the first time in his adult life a few years ago, when his cat died. He is getting better at social interaction.

"Every experience I have I add to my mental library, and hopefully life should then get easier." In this, he seems to sum up the progress we all hope for.

savant /'sævnt/ someone who has unusual, often exceptional, abilities or knowledge

***autistic** = having a mental condition that makes people unable to communicate well

New language is introduced in context in authentic reading or listening texts.

Reduced sample pages from the **face2face**
Second edition Advanced Student's Book

Help with Grammar sections combine both inductive and deductive approaches to grammar. Either the rules of form and use are given or students are encouraged to work them out for themselves before checking their answers in the interactive *Language Summary* for the unit.

Help with Pronunciation sections help students with specific areas of pronunciation that they often find problematic.

There are practice activities immediately after the presentation of vocabulary to help consolidate the new language.

Students can learn and check the meaning of new vocabulary in the interactive *Language Summary* for the unit in the back of the Student's Book.

HELP WITH GRAMMAR
Relative clauses with prepositions

2 a Match the sentences to these styles of English.

- more formal, usually written English
- less formal, usually spoken English

1 a Daniel has described how he does it in a book **in which** he writes about his life.

b Daniel has described how he does it in a book **that**he writes about his life in.

2 a One skill **for which**all savants are known is an extraordinary memory.

b One skill **that**all savants are known **for**is an extraordinary memory.

b Complete these rules.

In more formal, usually written English ...

1 that changes to _____ after a preposition.

2 the preposition comes _____ the relative pronoun.

c Look at the phrases in bold in sentences a and b and answer the questions.

a Daniel's condition allows him to achieve **extraordinary mathematical feats**, **all of which** he finds simple.

b It was difficult **being at school**, **surrounded by children**, **none of whom** understood his condition.

1 What does who change to when it comes after a preposition?

2 Which ideas do the phrases in bold refer to?

3 Which phrase in bold is the subject of the clause that follows?

4 Which phrase in bold is the object of the clause that follows?

5 What additional determiners (all, none, etc.) can combine with of which or of whom in non-defining relative clauses?

TIP • When we are speaking informally, we can use none of them, all of them, etc. Notice the change in word order.

He would find it impossible to fit a 9-5 job around his daily tasks. **He does all of them in the same order every day.**

He would find it impossible to fit a 9-5 job around his daily tasks, **all of which he does in the same order every day.**

d Check in GRAMMAR 21 p138.

3 a Complete each gap in the article with a preposition, and which or whom.

b Work in pairs. Change the gapped sentences to a more informal spoken style.



KIM PEEK, who died in 2009, was known as a 'megasant' due to his exceptional memory. At the age of four, although no school would accept him, he sought out encyclopaedias, atlases and telephone directories, all _____ he memorised. As a result of his motor deficiencies, Kim was looked after by his father, _____ he totally depended. It was Kim's life _____ the Oscar-winning film, *Rain Man*, was based. Following the film's success, Kim was invited to take part in public appearances. On some of these occasions, screenwriter Barry Morrow, _____ Kim had collaborated, gave him the Oscar statuette to carry. These appearances increased Kim's self-confidence. He thoroughly enjoyed meeting people and had a marked sense of humour. He also loved showing strangers his remarkable ability for calendar calculations, by telling them _____ day of the week they were born.

HELP WITH PRONUNCIATION
Speech units

6 a **CD1** • 8 Listen and notice how the presenter organises what he is saying into speech units. The speech units are marked with //.

The transformation in Tommy has been quite // remarkable. // So // what happened six years ago // to bring it about? // The extraordinary answer // is // a brain haemorrhage. // One day Tommy was in the bedroom // when he remembers something // popping in his head. //

TIP • Speech units help us to organise what we say by dividing it into groups of words. Speech units can vary in length in order to emphasise particular words. // popping in his head //

b Listen again and practise.

c Work in pairs. How do you think the extract below can be organised into speech units? (There are many possible answers.)

A few days later, he was sent home with a bag full of tablets. I didn't know what to do – he couldn't walk, or feed himself, or do anything really. Sometimes he didn't even know where he was. It was awful. He was totally frustrated, angry, and in pain.

d **CD1** • 9 Listen to Jan. Practise saying the extract in 6c, paying attention to speech units.

Vocabulary Intensifying adverbs

7 a Which adverb does not go with these adjectives or verbs? Check in VOCABULARY 21 p137.

1 I ~~utterly~~/thoroughly/really enjoy ...

2 I'd be ~~deeply~~/strongly/totally frustrated if ...

3 It's ~~highly~~/completely/extremely (unlikely) that ...

4 I ~~strongly~~/firmly/highly believe that ...

5 I ~~bitterly~~/deeply/perfectly regret ...

6 I was ~~bitterly~~/utterly/extremely disappointed when ...

7 I ~~completely~~/entirely/highly agree ...

8 I ~~vividly~~/distinctly/perfectly remember ...

b Use five of the adverbs and adjectives/verbs to make true or false sentences about you. Think about how to organise your sentences into speech units.

c Work in pairs. Take turns to say your sentences. Guess which of your partner's sentences are false.

Listening

4 a Look at the photo of Tommy McHugh, a builder who became a painter. What do you think of his work?

b **CD1** • 7 Listen to the radio programme. Why did Tommy become a painter?

c Listen again and complete these sentences.

1 Tommy hadn't done any painting at all until he reached his _____.

2 He compares his mind to a _____, which generates bubbles full of creative ideas.

3 After hospital, Tommy and his wife received no _____.

4 Tommy's life changed when Marion Kaimus told him that he was an _____.

5 Changes to the temporal lobe increase people's _____.

6 As well as painting, many people with Tommy's condition tend to _____ a lot.

7 Being very productive can result in work of variable _____.

8 Although Tommy's lifespan is uncertain, he regards his life as an _____.

5 a Work in pairs. Try to summarise Tommy's story.

b Discuss these questions.

1 Do you think what happened to Tommy was good or bad?

2 How do you think Tommy feels? What about his ex-wife?

Get ready ... Get it right!

6 Think of someone who should win an award for being exceptional (someone famous or someone you know). Write five reasons.

9 a Work in groups. Take turns to tell each other about the person you chose.

I firmly believe my cousin Julia should win the award. She was ill for a while and made redundant, neither of which put her off starting her own business.

b Vote for the person you think should win the award. Then tell the class.

A Guide to the Student's Book

Quick Reviews at the beginning of each lesson recycle previously learned language and get the class off to a lively, student-centred start.

2B

Memorable places

Vocabulary adjective word order
Grammar participle clauses

QUICK REVIEW Relative clauses with prepositions; intensifying adverbs. **Think of two famous places you have visited. Prepare to describe them. Work in pairs. Your partner tries to guess the place you're describing. A I thoroughly enjoyed visiting this Spanish city, in which you can find Gaudi's famous cathedral. B Is it Barcelona?**

Speaking and Reading

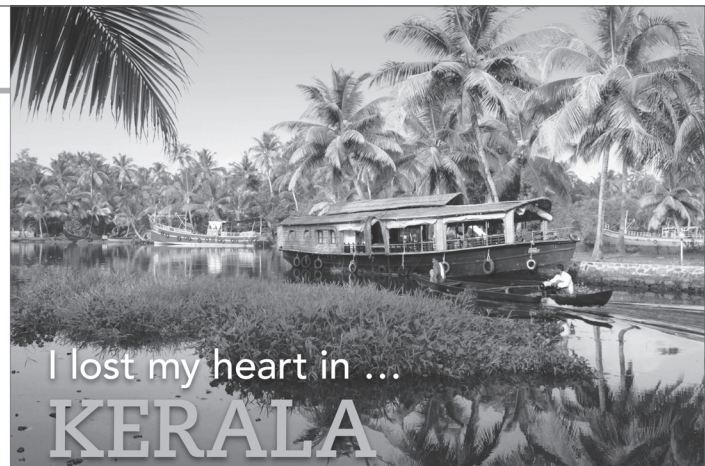
- 1 Work in pairs. Which three reasons are most important to you when choosing a holiday, and why?
 - the climate
 - the tourist facilities
 - the landscape
 - the local culture
 - the accommodation
 - the cost of the holiday
 - the nightlife
- 2 a Look at the photo of Kerala on p21. What do you think the writer loved about this place?
 - b Read the article on p21 and check your ideas.
 - c Read the article again. Answer these questions.
 - 1 Why did the writer choose January to visit Kerala?
 - 2 What did the writer find surprising about Kerala?
 - 3 What does the writer predict will happen to Kerala soon?
 - 4 Which is the best way to travel if you want to see the 'real' Kerala?
 - 5 What is unusual about the way people fish in Cochin?
 - 6 Why are some famous people attracted to Kerala?
 - d Work in pairs. In which place, if any, have you 'lost your heart'? What made it so wonderful? How would you spend a perfect day there?

HELP WITH GRAMMAR Participle clauses

- Participle clauses can be used to give more information about things, events or ideas in a sentence. They are often used to make a piece of writing more varied and sophisticated.
- 3 a Look at participle clauses 1–5 in the article. Which ones use the forms below?
 - a present participle
 - a past participle
 - a perfect participle
 - b Compare examples a–e below with clauses 1–5 in the article. What changes occur when we use participle clauses?
 - a ... so they act as a vital means of communication between remote villages and crowded towns.
 - b **While** you glide silently along in a canoe, you get to see a rural Kerala preserved through the ages.
 - c **Because** it's caught locally every day, it's always wonderfully fresh.
 - d **After** I'd had an indulgent lunch, I'd lie in a hammock.
 - e If it's poured very slowly across your forehead, the oil feels like a cow is licking you.
 - TIP • When we use **not** in a participle clause, it usually comes before the participle.

Not knowing much about Kerala, we bought a guidebook.
not Knowing not-much about Kerala, ...
 - 4 Match the words in bold in a–e in 3b to meanings 1–4.
 - 1 cause 3 condition
 - 2 result 4 time
 - d Complete the rule.

Past participles are used in passive/active clauses, and present participles are used in passive/active clauses.
 - e Check in **GRAMMAR 2.2** p139.
 - 4 Rewrite these sentences, starting with a participle clause.
 - 1 Because I didn't know my way round Kerala, I headed straight for the Tourist Information office.
 - 2 The rain was very heavy at that time of year, so it caused flooding everywhere.
 - 3 If it is visited out of season, Kerala is not full of tourists.
 - 4 As we drove through the Periyar Wildlife Sanctuary, I was lucky enough to spot wild elephants.
 - 5 After waking in the Wildlife Sanctuary, I took a boat trip on Periyar Lake.
 - 6 After I'd had breakfast, I went swimming in the lake.
 - 5 a Think of an interesting experience you have had. Write a short paragraph, using participle clauses, to describe the ideas, events and things that happened.
 - b Work in groups. Read about the experiences and ask questions to find out more.



I lost my heart in ... KERALA

WHY?
It's incredibly beautiful and hypnotic, with lush vegetation, white beaches and vividly green countryside. Entire communities live along the canals and lagoons, which stretch over 1,900 km, 'acting as a vital means of communication' between remote villages and crowded towns. In order to avoid the monsoon season, I went in January. At that time of year, the weather is great and you are normally guaranteed warm days and cooler, comfortable nights. I didn't expect to find it still so unspoilt, given that it's relatively close to Goa. People don't seem to have worked out yet that Kerala is a lot nicer and much less touristy. So you feel as if you're discovering somewhere entirely new, like you're on a totally different planet. However, since it's been nominated one of National Geographic's '50 must-see destinations of a lifetime', it's only a matter of time before all this now changes.

WHAT SHOULDN'T I MISS?
Take a trip along the backwaters. 'Gliding silently along in a canoe, you get to see a rural Kerala preserved through the ages and completely hidden from the road. You'll pass locals doing their laundry in the river, schoolteachers taking classes on the banks and so on, which is an enchanting experience. Make sure you take a camera. A stopover in the fascinating capital, Cochin, is also a must. A cluster of islands surrounded by a network of rivers and lakes, Cochin is home to a unique culture. There's extraordinary fishing on the coast there; people hang from their boats into the water and pick up fish with their teeth, before chucking them into enormous nets. In the evenings, go to a restaurant and try the wide variety of fish Kerala is so famous for. 'Caught locally every day, it's always wonderfully fresh.

A PERFECT DAY
I would probably wake up around 10 a.m. and tuck into a delicious Indian breakfast of pancakes with lots of curry powder. Then I'd take to the backwaters for three or four hours. Later on, 'having had an indulgent lunch, I'd lie in a hammock, sipping fresh coconut milk through a straw and reading a good book. I might follow in the footsteps of the Hollywood stars, who come to Kerala in search of Ayurveda, the natural Indian healthcare which dates back more than 3,000 years. The treatments use herbal oils made from the exotic spices that are so plentiful here. 'Poured very slowly across your forehead, the oil feels like a cow is licking you; this may sound revolting but is actually very enjoyable and is supposed to be good for people suffering from the stresses and strains of modern life. After supper, totally relaxed, I'd head for bed, not forgetting to put on an eye mask in order to avoid seeing any of the local spiders!

Frequent speaking opportunities give students the chance to work in pairs or groups to practise new language and prepare for activities.

Controlled practice exercises check students have understood the meaning and form of new language.

The *Writing* sections help students by focusing on punctuation, spelling and discourse markers.

Listening

- 6 a **CD1** * 10 **CD1** * 11 Look at the photos and captions. Listen to two conversations. Did Bruce and Melissa enjoy their holidays?
- b **CD1** * 10 Listen to Bruce again. Answer these questions about his comments.
- 1 "They were quite grey." (What were? Give more information.)
 - 2 "It's brilliant for that." (What is it? What is it brilliant for?)
 - 3 "They're great." (What are they? What do they do?)
 - 4 "You can walk right up to them." (Up to what? Why can you do this?)
- c Look at these words/phrases Melissa uses. Which describe her expectations and which describe her actual experiences?
- | | |
|--------------------------|-----------------------|
| 1 a beautiful lodge | 5 gravel |
| 2 driving, pounding rain | 6 a very small dinghy |
| 3 a log cabin | 7 choppy seas |
| 4 a sandy beach | |
- d **CD1** * 11 Listen to Melissa again and check. Add details about her actual experiences.
- e Which of these places would you like to go to? Why?

HELP WITH VOCABULARY Adjective word order

- When describing a noun, there is an order that adjectives usually follow. Notice that opinions come before facts, the general before the specific.

opinion	size	age	colour	origin	material	
beautiful			white		sandy	beaches
stark		modern			log	cabins
	massive	100-year-old				tortoises
charming				rustic	stone	cottages

*These are nouns used as adjectives.

- 7 a Look at these adjectives in bold. Do they describe opinion, size, age, colour, origin or material?
- 1 **breath-taking** high **snow-capped** peaks
 - 2 **delicious** Thai fish and coconut **curries**
 - 3 **extravagant** white **marble** buildings
 - 4 **picture-book** **medieval** Italian villages
- b Look at these examples. When speaking, we try not to put too many adjectives in front of the noun. How do we avoid doing this?
- rather **stupid-looking clumsy** birds, with **blue feet and long necks**
 - **charming rustic cottages** in **stone**
 - **delicious Thai curries**, (which **were**) **made of fish and coconut**
- c Check in **VOCABULARY 2.2** p137.
- 8 Add the extra information in brackets. Use a relative clause and/or *with*, and/or *in*.
- 1 a delightful Victorian cottage (six bedrooms, quiet area)
 - 2 a spacious, modern flat (well-decorated, inexpensive)
 - 3 a classic round-necked sweater (blue, cotton)
 - 4 a funny, well-written contemporary drama (original, superbly acted)
 - 5 a scruffy young writer (dark hair, beard)
 - 6 an Italian sports model (metallic grey, sun-roof)



Come face to face with blue-footed boobies in the Galapagos Islands.



Spend summer in Ireland Stay in charming rustic stone cottages and sunbathe on its beautiful white sandy beaches.

Get ready ... Get it right!

- 9 Think about a place that you have been to that you either love or hate. Use adjectives to describe it.
- 10 a Work in groups. Describe your place. Ask follow-up questions.

The first time I visited this city I really disliked it because it was so noisy and chaotic, with a lot of traffic and pollution. But ...

- b Tell the class about the best or worst place you heard about.

2

Writing

Punctuation apostrophes
Connecting words time (1)
Writing task a travel review: describing and recommending places

- 1 Work in pairs. What do you know about Venice?

- 2 Read extract A, from a review of Venice. Find and correct eight mistakes with apostrophes. **WRITING 2.2** p140.

A Venice is one of Europe's most romantic cities. I vividly remember the first time I saw it because it's so beautiful and there's nowhere else like it anywhere in the world. As soon as you come out of the station you see all the boat's going up and down the Grand Canal, which contributes to it's fairytale atmosphere.

I first went there with my parents when I was ten, and I've been going there regularly for the last 20 years. When I arrive, I usually take the river bus and I'm still impressed by the stunning building's which line the canals. In fact, the building's unique architecture makes Venice a real open-air museum. When I like to go for a wander around the city's colourful, narrow streets and drop in to the local people's bars for the best coffee in the world. While sit drinking, life bustles on around me. Pure bliss.

- b Read extract B, from another review. Add one apostrophe to sentences 1-6.

B Venice is a historic city of small islands, carved up by canals which have proved central to the city's development and economy. Today, the canals boats still provide the means for transport of goods and people within the city. The city is often threatened by the Adriatic Sea's tides, which cause floods between autumn and early spring. During the 20th century, many wells were constructed to satisfy the local industries requirements and as a result, Venice began to subside. The sinking has slowed markedly since these wells were banned in the 1960s. However, the city is still threatened by low-level floods that have made many of Venices old houses uninhabitable. Some recent studies have suggested that the city's no longer sinking, but this is not yet certain.

- 3 a Read extract A again. Replace the underlined connecting words/phrases with phrases in the box (not all of which are necessary).

while as soon as originally the moment afterwards ever since meanwhile

- b Fill in the gaps with words/phrases from 3a. Sometimes there is more than one possible answer. **WRITING 2.2** p140.

- 1 I arrived there, I wanted to make it my home.
- 2 Tourism improved they renovated the centre.
- 3 the canals were built, the city has suffered from flooding.
- 4 The town was inhabited by farm workers.
- 5 I visited some old friends I was staying there.
- 6 I decided to stay in a cheap hotel. I regretted it.
- 7 I sat anxiously waiting for the call. I tried to get on with some work but kept looking at the clock.



- 4 a Choose a place you know well that you would recommend to tourists. Make notes on these topics.

- what the place is known for
- a description of the place
- your personal experience of being there
- when to visit and what to see

- b Work in pairs. Discuss your notes. Would you like to visit your partner's place? Why/Why not?

- 5 a Write a review of the place you discussed in 4b, which would be suitable for a travel website.

- b Check your writing for the correct use of these features.

- apostrophes
- connecting words/phrases
- adjective word order
- intensifying adverbs

- 6 Read other students' reviews. Choose two places you would prefer to visit.

- 7 a Work in groups. Discuss the places you chose.

- b Which place is the most popular? Why?

- For more Writing practice: Portfolio 2, Workbook p57.

Help with Vocabulary sections encourage students to work out the rules of form and use of new vocabulary themselves before checking in the interactive *Language Summary* for the unit.

Lesson C in each unit provides students with opportunities to work with different types of authentic listening and reading texts, and then to develop their speaking and writing skills. In the even-numbered units these lessons focus on integrated skills practice. In the odd-numbered units they focus on functional language.

VOCABULARY AND SKILLS

Spoilt for choice

Vocabulary describing places
Skills Reading: tourist information;
Listening: interview about tourism
Real World making recommendations

QUICK REVIEW Adjective order **Work in groups.**
One person describes something, using one adjective. The next person adds an adjective in the correct order. **A an old man B a nice old man C a nice old British man**

- a List places in China that you have heard of or been to. How much do you know about these places?
b Look at the photos and read the website extracts. Which areas or cities would you like to visit? Put them in order.
- Underline the words/phrases that you think the writer uses to make the areas sound interesting and attractive. Check in **VOCABULARY 2.3** p137.
- CD1** 12 Listen to Cheng, a tourism specialist. What does he say about the two most popular tourist destinations?
- a **CD1** 13 Listen to Cheng talking about the diversity that China has to offer as a holiday destination.
1 Make notes on additional information about the places on the map.
2 Find Guilin on the map.
3 Why does Cheng recommend it?
b **Work in pairs.** Compare notes. Then listen again to check.
- CD1** 14 **Work in pairs.** Listen to the next part then discuss the questions.
1 Which city offers the best nightlife?
2 Why is food in China so diverse?
3 Which place sounds the most interesting? Why?
- a Think of three places a visitor should see to appreciate your country. Make notes on how you can describe them in an interesting way. Use these Real World phrases.
b **Work in groups.** Tell each other about your places. Say why you chose them and who would enjoy them. If you are from the same country, did you choose the same places? Why?

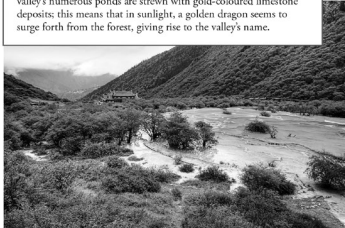
REAL WORLD Making recommendations

- in (Shanghai), you must try the ...
- If you enjoy (culture), there are ...
- You can visit (Guilin), which is definitely worth seeing.
- If it's (history) you're after/into, ...
- You can't beat/do better than ...

b **Work in groups.** Tell each other about your places. Say why you chose them and who would enjoy them. If you are from the same country, did you choose the same places? Why?

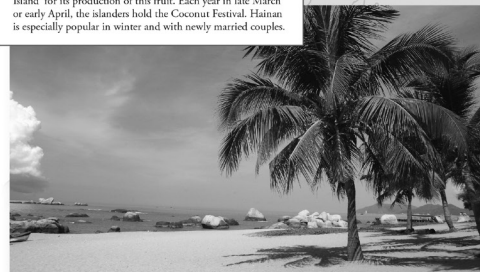
Chengdu, south-west China

Chengdu is a modern city, full of traffic and high-rise department stores. So why visit? In Chengdu's tea-house culture, you can enjoy tea while people-watching and playing mahjong. It is the best place in the world to see the Giant Panda, with 85% of the world's remaining pandas living in reserves in Sichuan. Beyond the city, you can experience the spectacular Huanglong Valley (Yellow Dragon Valley). Bordered by snow-clad peaks and glaciers, the valley's numerous ponds are strewn with gold-coloured limestone deposits; this means that in sunlight, a golden dragon seems to surge forth from the forest, giving rise to the valley's name.



Hainan Island, south coast

While northern China is snowy and icebound, in Hainan it is possible to swim in the sea and enjoy warm sunshine all year round. Hainan is a tropical paradise, and is known as the 'Eastern Hawaii'. In addition to stunning golden beaches, it boasts such tropical scenery as the Dongjiao Coconut Plantation. In fact, Hainan Island is also called 'Coconut Island' for its production of this fruit. Each year in late March or early April, the islanders hold the Coconut Festival. Hainan is especially popular in winter and with newly married couples.



Xi'an, north-west China

Were China a tree, Beijing would be the crown, while Xi'an would be its deep roots. As the saying goes, 'Go to Shanghai and you will find a 100-year-old China; go to Beijing and you will find a 1000-year-old China; go to Xi'an and then you will find a 3000-year-old China'. Xi'an records the great changes of the country just like a living history book. Home to the Terracotta Army, the city has a historical heritage second to none. Today, despite the searing summer heat and the freezing winters, Xi'an is a joy to visit.



Beijing, north China

Many people say that the real culture of Beijing, China's capital city, lies in the winding lanes known as *hutong* (meaning 'water well') and the courtyards. The *hutong* originated during the Yuan Dynasty (1271–1368) when people settled around the water wells, leaving a passageway between two courtyards to make entering them more convenient. There are tens of thousands of hutong surrounding the Forbidden City, once home to the emperors. Shut away from the hustle and bustle of the city outside, the *hutong* dwellers enjoy a peaceful existence. Come and wander round these lanes, and you'll get a true taste of Beijing.



continue2learn

- Vocabulary, Grammar and Real World
- Extra Practice and Progress Portfolio 2 p115
- Video (*Remarkable!*) p125
- Language Summary 2 p137
- Workbook 2 p9

Reading and Writing

- Portfolio 2 Competition entries Workbook p57
- Reading a competition about inspirational people
- Writing using monolingual dictionaries



Real World sections focus on the functional language students need for day-to-day life.

The *continue2learn* sections show students where they can continue practising and extending their knowledge of the language taught in the unit.

There is a full-page *Extra Practice* section in the back of the Student's Book, which provides revision of key language from the unit. Students can also monitor their progress by completing the *Progress Portfolio*, which is based on the requirements of the *Common European Framework of Reference for Languages*.

The Workbook provides further practice activities. The Reading and Writing portfolio contains a double-page lesson per unit.

The face2face Approach

Listening

A typical listening activity in **face2face** Second edition Advanced checks understanding of gist and then asks questions about specific details. In other activities students guess the meanings of words or phrases from the context and interpret the speaker's attitudes. The authentic recordings in every unit expose students to natural connected speech and a range of accents.

The 10 *Help with Listening* worksheets in this Teacher's Book use authentic recordings from the Student's Book, and focus on how fluent speakers of English structure their discourse in a variety of genres.

For *Teaching Tips* on Listening, see p22.

Speaking

All the lessons in **face2face** Advanced and the *Class Activities* worksheets provide students with numerous speaking opportunities, which focus on both accuracy and fluency.

Even at advanced level, students may need time to formulate their ideas before they speak. Therefore this preparation stage is incorporated into the *Get ready ... Get it right!* activities at the end of each A and B lesson.

For *Teaching Tips* on Speaking, see p22.

Reading

In the **face2face** Second edition Advanced Student's Book, there is a wide range of authentic texts covering a variety of genres. As well as developing the reading skills of skimming and scanning, there are activities which focus on other sub-skills such as interpretation of attitude, and awareness of text structure. For classes that require more practice, there is the 30-page *Reading and Writing Portfolio* in the **face2face** Second edition Advanced Workbook. This section contains 10 stand-alone lessons, one for each unit of the Student's Book, which are designed for students to do at home or in class. The topics and content of these lessons are based closely on the CEFR reading and writing competences for level C1. At the end of this section there is a list of 'can do' statements that allows students to track their progress.

For *Teaching Tips* on Reading, see p23.

Writing

face2face Advanced recognises the importance of accuracy in writing, and includes sections which focus on spelling, punctuation and the accurate use of discourse markers.

For students who need more practice of writing skills, there is the *Reading and Writing Portfolio* and the *Accurate Writing* exercises in the **face2face** Advanced Workbook.

For *Teaching Tips* on Writing, see p23.

Vocabulary

There is lexical input in most lessons, all of which is consolidated for student reference in the interactive *Language Summaries* in the back of the Student's Book. The areas of vocabulary include: collocations, sentence

stems (e.g. *There's no way I'd ...*), connotation, informal and formal language, phrasal verbs and phrasal nouns (e.g. *go down with, onset*), word building, fixed and semi-fixed phrases (e.g. *hit and miss, in phases*).

When students meet a new vocabulary area, they are often asked to tick the words they know before doing a matching exercise or checking in the *Language Summaries*. This is usually followed by communicative practice of the new vocabulary. They are also encouraged to deduce the meaning of new words, either from the context or from the prefix, suffix, etc. In addition, each unit in **face2face** Second edition Advanced includes at least one *Help with Vocabulary* section, designed to guide students towards a better understanding of the lexical systems of English. The information in these sections is in the *Language Summaries* for students to refer to.

For longer courses and/or more able students, this Teacher's Book also contains one *Vocabulary Plus* worksheet for each unit. These worksheets introduce and practise new vocabulary that is **not** included in the Student's Book.

For *Teaching Tips* on Vocabulary, see p24.

Grammar

Examples of the new grammar are taken from the listening and reading texts in the lesson and there is a strong focus on appropriacy of language in both spoken and written contexts.

In most of the *Help with Grammar* sections there is a guided discovery approach to grammar in which students work out the rules before checking their answers in the *Language Summaries*. However, at Advanced level, because some of the grammatical rules are so complex, we sometimes use a more deductive approach where students are given the rule before they look at examples and practise the new grammar forms.

For *Teaching Tips* on Grammar, see p24.

Real World

At this level, students need to think about the subtleties of effective communication in more depth. Therefore, some units practise strategies such as paraphrasing, ways of being tactful, etc., whereas other units focus on developing fluency by encouraging students to react personally to topics which they have read and heard about.

Reviewing and Recycling

In **face2face** Second edition Advanced opportunities for review are provided in the *Quick Review* sections at the beginning of lessons, the comprehensive *Extra Practice* sections for each unit, the 10 photocopiable *Progress Tests* and three of the *Class Activities* worksheets in this Teacher's Book.

For *Teaching Tips* on Reviewing and Recycling, see p25.

Teacher's DVD Instructions

The Teacher's DVD contains the video presentation material for the video worksheet section in the Student's Book as well as printable PDFs of all the Teaching Notes and photocopyable materials from this Teacher's Book.

- To play the video presentation material you can use the DVD in a DVD player or in a computer. Insert the DVD and follow the instructions on the main menu.
- To access the PDFs on a Windows operating system, double-click **My Computer**. Right click on the CD/DVD drive and choose *Explore*. Open the "Teaching Notes and Photocopyable Materials" folder and double-click on the PDFs you want to view or print.
- To access the PDFs on a computer with a Mac operating system, double-click on the DVD icon on the desktop. Open the "Teaching Notes and Photocopyable Materials" folder and double-click on the PDFs you want to view or print.

The diagram illustrates the navigation from the DVD menu to the computer file structure. The DVD menu, titled "face2face SECOND EDITION Advanced Teacher's DVD", features a grid of video topics: "Let's talk" (1.1-1.5), "Remarkable!" (2.1-2.4), "Well-being" (3.1-3.4), "TV addicts" (4.1-4.4), "It's just a job!" (5.1-5.4), "Ask the public" (6.1-6.4), "Laying down the law" (7.1-7.4), "What's stopping you?" (8.1-8.5), "Cash" (9.1-9.5), and "Languages" (10.1-10.4). A "Subtitles on | Subtitles off" toggle is located at the bottom right of the menu. Below the menu is a button labeled "Click here for help on how to access the PDFs".

Annotations on the left side of the DVD menu indicate:

- "Choose a video." points to the video topic grid.
- "Choose to have the subtitles on or off." points to the subtitle toggle.
- "Get help to access the PDFs of the Teaching Notes and photocopyable materials." points to the PDF help button.

Below the DVD menu, two screenshots of a Windows file explorer show the file structure on the computer. The first screenshot shows the "E:\TEACHING_NOTES_AND_PHOTOCOPIABLE_MATERIALS" folder, which contains subfolders for "AUDIO_TS" and "VIDEO_TS", and a list of files including "p3-p25_Welcome to face2face", "p26-p118_Teaching Notes", "p119-p125_Previews", "p126-p172_Class Activities", "p173-p185_Vocabulary Plus", "p186-p201_Help with Listening", "p202-p207_Video Scripts", and "p208-231_Progress Tests". The second screenshot shows the "E:\TEACHING_NOTES_AND_PHOTOCOPIABLE_MATERIALS\p26-p131..." folder, which contains a list of files including "Lessons 1A_1C", "Lessons 2A_2C", "Lessons 3A_3C", "Lessons 4A_4C", "Lessons 5A_5C", "Lessons 6A_6C", "Lessons 7A_7C", "Lessons 8A_8C", "Lessons 9A_9C", and "Lessons 10A_10C".

Annotations on the right side of the file explorer screenshots indicate:

- "On your computer, locate the contents of the DVD to access the PDFs of the Teaching Notes and photocopyable materials." points to the "TEACHING_NOTES_AND_PHOTOCOPIABLE_MATERIALS" folder in the first screenshot.
- "Choose a PDF to open and view or to print." points to the "Lessons 1A_1C" file in the second screenshot.

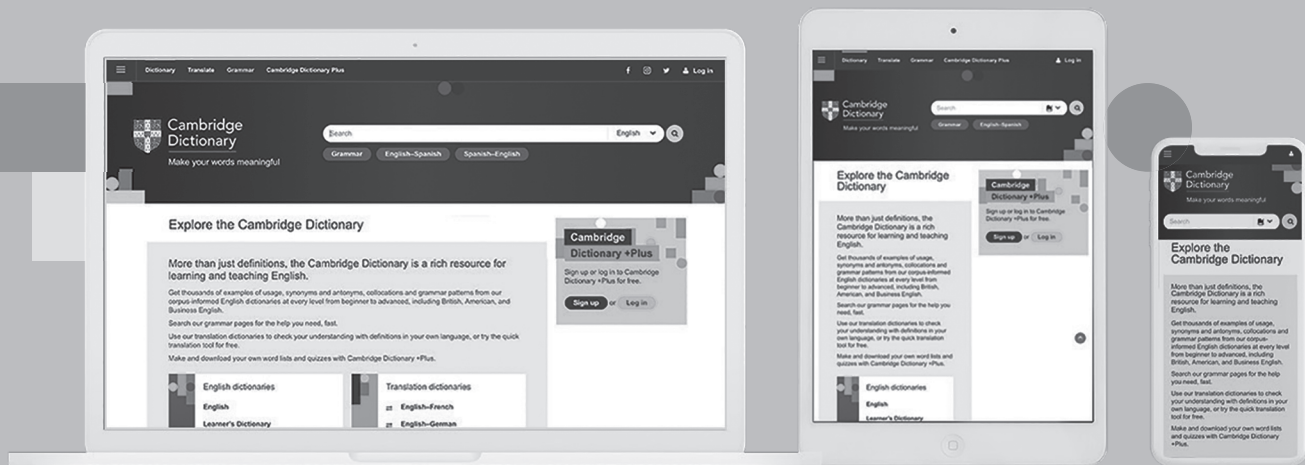
To view or print the Teaching Notes and photocopyable materials you will need a software program that can read PDFs such as Adobe® Reader®, which is free to download and install at www.adobe.com.



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ENGAGING CONTENT FOR LEARNERS



REAL WORLD SITUATIONS

HELP WITH:



LISTENING



GRAMMAR



PRONUNCIATION

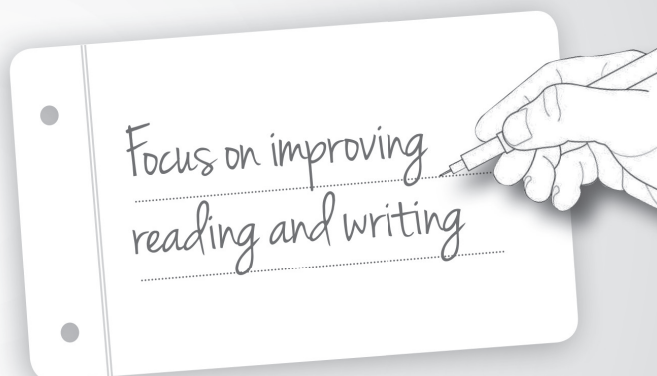


VOCABULARY



**GET READY,
GET IT RIGHT!**

**COMMUNICATE
PRECISELY AND
CONFIDENTLY**



• BUILT-IN STRONG
FOCUS ON **REVISION**

V+ING



• ADDRESS STUDENTS'
INDIVIDUAL NEEDS





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Don't just practise it*



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LISTENING SKILLS

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TRACK LEARNERS'
PROGRESS AT A
GLANCE



The Common European Framework (CEFR)

What is the Common European Framework (CEFR)?

Since the early 1970s, a series of Council of Europe initiatives has developed a description of the language knowledge and skills that people need to live, work and survive in any European country. *Waystage 1990*¹, *Threshold 1990*² and *Vantage*³ detail the knowledge and skills required at different levels of ability. In 2001, the contents of these documents were further developed into sets of ‘can do’ statements or ‘competences’ and officially launched as the *Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR)*.⁴ A related document, *The European Language Portfolio*, encourages learners to assess their progress by matching their competence against the ‘can do’ statements.

face2face Second edition has been developed to include comprehensive coverage of the requirements of the CEFR. The table above right shows how **face2face** Second edition relates to the CEFR and the examinations which can be taken at each level through Cambridge English Language Assessment, which is a member of ALTE (The Association of Language Testers in Europe).

CEFR level:	Cambridge English exams:	
	face2face	
C1	Advanced	Advanced (CAE)
B2	Upper Intermediate	First (FCE)
B1 +	Intermediate	
B1	Pre-intermediate	Preliminary (PET)
A2	Elementary	Key (KET)
A1	Starter	

In the spirit of *The European Language Portfolio* developed from the CEFR, **face2face** Second edition Advanced provides a Progress Portfolio for each unit in the Student’s Book. In the Workbook there is a 30-page *Reading and Writing Portfolio* section linked to the CEFR and a comprehensive list of ‘can do’ statements in the *Reading and Writing Progress Portfolio*, which allows students to track their own progress.

face2face Second edition Advanced and CEFR level C1

		C1
UNDERSTANDING	Listening	I can understand extended speech even when it is not clearly structured and relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.
	Reading	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.
SPEAKING	Spoken interaction	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.
	Spoken production	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
WRITING	Writing	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.

The table on the left describes the general degree of skill required at level C1 of the CEFR. The ‘can do’ statements for C1 are listed in the *Common European Framework of Reference for Languages: Learning, teaching, assessment*.

The Listening, Reading, Speaking and Writing tables on p18–p21 show where the required competences for level C1 are covered in **face2face** Second edition Advanced. For more information about how **face2face** covers the areas specified by the Common European Framework of Reference for Languages, see the **face2face** website: www.cambridge.org/elt/face2face

¹*Waystage 1990* J A van Ek and J L M Trim, Council of Europe, Cambridge University Press ISBN 978-0-521-56707-7

²*Threshold 1990* J A van Ek and J L M Trim, Council of Europe, Cambridge University Press ISBN 978-0-511-66717-6

³*Vantage* J A van Ek and J L M Trim, Council of Europe, Cambridge University Press ISBN 978-0-511-66711-4

⁴*Common European Framework of Reference for Languages: Learning, teaching, assessment* (2001) Council of Europe Modern Languages Division, Strasbourg, Cambridge University Press ISBN 978-0-521-00531-9

English Vocabulary Profile

What is the English Vocabulary Profile?

The English Vocabulary Profile is part of English Profile, a ground-breaking and innovative programme which is shaping the future of English language learning, teaching and assessment worldwide. Endorsed by the Council of Europe, English Profile provides a unique benchmark for progress in English by clearly describing the language that learners need at each level of the Common European Framework (CEFR).

The CEFR is already widely used around the world to assess language ability. However, because it is 'language neutral' it needs to be interpreted appropriately for each language. English Profile makes the CEFR even more relevant to English language teachers by showing the specific vocabulary, grammar and functional language that students can be expected to master at each level in English. By making the CEFR more accessible in this way,

it provides unparalleled support for the development of curricula and teaching materials, and in assessing students' language proficiency.

The English Vocabulary Profile shows, in both British and American English, which words and phrases learners around the world know at each level – A1 to C2 – of the CEFR. Rather than providing a syllabus of the vocabulary that learners *should* know, the English Vocabulary Profile verifies what they *do* know at each level. CEFR levels are assigned not just to the words themselves, but to each individual meaning of these words. So, for instance, the word *degree* is assigned level A2 for the meaning *temperature*, B1 for *qualification*, B2 for *amount* and C2 for the phrase *a/some degree of sth*. The capitalised guidewords help the user to navigate longer entries, and phrases are listed separately within an entry.

face2face Second edition Advanced and the English Vocabulary Profile

The vocabulary taught in **face2face** Second edition Advanced has been informed by the English Vocabulary Profile to ensure that the majority of the new words and phrases taught in the Student's Book are C1.

To find out more about the English Vocabulary Profile and the English Profile project or to get involved, visit www.englishprofile.org

The screenshot shows the English Vocabulary Profile website. At the top, it says 'English Vocabulary Profile'. Below this, there are tabs for 'British English (D, J, K)' and 'American English (D, J, K)'. A search bar contains the word 'degree'. To the left of the search bar, there are radio buttons for 'Choose level:' with options: A1, A1-A2, A1-B1, A1-B2, A1-C1, A1-C2, A2 only, B1 only, B2 only, C1 only, and C2 only. Below the search bar, there is a section for 'Core results:' with four entries: 'degree noun TEMPERATURE A2', 'degree noun QUALIFICATION B1', 'degree noun AMOUNT B2', and 'a/some degree of sth C2'. At the bottom, there is a 'Search' button and a list of links: 'English Profile Home', 'About English Vocabulary Profile', 'Word of the Week', 'Help', and 'Feedback'.

English Profile is a collaborative project between:



CEFR Tables: Listening and Reading

Listening

A language user at level C1 can:	1	2	3
follow extended speech on abstract and complex topics beyond his/her own field	1C	2A 2B 2C	3A
follow extended speech which is not clearly structured and when the message is not given explicitly	1B		3A 3B
recognise a wide range of idiomatic expressions and colloquialisms, appreciating shifts in register	1A 1C	2A	3A 3B
easily follow complex interactions in group discussions and debates, even when the topic is complex and unfamiliar	1A 1C	2B	3B
easily follow most lectures, discussions and debates		2C	
understand complex technical information			
understand a wide range of recorded and broadcast audio material, including some which uses non-standard language, and identify finer points of detail such as implicit attitudes and relationships between speakers	1C	2A	3C

Reading

A language user at level C1 can:	1	2	3
understand in detail lengthy or complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections	1A 1B WBP1	2A WB2A WBP2	3A WBP3
understand any correspondence given the occasional use of a dictionary		WBP2	WB3B
identify finer points of detail including attitudes and implied as well as stated opinions	1A 1B WBP1	2B	
understand in detail lengthy, complex instructions or procedures			
scan quickly through long or complex texts, locating relevant details	1A 1B WBP1	2A 2B WBP2	3A WBP3
quickly identify the content and relevance of texts on a wide range of topics, deciding whether closer study is worthwhile		2A 2C	3B

1A = **face2face** Second edition Advanced Student's Book unit 1 lesson A

WB1A = **face2face** Second edition Advanced Workbook unit 1 lesson A

WBP1 = **face2face** Second edition Advanced Workbook Reading and Writing Portfolio 1

4	5	6	7	8	9	10
4B 4C	5A 5B	6A 6B 6C	7A 7B	8A 8B	9B 9C	10A 10B
4A	5B	6A 6B	7B	8A 8C		10C
	5B 5C	6A 6B	7C	8C		10C
	5C	6A			9A	
4A 4B 4C	5C	6C	7A		9B 9C	
4B		6C	7A			
4B		6C	7A 7C	8B	9B	10A

4	5	6	7	8	9	10
4A 4B 4C WB4B WB4C WBP4	5A 5B WB5A WB5B WBP5	6A 6B WB6B WB6C	7A 7B WBP7	8A 8B WBP8	9A 9B WB9B WBP9	10A 10B 10C WB10C WBP10
		WBP6		WBP8	WB9A	
4B 4C WB4C WBP4	5A WBP5	6A WB6C WBP6	7A WBP7	8A 8B 8C WBP8	9A 9B	10B WB10C WBP10
					WBP9	
4A 4B WBP4	5A WBP5	6A 6B 6C WBP6	7A 7B		WBP9	10A WBP10
4C WB4C	5B					

CEFR Tables: Speaking and Writing

Speaking

A language user at level C1 can:	1	2	3
contribute to complex interactions between third parties in group discussions even on abstract, complex unfamiliar topics	1B	2A 2B 2C	3A 3B
argue convincingly, responding to questions and answering complex counter-arguments fluently, spontaneously and appropriately	1B	2C	3A 3B
give clear, detailed descriptions and presentations of complex subjects	1C	2A 2B 2C	
backtrack when he/she encounters a difficulty, and reformulate what he/she wants to say without interrupting the flow of speech	1C		
use language flexibly and effectively for social purposes, including emotional, allusive and joking usage			3C
give elaborate descriptions and narratives, developing particular points and rounding off with an appropriate conclusion		2B 2C	
handle interjections well, responding spontaneously and almost effortlessly			
participate fully in an interview, as either interviewer or interviewee	1A		
select from a wide range of discourse functions in order to get the floor, or to gain time and keep the floor whilst thinking			3C
vary intonation and place sentence stress correctly in order to express finer shades of meaning	1A		3A
ask follow-up questions for clarification	1A 1B		
adjust what he/she says to the situation and the recipient and adopt a level of formality appropriate to the circumstances		2C	3C
plan what is to be said and the means to say it, considering the effect on the recipients	1C	2C	3C
relate his/her own contribution to those of other speakers			
produce well-structured speech, using organisational patterns, connectors and cohesive devices		2B	

Writing

A language user at level C1 can:	1	2	3
write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind		2C WBP2	
write clear, well-structured expositions of complex subjects, highlighting the relevant important issues	WBP1		WBP3
expand and support points of view at some length with subsidiary points, reasons and relevant examples	WBP1	WBP2	WBP3
express him/herself with clarity and precision, relating to the addressee flexibly and effectively			
express him/herself with clarity and precision in personal correspondence			
use consistent and helpful layout, paragraphing and punctuation, and accurate spelling			
plan what is to be written and the means to express it, considering the reader			
use language effectively, including emotional, allusive and joking usage			
take detailed notes during a lecture		2C	

1A = **face2face** Second edition Advanced Student's Book Unit 1 lesson A

WBP1 = **face2face** Second edition Advanced Workbook Reading and Writing Portfolio 1

4	5	6	7	8	9	10
4A	5B	6A 6B	7A 7B	8B 8C	9A 9B	10B 10C
4A 4C	5A 5B		7A 7B	8C	9C	10C
4B		6A	7A 7B	8A 8B 8C	9A 9C	10A 10C
	5C					
	5A 5C	6C	7C			
4C		6B 6C				10B
	5C					
			7C	8C		
	5C					
			7C			
4A 4B	5A 5B 5C	6A	7A 7C	8A 8B	9B	10A
			7C		9C	
This competence is practised in all the <i>Get ready ... Get it right!</i> activities.						
4C	5C	6C	7C		9C	10C
This competence is practised throughout the Student's Book.						
4B		6C			9C	

4	5	6	7	8	9	10
		6C		WBP8		WBP10
4C WBP4	WBP5		WBP7	8C	WBP9	10C
WBP4			WBP7			
4C WBP4	WBP5	WBP6				
		WBP6				
This competence is practised in all the <i>Writing</i> exercises in the Student's Book and Workbook.						
This competence is practised in all the Workbook Reading and Writing Portfolio writing exercises.						
		WBP6		WBP8		

Teaching Tips

Since we believe that one of the main aims of teaching Advanced students should be to prepare them to go out into the 'real world' and continue language learning on their own, the emphasis at this level needs to be on developing the skills and strategies which will help them to become autonomous. Being exposed to a wide range of authentic language and developing the strategies to cope with it must be priorities if students are to develop the confidence to read and listen outside the classroom. Issues of motivation are also very important at this level; one of the best ways of motivating students is for them to perceive that they are making progress in the productive skills of speaking and writing. By focusing on both linguistic accuracy and communication strategies and by giving students the opportunity to accept responsibility for monitoring their own language, this progress should soon be evident.

Listening

Students are exposed to both scripted and unscripted recordings, which are spoken at natural speed and in a range of accents. At this level, the main aim is to help students to develop confidence in listening for a communicative purpose, rather than expecting them to understand every word.

- Before asking students to listen to a recording, establish the context, the characters and what information you want them to listen for. This will help to prepare them for what they are about to hear.
- Give students time to read the comprehension questions in the Student's Book. Deal with any problems or new language in these questions before playing the recording.
- Be sensitive to the difficulties that students might be having. Authentic recordings may appear faster and more difficult to follow at first, and may have a vocabulary load that is heavier than usual, particularly if colloquial language is used. The key here is to be relaxed and supportive and not to expect too much at first. Since there is an authentic recording in nearly every lesson, students will soon begin to get accustomed to them.
- Be flexible about how many times you play the recording. You may want to play it two or even three times. However, sometimes you may not need to play it more than once if the students have comprehended sufficiently well from the first listening.
- If you play a recording for a second or third time, you can ask students to read the *Audio Scripts* at the back of the Student's Book while they listen. This helps them to 'tune in' to spoken English and connect what they hear with what they read.
- When students need to listen and write their answers, you can stop the recording at the appropriate moment, in order to give them time to write them down.
- Use the *Help with Listening* photocopiable worksheets in this Teacher's Book, which focus on how fluent speakers of English structure their discourse in a variety of genres.

Speaking

Although students at Advanced level may feel confident when speaking, they are often reluctant to take risks, which means they tend to keep on using the same grammar and vocabulary, rather than experimenting with a wider range of language.

If they are to become truly Advanced-level speakers, students need to be encouraged to venture out of their 'comfort zone'.

- Make full use of all the communicative speaking activities in the Student's Book, which include the personal response questions after the reading and listening texts, the *Get ready ... Get it right!* sections in the A and B lessons, and the fluency activities in all the C lessons.
- If students are to feel they can experiment and focus on the message they want to convey, rather than the accuracy of every word, the atmosphere in the class must be such that they feel relaxed and prepared to take risks without feeling that they will be laughed at or have every word corrected. Establish at the beginning of every speaking activity whether the aim is primarily accuracy or fluency.
- Depending on the main aim of the speaking activity, you may choose to focus your feedback on how well students have communicated, how accurate they have been, or both.
- Make it clear to students that the C lessons in the even-numbered units focus on integrated skills practice. This means that the reading and listening texts provide the stimulus for students to speak about their reactions to what they hear and read, and the emphasis is very much on fluency rather than accuracy.
- If you want your students to become genuinely independent, it is extremely important to encourage them to monitor themselves by asking them to reflect on how successful they were in getting their message across. You can do this by giving them a checklist of points against which they can assess their own or other students' performance. This may include questions such as: *Did you use a range of verb forms?*, *When you didn't know how to say something, did you try to explain in other words?*, *Did you include other students in the discussion?*
- Try to ensure that students work with a number of different partners during a class. If it is difficult for students to swap places in class, you can ask them to work with students in front of or behind them as well as on either side of them. However, since group dynamics are crucial to how well an activity will work, it is important to avoid putting students who do not get on well together in the same group if possible. It can sometimes be beneficial to put students with a similar personality type together, so that quieter students do not become overpowered by more dominant personalities. Many teachers find it useful to plan the composition of groups and pairs as much as possible before beginning the activity.
- Remember that students often find speaking activities much easier if they are personalised, as they don't need to think of ideas as well as language. You may like to adapt some activities so that they are relevant to your particular class.

- Go around the class and discreetly monitor students while they are speaking in their pairs or groups. At this stage you can provide extra language or ideas as required and correct any language or pronunciation which is impeding communication.
- Avoid becoming too involved in speaking activities yourself unless you see students have misunderstood your instructions or you are asked for help. As soon as you join a group, students often stop talking to each other and talk to you instead.
- Write *banned words* up in the top corner of the board. Tell the students they are not allowed to use these words during the day's lesson. For example, write *good, bad* and *nice* on the board to encourage students to use adjectives such as *wonderful, amazing, excellent, fine*, etc.
- Alternatively, write *use these words today* on the board and acknowledge any students who use them. For example, write up adverbs such as *extremely, distinctly, highly, unusually* and *perfectly*. This technique can act as a form of revision for a lesson you have recently done with the class.
- Another type of feedback – particularly useful in the C lessons, where the focus is not so much on accuracy – is to discuss how students could have improved in terms of appropriacy, or range of language. The students can then try doing part of the activity again, while another student listens to see if any of the suggestions are implemented.
- On the board, write a target area you want the students not to make mistakes in during the lesson. For example, *prepositions*. Then throughout the lesson pay particular attention to mistakes in this target area. This focuses students on an area, and can act as revision, for example, of verbs plus prepositions.
- Record or video your class doing communicative activities and then use this for feedback on communicative competence, accuracy or both.

Correction

At this level students are likely to have fossilised errors which may be difficult to erase. It is still worth pointing them out to the student so that at least he/she is aware that they are mistakes and can make an effort to use the correct form if he/she chooses to. However, if these mistakes are impeding communication, you should definitely encourage the student to correct the mistake or offer an alternative way of saying the same thing. A good way of doing this is to make a general point at the end of the activity, rather than 'pointing the finger' at a particular student.

- When you hear a mistake, it is often useful to correct it immediately and ask the student to say the word or phrase again in the correct form. This is particularly effective if the mistake relates to the language you have been working on in the lesson.
- Alternatively, when you point out a mistake to a student you can encourage him/her to correct it before giving the correct version.
- Another approach to correction during a freer speaking activity or whole-class discussion is to simply reformulate what has been said:
student *We discussed about the advantages of being single.*
teacher *So, you discussed the advantages. Did you also discuss the disadvantages?*

This less intrusive approach to correction often results in the student repeating the correct version and answering your question.

- **student** *Yes, we discussed the advantages and disadvantages.*
- Alternatively, you could note down any mistakes you hear during a fluency activity. Then at the end of the lesson, write the mistakes on the board and ask students to correct them in pairs. Making this into a game or competitive activity can be very motivating.

Reading

It is important at Advanced level that students read as widely as possible in order to increase their range of vocabulary and consolidate language work. In addition, reading will enable them to develop the skills which they will need to continue reading authentic English texts outside the classroom.

- After a post-reading exercise, focus on how students arrived at the answer, not just what the answer was. It is useful for students to work in pairs or groups and justify their reasons for choosing their answers so that they can learn from each other and use these strategies in future.
- Encourage students to give their personal response to a text whenever possible. This is a good opportunity to encourage further speaking practice. However, if students are initially reluctant to do this, you could allow them to discuss this in their first language, since the focus is on comprehension rather than fluency.
- Give students a time limit to read a text for gist, so they get used to not worrying about every word.
- Encourage students to read the text from the lesson again at home and to record any vocabulary that they find useful in a vocabulary notebook. This is another very important way of encouraging independent learning.
- Encourage students to read outside the classroom. For example, you can set up a reading group for the class where the whole group reads the same book, or they tell each other about the book they have read. Stress that these need not be 'serious' books. Magazines and crime or romantic novels are an excellent source of up-to-date language.
- For homework, ask students to read an article from an online English newspaper, e.g. the *Guardian*. Then in the next lesson, ask one or two students to summarise a news item that they found interesting.

Writing

The *Writing* sections in Units 1–9 (and the *Writing* exercises in the Workbook) are intended to complement the skills work in the *Reading and Writing Portfolio* of the Workbook. They specifically focus on discourse markers, spelling and punctuation. Although students at this level will have already met most of the rules for discourse markers, spelling and

Teaching Tips

punctuation, the aim here is to focus on their accurate use. A 'drip feed' approach has been adopted as the students are not expected to assimilate all the rules at once. So, for example, a unit may focus on discourse markers of addition plus one aspect of either spelling or punctuation.

- With more able classes, go directly to the exercise which asks students to correct a piece of work, rather than doing the practice exercises first. The correction exercise could then be used as a diagnostic tool, after which mistakes can be discussed and students subsequently referred to the *Language Summary*.
- In any other writing students may do in class or for homework, try to encourage them to check, correct and improve their own work, focusing particularly on the areas covered in this section of the book and in the *Help with Writing* sections in the *Reading and Writing Portfolio*. You may want to establish some kind of code, for example:
sp (spelling) p (punctuation) vt (verb tense) so that students are able to correct their work more easily.
- Another technique is to ask students to exchange their work and try to correct each other's writing. This kind of assessment, as well as self-correction, helps to make learners more independent, as long as the correction is done sensitively.
- Obviously, there are occasions when it would be inappropriate to give feedback on accuracy – that is, if students are writing something personal, such as a diary entry or a poem. In this case you may prefer to write a personal response to what they have written, rather than comments on how it was expressed.

Vocabulary

It is obviously very important at this level to extend students' range of language and for them to become increasingly aware of different levels of formality in different situations. Encourage students to use the vocabulary they have learned in class but also any language they may have acquired outside the classroom from reading, listening to songs, etc.

- Give students time to work through the exercises in the *Help with Vocabulary* sections on their own or in pairs. This gives students the opportunity to try to work out the rules themselves before checking them in the *Language Summaries*. You can then check students have understood the main points with the whole class.
- Point out the stress marks (*) on all new words and phrases in the vocabulary boxes in the lessons and the *Language Summaries*. These show the main stress only on words and phrases.
- When you write a new vocabulary item on the board, make sure students know which syllable is stressed and which part of speech it is. Students then make a note of the new vocabulary item.
- Encourage students to buy a notebook in which they can note down new vocabulary both inside and outside the classroom. Suggest different techniques for noting down vocabulary, for example, word maps, illustration, examples and definitions. Point out that writing down

words or phrases in isolation is often not very helpful, and that they should, for example, include the dependent preposition (e.g. *run the risk of doing something*).

Encourage them to extend their vocabulary by including opposites or near synonyms where appropriate.

- Make sure students are aware of collocations in English (e.g. *heavy traffic*) by pointing them out when they occur and encouraging students to record them as one phrase.
- Encourage students to extend their vocabulary at every available opportunity, for example, in the reading and listening lessons, not just when they are 'doing vocabulary' in the lesson. It is equally important that they use the new vocabulary as much as possible in both their writing and speaking activities if they are going to be able to remember it and access it when they need it.
- Encourage students to work out new meanings for themselves as much as possible, either by using the context or by looking at the word itself.
- Encourage students to use monolingual or bilingual dictionaries as much as possible, and show them how to use them – that is, how to find whether a noun is countable or uncountable, where the stressed syllable is, how to find out whether a word is inappropriately formal or informal, etc.
- Review and recycle vocabulary at every opportunity in class, using the *Reviews*, the *Language Summaries* and the *Class Activities*.
- Use the *Vocabulary Plus* worksheets to introduce and practise vocabulary which is not included in the Student's Book. They can be used for self-study in class or as homework, or as the basis of a classroom lesson.

Grammar

At this level, although students may have covered a lot of the basic grammar, they still need practice in using it accurately and appropriately. They also need to extend their range by using more complex structures in appropriate situations.

- Work through the *Preview* exercise(s) first as shown in the Teacher's Book and do any revision necessary before starting on the related area(s) in the following unit. *Preview* exercise(s) can be done as a 'filler', or set for homework before doing the 'new' area of grammar.
- Give students time to work through the exercises in the *Help with Grammar* sections on their own or in pairs. This gives students the opportunity to try to work out the grammar rules, if that is appropriate, before checking their answers in the *Language Summaries*. You can then check students have understood the main points with the whole class, as shown in the *Teaching Notes* for each lesson.
- If your students don't already know grammatical terms (e.g. cleft sentences, past participle), it would be useful to teach them when the opportunity arises. This helps students become more independent and allows them to use grammar reference books more effectively.
- If you know the students' first language, highlight grammatical differences between their language and English. This raises their awareness of potential problems if they try to translate. It is also useful to highlight grammatical similarities to show students when a structure in English is the same as in their own language.

- Encourage students to notice how language is used when they are reading and listening, not just in dedicated ‘grammar lessons’. Expect them to use a range of verb forms, modals, etc. in speaking and writing activities and refer back to work done in these areas. Point out that being an advanced learner means using all they have learned and self-monitoring and self-correcting at all times.

Pronunciation

Be aware that some students do not wish to sound like a native speaker of English and they are happy to retain their accent. As long as the student is comprehensible, this preference should be respected. To determine how much correction of pronunciation you should use with individual students it is wise to ascertain at the beginning of the course how ‘English’ they want to sound.

Helping students with sounds

- Consider teaching your students the phonemic symbols. This allows students to look up the pronunciation of the words and record difficult pronunciation themselves in their notebooks. It is often easier to take a ‘little and often’ approach to teaching these symbols, rather than trying to teach them all in one lesson.
- Highlight the phonemic transcriptions in the *Language Summaries*. Note that transcriptions are given only for vocabulary that is particularly problematic.
- Write the phonemic transcription for difficult words on the board and ask students to work out the pronunciation.
- For any individual sounds which your students are having problems with (e.g. /θ/) try demonstrating the shape of the mouth (but not actually saying the sound) as sometimes students can’t say certain sounds simply because they don’t know the mouth position required.
- Draw students’ attention to the English sounds which are the same in their own language(s) as well as highlighting the ones that are different.

Helping students with stress and intonation

- Emphasise that intonation and pitch level are important to meaning in English and often indicate the mood or attitude of the speaker. For example, whereas a high fall can often indicate enthusiasm (e.g. *great*), a low fall may appear ironic or sarcastic (e.g. *great*).
- People can often recognise a language by its intonation and rhythm (the ‘music’ of the language) even if they don’t actually understand the language. In monolingual classes in particular, you can exploit this by comparing English to the students’ native language. Play a short section (four to six lines) from a C lesson recording focusing on functional language. Ask the students to translate that into their language and, if possible, record them. Then play back and compare the two versions and ask students to identify similarities and differences. If you can’t record the students, ask two students to say the conversation in their language and then play the recorded version for comparison.

Drilling

At Advanced level there is probably less need to drill words, phrases or sentences unless students are having particular problems. However, check a few students around the class to get an indication of how good their pronunciation is. This will help you assess whether you need to work on their pronunciation.

- If you decide to model a phrase or sentence, make sure that you speak at normal speed using natural stress, contractions and weak forms. Repeat the target language two or three times (you can beat the main stress with your hand), before asking the students to say it. Then again check a few students to see if there has been an improvement.
- If you drill students, correct them when they make a mistake, since the aim of any drill is accuracy. However, avoid making the students feel uncomfortable and don’t spend too long with one student.
- When you write words or sentences on the board, mark the stress in the correct place or ask the students to tell you which syllables or words are stressed.
- Praise students for good/comprehensible pronunciation and acknowledge weaker students’ improvement, even if their pronunciation is not perfect.

Reviewing and Recycling

- Use the *Quick Reviews* at the beginning of the lessons. They are easy to set up and should take no more than five to eight minutes. They are a good way of getting the class to speak immediately as well as reviewing what students learned in previous lessons.
- Exploit the *Extra Practice* sections for each unit. They can be done in class when students have finished the unit, or set for homework. Alternatively, individual exercises can be used as quick fillers at the beginning or end of a lesson, as the Review exercises are organised in lesson order.
- After a mid-lesson break, ask students to write down in one minute all the words or phrases they can remember from the first part of the lesson. These quick *What have we just learned?* activities are very important for helping students transfer information from their short-term memory to their long-term memory.
- Start a class vocabulary box. You or the students write each new vocabulary item on a separate card and put the cards in the box. The cards can be used for revision in later classes.
- Encourage students to review new language by reading the *Language Summary* for the lesson.
- Set homework after every class. The **face2face** Second edition Advanced Workbook has a section for each lesson in the Student’s Book, which reviews all the key language taught in that lesson.

Review Past Simple and Present Perfect

This Review section revises some of the time expressions used with the Past Simple and Present Perfect in preparation for the Help with Grammar section later in the lesson.

- 1 a** Focus students on prompts 1–7. Remind students that we use the Present Perfect and Present Perfect Continuous to talk about things that connect the past and the present, and that we use the Past Simple for a single completed action in the past, a repeated action or habit in the past, a state in the past, and with certain time expressions.

Students make questions from the prompts.

- b** Put students into pairs. Students take turns to ask each other the questions. Encourage students to ask follow-up questions.

Students check their answers in Language Summary 1

GRAMMAR 1.1 SB (Student's Book) p135.

- 2 How old were you when you had your first English lesson?
- 3 When was the last time you spoke English outside class?
- 4 Did you have to write anything in English last month?
- 5 Have you ever read a novel that was written in English?
- 6 Have you seen any films in English recently?
- 7 How long have you been coming to this school?

Vocabulary Communicating

- 2 a** Focus students on sentences 1–10. They check the meaning of new words in **VOCABULARY 1.1** SB p134. Note that in **face2face** Advanced, only the meanings of new words and phrases are shown in the Language Summaries. These words and phrases are highlighted by an asterisk (*) and the meanings are given in a dictionary box. Also point out that only the **main** stress (•) in phrases is shown in vocabulary boxes and in the Language Summaries.
- Check that students understand the difference between *overhear*, *hear* and *eavesdrop* (deliberately listen to a private conversation), and *chat* and *chat up*. Point out that *witter on* is usually used in a disapproving way: *I'll go mad if I have to listen to him witter on all day*.
- Highlight that *gossip* and *grumble* can also be used as nouns and all collocate with the verb *have* (*have a gossip/grumble*).
- Finally, point out that several of the phrases are quite informal: *butt in*, *have a row*, *witter on*, *bicker* and *chat (sb) up*.
- Pay particular attention to the pronunciation of *row* /raʊ/.

- b** Students do the exercise on their own.

- c** Put students into pairs. Students compare their ideas and see if they agree. Ask each pair to share one or two of their ideas with the class.

Speaking and Listening

- 3 a** Introduce the topic by asking students what they understand by the word *popular* (liked by many people). Ask students to think of someone they know who is popular and to write five personal qualities that make him/her popular.

EXTRA IDEA

- Before doing **3a**, ask the class to list personal qualities that might make someone popular. For example, *kindness*, *generosity*, *gregariousness*, *sense of humour*. Write them on the board.

- b** Students do the exercise in pairs and tell each other about the person they have chosen, comparing the personal qualities that make him/her popular.

- c** Ask students to agree on the three most important qualities. When students have finished, elicit their suggestions and write them on the board.

- 4 a** Focus students on the book cover and introduction. Be prepared with definitions, examples, etc. to pre-teach *print run* and *runaway success*. Students do the exercise on their own.

Check the answer with the class.

They initially thought that very few people were going to be interested in the book.

- b** Focus students on the photo of Ann, Sy, Dean and Amy. Check students understand what a *book club* is (a club where members all read the same books and meet periodically to discuss their thoughts and opinions on them).

Tell students they are going to listen to part of a book club meeting where the members are discussing Carnegie's book.

- CD1** **1** Play the recording (SB p164). Students listen and answer the question.

They compare answers in pairs. Check answers with the class.

Smile at people.
Make the other person feel important.
If you want people to like you, you've got to learn to really pay attention to what they're saying. Encourage the other person to talk about themselves, by asking questions – showing you're interested in them.
Remember people's names.
If you don't feel like smiling, force yourself to.

EXTRA IDEA

- Before doing **4b**, ask students to make a list of things that they think can help you 'win friends and influence people'. Students then listen to the recording and see how many of their ideas are mentioned.

c Play the recording again. Students listen and answer the questions.
They check their answers in pairs. Check answers with the class.

- 1a** Her brother has been telling her to read it for ages.
b Because the advice it contains is quite basic.
2a No. This is the first time he's read a book like this.
b That, as a rule, we aren't good listeners.
3a No, he didn't.
b Because John is very good at remembering people's names.
4a Smiling at everyone you come into contact with for a week.
b Very positively – he's been really chatty ever since.

d Students discuss the questions in pairs. Ask each pair to share their ideas with the class.

EXTRA IDEAS

- Write these words from the recording on the board: *self-help, attentive, whatsoever, loo, scowl, chatty, mindset*. Ask students to look at **Audio Script 1.1**, SB p164 and guess the meaning of the words from the context. Ask what helped them guess.
- Ask students to look at **Audio Script 1.1** and underline all of the instances of *I mean*. Point out that people often say *I mean* before they start or continue a sentence in informal speech. The expression has no real meaning; it is used as a filler.

HELP WITH PRONUNCIATION

Attitude words/phrases

Help with Pronunciation sections help students to notice features of intonation, prosody and connected speech in extracts from the listenings, and to practise developing these features in their own speech. Students will need to listen and practise initially on their own, but many of the practice exercises should be done in pairs, so students can listen to each other and give feedback as well as taking part in interactive exchanges.

- 5 a** Focus students on the three extracts and check understanding of the three highlighted words and phrases. Draw attention to the stress blobs (•) and pause marks (//), then tell students to listen and notice the intonation and pause in each one before playing recording **CD1** 2 (SB p164).

b Play each extract again, giving students time to repeat after the recording. Encourage them to exaggerate the intonation, making sure their attitude is clear.

c Ask students to match the new words/phrases with extracts 1–3 in **5a**. Encourage pairs to listen to each other and give constructive feedback about their intonation. Ask a few students to demonstrate their sentences to the class.

- 1** Presumably, it's sold over 16 million copies (because it's a good book / because people find it useful, etc.)
2 In fact, / Frankly,
3 Frankly, / In fact,
presumably differs slightly in meaning to *apparently*; *apparently* = to say you think something is true based on what you have heard or read; *presumably* = to say you think something is true based on your opinion.

d Ask the class to list some questions about books and reading and write the six attitude words/phrases on the board to keep students focused on them during their conversations. Then tell students to ask and answer questions about the kind of books they read (or don't read) in pairs. Encourage them to use the attitude words/phrases and to show their attitude in their use of intonation.

HELP WITH GRAMMAR

Time expressions with the Past Simple and Present Perfect

Help with Grammar sections help students to examine examples of language and discover the rules of meaning, form and use. Students should usually do the exercises on their own or in pairs, then check their answers in the Language Summaries. You can then check the main points with the class as necessary. For more information on the **face2face** approach to Grammar, see p11.

- 6 a–d** Students do the exercises on their own or in pairs and check their answers in **GRAMMAR 1.2** SB p135. Check answers with the class.

- a** All of the sentences are talking about time up to and including now. The Present Perfect Simple (sentences 1, 2, 4) and Present Perfect Continuous (sentence 3) are used.
b 2 I've read about 150 pages so far. 3 During the last couple of weeks I've actually been trying out some of Carnegie's suggestions. 4 Up until now, I've never really had any contact with the guy in the ticket office.
• Remind students that we use the Past Simple with definite time expressions in the past (*yesterday, a few weeks ago, last year*, etc.).
• Remind students that the following time expressions are used with both the Present Perfect Simple and the Present Perfect Continuous: *for, since, just, yet, already, still, ever, never, recently and lately*.

c 2 Speaker A uses the Past Simple because the event (reading the book) was completed at a definite time in the past (during the summer holidays). Speaker B uses the Present Perfect because the time period (during the last month) is still continuing. 3 Speaker A uses the Past Simple after *since* because the event (Ann's suggestion) was completed at a definite time in the past. Speaker B uses the Present Perfect because the event (being unemployed) is continuing to happen. 4 Speaker A uses the Past Simple because the event (reading the book/magazine, etc.) was completed at a definite time in the past. Speaker B uses the Present Perfect because the event (reading the book) started in the past but is continuing to happen.

- Remind students that after *as soon as* the Present Perfect refers to future events.
- Point out that we can replace *as soon as* with *once/when/after*: *I'll lend it to you once I've finished it.*
- Tell students that we can use *during* or *in + the last few days/weeks*, etc.
- Highlight that we can use *up until now* and *until till/up to + now*: *I've written four pages up to now.*
- Also highlight that we use *it's (not) the first time* with the Present Perfect to talk about the first instance of something happening: *It's the first time I've read a book like this, really.*
- Point out that we can also say *This is (not) / That's (not) the first (second, etc.) time ...*: *This is the fourth time I've written a review of a book.*

EXTRA IDEA

- Write these time expressions on the board: *this week/ month/year, during, since, as soon as*. Ask students to write a pair of sentences for each time expression, using both the Past Simple and the Present Perfect.

- 7 **a-b** Students write the sentences on their own then talk about them in pairs. Check answers with the class.

Reading

- 8 **a** Introduce the topic by asking students what they understand by *good/bad service* (being treated well/ badly in customer service situations, such as shops or restaurants). Students do the exercise in pairs. When students have finished, elicit their suggestions and write them on the board.
- b** Focus students on the article. Be prepared with definitions, examples, etc. to pre-teach *fake, perfectly disgusting* and *turn-off*. Students do the exercise on their own or in pairs. Check answers with the class.

Because she doesn't think that their niceness is sincere; she thinks that it's fake.

EXTRA IDEA

- Before students read the article, ask them to read the title and predict what they think it will be about.

- c Students do the exercise on their own or in pairs.

1T 2T 3F (She thought that it was 'perfectly disgusting' – that is, 'absolutely disgusting'.) 4F (She thought that it would make her friend feel uncomfortable if she told the waitress what she thought about the food.) 5F (She mentions other studies which have the same view as hers – that is, that customers find being treated as a friend by shop assistants a turn-off.) 6T 7F (She wasn't 'in a hurry this time' and didn't find the assistant's attention unpleasant.) 8T

- 9 **a-b** Students find the words/phrases in the article to find out who they refer to and guess meaning from the context.

- a** barrage of niceness: the shop assistant
churlish: the writer
pushy friendliness: the shop assistant
perky: shop assistants in general
insincere: people trained to be shop assistants ('insincere robots')
spurious affection: the shop assistant
- b** all of them are used to make a negative comment about the insincerity of the shop assistant (or shop assistants in general) apart from *churlish*
- *barrage, pushy, insincere* and *spurious* have a negative connotation, but *perky* usually has a positive connotation.
 - *barrage* (noun) = a large number of questions or comments directed at someone quickly and often aggressively: *a barrage of questions/criticism*
 - *churlish* (adj) = rude or bad tempered
 - *pushy* (adj) = trying too hard to get something or make someone do something by using an unpleasant manner: *a pushy salesman*
 - *perky* (adj) = happy and full of energy
 - *spurious* (adj) = false and not what it appears to be

- 10 Focus students on the short conversations in the article. Ask students what words are missing from each phrase. Point out that in informal written and spoken English, unstressed words can be missed out at the start of a sentence, as long as the meaning is still clear; this is called ellipsis. Some of the most common words which can be left out are personal pronouns and auxiliary verbs, as shown in most of the examples from the article (*Having a good day? Been shopping all morning?*). Unstressed forms of *be* are sometimes left out, too (*Fine.*).

Are you having a good day?

Have you been shopping all morning?

So, have you got anything planned for this afternoon?

Is everything all right with your meal?

It's fine.

Do you need any help?

I'm just looking, thanks.

Is it still raining?

- 11** Put students into groups. Students take turns to ask each other the questions. Encourage students to ask follow-up questions if possible.

Get ready ... Get it right!

There is a *Get ready ... Get it right!* activity at the end of every A and B lesson. The *Get ready ...* stage helps students to collect their ideas and prepare the language they need to complete the task. The *Get it right!* stage gives students the opportunity to use the language they have learned in the lesson in a communicative (and often personalised) context. These two-stage activities help students to become more fluent without losing the accuracy they have built up during the controlled practice stages of the lesson. For more information on the **face2face** approach to Speaking, see p11.

- 12** Focus students on the list of topics. Ask students to write three topics they would like to talk about.

- 13** **a** Put students into pairs. Ask students to swap papers and then write six questions to ask their partner on one of the three topics.
b Students do the activity in pairs. Encourage students to ask follow-up questions if possible. Finally, ask each student to tell the class one interesting thing they have found out about their partner.

FURTHER PRACTICE

Ph **Class Activity** 1A Getting to know you p137 (Instructions p126)

Note that **Ph** refers to activities that are in the Photocopiable Materials section at the back of this Teacher's Book.

Extra Practice 1A SB p116

Workbook Lesson 1A p4

1B

Friends – the new family?

Student's Book p10–p12

Vocabulary prepositions and phrases

Grammar cleft sentences: *what* and *it* clauses

QUICK REVIEW Quick Reviews begin lessons in a fun, student-centred way. They are short activities which review previously taught language and are designed to last about five or ten minutes. For more information on the **face2face** approach to Reviewing and Recycling, see p11. This activity reviews time expressions used with the Past Simple and Present Perfect. Students do the first part of the activity on their own. Remind students that they should write a mix of true and false sentences. Put students into pairs. Students take turns to tell each other their sentences. They guess if their partner's sentences are true.

Speaking and Listening

- 1** Introduce the topic by asking students who would be the first person they talked to if they had a problem. Focus students on sentences 1–4. Students check the meaning of the phrases in bold. Be prepared to give students definitions if necessary.
Point out that the underlined expressions are useful for making generalisations. Encourage students to use the expressions in other activities in the book.
- 2** **a** Put students into pairs. Focus students on the photos and ask them how old they think the people in them are. (Dave and Helen are 40-ish, Andrea is in

her early 20s and Alex is a teenager.) Ask them who they would expect these people to confide in. Elicit ideas from the class and write them on the board.

b Pre-teach *meaningful*, *put up with*, *degenerate into* and *break up with (someone)*.

CD1 **3** Play the recording (SB p164). Students listen and check their answers to **2a**.

Point out that when Dave refers to *older friends*, he means friends he has known for a long time.

Dave friends, especially older friends
Helen both friends and family
Andrea someone else (her hairdresser)
Alex friends

c Play the recording again. Students listen, tick the true sentences and correct the false ones.

1F They usually start by talking about current affairs, but then talk about something much less serious, for example lists of favourite cars or films. 2T 3F They tend to meet about once a week. 4T 5T 6F She's unhappy that he's started confiding in her. 7T 8T

- d Students discuss the questions in pairs.

EXTRA IDEA

- Write these words and phrases from the recording on the board: *snatch (about half an hour), go through, get in a flap*. Ask students to look at **Audio script 1.3**, SB p164 and guess the meaning of the words from the context. Ask what helped them guess.

HELP WITH GRAMMAR

Cleft sentences: *what* and *it* clauses

- 3 **a–c** Students do the exercises on their own or in pairs and check in **GRAMMAR 1.3** SB p136.
- a**
- 1 the words in the final column (after the verb)
 - 2 be (isn't, is, is)
 - 3 the words in the first column beginning with *What* ...
- Highlight that in cleft sentences with *what*, the information that we already know comes after the word *what*, and the new information follows the verb *be*. If students are finding this concept difficult, underline the word *talk* in the first example sentence. Highlight that we already know that they talk (it's explained in the first sentence); what we don't know is what they talk about.
 - Point out that cleft sentences can focus on an action, using *what* + subject + *do* + *be* (+subject) + infinitive clause: *What I do if I get stressed is talk to my friends.*
 - Point out that in order to focus on a whole sentence, we use *what* + *happens* + *be* + subject + infinitive clause: *What happens is we bottle things up.*
 - Go through the **TIPS** in the **WHAT CLAUSES** section in **GRAMMAR 1.3** SB p136 with the class and check students understand them.
- b**
- 1 The speaker emphasises the information in the *it* clause.
 - 2 The verb that follows *it* is *be*.
- Go through the **TIPS** in the **IT CLAUSES** section in **GRAMMAR 1.3** SB p136 with the class and check students understand them.
- 4 **a** Complete the first sentence as an example, using information about yourself. Students then do the exercise on their own.
- b** Put students into groups. Students take turns to say their sentences. Encourage students to ask follow-up questions if possible.

EXTRA IDEA

- If the class know each other well, ask each student to write one sentence on a piece of paper and give it to you. Read the sentences out loud and see if the rest of the class can guess who wrote the sentence.

Reading and Vocabulary

- 5 Introduce the topic by writing 'friending' on the board and asking students what they think it might mean (making new friends online). Ask students how many 'close' friends they have and how many online friends they have and if there is a difference between the two. Put students in groups to discuss the questions. Elicit some ideas from the class.
- 6 **a** Focus students on the picture and ask what they think is happening. Check understanding of *water cooler*. Students read the title and first sentence to answer the question. Check as a class.
- b** Students read the article and compare their ideas from **6a**. Be prepared with definitions, examples, etc. to explain *be awash with, eclipsed by, prevailing drift away, exponentially, shallow and fallow*.
- b** People know more people but have fewer real friends than they used to.
- c** Students do the exercise on their own. Tell them to underline relevant sections of the text.
- d** Students compare answers using their own words to discuss the writer's views. Tell them to give reasons for their opinions.
Check answers and ask a few students to share their ideas with the class.

- 1 People prefer texts and messaging to face-to-face contact or talking on the phone, probably in order to keep people at a distance.
- 2 The writer does not believe the term 'social connectivity' can signify close friendship. He focuses on the term in order to discount the views of the two social scientists on the topic of friendship, i.e. the writer believes there is a decline in intimate friendships, whereas they doubt this (*some panic ... a possible decline*).
- 3 He uses 'friending' to refer to the social networking practice of making friends online, which is easy and quick, resulting in 'shallow' friendships.
- 4 The writer believes there are many pressures on friendship nowadays, as a result of work or other demands on our time.
Point out that *busyness* is not the same as *business* but refers to how busy people are. *Quality time* is the free time we can spend usefully by ourselves or with the people who are important to us.
- 5 The writer believes Aristotle's idea of sharing salt together (sharing life's key moments with close friends) is particularly significant for people now, at a time when a lot of people have many online or 'shallow' friendships but perhaps lack intimate friendships.

EXTRA IDEAS

- Turn this topic into a class debate. Create two teams and leave some of the class as the audience. The teams will debate the motion 'True friendship is dying away'.
- The rest of the class will be asked to vote at the end.
- Give the teams ten minutes to prepare their arguments. While they are doing that, the audience discusses the motion among themselves.
- The teams take turns to put forward their arguments. Set a time limit for each speaker. At the end, ask the audience to vote on the motion. The team with the most votes is the winner.

HELP WITH VOCABULARY

Prepositions and phrases

Help with Vocabulary boxes help students to explore and understand how vocabulary works, often by focusing on aspects of lexical grammar. Students should usually do the exercises on their own or in pairs, and then check their answers in the Language Summaries. Check the main points with the class as necessary. For more information on the **face2face** approach to Vocabulary, see p11.

- 7 a** Students do the exercise on their own or in pairs. Encourage students to try and guess the meaning of the phrases from the context of the article before looking at the definitions.

1 at fault **2** on the same wavelength **3** at a loose end
4 on average **5** at arm's length **6** on a broader scale

- b** Students do the exercise on their own or in pairs and check their answers in **VOCABULARY 1.2** SB p134.

on
a regular basis
demand
good terms
purpose
the increase

at
a glance
times
hand
random
short notice

- c-d** Students do the exercise in pairs and check their answers in **VOCABULARY 1.2** SB p134.

on a regular basis happening often
on demand whenever needed or asked for
on good terms have a good relationship with one another
on purpose intentionally, not by accident
on the increase increasingly, more and more
at a glance immediately
at times occasionally
at hand* easily available
at random by chance
at short notice only a short time before something
* Point out that *on hand* is also possible with a very similar meaning (= near to someone or something and ready to be used if necessary).

EXTRA IDEA

- Draw two circles containing *on* and *at* on the board. Draw two lines radiating from each circle, and then write the phrases next to the lines; for example, *demand* next to the *on* circle. Encourage students to record phrases with prepositions like this in their vocabulary notebooks.

- 8 a** Students do the exercise on their own before checking in pairs.
Check answers with the class.

1 on **2** at **3** on **4** at **5** at **6** on **7** on **8** at

- b** Put students in pairs. They take turns to ask each other the questions. Encourage students to ask follow-up questions if possible.

Get ready ... Get it right!

- 9** Focus students on the list of sentences. Students do the exercise on their own.

- 10 a** Put students into groups. Ask students to discuss what they have written and to give reasons. Encourage students to ask follow-up questions if possible.
b Finally, ask each group to tell the class three things that they agreed on.

FURTHER PRACTICE

Ph **Class Activity** 1B Student survey p138
(Instructions p126)

Ph **Vocabulary Plus** 1 Vague language p176
(Instructions p173)

Extra Practice 1B SB p114

Workbook Lesson 1B p6

Writing sections help students to fine-tune their writing, by focusing on discourse markers and common mistakes of spelling and punctuation before applying them in a range of writing tasks in different genres.

This section encourages students to develop process writing skills such as drafting, checking and editing written work. It gives students the opportunity to work collaboratively, particularly in generating ideas, giving peer feedback and responding naturally to each other's work.

The section follows a 'test-teach-test' approach, which differs from the other grammar and vocabulary sections in the course, which follow a guided discovery principle. Students do an initial exercise (the test) then check the answers and rules as a class (the teaching). Students then do a second activity, where they find and correct mistakes in a text or do a final exercise (the test). They check their answers in the Language summary and read a summary of the rules of that area (connecting words or spelling/punctuation).

1 Introduce the topic by finding out how many students in the class read or have blogs of their own. Students then discuss the two questions in pairs, or as a class.

2 Focus students on the extract and make sure they understand the context for the blog before they read the extract. Pairs help each other to remember seven things about Kanokchon (a Thai student). Feed back by asking students what they can remember.

3 a Students do the exercise on their own or in pairs and check their answers in **WRITING 1.1** SB p136. Check answers with the class.
Point out that we do not usually use *also*, *too* or *as well* in negative clauses. Instead we use phrases such as *either*: *I haven't read the Harry Potter books either*.

1 as well/too 2 as well/too 3 also 4 not only
5 Besides/What's more/Also 6 Besides/What's more/Also

EXTRA IDEA

- Once students have read **WRITING 1.1** SB p136, ask them to close their books. Write these headings on the board: *Used at the end of a clause*, *Used at the beginning of a clause* or *Used in the middle of a clause*. Students copy the headings onto a piece of paper and list the connecting words from **3a** in the correct columns.

b Explain that, in addition to the four underlined mistakes, there are five common spelling mistakes.

Students do the exercise on their own and check their answers in pairs.

Check answers with the class.

It's **not only** the business course that's difficult, **but also** ...

What's more, / **Also**, I really miss ...

I went ice skating for the first time **as well** / **too**.

Besides learning to do new things, ...

4 a Focus students on the words in italics in sentences 1–5. Explain that the words are *homophones* – words which sound the same but have different spellings and different meanings.

Students do the exercise on their own or in pairs and check their answers in **WRITING 1.2** SB p136.

Check answers with the class and drill the homophones in sentences 1–5 chorally and individually.

1 who's 2 they're 3 've 4 your 5 their

EXTRA IDEA

- Divide the class into teams. Give each team five minutes to list as many homophones as they can. The team which lists the most is the winner.

b Students do the exercise on their own and check their answers in pairs.

It's Sathimanee, ~~whose~~ **who** is my girlfriend, that I miss the most.

I keep worrying that she might ~~of~~ **have** met someone else!

~~They're~~ **There** are a lot of things ...

~~Their~~ **There** really are people here ...

if you want to share ~~you're~~ **your** cooking skills!

5 a Students work alone to generate ideas for their online profile. Monitor and help with vocabulary or ideas if necessary.

b Students compare ideas in pairs. Encourage them to give feedback on each other's ideas so they can decide whether to add or delete information.

c Remind students that they can emphasise important points using *what* and *it* cleft sentences. Tell them to write several sentences for their blogs using cleft sentences. Monitor and help where necessary.

6 a Give students a time limit (ten minutes should be enough) to write their profiles using notes and ideas from **5**.

b Tell students to check their own work for accuracy using the exercises on the page. They should check

their cleft sentences by referring to the relevant pages in the unit or in **GRAMMAR 1.3** SB p136. Monitor and help as necessary.

- 7 a** Students swap profiles in pairs or groups. Encourage students to think of two or three

questions to ask other students about the information in their profiles.

- b** Students ask and answer their questions in pairs or groups. In feedback, ask several students what they found out about other students.

1C VOCABULARY AND SKILLS

Favourite sayings Student's Book p14–p15

Vocabulary sayings; idioms
Real World explaining and paraphrasing

QUICK REVIEW This activity reviews phrases which use the prepositions *at* and *on*. Students do the first part of the activity on their own. Set a time limit of two minutes. Put students into pairs. Students take turns to say their phrases without saying the preposition(s). Their partner has to complete the phrase using the correct preposition(s).

- 1 a–b** Introduce the topic by asking students what they think a *saying* is (a well-known statement, which often has a metaphorical meaning). Ask students if they know any sayings in English and if they can explain what they mean.
Students do the exercise on their own before comparing their answers in pairs. Ask students what they think the sayings mean. Students check their answers in **VOCABULARY 1.3** SB p134. Check answers with the class.
Point out that one good way of remembering sayings like this is to visualise them; for example, students could visualise the city of Rome being built.

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

- c** Put students into pairs or groups. If you have a multilingual class, put students of the same nationality together. Ask students to think of a saying from their country and write down how they would explain it to a British person.
Ask each pair/group to explain their saying to you.

- 2 a** Focus students on pictures A–E. Tell students they are going to listen to five people talking about sayings they like, which are illustrated by the five pictures. Check that students understand *crow*, *peanuts* and *bark*. Pay particular attention to the pronunciation of *crow* /krəʊ/.

CD1 **4** Play the recording (SB p164). Students listen and put the pictures in order. They compare answers in pairs. Check answers with the class.

Point out that Claire says *even if you were wrong* when she meant to say *even if you weren't wrong*. Tell students that this is an authentic example of stumbling – saying the wrong thing without realising it. The correct word (*weren't*) is shown in brackets in **Audio script 1.4**, SB p164.

1B 2C 3A 4D 5E

- b** Students do the exercise in pairs.
c Play the recording again. Students listen and check their answers. Check answers with the class.

1B 2E 3D 4A 5C

- d** Students discuss the sayings in pairs. Ask pairs to share their ideas with the class.

REAL WORLD Explaining and paraphrasing

Real World sections are designed to help students with functional language that they can use in real-life situations, often by teaching fixed and semi-fixed phrases. Students should usually do the exercises on their own or in pairs, and then check their answers in the Language Summaries. Check the main points with the class as necessary. For more information on Real World sections, see p11.

Introduce the topic by asking students what they understand by *paraphrasing* (repeating something using different words, often in a simpler way). Ask students when they might have to paraphrase something (if the listener hasn't understood what you've said, if you are explaining something new or complicated, etc.).

- 3 a–c** Students do the exercises on their own or in pairs and check in **REAL WORLD 1.1** SB p136.

- a** 1 Which 2 what 3 What 4 which 5 What 6 Which
• Ask students which word (*what* or *which*) can be replaced by *that* in the answers. (*which*)
• Point out that *it* and *this* can also precede *basically means*.
b 1 simply 2 That 3 way 4 other
c The speakers explain and paraphrase their ideas in the following ways:
It basically means that you can't always plan ahead and you can't control everything.
Well, to put it simply, you can't really worry about things that are way in the future.

My favourite expression is “You pay peanuts, you get monkeys”, *which kind of basically means that the less money you pay, the worse the service. And, what it means is that if you hang about with the wrong crowd, ...*

And *this basically means there’s no need to bother doing something difficult if someone around you can do it better than you.*

- Go through the **TIP** in **REAL WORLD 1.1** SB p136 with the class or ask them to read it for homework.

- 4** **a** Students do the exercise on their own or in pairs.
b Students do the exercise in pairs. Check answers with the class.

1 what 2 by 3 which 4 which 5 words 6 simply
 1d 2a 3b 4e 5f 6c

- 5** **a** Introduce the topic by asking students what *bluff* means (= pretend). Tell students that they are going to listen to two teams playing a game called *Bluff*. Ask students to guess what they think the game will involve.

Give students time to read the questions.

CD1 **5** Play the recording (SB p164). Students listen and answer the questions. Check answers with the class.

- 1 The game is about sayings, or expressions.
- 2 Each person has to give a definition of an expression; however, only one of the three definitions is true.
- 3 The second team has to guess which of the three definitions is true.

b Students do the exercise on their own and check their answers in pairs. Check answers with the class.

c **CD1** **6** Play the recording (SB p165). Students listen and check their answers.

It means don’t worry, everything will be alright.

- 6** Put students into two groups, A and B. Focus students on the idioms for their groups. Ask students to try and guess the meaning of the three idioms. Don’t elicit answers.

EXTRA IDEA

- If any of the idioms are already known to students, suggest alternatives; for example, *it’s a no-brainer* (= it’s a decision or dilemma to which the answer is really obvious) or *it’s gone pear-shaped* (= it’s gone wrong).

- 7** Group A turn to SB p105. Group B turn to SB p108.
a Check that students understand the meaning of the idioms. With group A, pay particular attention to the pronunciation of *rave* /reɪv/.

b Put students in group A into groups of three, and do the same with group B. Check that students understand that they have to write two false definitions and three example sentences (one correct and two false) for each idiom, so nine sentences in total.

c Ask students to decide who is going to give each of the definitions. Ask them to practise giving their definitions, remembering that they are each trying to convince the other group that their definition is correct.

d Put groups of three from each main group together. Ask students to follow the instructions 1–3.

e Ask each group to tell the class how many correct definitions they got. The group who guessed the most correct definitions is the winner.

EXTRA IDEA

- Ask students to rate each other: did they come across as persuasive and convincing? If so, what were they good at? If not, how could they improve?

FURTHER PRACTICE

Ph **Class Activity** 1C In other words ... p139
 (Instructions p127)

Ph **Help with Listening** 1 Monologues p192
 (Instructions p186)

Extra Practice 1C SB p114

Video (*Let’s Talk*) SB p124

Workbook Lesson 1C p8

Workbook Reading and Writing Portfolio 1 p54

Progress Test 1 p212

continue2learn

- There is a *continue2learn* section at the end of each unit. The **Vocabulary**, **Grammar** and **Real World** section highlights where students can review and practise the language from the unit. The **Reading and Writing** section directs students to the Reading and Writing Portfolio in the **face2face** Second edition Advanced Workbook. This portfolio contains 10 stand-alone reading and writing lessons that can either be done in class or at home. For more on the **face2face** approach to Writing, see page 11.
- Focus students on the *continue2learn* section on SB p15. Tell students that this section shows where they can review and practise the language taught from Unit 1.
 Ask students to turn to **Extra Practice 1** and **Progress Portfolio 1** on SB p114. Students can do these exercises in class or for homework.
- Also point out that **Language Summary 1** on SB p134–p136 contains all the key language taught in

the unit, along with extra information, examples and tips. Note that if you are planning to give your students Progress Test 1 (see p212), you can tell the class that this test will only contain questions about the language that is included in Language Summary 1.

- If your students have the **face2face** Second edition Advanced Workbook, point out that there are practice exercises for lessons A–C in the Student's Book (WB p4–p8). If students haven't already done these exercises at the end of each lesson, they can do them at the end of the unit.
- If your students need more practice in reading and writing, you can either do Reading and Writing Portfolio 1 (WB p54) in class or ask students to do it at home. They can check the answers in the Workbook or with you next class. Note that students are asked to do a piece of writing at the end of each lesson, which they hand to you next class for checking.

Extra Practice and Progress Portfolio

The Extra Practice and Progress Portfolio sections in the back of the Student's Book provide further controlled practice of the language taught in the unit. They can be done in class, or students can do the exercises on their own for homework. These exercises can also be done as 'fillers' if you finish the final activity of a lesson a few minutes early.

For tips on Reviewing and Recycling, see p11.

Here are some ideas for exploiting the Extra Practice sections in class.

Make it a competition

Ask students to do individual exercises in pairs or groups. Give students a time limit of two or three minutes. Check the answers with the class. The pair or group with the most correct answers wins.

Alternatively, put students into pairs and ask them to complete all the Extra Practice exercises. You can set a time limit of 20–30 minutes. Check answers with the class and give one point for each correct answer. The pair with the most points wins.

Extension

After finishing an exercise, ask students to write similar sentences about themselves and people they know (for example, Exercise 1 on SB p114). Students can then compare sentences in pairs and check each other's work.

Word stress

After vocabulary exercises that focus on individual words, (for example, Exercise 5 on SB p115) ask students to mark the stress on each word. Check the answers on the board, drilling problematic vocabulary as necessary.

Personalisation

Where appropriate, ask students to complete sentences about themselves, (for example, Exercise 1 on SB p116). You can also ask students to say how many of the sentences in an exercise are true for them (for example, Exercise 5 on SB p118).

Role play

Put students into pairs to practise conversations (for example, Exercise 4 on SB p119). Students can then change roles and practise the conversation again. You can also ask them to memorise the conversation, close their books and practise the conversations again.

Extra Practice 1

1A

- 1 2 butt in 3 grumble 4 bicker 5 come into contact with 6 overhear 7 gossip
 2 3b 4a 5a 6b 7a 8b
 3 2 walked 3 came / 's been 4 met 5 saw
 4 2 moved 3 have seen 4 have already come
 5 bumped into 6 has worked / been working
 7 has always preferred 8 was recently offered
 9 has tried 10 has moved

1B

- 5 2 on 3 at 4 at 5 on
 6 2 What they did was sell the house.
 3 It was we who were responsible.
 4 The reason she's tired is because she didn't go to bed until 2 a.m.
 5 It wasn't until I reached 40 that I started exercising.
 6 It's fried food that I can't stand.

1C

- 7 2 shy 3 speak 4 meat 5 gained 6 late

Progress Portfolio 1

Progress Portfolios encourage students to reflect on what they have learned and help them decide which areas they need to study again.

Note that the *I can ...* statements reflect communicative competences as set out in the *Common European Framework of Reference for Languages* (CEFR) for level C1. For more information on the CEFR, see p16 and the tables of competences on p18–p21.

Students work through the list of *I can ...* statements on their own and tick the things they feel they can do. They can refer to Language Summary 1 if they wish.

Students can also work in pairs or groups and compare which statements they have ticked. Students work on their own, in pairs or in groups and decide which areas they need to

study again. There is further practice on all key language taught in the Student's Book in the **face2face** Second edition Advanced Workbook.

Video 1

Let's talk!

Student's Book p124

The Video lessons provide further practice of the topics covered in each unit. These can be done in class at the end of every unit as a way of rounding off the topic and encouraging students to think about and discuss the unit's themes further.

These lessons are designed to help students cope with natural, advanced-level video material, concentrating on understanding real language in interviews and conversations.

Each video lesson is divided into three sections. The first section, *Lead-in* introduces students to the general topic of the video, and encourages them to think about the issue and questions they are going to hear about. *Viewing* sections encourages students to actively watch each video, and helps them understand main ideas and details. Finally, *Discussion* sections round off the lesson by encouraging students to give their own, personal responses to the themes and issues they heard about.

VIDEO SCRIPT

Ph The script for this video is on p202.

1 Put students in small groups to discuss the questions. Get feedback from the whole class.

2 a Students work in pairs to decide their opinions on each statement. They make notes on their answers.

b VIDEO 1.1 Play the whole video. Students discuss the question with their partner from **2a**. Check answers with the whole class.

- 1 T (particularly long and short 'a')
- 2 T (several people said they had no accent, but expressed dislike of some accents)
- 3 PT (based on region, but unlikely to die out)

3 a VIDEO 1.2 Play the video. Students complete sentences 1–4 with information they pick up from the interviews.

b Students compare their answers in pairs.

- 1 he has done a great deal of research into this area. / he is the Curator of Accents and Dialects at the British Library.
- 2 have a short 'a' vowel for words like *grass*, *bath*, *ask* or *dance*. / Are older than southern ones.
- 3 about 400 years ago.

4 VIDEO 1.3 Play the video. Students match the people to quotes 1–6.

5 a VIDEO 1.4 Put students in threes, and give each student a letter, A, B or C. Play the video and ask students to make notes on their information only.

b Students compare notes in their groups.

6 a Focus students on words 1–8. Ask them to guess what topic they refer to.

1 c 2 a 3 a 4 a 5 c 6 b 7 a 8 b

b VIDEO 1.5 Play the video. Students check their ideas.

c Students compare answers in pairs.

7 a Ask students to work alone and to read each statement. They should decide how strongly they agree or disagree with each one. It does not matter if students agree or disagree with all the statements.

b Put students in small groups. They take turns to talk about the statements in **7a** giving their opinions. When they have finished, ask groups to feed back their ideas to the whole class.

QUICK REVIEW This activity reviews common English sayings. Students do the activity in pairs. They take turns to say the first part of one of the sayings in lesson 1C and ask their partner to complete it and say what it means. Ask students to do four sayings each.

UNIT 2 PREVIEW

Ph For this unit, there is a photocopiable Preview section on p121.

This Preview section helps students prepare for some of the grammar and vocabulary which appear in this unit. It revises language from earlier levels of **face2face**, with controlled grammar and vocabulary practice, and directs students to further information in the Language Summaries in the Student's Book. In the Unit 2 Preview, you can find further exercises on the following.

- Relative clauses
- Gradable and non-gradable adjectives, and adverbs
- Verb+*ing* and past participles

Reading

- 1 a** Introduce the topic by asking students what a *genius* is and to name one or two (e.g. Einstein). Focus students on the picture of Daniel and the book cover and on the definition of *savant*. Students guess what Daniel's abilities are. Elicit ideas from the class.
- b** Students read for gist and do the exercise on their own before comparing with a partner. Check students know *Pi* (it is the ratio of a circle's circumference to its diameter, equal to 3.14159 ...).
- c** Students do the exercise on their own or in pairs. Point out that there is only one correct answer for each question and that students should find support for each correct answer in the text.

1b 2c 3a 4c 5b 6a

d Students discuss the questions in pairs. Check answers with the class.

1 For Daniel, numbers have 'colour, texture and emotional resonance' so he sees the numbers in *Pi* as a sequence of images.

2 As a child, Daniel – and the people around him – didn't understand his condition and being different was painful and confusing. However, with adulthood and following diagnosis, he has perhaps learned to appreciate what his condition allows him to do, as well as learning to cope with his problems and partially overcome them.

3 Students' own ideas.

HELP WITH GRAMMAR

Relative clauses with prepositions

- 2 a–d** Students do the exercises on their own or in pairs and check their answers in **GRAMMAR 2.1** SB p138.
- Check answers with the class.

- a** More formal, usually written English: **1a 2a** Less formal, usually spoken English: **1b 2b**
- Point out that one sentence in each pair comes from the article they have just been reading. Also point out that the meaning of the two sentences in each pair is the same; it is the register that is different.
 - b** In more formal, usually written English, *that* changes to *which* after a preposition and the preposition comes before the relative pronoun.
 - Point out that in order to transform informal sentences of this type into more formal sentences, we: change *that* or *who* to *whom* if it refers to a person; change *that* to *which* if it refers to a thing; move the preposition from the end of the sentence to before the relative pronoun.
 - c** **1** *who* changes to *whom* after a preposition; **2** *all of which* refers to *extraordinary mathematical feats*; *none of whom* refers to *children*; **3** *none of whom* is the subject; **4** *all of which* is the object; **5** *some / most / both / one / neither*, etc.
 - Highlight that *whom* is rarely used in spoken English, because it sounds very old-fashioned.
 - Remind students that *whom* should always be the object of the sentence, not the subject.
 - Remind students that, as they still introduce non-defining relative clauses, phrases such as *both of whom*, *all of which*, etc. need to be preceded by a comma.
 - Point out that *both of them*, *all of them* and *none of them* sound much more natural in spoken English than *both of which*, *all of which*, etc.
 - Point out that in non-defining relative clauses, prepositional phrases such as *at which point* and *in which case* can be used to comment on the whole situation in the previous clause: *When Kim was a child, doctors advised putting him in an institution, at which point his parents took him home instead and introduced him to books.*
 - Highlight that other determiners can also be combined with *of which/whom*, for example, *each, part, some, very little/few, a number*. Superlatives can also be combined with *of which/whom*: *There were many great films in 2008, the best of which I think were European.*

- Point out that certain nouns (e.g. *the level/degree/stage*) can be combined with *at/to which*. In addition, the effect and the anniversary can be combined with *of which*: ... *we must celebrate the discovery of DNA, the anniversary of which* ...
- Also point out that in formal writing, we can use *whose* after a preposition in relative clauses: *I was inspired by the poet Dante, from whose work this quotation has been taken.*
- Finally, point out that in relative clauses, we can use *where* instead of *in/at which* to talk about location: *This is the house where/in which she was born.*

- 3 a** Introduce the activity by using the extra idea below or by finding out if students have heard of the film *Rain Man*.

EXTRA IDEA

- Younger students may not have heard of *Rain Man* or may not recognise the name of the film if it was translated into their own language when the film was released. Download and print a copy of the film poster from the internet and ask any students who have seen the film to try and recount the plot.

Explain that *Rain Man* was based on the life of Kim Peek, a 'megasavant'. Tell students to read the text about Kim Peek before filling any gaps.

1 (all) of which 2 on whom 3 on which
4 with whom 5 on which

b Students do the exercise in pairs, referring to the Help with grammar section if necessary. Check answers with the class.

- 1 He sought out encyclopedias, atlases and telephone directories, and memorised all of them.
- 2 Kim was looked after by his father, who he totally depended on.
- 3 It was Kim's life that the Oscar-winning film, *Rain Man*, was based on.
- 4 On some of these occasions, screenwriter Barry Morrow, who Kim had collaborated with, gave him the Oscar statuette to carry.
- 5 ... by telling them which day of the week they were born on.

Listening

- 4 a** Introduce the topic by asking students to name their favourite artist and say why they like his/her work.

Focus students on the photo of Tommy McHugh. Ask students to discuss what they like or dislike about his work. Check answers with the class.

b Tell students they are going to listen to a radio programme about Tommy McHugh. Be prepared with definitions, examples, etc. to explain *sculpt* /skʌlpt/, *carve* /kɑːv/ and *brain haemorrhage* /'hemərɪdʒ/.

Point out that *carve* is also used in the context of cutting meat, especially larger cuts (e.g., a leg of lamb, a whole chicken or turkey).

CD1 7 Play the recording (SB p165). Students listen and answer the question. They compare answers in pairs. Check the answer with the class.

Point out that in this context *cooking the tea* refers to cooking the evening meal, not to making a cup of tea. In the UK, the evening meal is sometimes referred to as *tea*, especially among working-class people. In the North of England, *tea* is often preceded by a possessive adjective: *What are you having for your tea?*

As a way of letting out his frustration and anger after suffering a brain haemorrhage.

c Play the recording again. Students listen and answer the questions. Check answers with the class.

1 50s 2 volcano 3 aftercare 4 artist 5 creativity
6 write 7 quality 8 adventure

- 5 a** In pairs, students summarise Tommy's story. They can use the sentences in **4c** to help remind them of the facts. In feedback, ask a few students to retell the story by focusing only on the key information.

b Students discuss the questions in pairs or groups. Ask a few students for their opinions at the end.

EXTRA IDEAS

- Write these words and phrases from the recording on the board: *a bit of a rough past, took it out on me, an outlet, unnerved, hit home, nothing to write home about*. Ask students to look at **Audio script 1.7**, SB p165 and guess the meaning of the words and phrases from the context. Ask what helped them guess.
- Ask students to discuss whether they think artistic talent is something that people are born with or whether it can be 'learned'. Ask how they think people like Tommy McHugh fit into their argument.

HELP WITH PRONUNCIATION

Speech units

- 6 a** Focus students on the extract and the pause marks (/ /) which separate the speech units. Explain that we divide our speech into groups of words, then play the recording so students can notice the speech units. Ask students why the speaker divides up his speech in this way, then refer them to the **TIP**.
- b** Play the recording again and stop after each sentence, so students can repeat after the presenter and practise dividing the sentences up in the same way. Point out that while there is not one correct way of dividing speech up, there are logical groups of words (for instance, in line with punctuation marks, adverbial phrases or short clauses). The speech

- groups you choose may also depend on what you want to say and which words you wish to emphasise.
- **c** Ask students to make suggestions for the first sentence and write them on the board. Students then continue alone or in pairs.
- **d** Play the recording so students can compare their ideas with Jan's. Students then practise the extract in pairs.

Vocabulary Intensifying adverbs

- 7 a** Students do the exercise on their own or in pairs and check their answers in **VOCABULARY 2.1** SB p137. Check answers with the class.
- Point out that there are no rules about which adverbs intensify which verbs or adjectives; students will have to learn the adverb-verb/adjective combinations individually.
- Point out that we can also say *I absolutely believe*, *I was incredibly disappointed*, *I totally agree*.
- Point out that *quite* can be used in front of non-gradable adjectives or adverbs to mean 'truly' or 'completely': *He's quite remarkable*.
- Point out that when *quite* is used in front of gradable adjectives or adverbs it means 'fairly': *It's quite expensive*.
- Highlight that the stress and intonation are different with the different meanings of *quite*. Drill the sentences which contain *quite*, chorally and individually, highlighting how the stress and intonation change.
- Highlight that we use *a bit/a little/slightly* in front of comparative adjectives or adverbs, not *quite*: *The city is a bit more peaceful than I expected it to be*. not *The city is quite more peaceful...*

2 strongly 3 completely 4 highly
5 perfectly 6 utterly 7 highly 8 perfectly

- b** Model the activity by writing five true and false sentences about yourself on the board. Ask students to guess which are true. Students do the activity on their own.
- c** Put students into pairs. Students take turns to tell each other their sentences and to guess which of their partner's sentences are false.

Get ready ... Get it right!

- 8** Students work on their own.
- Give students one minute to write down the name of a person who they think should win an award for being exceptional; it could be a famous person or a friend/family member. Focus students on the example sentences and ask students to write down five reasons that he/she should win the award, using adverbs, relative clauses and prepositions where possible.
- 9 a** Put students into groups.
- Students take turns to tell each other about the person they have chosen for the award. Tell students to vote for the person they think is the most deserving. The majority vote wins.
- b** Ask each group to tell the class about who they voted for.

EXTRA IDEA

- Ask students to write a profile of the person they have chosen, as if for a newspaper, for homework.

FURTHER PRACTICE

Ph **Class Activity** 2A The great brain game p140 (Instructions p127)
Extra Practice 2A SB p115
Workbook Lesson 2A p9

QUICK REVIEW This activity reviews relative clauses with prepositions and intensifying adverbs. Focus students on the example. Students do the first part of the activity on their own. Set a time limit of one minute. Put students into pairs. Students take turns to describe their people and places, using relative clauses with prepositions and intensifying adverbs if possible. Their partner has to guess the person or place that they are describing.

Speaking and Reading

- 1** Introduce the topic by asking students where they last went on holiday and why they chose that place or type of holiday.
Focus students on the list of criteria for choosing a holiday. Students do the exercise in pairs.
- 2** **a** Focus students on the picture of Kerala and tell them to predict what the writer loved about the place. Ask a few students to share their ideas with the class in feedback.
b Ask students what they understand by the title of the article. (*Lose your heart somewhere* means 'fall in love with' somewhere.) Students read the article on their own to check their predictions. They then discuss in pairs why the writer fell in love with Kerala.
Be prepared with definitions, examples, etc. to pre-teach *lush*, *canal*, *lagoon*, *monsoon*, *backwaters*, *canoe* /kə'nu:/ and *hammock*.
Point out that *backwater* can be used in a literal sense – to describe the part of a river where the water doesn't flow – but also in a metaphorical sense to negatively describe a place which is not influenced by new ideas or events happening in other places: *I grew up in a rural backwater*.

It's beautiful and hypnotic; it has lush vegetation, white beaches and vividly green countryside; it's unspoilt; it's less touristy than Goa.

- c** Students do the exercise on their own or in pairs. Check answers with the class.

1 Because she wanted to avoid the monsoons.
2 That it was so unspoilt. 3 It will get much more popular, due to having been nominated one of *National Geographic's* '50 must-see destinations of a lifetime'. 4 By canoe along the backwaters.
5 People catch fish using their teeth. 6 Because of Ayurveda – the natural Indian healthcare which is practised there.

EXTRA IDEA

- Write these words and phrases on the board: *only a matter of time before/until*, *stopover*, *cluster*, *tuck into*, *indulgent*. Ask students to guess the meaning of the words and phrases from the context. Ask what helped them guess.

- d** Students discuss the questions in pairs. Ask each pair to share their ideas with the class.

HELP WITH GRAMMAR Participle clauses

- 3 a–e** Students do the exercises on their own or in pairs and check their answers in **GRAMMAR 2.2** SB p139.

Check answers with the class.

a a 1, 2 b 3, 5 c 4

- b** When we use participles instead of connecting words, we usually leave out the subject and sometimes the auxiliary. We also change the verb to the present, past or perfect forms of the participle.
- Point out that participle clauses are always separated from the main clause by (a) comma(s).
 - Highlight that using participle clauses is quite formal, and that sentences can be made less formal-sounding by replacing the participle clause with a connecting word, as in these examples. The meaning remains the same.
- c** **a** result **b** time **c** cause **d** time **e** condition
- Point out that the subject of the participle clause and the subject of the main clause are usually the same: *Looking out of the window*, *Verity noticed the sun had almost set*.
 - Point out that when we use *not* in a participle clause, it usually comes before the participle: *Not wanting to wait any longer*, *he left*. However, it can come after the participle when it refers to another verb in the sentence: *Pretending not to notice him*, *she walked straight past*.
- d** Past participles are used in *passive* clauses, and present participles are used in *active* clauses.
- Explain that if the action in the main clause is the result of the events in the participle clause, we use a perfect participle not a present participle: *Having lost our credit cards*, *we had to get some money sent to us*.
 - Finally, point out that prepositions such as *after*, *by*, *in*, etc. can be used with a present or perfect participle clause in order to make the meaning clearer: *By not eating between meals*, *she managed to reach her target weight*.

- 4 Do the first question with the class. Students do the exercise on their own or in pairs. Check answers with the class.

- 1 Not knowing my way around Kerala, I headed straight for the Tourist Information office.
- 2 The rain was very heavy at that time of year, causing flooding everywhere.
- 3 Visited out of season, Kerala is not full of tourists.
- 4 Driving through the Periyar Wildlife Sanctuary, I was lucky enough to spot wild elephants.
- 5 Having walked in the Wildlife Sanctuary, I took a boat trip on Periyar Lake.
- 6 Having had breakfast, I went swimming in the lake.

- 5 a Give students a few minutes to think of an interesting experience they have had. They then write a short paragraph describing it, using participle clauses. Walk round and help while students are working.

b Students read about each other's experiences in groups. Encourage them to ask questions to find out more. Ask a few students to tell the class about the most interesting experiences in their group.

EXTRA IDEA

- Write on the board: *Even after I had ... , I still couldn't ... ; Now that I have ... , I feel ... ; I didn't want to ... , so I ... ; As I ... , I noticed ...*. Students work on their own and write sentences about themselves using the prompts. In pairs, students take turns to say their sentences and rephrase their partner's sentences using participles.

Listening

- 6 a Focus students on the pictures. Introduce the topic by asking how many students have been to either the Galápagos Islands or Ireland. Tell students they are going to listen to two people, Bruce and Melissa, talking about their holidays in the Galápagos Islands and Ireland.

Be prepared with definitions, examples, etc. to pre-teach *forbidding*, *lodge*, *gravel*, *dinghy* /'dɪŋgi/ and *choppy*.

CD1 ▶ 10 and 11 Play the recordings (SB p165). Students listen and answer the questions. They compare answers in pairs.

Check answers with the class.

Bruce enjoyed his holiday; Melissa did not.

b **CD1 ▶ 10** Play the recording again. Students listen and answer the questions alone before comparing in pairs.

Check answers with the class.

- 1 *They* = the islands
- 2 *It* = the boat trip (although Bruce might be referring to the islands again, but uses a singular noun). *That* = seeing a lot of animals and birds
- 3 *They* = blue-footed boobies
- 4 *them* = all the animals; you can do this because they're so tame.

c Check understanding of all the words and remind students that Melissa didn't enjoy her holiday. Do the first one or two together to demonstrate the exercise. Students then work in pairs to see what they can remember from the recording.

d **CD1 ▶ 11** Play the recording again. Students listen and check their ideas. Check answers with the class.

- 1 a beautiful lodge: expectation
- 2 driving, pounding rain: actual experience (18 hours travelling in the rain)
- 3 a log cabin: actual experience (stark, modern)
- 4 a sandy beach: expectation
- 5 gravel: actual experience (a thin strip of gravel rather than a sandy beach)
- 6 a very small dinghy: actual experience (beach was half an hour away by dinghy)
- 7 choppy seas: actual experience (surrounded by choppy seas)

e Students discuss the questions in pairs. Ask each pair to share their ideas with the class.

EXTRA IDEA

- Write these words from the recordings on the board: *flappy*, *lush*, *pounding*, *gear*. Ask students to look at **Audio script 10 and 11**, SB p165 and to guess the meaning of the words from the context. Ask what helped them guess.

HELP WITH VOCABULARY

Adjective word order

- 7 a-c Students do the exercises on their own or in pairs and check their answers in **VOCABULARY 2.2 ▶** SB p137. Check answers with the class.

- a Check that students understand *breath-taking*, *marble* and *picture-book*.
- 1 *breath-taking* – opinion; *high* – size; *snow-capped* – material
 - 2 *delicious* – opinion; *Thai* – origin; *fish and coconut* – material
 - 3 *extravagant* – opinion; *white* – colour; *marble* – material
 - 4 *picture-book* – opinion; *medieval* – age; *Italian* – origin
- Drill the phrases chorally and individually, highlighting that the main stress in the phrase falls on the first adjective.

- Point out that *breath-taking*, *snow-capped* and *picture-book* are all compound adjectives. They are usually written with a hyphen, and when spoken the first word is stressed.
- Explain that commas are used to separate two or more adjectives that are of the same type: *a beautiful, delicious peach*. In this example, both adjectives are adjectives of opinion. However, in *an expensive Italian restaurant*, *expensive* and *Italian* are different types of adjective, and a comma is not used to separate them.
- Students may initially find it difficult to identify adjectives of opinion. They may not immediately grasp that an adjective such as *beautiful* is expressing an opinion rather than a fact. To try and help students to remember this, you may like to teach them the saying *Beauty is in the eye of the beholder*, which means that not all people have the same opinions about what is attractive.
- b By adding phrases beginning with *and*, *with* or *in* or adding a relative clause.
- Point out that a compound noun cannot be separated by other words: *a leather address book* not *an address leather book*.
- Remind students that the more they listen to and read English, the easier it will be for them to use adjectives in the correct order without even thinking about it.

EXTRA IDEA

- Write the column headings from **VOCABULARY 2.2** SB p137 on the board. Ask students to write a sentence describing an object in the classroom, containing at least three adjectives. Nominate students to come to the board and write their sentences, using the correct columns of the table.

- 8** Explain the word *Victorian*. Point out that adjectives formed from the names of English and British monarchs are sometimes used as an adjective to describe things from the periods of their reigns. The most common are *Victorian* (for Queen Victoria, 1837–1901), *Elizabethan* (for Queen Elizabeth I, 1558–1603), *Georgian* (for Kings George I, II and III, 1714–1811) and *Edwardian* (for King Edward, 1901–10). *Victorian*, *Georgian* and *Edwardian* are commonly used to describe architecture built in that period: *I live in a three-storey Georgian house in London*.

Students do the exercise on their own or in pairs. Check answers with the class. Drill the phrases chorally and individually.

1 a delightful Victorian cottage with six bedrooms in a quiet area **2** a spacious, modern flat, which is well-decorated and inexpensive **3** a classic round-necked sweater, in blue cotton **4** a funny, well-written contemporary drama, which is original and superbly-acted **5** a scruffy young writer with dark hair and a beard **6** an Italian sports model in metallic grey with a sun-roof

Get ready ... Get it right!

- 9** Students work on their own. Give students two minutes to think of a place they have been to which they either love or hate. Ask students to write down as many adjectives as they can think of to describe it.
- 10** **a** Put students into groups and focus them on the example.
Students take turns to describe their place to the rest of the group. Encourage students to ask follow-up questions if possible.
- b** Ask each group to nominate one person to tell the rest of the class which place sounded the best or worst and why.

EXTRA IDEA

- Ask students to write a short travel article about their favourite holiday destination for homework. They should follow the same structure as the article on SB p21 with the headings 'Why?', 'What shouldn't I miss?' and 'A perfect day'.

FURTHER PRACTICE

Ph **Class Activity** 2B Survival at sea p141 (Instructions p128)

Ph **Help with Listening** 2 Taking part in a conversation p193 (Instructions p186)

Extra Practice 2B SB p115

Workbook Lesson 2B p11

1 Introduce the topic by drawing students' attention to the photo and asking what they know about Venice. Get feedback as a class.

2 a Focus students on the extract and elicit the genre from the class (travel review). Explain that there are eight mistakes with apostrophes and ask students what we use apostrophes for in English. Elicit ideas from the class. Students do the exercise on their own or in pairs and check answers in **WRITING 2.1** p140.

- 1 Venice is one of Europe's most romantic cities. (possessive)
 - 2 it's so beautiful (contraction: *it is*)
 - 3 there's nowhere else like it (contraction: *there is*)
 - 4 boats (plural)
 - 5 its fairytale atmosphere (possessive)
 - 6 the stunning buildings (plural)
 - 7 the buildings' unique architecture (plural possessive)
 - 8 the city's colourful, narrow streets
- Point out that even native English speakers sometimes make mistakes with *its* and *it's*. Remind students that *it's* can only ever mean *it is* or *it has*. In all other cases, *its* is correct. Also point out that *its'* is always incorrect; that form does not exist.
 - Point out that when a person's name ends in *s* (e.g. *James*), it is common to just add an apostrophe to the end of the word rather than an *'s* to show the possessive. Both versions are possible (*James' car is red.* / *James's car is red.*). However, when using *'s* as the contracted form of *is*, only *'s* is possible (*James's coming to dinner.* ~~*James' coming to dinner.*~~)

b Students do the exercise alone or in pairs.

1 city's 2 canals' boats 3 the Adriatic Sea's tides,
4 the local industries' requirements 5 Venice's old houses 6 city's

3 a Ask students what the words and phrases in the box have in common (they are all connecting words and phrases used to talk about time). Students do the exercise on their own or in pairs. Check answers with the class.

1 The moment 2 originally 3 ever since
4 As soon as 5 Afterwards, 6 Meanwhile,
Point out that using a form used for the future after *as soon as* and *the moment* is a very common error. These two phrases should always be followed by a present or past verb form, never one for the future. Also point out that *then* can often come before or after the subject of the sentence (*Then he realised the mistake ...* / *He then realised the mistake ...*). Finally, highlight that although *as* and *while* are similar in meaning to *meanwhile*, they are not interchangeable (*I caught a glimpse of Steve ~~meanwhile~~ I was hurrying down the street. I sat anxiously waiting for the call. As/While, I tried to get on with some work ...*). *Meanwhile* is often used at the beginning of a clause to talk about what is/ was happening at the same time as something else happening in the previous clause.

b Students do the exercise alone or in pairs and check their answers in **WRITING 2.2** SB p140. Go through the answers with the class.

1 As soon as/The moment 2 as soon as / the moment
3 Ever since 4 originally/first 5 while 6 Afterwards,
7 Meanwhile,

4 a Students think of a place they know well either in their own country or elsewhere that they would recommend to tourists. Give them three or four minutes to make notes on the place.

b Students tell each other about their places in pairs. Find out who would like to visit their partner's place.

5 a Students write a first draft of the place they are recommending using the extract as a model. Decide how long you want their review to be and give them guidelines accordingly. Encourage students to use language from the unit as well as paying attention to the connecting words and apostrophes.

b Give students a few minutes to check their writing carefully using the checklist. Walk round and help as necessary.

6 Students swap reviews and choose two places they would most like to visit. The easiest way to do this is to put them up around the walls so students can walk round and read as many as possible within a reasonable time limit (for instance, five minutes).

7 a Students talk about the places they would like to visit in groups. Encourage them to give reasons based on the information in the reviews.

b In feedback, find out which place is the most popular and why.

QUICK REVIEW This activity reviews adjective word order. Students do the activity in groups. Focus students on the example. Ask one student to describe something using one adjective. The next student adds another adjective in the correct order. The game continues until someone in the group gives up or makes a mistake.

1 a Find out if anyone has visited China, where, when and why. If you have Chinese students, ask other students to brainstorm facts they know about China (e.g. location, food, weather, languages, etc.) and then check their information with the Chinese student(s).

b Focus students on the photos and website extracts. Students read the website extracts and decide which places they would most like to visit. They compare their ideas in pairs.

2 Focus students on the descriptive language in the extracts by looking at the first one together and asking which words/phrases make the areas sound interesting and/or attractive. Tell students to work in pairs to guess what any new words mean from the context.

Students check their ideas in **VOCABULARY 2.3** SB p137.

3 Tell students they are going to listen to an interview with Cheng, who works in tourism.

CD1 **12** Play the recording (SB p165). Students listen and answer the question. They then compare answers in pairs.

Cheng says that Beijing and Shanghai are the most popular tourist destinations and that they are fantastic cities to visit, but it's a shame people don't go elsewhere as China is a very diverse country with much more to offer.

4 a Tell students they are going to listen to more of the interview with Cheng, in which he talks about the diversity China has to offer as a holiday destination. Tell students to take notes about the places on the map. Write *Guilin* on the board and tell students to listen for information and add it to their map in the correct location.

CD1 **13** Play the recording (SB p166). Students listen and make notes.

b Students compare answers in pairs.

Possible answers

Hainan Island: off the south coast, beautiful beaches; coconut festival and love festival in spring
Guilin: mainland, in the south; caves and karsts; waterways – recommends Li River boat trip; 2000 years of history

Beijing: Forbidden City; for culture recommends hutong, e.g. Money Market, very narrow

Xi'an: older than Beijing; Yellow River Basin; beg and end of Silk Road; terracotta warriors

5 Tell students they are going to listen to the final part of the interview, in which Cheng talks about nightlife and food in China.

CD1 **14** Play the recording (SB p166). Students listen and answer the questions.

- 1 Shanghai offers the best nightlife.
- 2 Because the climate is different, depending on where you are in China.
- 3 Students' own answers.

6 a Students do the activity on their own. Give students five minutes to make their notes. Go through the language in the Real World box. Check students understand *be after* and *be into*.

b Students do the activity in groups. If you have a multilingual class, group different nationalities together. Ask each group to share one or two of their ideas with the class.

FURTHER PRACTICE

Ph **Class Activity** 2C Tourism role play p142 (Instructions p128)

Ph **Vocabulary Plus** 2 Guessing the meaning of unknown words p177 (Instructions p173)

Extra Practice 2C SB p115

Video (*Remarkable!*) SB p125

Workbook Lesson 2C p13

Workbook Reading and Writing Portfolio 2 p57

Progress Test 2 p214

continue2learn

Focus students on the *continue2learn* section on SB p25. See p34 for ideas on how to exploit this section.

Extra Practice 2 SB p115

See p35 for ideas on how to exploit this section.

2A

- 1 2 vividly 3 bitterly 4 entirely 5 highly 6 firmly
7 deeply 8 completely
2 2 with whom 3 both of whom 4 none of which
5 for which 6 after whom 7 on whose 8 all of
which

2B

- 3a 2 Eating 3 Having eaten 4 Having seen 5 Seeing
6 Seen 7 Having read 8 Read 9 Reading
10 Given 11 Having given 12 Giving
b 2 Because she eats in restaurants all week, Lucy
prefers to cook for herself at weekends. 3 After
eating such a big lunch earlier that day, I didn't
feel like any dinner. 4 Because she had seen the
film three times already, she decided to give it a
miss. 5 When she saw her boyfriend approaching,
she ran and hid. 6 When you see her from a

distance, she looks like a 20-year-old! 7 After
I had read the instructions twice, I began to
assemble the pram. 8 When I read it out loud, the
poem sounded much better. 9 Because I read the
report so quickly, I missed a lot of mistakes.
10 If I had the chance, I'd love to learn how to
ski. 11 After she had given the job to Fred, she
immediately regretted her decision. 12 If I give
myself an extra day, I should be able to finish
the job.

2C

- 4 2 attractive 16-year-old 3 extraordinary, wide,
emerald-green 4 long, dark, shiny 5 round,
wooden 6 tall, dark-haired Italian
5 1 spectacular 2 stunning 3 hustle and bustle
4 winding 5 high-rise 6 heritage

Progress Portfolio 2

See p35 for ideas on how to exploit this section.

Video 2

Remarkable!

Student's Book p125

VIDEO SCRIPT

Ph The script for this video is on p202.

- 1 Put students in small groups to discuss the questions.

- 2 **a VIDEO 2.1** Play the whole video. Students choose
which title is the most appropriate.
b Check answers with the whole class.

- 3 It was built as a palace, became a prison, and is
now a popular tourist destination.

- 3 **a VIDEO 2.2** Play the video. Make notes on
each question. Encourage them to write as much
information (in note form) as they can.
b Students compare their answers in pairs.

- 1 Because of its attractiveness and its history.
2 He is the Tower's Educational Officer.
3 Having invaded England, he wanted to show his
power, so he built an impressive castle.
4 It was made of stone, and it was the tallest
building in London.

- 4 **VIDEO 2.3** Play the video. Students decide which
statements are true.

- 1 F (It was the first part to be built)
2 No information

- 3 T
4 No information
5 F (The arches are purely decorative)
6 T
7 No information

- 5 **a VIDEO 2.4** Students watch and decide which
topics are mentioned.

You should tick: her wedding day; the night before
her coronation; her trial; her execution

- b** Play the video again. Students make notes on the
topics which were mentioned.
c Students compare notes in pairs.

- 6 **a** Encourage students to list famous things in their
country, and to categorise them under general topic
headings such as buildings, art, food, etc.
b Students compare their ideas in pairs. Encourage
them to negotiate and decide on six things to put in
a museum. If they are from different places, they can
choose three items from one country, and three items
from the other.

- 7 **a** In the same pairs, students discuss the questions.
b Put students in small groups. They take turns
to explain their exhibitions.
c Ask each group to share with the class any good
ideas they talked about.

QUICK REVIEW This activity reviews intensifying adverbs. Put students into pairs. They take turns to complete the sentences using the prompts. Encourage students to ask follow-up questions.

UNIT 3 PREVIEW

Ph For this unit, there is a photocopiable Preview section on p122.

This Preview section helps students prepare for some of the grammar and vocabulary which appear in this unit. It revises language from earlier levels of **face2face** with controlled grammar and vocabulary practice, and directs students to further information in the Language Summaries in the Student's Book.

In the Unit 3 Preview, you can find further exercises on **Subject and verb inversion**.

- 1 **a** Introduce the topic by asking students how many words they can think of to describe people positively. Focus students on the words in the box. Model and drill the words, paying particular attention to the pronunciation of *courageous* /kə'reɪdʒəs/, *thrifty* /'θrɪfti/ and *spontaneous* /spɒn'teɪniəs/. Students do the exercise on their own and check new words in **VOCABULARY 3.1** SB p141.
- b** Students work in pairs and ask each other about the people on their lists. Ask a few students to say something about the most interesting people on their partner's list.

Speaking and Reading

- 2 Students do the exercise in pairs. Ask each pair to share some of their ideas with the class.
- 3 **a** Focus students on the title of the article and the picture and ask them to predict the content in pairs or as a class.
- b** Students read the article to check their predictions. Check students understand *spotlight* and *priorities* in the headings. Be prepared with definitions, examples, etc. of *triumph* /'traɪəmf/ and *accolade* /'ækəleɪd/ if necessary. Students do the exercise on their own or in pairs. Check answers with the class.

a 6 b 2 c 7 d 1 e 5 f 4 g 3

EXTRA IDEA

- Before students read the article, ask them what kind of person might be described as a wolf or a sheep. Ask students to read the article and compare their ideas with those in the article.

- 4 **a** Students do the exercise on their own.
 - b** Put students in pairs to compare their answers and to find direct quotes from the article to support the statements. Check answers with the class.
- 1f The writer says 'So surely we all hate it when we lose!'
 - 2d The article says that 'it surprised him to discover that while some people became stressed after losing out to a rival in a laboratory task, others became stressed after winning'.
 - 3a The article says 'it's not an aspect of their personality that they are conscious of'.
 - 4e The article says 'for low-power individuals public recognition is equally stressful and they would do anything to avoid it'.
 - 5g The article quotes Dr Wirth as saying 'If you can figure which one you are [wolf or sheep], you can tailor your working environment to suit you'. She also says that knowing which category you fall into can bring benefits.
 - 6b 'Dr Wirth believes that it might be the attention generated by winning that triggers the stress response.'
 - 7c The article says, 'Men are conditioned by society to win.'

- 5 Students discuss the questions in groups. Ask each group to share their ideas with the class. Find out if there are more sheep or wolves in the class.

EXTRA IDEA

- Write on the board the following animals, which are all also used to describe people: *chicken*, *cow*, *fox*, *ox*, *pig*, *weasel*. In pairs, students discuss what kind of person these animals might describe. (In English they are: *chicken* = a coward; *cow* = an offensive term for a woman; *fox*, *weasel* = someone who can't be trusted; *ox* = someone very strong; *pig* = a rude, greedy or offensive person.)

HELP WITH GRAMMAR Patterns with *it*

- 6** Focus students on the extracts from the article and identify *it* in the first two sentences as a class. Students do the exercises on their own or in pairs and check their ideas by reading the bullet points on *it* as subject and object.

Check answers with the class.

1 subject 2 subject 3 subject 4 subject 5 subject
6 object 7 object

- Highlight that in each of the examples where *it* is the subject, *it* is being used to avoid having a long and grammatically complex subject of the verb; for example: ... *it's clear that one of these 'unquestionables' is that everyone wants to win* instead of *everyone wanting to win is clearly one of those 'unquestionables'*.
- Point out that *appear* and *transpire* can also be used to introduce a *that* clause. Remind students that the *that* clause cannot go at the beginning of these types of sentence. For example, we cannot say *That not winning is stressful it follows*.
- Point out that in structures with *it* + verb + object + infinitive with *to* + *that*, the verb is often related to feelings, for example, *amaze, annoy, astonish, concern, frighten, hurt, scare, shock, upset, worry*.
- Explain that we can use *it* as the object of a verb where *it* refers to a clause later in the sentence.
- Point out that *can't bear, can't stand, dislike, enjoy, like, love, prefer, resent* and *understand* can also be used in the structure verb + *it* + *when*.
- Point out that *believe* and *consider* can also be used in the structure verb + *it* + adjective + infinitive with *to*.
- Point out that we don't use *it* if the subject of the verb is a noun: *their fears were completely unfounded* not ~~*it was completely unfounded their fears*~~.
- Encourage students to make a note of common expressions with *it* and to make an effort to learn and use them: *It's no good getting all upset about it. It's no use asking her, she's busy. It's no wonder that we got ill. It's no coincidence that they arrived together.*

- 7 a–b** Focus students on the example answer. Students do the exercises on their own or in pairs.

a 2 It's just not an aspect of their personality that ...
3 It's difficult to know ... 4 It follows that ...
5 It surprised him to discover ...
b 1 we all hate it when we lose 2 find it hard to accept

- 8 a** Focus students on the example answer. Model the exercise by writing some sentences about yourself on the board.
b In pairs, students tell each other their sentences. Encourage students to ask follow-up questions.

Listening and Vocabulary

- 9 a** Tell students they are going to listen to a preview of a radio programme about 'impostor syndrome'. Check that students understand *impostor*. Be prepared with definitions, examples, etc. to pre-teach *bluff your way through* and *find somebody out*.

CD1 15 Play the recording (SB p166). Students listen and answer the question.
Check the answer with the class.

Impostor syndrome is the feeling that although you seem successful and capable to other people, inside you feel like an impostor; that is, that you are just pretending to be successful and capable and that you will soon be found out.

- b** Focus students on the pictures of Valerie, Richard and Miranda. Tell students they are going to listen to each of the three people talking about 'impostor syndrome'.

CD1 16 Play the recording (SB p166). Students listen and fill in the gaps.

Check answers with the class. Point out that the phrase *good fortune*, as used by Miranda, doesn't necessarily have anything to do with having money, or having 'a fortune'. It is a general expression for saying 'good luck'.

1 Valerie 2 Richard 3 Richard 4 Valerie 5 Miranda

- c** Play the recording again. Students listen and choose the correct answers.
Check answers with the class.

1 a doesn't think b experienced
2 a makes b aren't any
3 a feels b isn't

EXTRA IDEA

- Write these words and phrases from the recording on the board: *come late to something, rumble to the fact that, overcome, catch out, nagging, trick*. Ask students to look at **Audio script 16**, SB p166 and to guess the meaning of the words and phrases from the context. Ask what helped them guess.

- 10** Students discuss the questions in groups. Ask each group to share their ideas with the class.

HELP WITH PRONUNCIATION

Speech units and stress (1)

- 11 a** **CD1** 15 Explain that you want students to write down as much of the definition of impostor syndrome as they can while listening. Tell them to leave gaps so they can add details afterwards. Play the recording once while students write. Give them a minute to continue writing after the recording then

tell them to work with a partner to fill gaps. Finally, play the recording once more so they can check and complete the definition. Let them know you don't expect them to catch every word.

b Students check what they have written with **Audio script 15** on p166. Tell them to note which words they were unable to hear. In feedback, make a list of the issues on the board (e.g. unknown vocabulary, unstressed words, weak forms, etc.). Ask what they can do to compensate for words they don't hear while listening (e.g. use their knowledge of grammar, as grammar words tend to be unstressed, such as auxiliaries, articles, prepositions, etc.).

12 a Remind students that speech units also help listeners to make sense of what they are hearing by dividing groups of words into sense or meaning groups. Tell students to think about how the extract might be divided up. Highlight the information in the **TIP**, then play the recording so students can check their ideas. Students listen and mark the word in each speech unit which carries the main stress.

b In pairs, students take turns to practise saying the definition, focusing on the main stressed word in each speech unit.

HELP WITH VOCABULARY Connotation: positive and negative character adjectives

13 a-c Students do the exercises on their own and compare their answers in pairs. They then check their answers in **VOCABULARY 3.2** SB p141.

- a** 1 Yes 2 arrogant 3 positive: confident; negative: arrogant
- b** reckless – courageous; fussy – meticulous; reserved – modest; naïve – innocent; impetuous – spontaneous; forceful – decisive; tight-fisted – thrifty; loud – outgoing; submissive – deferential
- Model and drill the words, paying particular attention to the pronunciation of *impetuous* /ɪm'petʃuəs/ and *naïve* /naɪ'viːv/.
- Point out that there is no such word as *reckful*. The opposite of *reckless* is *cautious* or *careful*.
- Tell students that it may help them to remember *tight-fisted* by picturing a person refusing to let go of a handful of coins by keeping their fist squeezed tightly shut. Also point out that *tight-fisted* is often shortened to *tight*: *I had dinner with my boss last night, but he was too tight to pay the bill.*
- Point out that while certain jobs require people to be deferential to their superiors, being *submissive* is seen as a negative quality in UK culture.

d-e Focus students on the pictures and tell them to do the exercise in pairs. Encourage them to give a definition for each adjective, e.g. *It's someone who ...* Students check their answers in **VOCABULARY 3.2** SB p141.

A fussy; meticulous **B** reckless **C** employees: submissive; boss: forceful **D** tight-fisted

14 a Model the exercise by describing yourself, using the adjectives from **1a** and **13b**. Students do the exercise on their own.

b Students do the exercise in pairs. Ask each pair to share their ideas with the class.

Get ready ... Get it right!

15 Focus students on the sentences. Students do the exercise on their own. Give students 5–10 minutes to make notes for and against each sentence.

16 a Students discuss the sentences in **15** in groups. Encourage students to use expressions such as *It's ridiculous to say ...*, *It's clear that ...*, *It follows that ...*, etc.

b Ask each group to tell the class which sentences they agreed with.

EXTRA IDEA

- Run the activity as a debate. Divide the class into two groups, A and B. Group A argue for each of the sentences, group B against. Give each group two minutes per sentence to make their case.

FURTHER PRACTICE

Ph **Class Activity** 3A Connotation crossword p143 (Instructions p128)

Ph **Help with Listening** 1 Leaving things out p194 (Instructions p187)

Extra Practice 3A SB p116

Workbook Lesson 3A p14

QUICK REVIEW This activity reviews patterns with *it*. Students do the first part of the activity on their own. Put students into pairs. Students take turns to say their sentences. Encourage students to ask follow-up questions.

Vocabulary Phrasal verbs: health

- 1 **a** Introduce the topic by asking students how many phrasal verbs they can think of related to health. Elicit ideas from the class and write them on the board. Check students understand *bug* (here = an illness caused by a microorganism). Students do the exercise on their own or in pairs and check their answers in **VOCABULARY 3.3** SB p141. Check answers with the class. Highlight that *bunged up* is a synonym for *blocked up*, especially when referring to your nose: *I've got a bunged/blocked-up nose*. *Come down with* can be used as a synonym for *go down with*: *I think I'm coming/going down with flu*. Point out that the meaning is very similar to *come on*: *I feel a cold coming on*. *Break out in* can be used as a synonym for *come out in*: *I've broken/come out in a rash all over my chest*.
- b** Model and drill the questions, paying particular attention to where the stress falls in each phrasal verb. In pairs, students take turns to ask and answer the questions. Ask each pair to share one or two of their ideas with the class.

Reading and Speaking

- 2 Introduce the topic by asking students what they understand by *well-being* (feeling healthy and happy). Put students into groups of four. Focus students on the photos, headline and introduction. Make sure students understand *treadmill* /'tredmɪl/ and what a *punishing diet* might be. Students do the exercise in groups of four. Elicit ideas from the class and write them on the board.
- 3 Keep students in the same groups and give each student a letter (A, B, C and D). Student As turn to SB p105, student Bs turn to SB p109, student Cs to SB p111 and student Ds to SB p112. Focus students on their three extracts. Be prepared with definitions, examples, etc. to pre-teach *moderation*, *cholesterol* /kə'lestərəl/, *giggles*, *eczema* /'eksmə/, *hay fever*, *decay* and *chronic* /'krɒnɪk/. Students do the exercise on their own. Encourage them to make detailed notes.

Student A

- a** Eat more curry, get a hobby, drink more coffee.
- b** Curries protect against Alzheimer's, stress and depression and can help you lose weight. Having a hobby can ease depression, lower stress, improve mood and immune systems and may reduce the risk of high blood pressure. Coffee can lower the risk of diabetes, relax muscles, improve speed of thought and lower the risk of heart attacks for women.
- c** Meals containing chillies burn up more calories than other meals. Men who have hobbies are less likely to be sick and absent from work than men who don't. Women who drink coffee may reduce the risk of a heart attack by up to 30%; the research was carried out on 32,000 women over six years. Also, drinking six or more cups of coffee a day reduces the risk of diabetes by 54% for men and 30% for women.

Student B

- a** Eat dark chocolate, brush your teeth, laugh a lot.
- b** Eating dark chocolate can reduce blood pressure, bad cholesterol and the risk of dying from heart disease. Brushing your teeth saves visits to the dentist and may prevent strokes or heart attacks. Laughing reduces pain and diabetes symptoms, improves the immune system and burns up calories.
- c** Flavonoids in dark chocolate reduce the risk of dying from heart disease by 20%. Research based on 700 people found that those with gum disease were more likely to suffer from narrowing of blood vessels that can lead to heart attacks. Laughter burns up calories at the rate of 2.31 a minute. An average day's laughter gets rid of all of the calories in a pepperoni pizza.

Student C

- a** Drink tea, get a pet, chew gum.
- b** Drinking tea helps prevent heart disease and flu, promotes hair growth and weight loss, can reduce the risk of heart attack and can improve mental performance. Laughter is linked to good health, and dog owners laugh most; pet dogs can lower heart rate and reduce stress; owning a cat reduces the risk of developing eczema and hay fever in children. Chewing gum is good for oral health, helps people eat fewer snacks and calories, is good for face muscles, high blood pressure and diabetes and may prevent tooth decay.
- c** Three or more cups of tea a day reduce the risk of heart attack. Thirty-minute walks with a dog are 87% more effective for heart health than going for walks on your own. People who chew gum eat fewer snacks and 10% fewer calories.

Student D

- a** Eat fish, take up singing, get married.
- b** Eating fish protects you from or treats almost anything, from bad backs to asthma; it contributes

to healthy brain cells and good eyesight and it may help women to have cleverer children. Choral singing increases immunity, reduces depression, improves cognitive function and mood and increases feelings of well-being. Getting married can extend your life, reduce the risk of heart disease and catching colds and lower blood pressure.

c Women who eat plenty of sardines, tuna and salmon during pregnancy may have cleverer children. Singing helps people cope with chronic pain, lowers stress levels and boosts the immune system. Married men are 70% more likely to live longer than single men.

- 4** Students work in the same groups. Students take turns to tell each other the answers to their questions. Encourage students to ask follow-up questions if possible.

Ask students to tell the class the most interesting piece of information they learned from the article.

EXTRA IDEA

- Ask each student to write a list of facts based on what they have read – some true and some false – and ask their group if they can guess which are true and which are false. For example, *Did you know that curry can help cure colds? It contains a special enzyme which kills the virus.*

HELP WITH GRAMMAR Inversion

- 5 a** Focus students on the question and make sure students understand what limiting adverbials and negative adverbials are. An adverbial is any word or phrase which functions as an adverb.

The subject and auxiliary verb are inverted when we begin a sentence with a limiting or a negative adverbial.

b–e Students do the exercises on their own or in pairs and check in **GRAMMAR 3.2** SB p142.

- b** 2 did he agree 3 do you hear 4 have experts come
- Point out that the pairs of sentences both have the same meaning; the difference is that the inverted sentences are more emphatic.
- c** Past Simple – *did*; Present Simple – *do/does*
- Remind students that the subject agrees with the auxiliary, not the main verb: *Not only does he enjoy ...*
 - Highlight that the auxiliary verb we use in inversion depends on the verb form in the sentence that we are inverting. Students should recognise the pattern of using *did* for Past Simple, *do* for Present Simple, *have* for Present Perfect and *had* for Past Perfect.

- Remind students that we never use auxiliary verbs with modal verbs, and the same rule applies in inversion; when inverting modal verbs we simply invert the subject with the modal: *Under no circumstances would I ask him to do this.*
 - Point out that in the example sentences in **5a** and **b**, *seldom*, *rarely* and *only recently* are examples of limiting adverbials; *not only*, *not until* and *under no circumstances* are examples of negative adverbials.
- d** 1 will things get better 2 did we start going for long walks
- Highlight that inversion can occur after another complete clause beginning with *not until*, *only when*, *only if*, *only after*: *Not until learns she / she learns to relax will things get any better; Only when got we / we got the dog did we start going for long walks.*
 - Point out that we also use inversion after *neither* or *nor* when it introduces a negative clause that is related to one mentioned previously: *Unfortunately, Colin didn't listen to me, and neither did he take the doctor's advice.*
 - Point out that although inversion is common in literary and formal texts, it is also used in less formal spoken and written English as a way of adding emphasis or dramatic effect: *No way should people drive to work if they can possibly walk.*
 - Point out that we don't use inversion with *not ... either*: *I don't like fish and I don't like curry either.* *not ... either do I not like curry.*
 - Point out that we can find inversion in literature after adverbials of place: *Into the room walked Johan.*
 - If you have any football fans in your class, you may like to share with them a famous inversion used by former England manager Graham Taylor. On seeing that England's opponents were moving into a position where they were likely to score, he was filmed saying *Do I not like that* under his breath. This quote became so well known that it was used as the title of his autobiography.

- 6 a** Focus students on the two extracts and tell them that they come from the same article that they have just been reading. Students do the exercise on their own.

b Students do the exercise in pairs.

- 1 Only recently **have experts suggested** that there are many health benefits from being exposed to sunlight. Not only **does it help** reduce depression and pain, it also reduces high blood pressure.
- 2 Seldom **do we hear** anything positive about drinking wine. However, research suggests that not only **does drinking a moderate amount of red wine reduce** the risk of heart attacks, it can also help protect elderly people from mental decline. But of course, under no circumstances **should people drink and drive.**

Listening

- 7 a** Tell students they are going to listen to six people talking about what they do to cheer themselves up. Ask students to predict what the people might say. Students do the exercise in pairs.

Check answers with the class and write them on the board.

- b** Be prepared with definitions, examples, etc. to explain *feel down*, *perspective*, *pick-me-up*, *art deco*, *atomiser*, *zip around* and *cynicism*.

CD1 ▶ 17 Play the recording (SB p166). Students listen and check if any of their predictions were correct.

EXTRA IDEA

- Write the following words and phrases on the board and pre-teach if necessary: *shoebox*, *sociable*, *top speed*, *kite*, *eyebrow*. Ask students to make their predictions about what the people on the recording will say based on these words and phrases.

- c** Students do the exercise alone or in pairs. Play the recording again if necessary to check. Check the answers together.

1 Helen needs exercise. **2** Naomi makes arrangements to see friends. **3** Ian likes to be on his own. **4** Rachael and Naomi think about happy memories. **5** Alex has done the same thing since childhood.

- d** Focus students on the quotes and questions. Play the recording again. Students listen and answer the questions.

Check answers with the class.

1 a A shoebox. **b** Planning something sociable or fun to do.

2 a Put on perfume. **b** Her bike.

3 a Kite flying. **b** About anything that is threatening to get a little bit too serious or that is bothering him more than it should be.

- 8 a** Introduce the topic by asking students what they understand by 'fillers' and if they can think of any examples in English. Elicit ideas from the class and write them on the board.

Ask students if fillers exist in their own language and why they think people use them (in order to give themselves time to think and plan what they are going to say next).

Tell students they are going to listen to the rest of conversation 3.

CD1 ▶ 18 Play the recording (SB p167). Students listen and underline examples of redundancy.

- b–c** Students compare answers in pairs. Check answers with the class.

Point out that although it is perfectly natural to use fillers such as *um* and *er* in speech to give yourself some thinking time, students should try not to

overuse them. Specifically, they should try not to overuse the same filler (e.g. *um*), especially in short succession, as it can be hard to listen to. This problem is especially common in non-native speakers, although less so at Advanced level.

Also point out that the phrase *you know* is extremely common in English, but that it does not literally mean 'do you know?' It is simply used as a filler to give you time to think of what to say next; it is not a direct question.

Point out that in addition to hearing *you know* as a common filler, students may hear a variation: *you know what I mean*. This phrase is very common but does not function as a filler. It is used when you think that the person listening understands and so you do not need to say any more: *I can't believe they fired him, you know what I mean?* Students should be careful not to confuse the two expressions.

Get ready ... Get it right!

- 9** Model the activity by writing a list of what you do to cheer yourself up on the board.

Students write their lists on their own. Remind students that they should write both the activity and the positive benefits associated with it.

- 10 a** Students do the activity in groups. Encourage students to use inversion to help them emphasise the advice that they are giving. Refer students to the speech bubble for an example.

- b** Ask each group to describe their group's most unusual and popular ideas.

FURTHER PRACTICE

Ph **Class Activity** 3B This is my life p144 (Instructions p128)

Ph **Vocabulary Plus** 3 Health idioms p178 (Instructions p173)

Extra Practice 3B SB p116

Workbook Lesson 3B p16

1 Introduce the topic by asking students if they have a good work-life balance, checking that they understand the expression. They continue to discuss the questions in pairs.
Get feedback from one or two students at the end and write examples of language the class suggests on the board.

2 Focus students on the situation and encourage them to respond to the situation in pairs.

3 Students read the draft email and answer the questions. Check students' ideas as a class.

4 a Remind students that if they are in any doubt about whether something should be one word, two words or hyphenated, they should consult their dictionary. Encourage students to record multiple entries in their vocabulary books for words which have more than one form, showing when each form is used.

Point out that two-word adjectives are usually hyphenated (*a well-behaved child, a two-bedroomed house, a half-hearted attempt*).

Students do the exercise on their own or in pairs and check the answers in **WRITING 3.1** SB p143.

1 everyday 2 every one 3 twelve-hour-a-day
4 anyone 5 any way 6 may be

b Focus students on the email. Point out that there are five spelling mistakes. Students do the exercise on their own or in pairs.

Check answers with the class.

1 I desperately need a break from **everything**.
2 Doing a **full-time**
3 **five-day-a-week** job
4 to think about **everyday** concerns
5 we **may be** able to work together again

5 Focus students on the underlined words in the email and ask what function they perform (they link or connect contrasting ideas). Students do the exercise on their own or in pairs and check their answers in **WRITING 3.2** SB p143.

Check answers with the class.

1 although/even though 2 Although/Even though
3 but 4 whereas (*but* is possible, but see the note below about *whereas* to compare two ideas)
5 However

- Students may struggle with the difference between *whereas* and *although/even though*. Point out that while *whereas* and *although/even though* are used to contrast information in two clauses, *whereas* is always used to introduce an element of comparison into the contrast. If students are in

doubt about which word to use, ask them to identify the two clauses in the sentence and decide if there is any element of comparison; if there is, they should use *whereas*. For example, Clause 1: *They fell asleep*. Clause 2: *I was awake for hours* = comparing falling asleep and being awake. Clause 1: *I can't drive*. Clause 2: *I've had lessons* = a contrast, but no comparison.

- If students are confused about when to use *but* and when to use *however*, point out that if you want to contrast information between two clauses in the same sentence, you should use *but*. To contrast information in two separate sentences, *however* is better. This rule should help your students avoid mistakes.
- Make sure students notice the punctuation in the draft email. Highlight that many native speakers use incorrect punctuation with *however*, especially when it links two main clauses: ~~*Our flight was delayed, however we still arrived on time.*~~ *Our flight was delayed; however, we still arrived on time.*

6 Focus students on the writing task and questions and encourage them to plan their writing together. Walk round while they are preparing and help if necessary.

7 a-b Students write their emails. Monitor while they are writing and help as necessary. When students have finished give them a few minutes to check their work. Walk round and point out any important things they have missed or need help with.

8 Students read and respond to a partner's emails and give feedback to help each other improve their writing.

EXTRA IDEA

- For homework, ask students to respond to their partner's feedback and to write a final accurate draft of their email. If possible, ask them to write their email online and to send it to you for checking, in order to make the task more realistic.

QUICK REVIEW This activity reviews inversion. Students do the first part of the activity on their own. Put students into pairs. Students take turns to say their partner's sentences without inversion.

- 1 a** Introduce the topic by asking students what they think a euphemism is (a word or phrase used to avoid saying something that could be considered offensive). Focus students on the phrases in bold, explaining that these are examples of euphemisms.

2 an old person **3** old-fashioned **4** is old and in bad condition **5** getting old; not able to hear well/a bit deaf **6** ill **7** difficult to look after; very difficult **8** cold

b Students do the exercise in pairs.

- 2 a** Focus students on the pictures and ask them to describe what is happening in each and what emotions each of the characters might be expressing.

Possible answers

A disagree **B** refuse an invitation **C** complain **D** give your opinion

b Make sure students understand what being tactful means (being careful not to say or do anything that could upset someone).

- 3 a** Tell students they are going to listen to four conversations in which people respond to situations A–D. Point out that for each situation they are going to hear the same person respond in two different ways. Be prepared with definitions, examples, etc. to pre-teach *hifs* and *tough*.

CD1 ▶ **19** Play the recording (SB p167). Students listen and match the conversation and situations.

1B 2D 3A 4C

b Play the recording again. Students listen and answer the question. They compare answers in pairs.

1a 2b 3b 4a

REAL WORLD Being tactful

- 4 a–b** Students do the exercise on their own or in pairs and check in **REAL WORLD 3.1** ▶ SB p143.

a **2** using modals **3** using vague language **4** not sounding negative **5** using adverbs of attitude

- Point out that some of the words/phrases presented here will be instantly recognisable to native speakers as expressions used to say

something tactfully. For example, if you said to your boss *We must all get together some time*, he or she would probably recognise it as an excuse for not committing to a social engagement. Likewise, if you told your host that the steak they had just cooked for you was *on the tough side*, it would still be taken as a criticism of their cooking, even though it was delivered in a more tactful way than *it was tough*. Finally, if you told a friend who was appearing in a play that you'd *seen better performances*, he or she would still probably take it as a direct criticism.

- Point out that using past forms in this context is most common when making excuses for not accepting an invitation, as in this example. It is also common when explaining tactfully why you haven't done or didn't do something. Other verb forms which refer to the past (e.g. the Present Perfect) can also be used: *I've been meaning to call you, but I've been really busy* or *I was going to let you know about the party, but I didn't think you'd want to go*.

- 5** **CD1** ▶ **20** Play the recording (SB p167). Students listen and practise saying the sentences. Point out how we use a slower rhythm when we are trying to say something tactfully.

Also point out that certain words are stressed in each sentence, either because they are content words or because the speaker wants to contrast things.

- 6 a** Students do the exercise on their own or in pairs.

1 B 2 C 3 A 4 D

b Students do the exercise in pairs.

Possible answers

1 Unfortunately, we've got other plans. Let's do it soon, though. **2** Some dishes were fine, but others not so good. **3** I think the ending could have been better. **4** You might want to try a more appropriate colour for this occasion.

- 7 a** Focus students on conversations 1–4.

Possible answers

1 Unfortunately, we can't next weekend. We were planning to go to Lisbon. **2** It was quite good. I thought it was a bit long, though. **3** Well, that style's definitely in fashion this season; but I wonder if longer hair suits you better. **4** The room could do with being a little bigger, to be honest.

b Students work in groups of four. Tell one pair in each group to act out one of their conversations. The other pair suggests improvements to make the responses more tactful.

- 8 a** Put students into pairs. Students role-play a conversation for one of situations 1–3.
- b** Students swap papers with another pair. Encourage students to extend the conversation.

FURTHER PRACTICE

Ph **Class Activity** 3C Tactful or tactless? p145 (Instructions p129)

Ph **Class Activity** 1–3 Review Board game p146 (Instructions p129)

Extra Practice 3C SB p116

Workbook Lesson 3C p18

Workbook Reading and Writing Portfolio 3 p60

Progress Test 3 p216

continue2learn

Focus students on the *continue2learn* section on SB p35. See p35 for ideas on how to exploit this section.

Extra Practice 3 SB p116

See p34 for ideas on how to exploit this section.

3A

- 1 2 outgoing 3 modest 4 meticulous 5 deferential
6 innocent 7 thrifty
- 2 2 Holly soon realised it was impossible to get a job.
3 It would be wonderful to have more free time.
4 I'd love it if you came round to visit more often.
5 I'd appreciate it if you could turn down the heating. 6 I find it difficult to concentrate when there's music on.

3B

- 3 1 on 2 up; around 3 up; out 4 up; on
- 4 2 Not only was I stressed out, I was getting ill.
3 Not for a minute did I think I'd enjoy having a dog, but it was great. 4 Under no circumstances should you agree to do overtime for nothing.
5 Not until she spoke did I realise it was Jin. / Not until Jin spoke did I realise it was her.
- 5 2 did I hate 3 should anyone drive 4 did I understand 5 did we manage 6 do you find 7 did I realise 8 did we begin 9 do I see / have I seen
10 does she go

3C

- 6 2 bit of a handful 3 be economical with the truth
4 getting on a bit 5 senior citizens 6 a bit on the chilly side 7 hard of hearing 8 behind the times

Progress Portfolio 3

See p35 for ideas on how to exploit this section.

Video 3

Well-being Student's Book p126

VIDEO SCRIPT

Ph You can see the script for this video on p203.

- 1** Put students in small groups to discuss the questions. Get feedback from the whole class.
- 2 a** **VIDEO** 3.1 Play the whole video. Students answer the questions.
b Check answers with the whole class.
- 3 a** **VIDEO** 3.2 Play the video. Students make notes on each of the phrases.
b Students compare their answers in pairs.

- 1 Esther, the nutritionist, is the editor of these.
2 When we have to look after our health.
3 Long-term healthy lifestyles.
4 Healthy food, such as fruit and vegetables.

- 5 The amount of sleep we need
6 Exercise sessions (30 minutes) needed per week

- 4 a** **VIDEO** 3.3 Put students in pairs. Ask them to make notes on their information.
b Students compare their notes.
- 5 a** Students work alone to read through the points and decide which one(s) they agree with.
b **VIDEO** 3.4 Play the video for students to think about the question.
c Students work in pairs to discuss the points in **5a**.
- 6** Go through points 1–4 with the class. Students decide whether they agree with each idea.
- 7 a** Put students in small groups to discuss the questions.
b Get feedback from the whole class.

QUICK REVIEW This activity reviews euphemisms. Students do the first part of the activity on their own. Set a time limit of two minutes. Put students into pairs. Students take turns to make sentences using the phrases from their partner's list. Encourage students to use any other euphemisms they may have encountered since lesson 3C.

UNIT 4 PREVIEW

Ph For this unit, there is a photocopiable Preview section on p122.

This Preview section helps students prepare for some of the grammar and vocabulary which appear in this unit. It revises language from earlier levels of **face2face** with controlled grammar and vocabulary practice, and directs students to further information in the Language Summaries in the Student's Book.

In the Unit 4 Preview, you can find further exercises on **Future verb forms**.

Vocabulary News collocations

- 1 a** Introduce the topic by pointing out that there are several common collocations in English related to the news and media.

Students do the exercise on their own and check their answers in **VOCABULARY 4.1** SB p144. Check answers with the class.

Model and drill the collocations, paying particular attention to the pronunciation of *coverage* /'kʌvərɪdʒ/ and *libel* /'laɪbəl/.

Remind students that verb–noun collocations are only one of the types of collocation that exist in English. Other types include adverb–adjective (e.g. *highly desirable*), adjective–noun (e.g. *tall building*), noun–noun (e.g. *customer service*), verb–preposition (e.g. *get on*) and verb–adverb (e.g. *see clearly*).

Point out that although *tabloid* refers to the size of the newspaper, the word is commonly used to refer to a type of newspaper – that is, a popular paper with lots of pictures and short, simple stories. The opposite of a *tabloid* is a *broadsheet*, originally named because it was printed in a larger format than a *tabloid*. However, in the UK, many broadsheet papers are now printed in tabloid format (e.g. *The Times*); their content means that they are not called tabloids, but are often referred to as the quality press. The differences between tabloids and the quality press are discussed in more depth in lesson 4C.

Also point out that *libel* refers mainly to written statements; spoken statements of a similar nature are referred to as *slander*. The adjective from *libel* is *libellous*: *He's being sued for a libellous article he wrote last year.*

Finally, point out that the *headlines* refers to the main points of the news that are broadcast on television or radio (e.g. *This is the six o'clock news. The headlines today: ...*), whereas a *headline* is the title of a story in a newspaper.

follow the news; seek publicity; hold a press conference; go to press; make the front page sue for libel; hit the headlines; receive a lot of coverage; run a story; issue a press release

EXTRA IDEAS

- Students work in pairs and take turns to test each other on the collocations. One student says a word/phrase from column B in **1a** (e.g. *the headlines*), and his/her partner says the whole collocation (e.g. *hit the headlines*).
- Ask students to find other examples of collocations in the exercise (*press conference*, *front page* and *press release*).

b Students do the exercise on their own. Check answers with the class.

1 follow 2 hit 3 coverage 4 run 5 seek 6 sued

c Students do the exercise in pairs. Encourage students to ask follow-up questions. Ask each pair to share their ideas with the class.

Reading

- 2 a** Students do the exercise in pairs. Elicit ideas from the class.

b Focus students on the four news items and the six headlines a–f. You can set a time limit of two minutes to encourage students to read for gist. Students do the exercise on their own, and then compare answers in pairs. Check understanding and pronunciation of *shrink* and *catastrophe* /kə'tæstrəfi/.

Check answers with the class.

a none b 5 c 1 d 2 e 3 f 4

- 3 a–b** Students do the exercise on their own. Encourage students to paraphrase information from the articles rather than reproduce it verbatim. Check answers with the class.

Possible answers

- 1a** ... he thinks it will distract patients from their surgery.
b ... they can choose their own music.
2a ... this would improve road safety and save lives.
b ... in Australia, New Zealand and in parts of the US.
3a ... it has been proven to cut absentee rates and improve motivation in a trial.
b ... they will have more free time and less stress.
4a ... global warming.
b ... the figures / rate of the change in size.
5a ... space is getting more crowded.
b ... space debris is certain to cause disasters in the future.

EXTRA IDEA

- Write these words and phrases from the articles on the board: *conventional, exacerbate, dodge, avert, reforms, slashed*. Ask students to guess the meaning of the words and phrases from the context.

- 4 a–b** Put students in multilingual groups, if possible, to discuss the questions. Ask each group to share their ideas with the class.

HELP WITH GRAMMAR

Phrases referring to the future

- 5 a–d** Students do the exercises on their own or in pairs and check in **GRAMMAR 4.1** SB p144. Check answers with the class.

- a** The driving age is about to rise.
b Crowded space is on the verge of catastrophe.
c Restrictions are set to improve safety on the road.
d The size of fish is to shrink as sea temperatures rise.
e Patients are to be entertained by a musical drill.
f A shorter week is due to be introduced.
 • Point out that newspaper journalists often use the highlighted phrases in headlines a–f to refer to the future in headlines.
 • Explain that to make a headline into a sentence we might need to add articles or missing auxiliary verbs.
b something is ready to happen, probably in the near future: *about to, set to, due to, to* (+ infinitive), *on the verge of* (+ing or noun).
 the speaker or writer is saying how certain they are that this will happen: *is sure to, is bound to, is certain to, is likely to, is unlikely to* (+ infinitive).
 • Point out that of all the phrases used to talk about something that is ready to happen, probably in the near future, *about to* is used to refer to things that are most imminent: *Get the umbrella – it's about to rain.*

- c** We use a noun after *on the verge of*. This is a more formal phrase, e.g. *The World Bank is on the verge of collapse*. We use an infinitive (without *to*) after the other phrases.
 • Point out that *due to* is usually used to talk about a specific time: *Building work is due to start in March*.
 • Point out that we sometimes use *not about to* to mean 'not willing to': *I'm not about to drop everything just to go and pick her up from the station*.
 • Explain that we can also say *on the point/brink of* + verb+ing (or noun) to refer to things in the near future. Highlight that *on the brink of* usually refers to something bad, exciting or important and is more formal than *on the point of*: *The project is on the brink of disaster*.
 • Point out that we can't refer to a specific time after *on the verge of* or *on the brink of*: *He's on the verge of/on the brink of resigning next week*.

EXTRA IDEA

- As a class, make a list of five current news stories in which something is ready to happen and write them on the board. Ask students to write headlines for each story, using the phrases from this lesson.

- 6 a** Model the exercise by writing a few sentences of your own on the board. Students do the exercise on their own. Encourage them to write sentences which are true for them.
b Students do the exercise in pairs. Encourage students to ask follow-up questions. Ask each pair to share one or two of their ideas with the class.

Listening and Speaking

- 7 a** Students do the exercise on their own. Remind students that in the first instance they should list the most popular programmes in their country, not just the programmes that they like or watch.
b Students compare lists in pairs. If students are working with a partner from a different country, who may not have heard of the programmes on his/her list, encourage students to describe them. Ask each pair to share their ideas with the class.

EXTRA IDEA

- Before doing **7a**, make a list of types of television programme and write them on the board.

- 8 a** Focus students on the news extract. Students do the exercise on their own or in pairs.

Fact-based programmes – for example, documentaries and wildlife films – and drama and comedy.

- b** Students discuss the question in groups.

- 9 a Tell students they are going to listen to two people, Sue and Dan, discussing television programmes. Be prepared with definitions, examples, etc. to pre-teach *bankrupt* /'bæŋkrʌpt/, *indictment* /ɪn'daɪtmənt/, *template* and *costume drama*.

Check students know what *Big Brother* is. (It is one of the original reality TV shows; in it, contestants live in a house for several weeks and have their entire existences filmed and broadcast to the outside world. Every week a contestant is voted off the show until one person, the winner, remains. The show has been a hit in over 70 countries.)

Point out that costume dramas are particularly popular in the UK, and the US to some extent. The genre is characterised by elaborate costumes and sets which are designed to be evocative of a certain time. Many costume dramas are based on historical figures or famous works of literature. Typical examples of TV costume dramas might include *John Adams*, *Great Expectations* and *Pride and Prejudice*.

Focus students on the three questions.

CD1 ▶ 21 Play the recording (SB p167). Students listen and answer the questions.

Check answers with the class.

- 1 Reality TV programmes; they help her to relax.
- 2 He thinks they're 'rubbish' and 'poke fun at people ... at their misery'.
- 3 Sport and comedy.

b Students do the exercise in pairs.

c Play the recording again. Students listen and check their answers to 9b.

Check answers with the class.

1 Sue 2 Dan 3 Dan 4 Sue 5 Dan 6 Sue 7 Sue
8 Dan 9 Sue

- 10 Focus students on the words and phrases in bold in 9b.

Remind students that all of these words and phrases were used in **CD1** ▶ 21.

Students do the exercise on their own or in pairs.

Check answers with the class.

a 5 b 2 c 1 (*let it wash over you*) d 9
e 1 (*put your feet up*) f 6 g 3 h 4 i 7

- 11 Students discuss the questions in pairs or groups. Ask each pair or group to share their ideas with the class.

HELP WITH PRONUNCIATION

A series of items

- 12 a **CD1** ▶ 22 Focus students on the list of items in the extract. Tell students to notice the rising intonation on the key words in each speech unit as they listen to the recording. Then play the recording.

- b Play the recording again. Students practise saying the extract after the recording in pairs. Students should listen to their partner to check for the rising intonation as they say the series of items in the list. Point out that the last item in a list often has a falling tone to signal the end of the series. Ask students if Dan using a falling tone on *misery* (he doesn't).

- c Focus students on the end of the conversation on p167 (in bold). Tell them to identify the items in the list.

something that involves, // you know, // creativity. //
Something that's in, innovative, //
something that makes you laugh, //
that's not reality TV.

Then students practise the extract using rising intonation for the series of items, and a falling tone for the final item in the list.

reality TV.

Get ready ... Get it right!

- 13 a Focus students on the six sentences. Students do the exercise on their own. Give students 5–10 minutes to make a list of reasons why they agree or disagree with the sentences.

b Students discuss the statements in groups. Encourage students to justify their opinions and to try and persuade any members of the group who don't agree with them to change their minds.

- c Ask each group to share their conclusions with the class.

EXTRA IDEA

- Before doing 11a, ask students to list how forms of entertainment (e.g. films, television and music) have changed in the last 50 years. How did people use to watch or listen to them (e.g. at the cinema, on VHS tapes)? How do they watch or listen to them now?

FURTHER PRACTICE

Ph Class Activity 4A No comment! p147
(Instructions p129)

Ph Vocabulary Plus 4 Words used in news headlines
p179 (Instructions p173)

Ph Help with Listening 4 Disagreeing p195
(Instructions p187)

Extra Practice 4A SB p117

Workbook Lesson 4A p19

QUICK REVIEW This activity reviews phrases referring to the future. Students do the activity in groups. Students discuss stories that are in the news at the moment. Encourage students to use the phrases referring to the future that were introduced in lesson 4A.

Reading and Vocabulary

- 1** Model the activity by talking briefly about a big city you know (or live in) and how it has changed over the years.

Students do the activity in pairs. Ask each pair to share any interesting experiences with the class.

- 2 a** Focus students on sentences 1–6.

Make sure students understand *trade* and that it can also be used as a verb. Point out that *commerce* is a synonym for *trade* but cannot be used as a verb (*commerce* appears in the article that students are going to read).

Point out that *country* and *countryside* are synonyms only when referring to land not in towns or cities; that is, *countryside* does not mean *country* in the sense of England, France, etc.

Students do the exercise on their own or in pairs. Check answers with the class.

b Focus students on the article. Be prepared with definitions, examples, etc. to pre-teach *urban* /'ɜ:bən/, *rural* /'rurəl/, *forerunner*, *grain*, *hub* and *leap* /li:p/.

Point out that the title of the article – 'The world goes to town' – is a play on words: *go to town* can mean 'travel to the centre of a town', but it can also mean 'do something in an intense, eager way'.

Also point out that a *town* is larger than a *village* but smaller than a *city*. In the UK, it used to be that all cities had to have cathedrals – that is, if it didn't have a cathedral, it was a town not a city. However, the use of the term *city* is now more commonly based on population size than the presence of a cathedral.

Students do the exercise on their own or in pairs.

Possible answers

- 1 ... of the need to find food.
- 2 ... began living together in cities.
- 3 ... war, disease, misgovernment or economic failure.
- 4 ... they were looking for work in the factories.
- 5 ... developments in medicine.
- 6 ... they want a better standard of living.

EXTRA IDEA

- Before students read the article, ask them to predict from the title what it will be about.

- 3 a** Students do the exercise on their own or in pairs. Check answers with the class.

- a Humans started building villages 11,000 years ago; by that time, man had been around for 120,000 years.
- b In the 1800s, 3% of the world's population lived in cities; nowadays the figure is over 50%.
- c In 1900, 13% of the world's population had become urban; that figure leaped to 50% in little over 100 years and is expected to grow to 75% by 2050.

EXTRA IDEA

- Write the numbers on the board. Ask students to close their books and in pairs try to remember what the link between the numbers was.

b Students do the activity in pairs. In feedback, ask one pair to begin summarising the article by giving a sentence. Ask another pair to continue and so on until the whole article has been summarised by the class.

EXTRA IDEA

- For homework, ask students to write their summaries of the article.

- 4 a** Students work in pairs to list benefits and problems. If students are in pairs, one student could list benefits while the other lists problems, before putting their lists together. Give students a time limit (e.g. three minutes).

b Students compare their lists in groups. Ask each group to share their conclusions with the class.

HELP WITH VOCABULARY

Near synonyms

Introduce the topic by reminding students why we use synonyms (to avoid repeating the same words so that what we say or write sounds less repetitive and more interesting).

- 5 a–b** Students do the exercises on their own or in pairs and check in **VOCABULARY 4.2** SB p144. Check answers with the class.

- 1 man, people, human beings
- 2 a village, a settlement
- 3 country folk, rural inhabitants, villagers
- 4 improvements, developments
- 5 rise, increase, growth

- Highlight that not all near synonyms are interchangeable in all contexts. This can be because the words vary in their degree of **formality**. For example, *kid* is more informal than *child*. We could say either to a friend: *How are the children/kids?* However, in more formal, written English we would not find the word *kid*: *There are 14.8 million kids / children in the UK*. It can also be because of **collocation**. We can say *a hugelarge number*, but *large* does not collocate with *problem*: *a hugelarge problem*. Other near synonyms are not interchangeable because of the **grammatical agreement** involved. For example, we can say *I likenjoy travelling*. We can also say *I like to travel*, but not *I enjoy to travel*. Finally, **connotation** can mean that near synonyms are not interchangeable. If we describe someone as *determined* or *obstinate*, each word has different connotations. *Determined* has positive connotations whereas *obstinate* has negative ones. *I admire her because she's so obstinate determined*.
- Advise students to check in an online thesaurus if they want to find synonyms (and antonyms), for example, <http://thesaurus.reference.com>. However, also point out that they should be wary of overusing the synonym function on their word processor, if they have one, for the very reasons outlined in the **TIPS** – that the words may not in fact be interchangeable. If in doubt, students should consult both words in their dictionary to check usage.

- 6** Focus students on the words and phrases in the box. Students check the meaning of the words and phrases. Be prepared with definitions, examples, etc. to give students if necessary. Students do the exercise in pairs. Remind students that they will need to change the form of some of the words to fit the context.

Check answers with the class.

1 enjoy 2 urban 3 gazing at 4 passers-by 5 vehicles
6 come to a standstill 7 are forced to 8 exasperating
9 suddenly 10 allow

EXTRA IDEA

- Students work in pairs and take turns to test each other on the near synonyms. One student says a word in italics from **6**, for example, *allow*, and his/her partner says the near synonym(s).

Listening

- 7 a** Focus students on photos 1–4. Remind students that *Star Trek* was originally a science-fiction television programme which aired from 1966 to 1969. Seventy-nine episodes were produced, and the show spawned numerous spin-offs. Set in the 23rd century, *Star Trek* follows the adventures of a

spaceship called the *Starship Enterprise* and its crew. *Star Trek: The Next Generation* was a spin-off show which began in 1987 and ran until 1994. *Star Trek* is now a popular film series.

Check that students understand *prop*.

Students discuss the question in pairs or groups.

Check suggestions with the class and write them on the board.

b Tell students they are going to listen to extracts from a documentary about *Star Trek*. Be prepared with definitions, examples, etc. to pre-teach *rival* /'raɪvəl/, *probe*, *prototype* /'prəʊtətaɪp/, *MRI* (see below), and *CT scan* (see below).

CD1 **23** Play the recording (SB p167). Students listen and check their answers to **7a**.

Check answers with the class, comparing them to the suggestions which you wrote on the board in **7a**.

Point out that *cell phone* is American English; in British English the term is *mobile (phone)*.

Also point out that NASA (The National Aeronautics and Space Administration) is an agency of the United States government, established in 1958, which is responsible for the country's public space programme.

Point out that *MRI* stands for *magnetic resonance imaging*; it is a system used to produce images of the organs inside a human body.

Finally, point out that *CT* stands for *computed tomography*; a *CT scan* takes detailed pictures of areas inside the body from different angles.

- 1 cell phones/mobile phones
- 2 space shuttles
- 3 medical scans, for example, MRI or CT scans
- 4 Digital music formats and players, for example, MP3s and iPods

EXTRA IDEA

- Write these words and phrases from the recording on the board: *bewilderment*, *interstellar*, *strive for*, *beam*, *pave the way for*. Ask students to look at **Audio script 1.23**, SB p167 and to guess the meaning of the words and phrases from the context. Ask what helped them guess.

- 8** Play the recording again. Students listen and choose the correct answer.

Check answers with the class.

1 10 2 a scientist 3 leave the solar system 4 wasn't
5 has produced 6 worked for 7 preceded

- 9** Focus students on speech bubbles A–D. Point out that between three and five words are missing in each gap. Tell students to predict the missing words alone or in pairs.

Be prepared with definitions, examples, etc. to pre-teach *earthling* /'ɜːθlɪŋ/ and *geek* /giːk/.

Point out that Silicon Valley is in California, the United States. The name was originally coined to refer to the large number of companies in the area who designed and manufactured silicon chips for computers, but it is now used to refer to the high-tech sector as a whole.

Also point out that Spock was one of the main characters on Star Trek; he is shown lying down in photo 3, SB p42.

b **CD1** → 24 Play the recording. Students listen and fill in gaps 1–4 in speech bubbles A–D.

Check answers with the class.

A 1 were going to be 2 would go on

B 3 were to find out

C 4 were about to be

D 5 was just supposed to offer

HELP WITH GRAMMAR Future in the past

10 a–d Students do the exercises on their own or in pairs and check in **GRAMMAR 4.2** SB p145.

Check answers with the class.

a 1 **b** We are predicting the result (*our ideas are going to be successful*).

2 **a** We know the result (*our ideas were going to be successful*).

b a2 b1

c *will* + infinitive → *would* + infinitive; *am/is/are supposed to* + infinitive → *was/were supposed to* + infinitive; *am/is/are about to* + infinitive → *was/were about to* + infinitive; *am/is/are to* + infinitive → *was/were to* + infinitive

- Point out that in order to talk about the future seen from the past, we use the past tenses of the verb forms that we would usually use to talk about the future.
- Point out that we often use these forms when we are reporting; for example, if we are recounting what somebody said they were going to do: *She said she was going to come early.*
- Remind students that we often need to change time expressions when we talk about the future seen from the past: *There is to be a meeting about it tomorrow.* → *There was to be a meeting about it the following day.*

11 a Model the exercise by completing some of the sentences with true and false information about yourself. Ask students to guess which sentences are true. Encourage students to ask follow-up questions. Students do the exercise on their own. Remind students that some of their sentences should be false.

b Students do the exercise in pairs. Encourage students to ask follow-up questions.

Get ready ... Get it right!

12 Put students into three groups, group A, group B and group C. Students in group A turn to SB p106, students in group B turn to SB p109 and students in group C turn to p111.

a Students work in pairs with someone from the same group. Focus students on the pictures. If necessary, pre-teach *umbrella, chopsticks, fishing reel, stationery, toilet roll, dispenser, commuter* and *headgear*. Students discuss the questions in pairs.

b Reorganise the class into groups of three, with one person from group A, one from group B and one from group C in each group. Make sure that each group has paper and pens. Students take turns to describe the inventions that they have looked at and explain what they were supposed to do. Focus students on the speech bubbles as an example. Tell students that they should try and draw what is being described to them.

c Tell students to turn to the appropriate page and compare their drawings. Students discuss which they think is the best invention.

EXTRA IDEA

- In groups, students think of two inventions. Ask each group to present their inventions to the class.

FURTHER PRACTICE

Ph **Class Activity** 4B Guess the word p148 (Instructions p130)

Extra Practice 4B SB p21

Workbook Lesson 4B p117

Writing

Student's Book p45

Connecting words: contrast (2)
Punctuation: capital letters and full stops
Writing task: a proposal

1 Introduce the topic by asking students what types of programmes they like and dislike watching on TV. Students answer the questions in pairs.
Ask a few pairs to share their ideas with the class.

2 Focus students on the writing task before they read the extract. Point out that there are language mistakes in the extract which they will be looking at in the exercises that follow. Students respond to the ideas in the extract in pairs.
Find out who agrees with the writer's ideas and who doesn't and why.

3 a Focus students on the commas and capital letters in the extract. They do the exercise on their own or in pairs.
Check answers with the class.

b Students do the exercise on their own or in pairs. They check answers in **WRITING 4.1** SB p145.

There is not enough variety on TV. For instance, there are two series currently showing on the topic of designing or improving houses and a third is due to start. An example is *Great Designs*, in which the presenter Dr Paul Boyer visits people's dream houses and interviews the owners. Although the houses are unusual and sometimes amazing, the topic of architecture has limited appeal. In the real world, few people have the money to spend on grand house designs. Nonetheless, these people seem to have unlimited funds to pour into their dream homes. It would be better to replace these programmes with something about the arts; for instance, a series which reviews new films and interviews the actors. Despite the interest in celebrities, there are no interesting programmes which look seriously at films. I understand a new chat show interviewing famous people is about to start. Nevertheless, ...

Point out that full stops are not normally used after abbreviations if the last letter of the abbreviation is the same as the last letter of the word when written in full (e.g. *Mister*, *Mr*). However, we put a full stop after an abbreviation if the last letter of the abbreviation is different from the last letter of the word when written in full (e.g. *Professor*, *Prof*). Also point out that it is becoming increasingly common for people to use fewer capital letters in text messages and also sometimes in informal emails. Although this is generally acceptable, it does depend strongly on the context of the message. A formal email should always be written using correct capitalisation.

4 Students do the exercise on their own or in pairs. They check answers in **WRITING 4.2** p145.
Check answers with the class.

1 but **2** Although **3** Nevertheless/However
4 Nonetheless **5** nevertheless **6** Despite/In spite of
7 in spite of **8** Despite

Point out that it is not generally acceptable in written language to use *however* after *but*. (Only 10% of people replied; ~~but however~~, that's better than expected.) However, we can use *nonetheless* or *nevertheless* after *but* to emphasise the contrast.

Highlight that we do not use *in spite of/despite* as conjunctions. We use *although/though*: *Although she has been contacted, we have had no reply.* not ~~*in spite of/Despite she has been contacted...*~~

Point out that after *in spite of/despite* we usually use a noun phrase or verb+ing: *In spite of/Despite all their hard work, they failed to make the deadline.* *In spite of/Despite being late, your proposal will be considered.*

5 a Focus students on the underlined words in the extract and elicit their function (they are connecting words and phrases showing contrast). Write *Although* + ... on the board and ask students to match the words that follow *although* (*the houses are unusual*) with either **a** or **b**.

Students continue on their own or in pairs.

Although + clause; *nonetheless* + clause; *Despite* + noun phrase or verb+ing

b Give students a few moments to do the exercise.

Although/Even though; *nonetheless/nevertheless/however*; *Despite/In spite of*

EXTRA IDEA

- With weaker classes, write *in spite of*, *even though* and *nevertheless* on the board and ask them to match them to the underlined phrases in the extract.

c Draw students' attention to the use of *nonetheless*, in the previous paragraph of the extract. Point out that the sentence following *nonetheless* continues in an unexpected way from the preceding sentence. Students, on their own or in pairs, should try to do the same with their sentences beginning *Nevertheless*. Students compare their ideas in groups.

Possible answers

Nevertheless, ...

this will not focus on the film industry specifically.

this will not include film reviews.

this will probably be about celebrities' lives, rather than about films and acting.

- 6 **a** Focus students on the three bullet points to help them plan their proposal. Students work alone to plan their writing. Walk round and help as necessary.

EXTRA IDEA

- If students need more help with planning their writing, focus on the model extract and analyse it with the class (i.e. find the sections that cover: the types of programme the writer dislikes, an example and a reason; the type of programme the writer proposes, an example and a reason). This will give students a structure to follow for their proposal.

- b** Students compare their notes in pairs. Encourage them to evaluate their ideas and improve their notes if possible.

In feedback, ask a few pairs to share their ideas with the class and find out how similar or different their ideas are.

- 7 **a** Give students an extent and a time limit to write a first draft of their proposal. Walk round and help with vocabulary or ideas if necessary.
- b** Focus students on the checklist of points then give them time to check and correct their own writing. Walk round and draw attention to errors with punctuation or connecting words if students have missed them. Point out that students should try to use synonyms or near synonyms to avoid repetition.
- 8 **a-b** Students read and check each other's work in pairs. Be on hand to help with problems that they cannot resolve themselves.

4C VOCABULARY AND SKILLS

Making a splash

Student's Book p44-45

Vocabulary newspaper language
Skills Reading: two news stories;
Listening: interview with a sub-editor

QUICK REVIEW This activity reviews near synonyms. Students write a list of near synonyms on their own. Put students into pairs. Students take turns to tell each other their near synonyms. Check answers with the class.

- 1 **a** Introduce the topic by explaining that there are two types of British newspaper: the tabloids (e.g. the *Daily Mail*, the *Sun*, the *Daily Express*) and the quality press (e.g. *The Times*, the *Independent*, the *Daily Telegraph*). Focus students on the two front pages. Point out that the newspapers are from the same day.
- Students do the exercise in pairs. Elicit answers from the class. Students will check their answers in **1b**.
- b** Tell students they are going to listen to an interview with Andrew Cook, a sub-editor on a national tabloid newspaper.
- Point out that a newspaper sub-editor is responsible for ensuring that the tone, style and layout of the copy submitted by a journalist matches the 'house style' of the newspaper. Sub-editing involves making sure that all of the copy is accurate, makes sense and reads well. Sub-editors also lay out the story on the page and may be involved with overall page design. The activities of a sub-editor are called *subbing* (e.g. *We can't publish that story yet – it hasn't been subbed*).
- Be prepared with definitions, examples, etc. to pre-teach *sober* and *downmarket*. Point out that *sober* is used to mean the opposite of *drunk*, but can also be used in the context of *serious*, as in the interview.

Explain that the sub-editor talks about *The Times*, which is a quality press newspaper, like the *Guardian* in **1a**.

CD1 25 Play the recording (SB p168). Students listen and check their answers to **1a**.

- 1 The *Daily Mirror* has large headlines and pictures while *The Times* uses smaller headlines and presents the news in a more sober way.
- 2 The *Daily Mirror* is a tabloid and the *Guardian* is quality press.
- 3 Tabloids sell the most.
- 4 The quality press appeals to people who are interested in more serious stories; tabloids are more downmarket.

- 2 **a** Play the recording again. Students listen and complete the sentences. They compare answers in pairs.
- Point out that sentences 1–9 are paraphrased – that is, they are not direct extracts from the interview.

1 tone 2 serious; sober 3 think; react
4 millions 5 intellectual 6 political
7 crime 8 front page 9 middle-class

b Focus students on the words/phrases in bold. Students do the exercise on their own or in pairs.

1 serious way 2 deliver their message in a very direct and unsubtle way 3 a forceful, immediate attraction 4 with a red band along the top 5 the core, or main part, of our circulation/readers

EXTRA IDEA

- Ask students to discuss which of the two papers they would most like to read, based on the front pages and what Andrew says.

- 3** Introduce the topic by asking students how they think the writing style of the quality press and tabloid newspapers might differ, based on what they learnt about them from **1a–d**.

Focus students on the two newspaper stories. Be prepared with definitions, examples, etc. to pre-teach *avert*, *catastrophe* /ka'tæstrəfi/, *swoop in*, *short of*, *crush*, *undercarriage*, *skid* and *slide*.

Students do the exercise on their own or in pairs.

- 4** **a** Tell students they are going to listen to more of the interview with Andrew Cook. Give them time to read statements 1–3.

CD1 ▶ 26 Play the recording (SB p168). Students listen and decide if the statements are true or false. Then they find examples from story A.

1F The first sentence in story A is 18 words long; the first sentence of story B, which contains more or less the same information, contains 27 words. **2T** For example, *heroic*, *averted catastrophe* and *swooped in*. **3T** Story A contains four separate paragraphs, whereas story B contains only two.

b Students do the exercise on their own or in pairs. Point out that *snappy* can also mean 'sharp and irritable': *Don't be snappy with me! I'm only trying to help*. It can also be used to describe someone who dresses fashionably and well: *He's a very snappy dresser*.

Also point out that *crisp* in the sense of 'very clear' can also be used to describe the weather, especially in winter: *A crisp winter's day*.

Finally, point out that *crash*, *bang*, *wallop* is used to describe something loud and usually painful: *I was standing at the top of the stairs and suddenly – crash, bang, wallop – I was at the bottom of the stairs! Wallop means 'hit something hard'.*

- 1 Shorter, more concise language that gets your attention or communicates an idea quickly.
- 2 Sentences which are very clear and concise.
- 3 A very simple, direct style designed for maximum impact.
- 4 Showing that you understand the audience.

c Tell students they are going to listen to one more

extract from the interview with Andrew, in which he explains how a story gets chosen for the front page of a tabloid newspaper.

CD1 ▶ 27 Play the recording (SB p168). Students listen and answer the questions.

Check answers with the class. Point out that a news editor is different from a sub-editor. The news editor is responsible for the overall content and direction of a newspaper; many final decisions on which stories are run, and in which part of the newspaper, rest with the news editor.

- 1 The news editor.
- 2 In the most exciting and accessible way.

- 5** Students discuss the questions in pairs or groups. If you have a multinational class, group different nationalities together.

- 6** Put students into three groups, group A, group B and group C. Students in group A turn to SB p106, students in group B turn to SB p108 and students in group C turn to SB p112. Tell students that group A are news editors from a tabloid paper and that groups B and C are reporters. The reporters are going to have to convince the news editors that their stories deserve to be on the front page.

Students work in pairs with someone from the same group. Be prepared with definitions, examples, etc. to pre-teach *gale*, *pensioner* /'penʃənə/, *hailed* and *trace*. Students write the first paragraph of their story.

Reorganise the class into groups of three, with one person from group A, one from group B and one from group C in each group. Focus students on the Real World box.

Model and drill the sentences, paying particular attention to how the words are stressed in order to sound more persuasive.

Student Bs and student Cs present their stories to student As. Tell student As to give clear reasons for why they have chosen one story.

FURTHER PRACTICE

Ph **Class Activity** 4C The powers of persuasion p149 (Instructions p130)

Video (*Civilised: TV addicts*) 4C SB p127

Workbook Lesson 4C p23

Workbook Reading and Writing Portfolio 4 p63

Progress Test 4 p218

continue2learn

Focus students on the *continue2learn* section on SB p45. See p34 for ideas on how to exploit this section.

Extra Practice 4 SB p117

See p35 for ideas on how to exploit this section.

4A

- 1 2 make 3 seek 4 run 5 follow 6 hit 7 sue
 2 2 is about to 3 is due to have 4 is sure to / is bound to 5 unlikely to / probably not going to 6 are set to fall 7 on the point of applying / about to apply
 3 2 is due to retire 3 are on the verge of turning back 4 is about to sign 5 is to settle for
 4B
 4 2 gazing 3 enjoy 4 furious 5 reckless
 5a 2e 3d 4a 5c 6g 7f
 b 2 huge/large 3 friend 4 infuriates/exasperates 5 like 6 made 7 allowed

- 6 2 I had no idea that it would be this exhausting!
 3 ✓
 4 I was about to leave the house when I remembered you were coming.
 5 I was supposed to call my sister before she left, but I forgot.
 6 We were to stay in a hotel near the beach, but it closed down.
 7 ✓
 7 2 was supposed to call 3 wouldn't stay 4 was about to leave 5 was going to be 6 would join 7 were going to demonstrate 8 was just going to call 9 would bump

Progress Portfolio 4

See p35 for ideas on how to exploit this section.

Video 4

Civilised: TV addicts

Student's Book p127

VIDEO SCRIPT

Ph You can see the script for this video on p204.

- 1 Put students in small groups. Ask them to choose three or four questions to discuss.
- 2 **a VIDEO ▶ 4.1** Play the whole video. Students decide which questions from 1 were asked.
b Check answers with the whole class.
- All the questions, except 2 and 7.
- 3 **VIDEO ▶ 4.2** Play the video. Students answer the questions
- 1 b, c 2 b 3 a, c 4 b
- 4 Ask students to discuss the three questions.
- 5 **a VIDEO ▶ 4.3** Play the video again. Students decide which types of TV programme were talked about.
- comedy, Do it yourself, entertainment shows, music, reality TV, sport (x2)
- b** Students discuss the questions in pairs.
- 6 **VIDEO ▶ 4.4** Play the video. Ask students to take notes on the topics.

- 7 Go through the statement with the whole class. Brainstorm reasons why someone would agree or disagree with the statement, and write them on the board.
- b** Ask students to decide whether they agree or disagree with the statement. Then, put students in small groups all with the same opinion.
- 8 **a** Re-group the class so that students are sitting with people who have different opinions. Ask students to take turns to give their opinion about the statement in 7a.
b Get feedback from the whole class.

QUICK REVIEW This activity reviews news collocations. Students do the first part of the activity on their own. Set a time limit of two minutes. Put students into pairs. Students take turns to say the noun in the collocation; their partner says the verb. Encourage stronger students to practise noun–noun and adjective–noun collocations, too – for example, *press release* and *front page*.

UNIT 5 PREVIEW

Ph For this unit, there is a photocopiable Preview section on p123.

This Preview section helps students prepare for some of the grammar and vocabulary which appear in this unit. It revises language from earlier levels of **face2face** with controlled grammar and vocabulary practice, and directs students to further information in the Language Summaries in the Student's Book.

In the Unit 5 Preview, you can find further exercises on:

- reflexive pronouns
- verb + infinitive with *to* or verb+*ing*

Speaking and Reading

- 1** Introduce the topic by asking students who the biggest celebrities are in their country and why they are famous. Ask students who they think the biggest celebrities in the English-speaking world are. Focus students on the three questions. Ask students what they think a personal assistant (PA) to a celebrity does. Remind students that they are discussing the advantages and disadvantages of being a PA to a celebrity – not of being a celebrity. Students discuss the questions in pairs. Ask each pair to share their ideas with the class.

EXTRA IDEA

- As another way of introducing the topic, bring a selection of images of celebrities from the English-speaking world to class and ask students if they recognise them or can guess why they are famous.

b Focus students on the photo and elicit which person the celebrity is and which the personal assistant is. Students read the article and check their ideas from **1a**.

Check answers with the class.

Point out that a *premiere* is the first opening night of a new film; it is often a celebrity-filled event, where the stars of the film arrive by limousine (often known as a 'limo') and walk up a red carpet to the entrance of the cinema. *Roll out the red carpet* means 'give an important person a special welcome'.

Advantages

proximity to the stars; feeling powerful; dressing up in the celebrity's clothes and going to a premiere; feeling like 'superwoman'

Disadvantages

not paid particularly well; round-the-clock obligations; drudgery; the job an end in itself, not a stepping stone to fame; no real friendship or interaction with the celebrity

EXTRA IDEA

- Write these words and phrases from the article on the board: *break in*, *a niche*, *round-the-clock*, *the bulk of*, *stepping stone*, *perk*, *drudgery* /'drʌdʒəri/, *psyche*, *confidante* and *burn out*. Ask students to guess the meaning of the words and phrases from the context. Ask what helped them guess.

- 2** Students do the exercise on their own or in pairs. Encourage students to find examples in the article to support their answers. Do the first question with the class.

Check answers with the class.

- 1 c** (*I spoke to a personal assistant, Dean Johnson, about why he does it.*)
- 2 b** (*Proximity to the stars appears to be the only perk their job offers.*)
- 3 a** (*Most people can't name the secretary of state, but they can name Hollywood actors*)
- 4 b** (*it's probably better if you don't have a spouse, kids, pets or even plants.*)
- 5 a** (*Brentwell was constantly adjusting her psyche to become the perfect complement or counterbalance*)
- 6 b** (*The first – and rarest – came on those occasions when she could ... go to a glamorous event with her employer. / "Best of all, there's the limo ride ... and having that very special feeling for one night."*)
- 7 c** (*Brentwell also felt proud of how many people wanted her to work for them.*)

- 3** Focus students on the questions. Students discuss the questions in pairs or groups. Ask a few pairs or groups to share their ideas with the class.

• **HELP WITH VOCABULARY** Word building (1): prefixes with multiple meanings

- Go through the introductory bullet with the class and check students understand what a prefix is (a letter or group of letters that is added to the beginning of a word to make a different word).

- 4 **a-c** Students do the exercises on their own or in pairs and check their answers in **VOCABULARY 5.1** SB p146.

Check answers with the class.

- a** a inter- b counter- c super- d over- e semi- f under- g pseudo-
b 1b 2c 3f 4a 5d 6e
- Point out that students shouldn't confuse *inter-* with *intra-*, which means 'within' as opposed to 'between' (e.g. *intra-EU trade* = trade within the EU).
 - Point out that although some prefixes are similar in meaning (e.g. *over-* and *super-*), they are rarely, if ever, interchangeable.
 - Highlight that *super-* can also mean 'over' or 'above'. For example, the superstructure is the part of a building that is above ground (i.e. not the foundations).
 - Point out that *pseudo-* is often used disapprovingly.
 - Finally, point out that words which begin with prefixes are sometimes hyphenated and sometimes not. Most prefixes are often (but not always) hyphenated when used adjectivally, but there are no firm rules. Advise students to check in their dictionaries.

- 5 **a** Students do the exercise on their own or in pairs. Check answers with the class.

2 super 3 semi-, super 4 inter 5 over, under
6 super, pseudo- 7 over, under, counter- 8 super

b Focus on the example with the class. Students do the exercise in pairs.

Ask a few individuals to give their definition to the class to guess the word.

Listening and Speaking

- 6 **a** Introduce the topic by asking students what an 'extra' is and what their job might involve. Focus students on the photo.

Students discuss the questions in pairs.

Ask each pair to share some of their ideas with the class.

b Tell students they are going to listen to an interview with two extras.

Write the three headings from **6a** on the board.

Be prepared with definitions, examples, etc. to pre-teach *amateur dramatics*, *hang around*, *fall into sth*, *bump into*, *standoffish*, *fray* (in the context of *nerves do get frayed*) and *dip in/out of*.

CD2 1 Play the recording (SB p168). Students listen and make notes and then compare notes in pairs. Elicit answers from the class and write them on the board. Point out that the *principals* that Kate refers to are the main actors on the set.

- 1 You never know when you're going to be needed; long; unpredictable
- 2 You get paid more if you have to react to what someone says; money not bad at all, for what you do; money reasonable
- 3 Crowd scenes, as a wedding guest or person in street; sometimes postman or taxi driver

- 7 **a** Tell students they are going to listen again to Daniel. **CD2** 2 Play the recording (SB p168). Students listen and answer the questions. Check answers with the class.

- 1 He's always been keen on amateur dramatics and sees being an extra as keeping in contact with the acting world. 2 He's a writer, so he always takes his laptop with him and gets on with some work. 3 Half the time, he can't even spot himself unless he really concentrates. 4 It makes a change, and he gets paid more, but it's disappointing when he is edited out, which often happens. 5 He doesn't think there is any chance that it will happen.

- b** Tell students they are going to listen again to Kate. **CD2** 3 Play the recording (SB p168). Students listen and answer the questions. Check answers with the class.

- 1 She knew someone who had done it and thought it would be a good way of supplementing her income and enjoying herself at the same time.
- 2 All sorts of people: young drama students, solicitors, bored housewives.
- 3 The stars themselves are quite friendly on the whole.
- 4 Lots of standing around; there are times when you feel very tired; if there are delays, nerves get frayed; the hours are unpredictable.
- 5 It's good being able to dip in and out of different worlds. (Earlier in the recording she also says that the money is reasonable and that you can have a chat and a good laugh with the other extras.)

- c** Students discuss the questions in pairs.

Ask each pair to share some of their ideas with the class.

HELP WITH PRONUNCIATION

Speech units and stress (2)

- 8 **a** Point out that we can stress different words in a sentence in order to focus on a particular message, for example new information in response to a question. Focus students on the three possible stress patterns in 1-3 and the three possible meanings a-c. **CD2** 4 Play the recording. Students do the exercise on their own or in pairs. Check answers with the class.

1 b 2 c 3 a

- b** Students do the exercise on their own.

- c Students compare their answers in pairs. If they disagree, encourage them to justify their answers.
- d **CD2** 3 Play the recording so students can check their ideas.
Check answers with the class.

- 1 soap operas, period dramas, that sort of thing
- 2 Oh all sorts, drama students to solicitors on their day off, bored housewives, whoever
- 3 we're actually actively encouraged not to interact with them
- 4 I like the job itself

HELP WITH GRAMMAR

Reflexive pronouns

- 9 a–b Students do the exercises on their own or in pairs and check in **GRAMMAR 5.1** SB p147.

a1 b3 c2

- Highlight the following verbs with reflexive pronouns: *enjoy yourself, help yourself, exert yourself, pride yourself on, occupy yourself with.*
 - Also point out that some verbs – for example, *dress, shave* and *wash* – are only reflexive if we want to emphasise that someone does the action themselves.
- 1 concentrate 2 meet 3 enjoy yourself 4 help myself 5 feel 6 by myself

- 10 a Check answers with the class.
- b Students discuss the sentences in pairs. Encourage them to give reasons for their ideas.
Ask a few students to share their ideas with the class.

Get ready ... Get it right!

- 11 Put students into pairs, student A and student B. Student As turn to SB p106 and student Bs turn to SB p110.

- a Explain that student As are personal assistants and student Bs famous people. Focus students on the list of complaints.
Make sure Student A understands *on duty*. Students do the exercise on their own. Encourage students to make notes about what they are going to say.
- b Students do the exercise in pairs. Encourage students to use reflexive pronouns as necessary.

EXTRA IDEAS

- Write the following phrases on the board for students to use as prompts: *do something myself/yourself; clean up after myself/yourself; have some time for myself; I like the job itself, but ...; I pride myself on ... , but I can no longer ...*
- Ask each pair to report back on the compromise that they managed to reach. Are both parties happy?

FURTHER PRACTICE

Ph Class Activity 5A Prefix Pelmanism p150
(Instructions p130)
Extra Practice 5A p118
Workbook Lesson 5A p24

5B

The young ones

Student's Book p50–p52

Vocabulary verb + infinitive with *to* or verb+*ing*; verb–noun collocations
Review prefixes with multiple meanings

QUICK REVIEW This activity reviews prefixes with multiple meanings. Put students into pairs. Students take turns to say their sentences and ask follow-up questions.

Reading and Vocabulary

- 1 a Introduce the topic by asking students if they think age has anything to do with talent – that is, do you need to have reached a certain age to be truly successful at sport, music, etc.? Ask students to justify their answers.
Students discuss the questions in pairs. Ask each pair to share their ideas with the class.
- b Focus students on the title, photos and captions from the article.

Point out that the Mercury Music Prize is an annual music prize awarded for the best album from the United Kingdom or Ireland.

Tell students that *Dizzee Rascal* is pronounced /'dɪzi: 'rɑ:skəl/.

Point out that *dressage* /'dresɑ:dʒ/ is the training of a horse to make specific controlled movements.

Explain that *cerebral palsy* is a type of brain damage which causes physical disability.

Finally, explain that Peace One Day is an organisation that works to raise awareness of Peace Day. This is held on September 21st and is a day of non-violence and ceasefire around the world. Students discuss the question in groups. Ask each group to share their ideas with the class.

- 2** Put students into four groups, group A, group B, group C and group D. Group A turns to SB p107, group B turns to SB p110, group C turns to SB p112 and group D turns to SB p113.
Be prepared with definitions, examples, etc. to pre-teach *talent scouts*, *prowess* (Neymar da Silva Santos Jr. text), *press on*, *kicked out*, *tightrope*, *beats* (Dizzee Rascal text), *physiotherapy* /fɪziəʊ'θerəpi/, *grace*, *mindset* (Sophie Christiansen text) and *screw up* (Iris Andrews text).
Students make notes on their own in answer to the questions.

- 3 a** Students discuss the questions in **2** in their groups.
b Reorganise the class into groups of four with a student from groups A, B, C and D in each group. While students are discussing their ideas, monitor and help with language as necessary. Encourage students to ask follow-up questions.

Check answers with the class.

Point out that when Dizzee Rascal says *making beats*, he is referring to making the instrumental backing tracks over which hip-hop, or rap, lyrics are sung. Explain that when he says, *If I hadn't had music, I would have been on the streets* he means that he would have been unemployed and out of school, spending time with other people his age in public spaces in large cities, often getting into trouble with the police. *Be on the streets* can also mean 'be homeless', but in this context it does not.

Neymar da Silva Santos Jr

- At the age of 11. He was spotted by talent scouts at an early age.
- A passion for the game (*I just like playing with the ball*). Continuing to learn all the time.

Dizzee Rascal

- When he was 14. His music teacher helped and encouraged him.
- Ability to keep on working, self-motivation.

Sophie Christiansen

- At the age of six. In order to make physiotherapy fun (she has cerebral palsy).
- Determination to succeed, strong will.

Iris Andrews

- When she was 15. She has always asked questions about the world.
- Passion for what she does.

- 4 a** Students do the exercise in groups. Encourage students to find evidence in the text to support their answers.
Check answers with the class.

- Dizzee Rascal. He says 'If I hadn't had music, I would have been on the streets'.
- Sophie Christiansen. She says 'It has been hard on my family. When I compete, I get really intense and argue with Mum'.

- Iris Andrews. She says 'I often feel like I'm a complete fraud – that I'm going to get found out soon'.
- Neymar da Silva Santos Jr. He says 'I just like playing with the ball. I always have. I play on the street even now. When we're on vacation ... I will go and look for a game.'
- Iris Andrews. She says 'Doing this helps me to get a broader perspective on my own life'.
- Neymar da Silva Santos Jr. 'Neymar is used to hitting the headlines, not just for his football prowess, but for his Mohican haircut displayed on the pitch in 2010, and for becoming a father at the age of 19.'
- Dizzee Rascal. He says 'A lot of the time I feel separated from other people my age'.
- Sophie Christiansen. She says 'But competing has turned my life around. I used to be quite shy and self-conscious'.

- b** Students discuss the questions in pairs. Ask each pair to share their ideas with the class. Encourage students to justify their answers.

HELP WITH VOCABULARY

Verb + infinitive with *to* or verb+*ing*

Remind students that when we use two verbs together, the form of the second verb usually depends on the first verb. Point out that while some verbs take either the infinitive with *to* or verb+*ing*, some verbs have more than one verb pattern, sometimes with a difference in meaning, sometimes not.

- 5 a-b** Students do the exercise on their own or in pairs and check their answers in **VOCABULARY 5.2** SB p146.
Check answers with the class.

- forget* + verb+*ing* = looks back to memories of the past; *forget* + infinitive with *to* = refers to now or the future
 - go on* + verb+*ing* = continue an action; *go on* + infinitive with *to* = begin a new action
 - mean* + verb+*ing* = involve/necessitate; *mean* + infinitive with *to* = intend
 - regret* + verb+*ing* = be sorry for what's already happened; *regret* + infinitive with *to* = be sorry for what you're about to say
- Point out that when *forget* is followed by verb+*ing*, it is usually preceded by *never*: *I'll never forget seeing the Pyramids of Egypt for the first time.*
 - Point out that verbs of the senses (*see*, *notice*, etc.) can be followed by object + verb+*ing* when describing a repeated action or an action in progress: *He noticed me playing.* Or they can be followed by an object + infinitive when describing a single or a completed action: *I saw him get into the car.* Point out that other verbs of the senses that follow this pattern include *watch*, *hear*, *feel* and *smell*. Also point out that *look* and *listen* do not follow this pattern.

- You could remind students that the following verbs also have a different meaning depending on the verb pattern:
try + verb+ing = do something as an experiment: *I tried eating only two meals a day, but I still didn't lose any weight.*
try + infinitive with *to* = make an effort: *I try to go swimming at least twice a week.*
like + infinitive with *to* = choose to do something because you think it is a good idea: *I like to jog before work.*
like + verb+ing = enjoy something: *I like jogging before work – it helps me to relax.*
stop + verb+ing = cease the activity that you were doing: *He stopped eating and looked up.*
stop + infinitive with *to* = stop in order to do something: *He stopped to eat at a roadside restaurant.*

EXTRA IDEA

- Before students do **5a**, brainstorm with the class as many verbs as possible which take verb+ing, infinitive with *to*, object + infinitive, object + infinitive with *to*, or infinitive. A list is in **VOCABULARY 5.2** SB p146.

- 6 a** Model the exercise by writing some sentences about yourself on the board using the prompts. Students do the exercise on their own.
- b** Elicit one or two questions from the class to demonstrate the exercise. Students do the exercise on their own. Walk round and monitor, offering help if necessary.
- c** Students do the activity in pairs. Encourage students to ask follow-up questions. Ask each student to tell the rest of the class one interesting thing they learned about their partner. For example, *I learned that Alejandro will never forget winning first prize in a school competition for a poem he wrote.*

Listening

Draw students' attention to the introductory bullet point and introduce the topic by asking students what the equivalent of A-level exams are in their countries.

Most universities require students to have passed A levels in certain subjects before accepting them onto an undergraduate course.

A *sixth-form college* is a school in Britain for 16–18-year-olds.

Point out the meaning of the following terms, which all appear in the recording:

- Work experience* is when a student temporarily works without payment for an employer to gain experience.
- A *gap year* is when a student decides to postpone starting university for a year either to travel, work or save some money.

- The Old Bailey* is the central criminal court in England.

- 7 a** Focus students on the photos of Claire, Will and Charlie. Tell students they are going to listen to an interview with the three 18-year-olds, who have all taken their A levels. Give students time to read the three questions.

CD2 **5** Play the recording (SB p168). Students listen and answer the questions. Students compare answers in pairs.

1 Will 2 Claire 3 Charlie

EXTRA IDEA

- Write these words and phrases from the recording on the board: *a step up, out of my depth, click, daunting*. Ask students to look at **Audio script 2.5**, SB p168 and to guess the meaning of the words and expressions from the context. Ask what helped them guess.

- b** Play the recording again. Students listen and tick the true sentences. Students compare answers in pairs.

- 1 **b** Claire has enjoyed her work experience in a small publishing firm
 2 **a** He has decided to do sports science at university
 3 **b** Charlie is confident that she has chosen the right subject; she says that law definitely "feels right".

- c** Students discuss the questions in pairs. Ask each pair to share their ideas with the class. Encourage students to justify their answers.

Vocabulary Verb–noun collocations

- 8 a** Focus students on the words/phrases in the box. Point out that all of them are used to talk about finishing school and making decisions about what to do at university and in the future.

Students do the exercise on their own or in pairs and check answers in **VOCABULARY 5.3** SB p147.

Point out that *do work experience* refers to carrying out the work experience while *get work experience* can also refer to obtaining a work experience placement: *I'm doing work experience at my father's company. I got work experience at a law firm through a friend of the family.*

1 d 2 b 3 h 4 g, h 5 e, f 6 a 7 f, h 8 c, h, d
 Point out that although *do courses* and *go on courses* are often interchangeable, when you are talking about a course that you are currently doing, only *do a course* or *be on a course* is possible: *I'm doing/on a Spanish course at the moment* not *I'm going on a Spanish course at the moment*. Take a course is also common in US English.

b Focus students on the example question or elicit a question from the class and write it on the board. Students write questions in pairs.

c Students change pairs and do the activity. Encourage students to ask follow-up questions.

Get ready ... Get it right!

9 Focus students on the seven ideas. Make sure students understand *curriculum*. Students do the exercise on their own. Encourage them to write at least six suggestions.

10 **a** Students discuss their ideas in groups. Ask each group to agree on the best three suggestions.
b Ask each group to share their ideas with the class. Then ask the class to vote for the most popular ideas.

EXTRA IDEA

- Hold a mock election. Make half the class voters and the other half politicians. Divide the politicians into pairs or small groups. Each pair or small group of politicians has three minutes to present their proposals for changes to the educational system to the rest of the class in the most persuasive way possible. The voters then cast their votes. The politicians with the most votes win.

FURTHER PRACTICE

Ph Class Activity 5B Picture story p151
(Instructions p131)

Ph Help with Listening 5 Problems and solutions p196
(Instructions p188)

Extra Practice 5B SB p118

Workbook Lesson 5B p26

Writing

Student's Book p53

Connecting words: time (2)

Spelling: *ie* or *ei*

Writing task: a formal letter or email applying for a course

1 Introduce the topic by finding out how many students have done an educational course (e.g. learning a language) in the evening or in their own time. Students discuss the two questions in pairs or groups.

2 Focus students on the notice about free evening courses. Before they read the extract, point out that it contains a number of spelling mistakes that they will focus on in the next exercise. Students read the extract then answer the question in pairs.

She wants to do a course on Local History because she is working as a guide in a local museum and hopes to go on to become a tour guide.

3 **a** Students do the exercise on their own or in pairs and check their answers in **WRITING 5.1** SB p148. Point out that when *i* and *e* appear together in words, they can be spelled *ie* or *ei*. Highlight that if the sound of the two letters is /i:/, we write *ie* (with some exceptions such as *seize*). If the sound of the two letters is not /i:/, we usually write *ei*: *eight*, *their*, *neighbour*. The exceptions to this rule include *friend* and *patience*.

Also point out that many native English speakers have problems with *ie* and *ei*. The popular rhyme *i before e except after c* helps many people to remember the rule. However, it is also important to know that there are exceptions to the rule.

1 receive 2 neighbour 3 patience 4 experience
5 fields 6 relieved 7 achieve 8 seized 9 conceited
10 deceiving

b Students do the exercise on their own or in pairs.

neighbourhood ✓ releived → relieved feild → field
acheivement → achievement seized ✓ receive ✓

4 Students do the exercise on their own or in pairs. Point out that the words in brackets may go in a different position in the sentence or require other grammatical changes to be made. Students check their answers in **WRITING 5.2** SB p148. Check answers with the class.

1 I immediately started work. / I started work immediately. 2 I seized the opportunity at once. 3 I had not done anything very useful before that. 4 I was relieved to get a new job a few months after that. 5 I'd like to go on to become a tour guide eventually. / Eventually, I hope to go on to become a tour guide. 6 I have been working as a guide lately. 7 Prior to this, I had never worked. / I had never worked prior to this.

- 5 Students work on their own to generate ideas for their application. Monitor and help anyone who is struggling.
- 6 a Give students a word extent and a time limit to write their applications. Encourage them to use connecting words for time and other language from

the unit, such as reflexive pronouns and verb-noun collocations.

b–c Focus students on the checklist and put them in pairs to peer check each other's work and improve their own writing.

Monitor to check students are offering appropriate advice.

- 7 Tell students to swap their work and read three or four other applications. Find out who different students think should get the funding and why.

EXTRA IDEA

- Put the applications up around the walls so students can walk round in pairs and discuss the merits of the different applications before choosing the best one.

5C VOCABULARY AND SKILLS

Priorities

Student's Book p54–p55

Vocabulary work expressions
Real World conversational strategies

QUICK REVIEW This activity reviews verb + infinitive with *to* or verb+*ing*. Students do the first part of the activity on their own. Set a time limit of five minutes. Put students into pairs. Students say their pairs of sentences and discuss the difference in meaning.

- 1 a Introduce the topic by asking students who currently work what they like and dislike about their job, and students who do not currently work what they think they will like and dislike most about the world of work.

Focus students on the phrases in bold, explaining that the phrases all refer to the world of work.

Students do the exercise on their own or in pairs and check the meanings of any words they don't know in

VOCABULARY 5.4 SB p147.

Check answers with the class.

Point out that instead of saying *stuck in a rut*, we can just say *be in a rut*: *I've been in a rut at work for over a year now*.

Point out that a *dead end* is a road which does not lead anywhere. It can also be used metaphorically to refer to a situation that isn't going anywhere: *The negotiations reached a dead end after hours of discussion*.

Tell students that being *self-employed* is often referred to as being *freelance*, meaning that you do work for several different organisations rather than just being employed by one.

Finally, explain that we can say *she's paid a pittance* or *she works for a pittance*.

Model and drill the phrases, paying particular attention to the stress patterns.

- b Students do the exercise in pairs. Encourage students to ask follow-up questions.

Ask pairs to share with the class the most interesting thing that they learned about each other.

- 2 a Focus students on cartoons A–D and their captions. Check that students understand *redundant*, *minimum wage* and *crèche*. Students discuss the questions in pairs. Elicit answers from the class.

A inequality of pay B the minimum wage
C the 'long hours culture' D lack of childcare for working mothers

- b Students discuss the questions in groups of three. Ask each group to share their ideas and conclusions with the class.

EXTRA IDEA

- For homework, students choose one of the questions a)–d) and write a for-and-against essay.

- 3 Tell students they are going to listen to three extracts from a conversation between Josh, Tracey and Liz, in which they discuss jobs.

CD2 6 Play the recording (SB p169). Students listen and match the extracts to three of the topics in **2b**. Explain that *the City* is the financial district of London and is used to describe not only the geographical area but also the people and organisations that work in it. For example: *I work in the City. The City reacted angrily to news that the government wants to increase taxes*. The equivalent of the City in New York is *Wall Street*.

Point out that *saddo* is a derogatory slang term for a sad person, where sad means 'not fashionable/interesting' or 'having no friends'. *Saddo* would not be used to describe someone who was 'upset'.

Explain that a *chicken and egg situation* is one where it is not clear which of two events came first or caused the other. It comes from the proverbial question *Which came first – the chicken or the egg?*

Finally, tell students that *whoopie* is a loud, excited shout, often of happiness: *Whoopie! It's time to go home!* However, it is often used sarcastically.

extract 1 topic a extract 2 topic b extract 3 topic d
they do not discuss topic c

EXTRA IDEA

- Write these words and phrases from the recording on the board: *astronomical*, *means to an end*, *flash*. Ask students to look at **Audio script 2.6**, SB p169 and to guess the meaning of the words and phrases from the context. Ask what helped them guess.

- 4 a** Tell students they are going to listen to Extract 1 again.
CD2 **7** Play the recording (SB p169). Students listen and answer the questions. Students can check answers in pairs.

Check answers with the class.

- 1 That some people – for example, company directors and corporate lawyers – get paid too much money, and that there are some professions which are underpaid by comparison.
- 2 That historically, people have been paid less because they have fewer qualifications.

- b** Tell students they are going to listen to Extract 2 again.

CD2 **8** Play the recording (SB p169). Students listen and identify the arguments that are not mentioned.

Illness, divorce and early retirement are not mentioned.

- c** Tell students they are going to listen to Extract 3 again.

CD2 **9** Play the recording (SB p169). Students listen and answer the questions.

- 1 Giving them flexibility so that parents can drop the kids off at school or work at home if one of them is ill.
- 2 Men. They would work part-time in order to look after the kids.
- 3 People with no kids might resent it if working mothers or fathers have special treatment.

REAL WORLD Conversational strategies

- 5 a–c** Students do the exercises on their own or in pairs and check in **REAL WORLD 5.1** SB p148.
Check answers with the class.

a b1 c2 d6 e5 f7 g4 h9 i10 j8

- Point out that the phrase *You look dubious*, *Liz* is just one example of how to include somebody in the conversation, in this case by directing a statement at them and using their name. Other examples might include *What do you think, Liz?*, *Any thoughts, Liz?* or *You look like you agree/disagree, Liz*.

b 2c 3e 4d 5h 6f 7g 8j 9i 10b

- Model and drill all of the phrases, paying particular attention to the stress patterns. Point out that we would probably give more stress to certain words in order to sound more emphatic, for example, *Not to mention That's exactly what I was trying to get at* and *All I'm saying is ...*

- 6** Focus students on the conversations and the words in bold. Remind students that they may need to change other parts of the sentence in order to make the phrases from **5a** and **b** fit. Also point out that there may be more than one possible answer. Do the first question with the class.

Students do the exercise on their own or in pairs.
Check answers with the class.

1 You've got me there **2** Oh, I don't know about that. **3** By 'a few friends' you mean two or twenty?/What do you mean when you say 'a few friends'?
4 Yes, well, but anyway, his foreign policy, .../Yes, well, but to get back to what I was saying about his foreign policy ... **5** That's exactly what I was trying to get at./That's precisely what I mean.

- 7 a** Focus students on **Audio script 2.6**, SB p169. Students do the activity in groups of three. Encourage students to write at least eight more lines and to try to bring the conversation to a conclusion.

b Students do the activity first in groups and then in front of the class. With weaker groups, give them more time to rehearse. With stronger groups, ask them to try and act out their conversations without notes.

c Ask the class to vote for the best ending for each extract. Ask some students to justify their decision.

- 8** Students do the activity in groups of three. If students cannot think of an issue that is in the news at the moment, give them a topic to discuss (unemployment, education reform, national health, crime, etc.). Encourage students to use as many of the strategies in **5a** as possible.

EXTRA IDEA

- After completing **8**, ask students to rate each other: did they all have an opportunity to speak? Did they involve other people and encourage them to speak? Did they reach a conclusion?

FURTHER PRACTICE

Ph Class Activity 5C Carry on talking p152
(Instructions p131)

Ph Vocabulary Plus 5 Phrasal verbs with *out*, *back*
and *down* p180 (Instructions p174)

Extra Practice 5C SB p118

Video (*It's just a job*) SB p128

Workbook Lesson 5C p28

Workbook Reading and Writing Portfolio 5 p66

Progress Test 5 p220

continue2learn

Focus students on the *continue2learn* section on SB p55. See p34 for ideas on how to exploit this section.

Extra Practice 5 SB p118

See p35 for ideas on how to exploit this section.

5A

1 2 action 3 foot 4 worked 5 -famous 6 balance

2 2 ✓

3 Shall we meet outside the cinema?

4 ✓

5 Are you feeling ill today?

6 ✓

7 I think I'd better take a jumper with me.

8 ✓

5B

3 2a to tell b telling

3a doing b to do

4a to study b studying

4 2 gain 3 for 4 into 5 take 6 on 7 do 8 out

5C

5 2b 3a 4e 5f 6d 7g

6 2 mean 3 trying 4 dubious 5 sure 6 got 7 back

8 disagree 9 always 10 precisely

Progress Portfolio 5

See p35 for ideas on how to exploit this section.

Video 5

It's just a job!

Student's Book p128

VIDEO SCRIPT

Ph You can see the script for this video on p205.

1 Put students in small groups. Ask them to discuss the questions.

2 a **VIDEO** 5.1 Play the whole video. Students answer the questions.

- 1 Yes, quite specifically.
- 2 Teach them how to behave, and give some careers advice.
- 3 Both.

b Students discuss the questions in pairs.

3 a **VIDEO** 5.2 Play the video. Students make notes on points 1–4.

- 1 The girls generally wanted more artistic or glamorous jobs.
- 2 He didn't get any careers advice, but now there is plenty of effort made, even if it is not all effective.
- 3 Being a headhunter is more fun and sociable.
- 4 Connor is a little more serious.

b Students discuss their notes in pairs.

4 a **VIDEO** 5.3 Play the video. Students decide whether statements 1–5 are true or whether there was no information in the video to support them.

b Check answers with the class.

1 F 2 no information 3 T 4 F 5 no information

5 a Brainstorm ideas with the class and write them on the board.

b **VIDEO** 5.4 Play the video again. Students compare their ideas with the video.

c Check the answer with the class.

6 Put students in small groups to discuss the questions. When they have finished, get feedback from the whole class.

Vocabulary words with different but related meanings

Grammar formal and informal ways of comparing

QUICK REVIEW This activity reviews work expressions. Students do the activity in pairs. Check that students remember the words and phrases in *italics*. Students take turns to ask and answer questions using the words and phrases. Encourage students to ask follow-up questions.

UNIT 6 PREVIEW

Ph For this unit, there is a photocopiable Preview section on p123.

This Preview section helps students prepare for some of the grammar and vocabulary which appear in this unit. It revises language from earlier levels of *face2face* with controlled grammar and vocabulary practice, and directs students to further information in the Language Summaries in the Student's Book.

In the Unit 6 Preview, you can find further exercises on:

- ways of comparing
- adverbs

Reading and Vocabulary

- 1** Focus students on the unit heading *A curious science*. Ask what they think 'curious' means in this context (unusual or interesting in some way).

Explain that they are going to read some articles about research into some unusual behaviour or aspects of society. Students discuss the questions in pairs or groups.

Ask a few pairs or groups to share their ideas with the class.

- 2 a** Focus students on the six statements. Make sure they understand the meaning of *thinking positively*. Students do the exercise in pairs. Make sure they give reasons for their answers.

Ask a few pairs to share their ideas with the class and find out if other pairs agree or disagree with them.

b Students read the three extracts and answer the question. They can compare their answers in pairs. Be prepared with definitions, examples, etc. to pre-teach *anti-social behaviour*, *disaffected*, *covertly*, *cunningly*, *out-do*, *a moral decline*, *mindset* and *hooligan* /'hu:lɪgən/.

Check answers with the class.

In extract A, point out that British supermarkets often have a '10 items or fewer' checkout, which can only be used if you have fewer than 10 items to pay for. The intention is that those checkouts move faster than the others.

In extract C, point out that *moo*, *woof* and *quack* are the sounds attributed in English to cows, dogs and ducks respectively.

- 1 No, women van drivers are most likely to queue jump in this way.
- 2 No. Trinkhaus believes that female van drivers are more likely to break the speed limit than male van drivers (rather than male or female drivers in general).
- 3 Yes. In an experiment people who were thinking about old age took longer to walk down a corridor, presumably because they felt old.
- 4 Yes. The extract suggests that preparation for a task can influence how you perform it (well or badly).
- 5 We don't know. The extract says that a joke about ducks was rated the funniest joke on a website.
- 6 Yes, the extract says that a sound like /k/ can force the face to smile, which may be associated with a feeling of happiness.

EXTRA IDEA

- Put students into groups of three. Students read one extract each and take turns to explain it to the other members of their group.

- c** Put students in multilingual groups, if possible, to discuss the questions. Ask each group to share their ideas about one of the questions with the class.

HELP WITH GRAMMAR

Formal and informal ways of comparing

- 3 a–c** Students do the exercises on their own or in pairs and check their answers in **GRAMMAR 6.1** SB p150. Check answers with the class.

- a** a big difference: *decidedly*, *a good deal*, *significantly*, *distinctly*
a small difference: *somewhat*, *barely any*, *marginally*
- Point out that *decidedly* and *distinctly* both mean 'very obviously'.
 - Also point out that we can say *a great deal* instead of *a good deal* and *hardly* instead of *barely*.
- b** a big difference: *way*, *loads*, *miles*
a small difference: *a tiny bit*
- Point out that we can also say *a bit* and *a little bit* instead of *a tiny bit* and *tons* instead of *way/loads/miles*.
 - Point out that the following informal phrases with *not ... as* can be used to show big differences: *not half/nearly/anywhere near as ...*
 - Also point out the following informal phrases with *... the same as* can be used to show very small differences: *pretty much/more or less/much the same as/hardly any...*

- 4 a** Model the exercise by completing some of the sentences with your own ideas.
Students do the exercise on their own.
- b** Students compare sentences in pairs. Encourage students to ask follow-up questions.
Ask each pair to share one or two of their ideas with the class and find out if other students agree with them.
- 5 a** Do the first question with the class. Students do the exercise on their own or in pairs.
Check answers with the class.

Possible answers

2 Eating at home is way/miles/loads less/more fun than eating in a restaurant. **3** Going to work is way/miles/loads more/less tiring than going to school. **4** Being married is loads/miles/a tiny bit better for your health than being single. **5** Having a bath is loads/a tiny bit more relaxing than having a shower.

b Students compare sentences in groups and agree or disagree with each other's ideas. Encourage them to give reasons for their opinions. Ask a student from each group to share their group's views with the class.

Listening and Vocabulary

- 6** To introduce the topic, ask students what they think is meant by *bizarre behaviour*. Focus students on the pictures and ask them what they think is happening in the pictures and what is bizarre about it. Then focus students on the words and phrases in the box and the titles of five stories A–E. Students check the meaning of the words and phrases. Be prepared with definitions, examples, etc. to give students if necessary. Make sure students understand *patrol* /pə'trəʊl/ (used as a verb in this instance), *pebble* /'pebəl/, *hop*, *stuffed*, *odd* (= not matching), *the height of fashion*, *sweater* /'swetə/ and *day in, day out* (= every day, as a habit).
- 7 a** Tell students they are going to listen to four friends talking about strange behaviour.
CD2 ▶ 11 Play the recording (SB p169). Students listen and check answers to **6**.
Check answers with the class.
Point out that Liverpool Street is one of the principal London train stations. King's Lynn is a town in Norfolk, a county in the east of England.

b Play the recording again. Students listen and complete the summaries. Point out that students don't always have to use the exact words from the recording.

- 1 a** neighbour's hedges
b books
- 2 a** back end
b up; down/back
- 3 a** the window
b ignore
- 4 a** collects; coat pockets
b compare

c Students discuss the question in pairs or groups. Encourage students to justify their answer.
Ask each pair or group to share their ideas with the class.

EXTRA IDEA

- Ask students what they think Alex meant by '*cos we're British, nobody would say anything*'. Ask students what they would have done in his situation. Would they have said anything?

HELP WITH PRONUNCIATION

Showing surprise

- 8 a** Introduce the topic by asking students how they respond when they are told something strange or surprising. Elicit one or two exclamations, such as *No!* or *Really?* and focus students on the intonation in the words or phrases.
- CD2 ▶ 12** Play the recording and focus students on the intonation in the exclamations used in the stories. Point out that we often use a rise-falling tone to express surprise or show interest. Model and drill the exclamations briefly.
- b** Students do the exercise on their own or in pairs. Check answers with the class.

Two rabbits: *Really! Blimey!*
The perfect seat: *That is very bizarre.*
Stuffed toys: *Very odd behaviour.*
Odd socks: *Really? Oh, wow.*

c–d Students do the activity in pairs. Tell them they do not need to reproduce the stories exactly but they should try to respond to strange details in the stories with exclamations using a rise-fall tone in order to show interest or surprise.

HELP WITH VOCABULARY

Words with different but related meanings

- 9 a-d** Students do the exercises on their own or in pairs and check in **VOCABULARY 6.1** → SB p149.

- a** 1b 2a 3d 4c 5e 6f
b the highest point – top; unusual or peculiar – odd; pleasant – sweet
c 1 a division or subdivision of something
 2 horizontally level without variation 3 interrupt (or interruption of) the regularity, uniformity or arrangement of something 4 without pattern or interesting features 5 a great amount or weight of something
- Point out that plain can also mean ‘obvious and easy to understand’ (e.g. *plain English*).
 - With stronger groups, introduce the topic of heteronyms – words which are spelt identically but are different in meaning and pronunciation (e.g. *lead* – show someone the way; *lead* – the heavy metal).
 - Point out that if students go on to study English for specific purposes (e.g. legal English, medical English, business English, English for computing), they will encounter many examples of words which they may recognise from general English, but which have completely different meanings depending on the context. For example, in computing a *field* is the part of a database where you type information.

- 10 a** Students do the exercise on their own or in pairs.

1 heavy 2 flat 3 plain 4 break 5 branch 6 sweet

- b** Students do the exercise in pairs. Ask each pair to share one or two of their ideas with the class.

Get ready ... Get it right!

- 11** Introduce the activity by talking about the unusual habits of someone you know (or even yourself). Focus students on the picture and ask what habit it might be illustrating. Draw attention to the example so students can check their ideas.

Students do the activity on their own. If students are struggling to come up with ideas about someone they know, tell them to wait and see if other students’ ideas in the next stage jog their memory.

EXTRA IDEA

- Before doing **11**, ask the class to list other unusual habits and write them on the board.

- 12 a** Students do the activity in groups. Encourage students to ask follow-up questions.
b Ask each group to talk about some of the unusual behaviour that they discussed. Encourage other groups to ask follow-up questions.

FURTHER PRACTICE

Ph Class Activity 6A Anti-social behaviour p153 (Instructions p131)

Ph Help with Listening 6 Asides p197 (Instructions p189)

Extra Practice 6A SB p119

Workbook Lesson 6A p29

6B

But is it ethical?

Student’s Book p60–p62

QUICK REVIEW This activity reviews words with different but related meanings. Remind students that the meaning of the words should be different in each phrase. Put students into pairs. Students compare phrases. Ask each pair to share one or two of their phrases with the class.

Reading and Speaking

- 1 a** Focus students on the two photos. Point out that the smaller photo is of shoe laces. Elicit answers from the class.
b Students read the article then answer the question.

Vocabulary word pairs

Grammar position of adverbials

Point out that *stealth* means ‘an action or movement that is hidden or unseen’ and that *buzz* means ‘a feeling of excitement or energy’.

Stealth marketing involves using new and unexpected techniques to grab consumers’ attention. Buzz marketing involves generating positive, unofficial information about a brand, often passed around by word-of-mouth.

EXTRA IDEA

- Before students read the article, focus them on the title and main picture. Ask them to predict what they think the article will be about.

c Students do the exercise in pairs. Point out that they should look for support for their answers in the article. Check answers with the class.

- 1 Because they have seen too many and have become cynical.
- 2 Because a study a few years ago showed that only 18% of television campaigns in the US generated a positive return on investment.
- 3 Current campaigns are experimenting with new ways of communicating, not just billboards, newspaper ads or cinema ads.
- 4 Indirect advertising can be tolerated if it's entertainingly done.
- 5 It can have the opposite effect of what was intended if it is overused or done badly.
- 6 Nike has gained good publicity with its charitable fundraising.
- 7 The writer believes it is a good thing that Nike (and other brands) are spending money on charity work rather than traditional advertising.
- 8 Because ultimately we are the only ones who can decide what we want to believe, and what we want to buy.

- 2 Students do the exercise on their own or in pairs. Check answers with the class.

A1 loathing 2 cynical B accumulation C1 gush
2 novel D1 intrusive 2 antagonises F1 despises
2 manipulate G hype

- 3 Students discuss the questions in groups. Encourage students to justify their answers and to ask follow-up questions.
Ask each group to share their ideas with the class.

HELP WITH GRAMMAR

Position of adverbials

- 4 a-c Students do the exercises on their own or in pairs and check in **GRAMMAR 6.2** SB p150.
Check answers with the class.

- a 1 inside the bathrooms 2 These days 3 by force
4 sometimes 5 probably 6 Interestingly
7 every day
- Point out that adverbials of **place** describe where something happened; adverbials of **time** when something happened; adverbials of **manner** how something is done; adverbials of **indefinite frequency** and **definite frequency** how often something happens; adverbials of **level of certainty** how likely something is to happen; adverbials of **comment** express an opinion.

- Point out that adverbials can go in three different positions in a sentence: front position (before the subject), mid-position (between the subject and verb or immediately after *be* or an auxiliary verb), and end position (immediately after the verb or at the end of the clause).
- Go through the **TIPS** in the Position of adverbials section of **GRAMMAR 6.2** SB p150 with the class and check students understand them.
- b 1a Jan and I worked on the Volkswagen advert but we didn't work on anything else. b Jan and I, and nobody else, worked on the Volkswagen advert. 2a Joe's been to Tonga in addition to everywhere else he's been. b You might not expect Joe to have been to Tonga, but he has.
- Point out that focusing adverbials come before the word/phrase that we want to stress.
- Also point out that the positioning of focusing adverbials can affect the meaning of the sentence: *only* and *even* usually go in mid-position; however, if they only refer to the subject, they come before it in front position.

- 5 a Students read about the marketing mistake and answer the question. They compare answers in pairs. Check understanding of *stunt* (something that is done to get attention for the advertisers. Point out that it usually has a negative connotation in this context, but that it can also refer to an exciting and often dangerous action done in a film).
Check answers with the class.

b Do the first one or two with the class. Students continue on their own or in pairs. Point out that the adverbials should be added in the order they are presented and that there may be more than one possible answer.

c Students compare answers in pairs. Tell them to justify their answers but also to look for differences in meaning where they have used different positions for the same adverbial.
Check answers with the class.

Perhaps the most expensive mistake in buzz marketing history was General Motors great Pontiac giveaway in **September 2004**. (**Initially**) the idea of distributing a free car to every member of the studio audience for the Oprah Winfrey Show **initially** achieved its objective. In total, 276 Pontiac G6s – costing \$7m – were given away to the audience which consisted **only** of women who had been specially selected **in advance** as deserving cases (**in advance**). **Not surprisingly**, the stunt received vast amounts of **generally** positive coverage in news outlets. It **quickly** emerged, however, that all those deserving women were **now** liable for an unexpected \$7,000 income tax bill. General Motors' embarrassment became the talk of America.

Listening

6 Introduce the topic by focusing students on the two pictures and asking what they are (adverts for Coca Cola and the iPod).

7 a Focus students on the two adverts. Students discuss the questions in pairs.

Advert A is for Coca-Cola, the soft drink.
Advert B is for the Apple iPod MP3 player.

b Tell students they are going to listen to two people who have a background in advertising, Graham and Lindsay, discussing the adverts.

Be prepared with definitions, examples, etc. to pre-teach *slogan* /'sləʊɡən/, *strapline* and *silhouette* /sɪlu:'et/. Point out that *slogan* and *strapline* mean more or less the same thing. Technically, though, a *strapline* can only appear in written format, for example, in an advert or as part of a logo.

CD2 **14 & 15** Play the recordings (SB p170). Students listen and answer the questions. They compare answers in pairs.

Graham is interested in the words in a campaign because he's involved in copy-writing (writing the text for adverts). He's particularly impressed with the Coca-Cola advert because of the slogan 'It's the real thing'. He likes the way the slogan makes Coca-Cola feel like a part of people's everyday lives. He's also impressed with how the slogan became completely linked to Coca-Cola – that is, if you said the slogan, people thought of the product. Lindsay is interested in the design of the iPod campaign. She likes the use of the silhouettes, the bright colours – and also how the advert portrays a kind of lifestyle as opposed to saying anything about how the product works or what it does. She thinks the advert will have had an effect on how people advertised their products since that campaign.

8 a Tell students they are going to listen to Graham again. Focus students on the three parts of the slogan.

CD2 **13** Play the recording again. Students listen and choose the correct answers.

the real thing: implies that it's a part of everyday life, that it's genuine and not the alternative (i.e. Pepsi), and perhaps that it's healthy and good for you

b Tell students they are going to listen to Lindsay again and complete labels 1–3 on the advert with words she uses to describe it. Make sure students understand *trendy*.

CD2 **14** Play the recording again. Students listen and do the exercise.

dark silhouette
vivid/bright/neon background
white earphones

c Focus students on questions 1–3. Students discuss the questions in pairs.

Point out the difference between *advertising* and *marketing*. *Marketing* is the word used to describe how a business identifies its customers, develops products or services that those customers want or need, lets the customer know about those products and services, and sells and distributes the products or services to them. *Advertising* is a branch of marketing; it involves promoting a product or service to customers, often through paid media (e.g. newspapers, television).

EXTRA IDEAS

- If any students work in advertising or marketing, ask them to talk about what they do. Encourage other students to ask questions.
- For questions 2 and 3, group students of different nationalities together. Ask them to compare their countries and then share their ideas with the class. Which are the most image-conscious countries?

Vocabulary Word pairs

9 a Introduce the topic by telling students what a word pair is (an expression of two words or phrases which are usually joined by *and* or *or*, e.g. *sick and tired (of something)*). Point out that word pairs are not the same thing as collocations.

Focus students on the phrases in bold. Also check that students understand *ad campaign*.

Students work on their own and tick the words they know. They check any new phrases in

VOCABULARY 6.2 SB p149.

Point out that some word pairs are used for emphasis. For example, *Each and every student must register for the exam tomorrow* is more emphatic than *Every student must register for the exam tomorrow*.

Highlight that certain devices are commonly used in making word pairs. Recognising these devices may help students to remember them. The devices include:

- repetition (*take it or leave it, over and over again, time after time*);
- alliteration – the use of the same sounds at the beginning of words (*on and off, part and parcel of*);
- using words with opposite meanings (*take it or leave it, hit and miss, make or break*);
- using words with similar meanings (*pick and choose, each and every, in leaps and bounds, sick and tired of*).

EXTRA IDEA

- Before doing **9a**, write one or two of the word pairs from **VOCABULARY 6.2** SB p149 on the board. In pairs or groups, students brainstorm as many word pairs as they can. The pair or group who comes up with the longest list of word pairs is the winner.

b Students do the exercise in pairs. Encourage students to justify their answers. Make sure that each student has the chance to ask and answer the questions.
Ask each pair to share one or two of their ideas with the class.

Get ready ... Get it right!

- 10** Model the activity by talking about an advertising campaign that you think is or was effective.
Focus students on the six topics. Make sure students understand *catchphrase* and *target market*. Students do the exercise on their own. Encourage students to make notes on all six of the topics if they can.

- 11 a–b** Students do the activity in groups of three. Make sure that each member of the group has the chance to speak. Ask each group to decide which campaign they think is or was the best.
Ask each group to share their ideas with the class.

FURTHER PRACTICE

Ph Class Activity 6B Grab a word game p154 (Instructions p131)
Ph Vocabulary Plus 6 New words p181 (Instructions p174)
Extra Practice 6B SB p119
Workbook Lesson 6B p31

Writing

Student's Book p63

Connecting words: purpose

Punctuation: commas

Writing task: an article about advertising campaigns

- 1** Focus students on the extract from an article. Point out that it is a first draft and includes a number of mistakes, both with language and punctuation. Students read then discuss the question in pairs.
Ask a few students to share their ideas with the class.

- 2 a** Students do the exercise on their own or in pairs and check their answers in **WRITING 6.1** SB p151.
Check answers with the class.
Point out that we can use *so as/in order* (for something) + infinitive with *to* to talk about the purpose of an action, and that these phrases come at the beginning of a clause.
Also point out that in spoken English and less formal written English, we can use an infinitive with *to* instead of *so as* or *in order to*.
Highlight that when we simplify *in order to/so as* + infinitive with *to* to just an infinitive with *to*, we never use *for*: *We have done research for to see which adverts are the most popular*.
Point out that we also use *in order that, so that* and *so* to talk about the purpose of an action, and that these words also come at the beginning of a clause. Finally, point out that *so that* is less formal and more common than *in order that*.
Go through the **TIPS** in **WRITING 6.1** SB p151 with the class and check students understand them.

1 Correct 2 In order for the campaign ...
3 Correct 4 Correct 5 I'll send you some possible slogans so that you can decide. 6 I'd like to do a copywriting course so that I can go into advertising.

- b** Students do the exercise on their own or in pairs. Check answers with the class.

They ran a memorable campaign a few years ago **in order to launch** a new camera phone. The company hired actors ... **to wander** through US cities. They asked passers-by to take their photo, **so as to have** an excuse to show them the camera. **In order for** Sony to make their campaign memorable ...

- 3 a** Students do the exercise on their own or in pairs and check their answers in **WRITING 6.2** SB p151.
Check answers with the class.

- 1 The approach might work in a number of industries, such as fashion, book sales and music.
- 2 If the actors had admitted the truth, there would not have been a problem.
- 3 The advertising campaign, which was the first of its kind, was very effective.
- 4 Tom Hicks, president of the company, said, "When people find out they have been fooled, they may feel angry."
- 5 Buzz marketing requires a confident, creative approach.
- 6 Not surprisingly, some people have disagreed with this type of advertising.

b Students discuss the rules in pairs before checking their ideas in **WRITING 6.2** SB p151.

Point out that we use commas in the following situations:

- after introductory clauses beginning with *after, although, as, because, if, since, when* and *while*;
- to separate three or more words, phrases or clauses written in a series, although not usually before the final *and*;
- after introductory words such as *surprisingly* and *however*;
- either side of clauses, phrases and words which are not essential to the meaning of the sentence, for example, non-defining relative clauses;
- after the verb and before the opening quotation marks in direct speech;
- before the closing quotation marks in direct speech when the quotation is followed by the speaker;
- to separate two or more adjectives that are of the same type in describing a noun;
- in geographical names;
- in dates;
- in addresses.

Commas are also used before the person you are addressing: *Hello, Anna; Goodbye, Nick; Sorry, everybody.*

c Focus students on the extract again. They do the exercise on their own or in pairs. Check answers with the class.

- 1 ... such as cameras, phones, DVD recorders and so on.
- 2 The company hired actors, who had to pretend to be tourists,
- 3 Although a clever, effective campaign in itself, the problem was ...
- 4 In order for Sony to make their campaign memorable, they used ...
- 5 However, some people ...

4 Students work in pairs to discuss the questions in order to generate ideas for their own articles. Ask a few students to share their ideas with the class. If students are struggling with their own ideas, tell them to use one of the ideas shared with the class.

5 a Give students a word extent and time limit to write a first draft of their article. Encourage them to think about the accurate use of the target language from the unit.

b Students swap articles with a partner. They read and give peer feedback on each other's articles, focusing on the use of connecting words of purpose, commas and adverbials.

c Students work together to improve their writing. Monitor and help where necessary.

6 Put students in groups to read each other's articles. Each group should decide which campaign sounds the most memorable. Ask a student from each group to share their ideas with the class and to justify their choice. Finally, the class can decide which campaign sounds the most memorable.

6C VOCABULARY AND SKILLS

Short story radio Student's Book p64–p65

Vocabulary dramatic adverbs
Skills Reading: a short story extract; Listening: short stories
Real world telling a story

QUICK REVIEW This activity reviews word pairs. Students do the activity in pairs. Students take turns to say the last part of the word pairs. Students can check answers in **VOCABULARY 6.2** SB p149.

- 1 a** Introduce the topic by brainstorming types of fiction (crime, sci-fi, etc.). Write them on the board. Students discuss the questions in groups. Ask each group to share their ideas with the class.
b Focus students on the blog extract. Students do the exercise on their own or in pairs. Elicit answers from the class.
- 2 a** Tell students they are going to listen to an interview with John McRae, a professor of literature, an actor and a writer.

Focus students on the three questions. Be prepared with a definition, examples, etc. to pre-teach *hook in*.
CD2 **15** Play the recording (SB p170). Students listen and answer the questions. Check answers with the class.

- 1 A beginning (the context or premise), a middle (development and/or complication) and an end (the resolution).
 - 2 A joke, a narrative.
 - 3 It needs to hook the listener in – that is, it has to grab their attention.
- b** Play the recording again. Students listen and fill in the gaps.

1 premise 2 development
3 complication 4 resolution

- 3 a** Students do the exercise on their own. Elicit answers from the class.
Point out that No. 1 refers to being the best-selling record in the UK pop music charts. *You're Beautiful* was the record which was at number one at that point in 2005.

- 1 It appears to be a love story.
- 2 The story is organised along the same lines explained by John McRae.
- 3 The premise is that the narrator and his friends are on holiday. The development is meeting Julie in the nightclub.
- 4 The story is told in an informal, conversational style. Examples of informal language include *Back in 2005*, *Or so I thought*, *mates*, *wittering on*.

b Students do the exercise on their own and then compare their summaries in pairs.
Elicit some answers from the class.

The narrator is on holiday with friends. One night, he meets a beautiful girl in a nightclub. He can't believe his luck. They arrange to meet for dinner the next day. The narrator arrives at the restaurant and sees a man looking at him.

- 4** Students discuss the question in groups. Elicit answers from the class.

- 5 a** Tell students they are going to listen to the end of the story.

CD2 ▶ 16 Play the recording (SB p170). Students listen and answer the questions. Elicit answers from the class.

The man takes him inside the restaurant and asks where his guitar is. Steve is wondering what is happening when Julie arrives and also asks where his guitar is. Carlos finds an old guitar which they both expect Steve to play for them. Steve realizes they are a couple, and that Julie thinks he is a better guitar player than he really is. They offer him a job playing guitar in the restaurant. He plays his only two tunes for the only two customers in the restaurant and leaves at the end of the evening, embarrassed, and without saying goodbye to Julie.

b Students do the exercise in pairs.
Check answers with the class.

1F ('Are you Steve?') 2T Steve seems a bit intimidated by Carlos's size and manner ('about a foot taller than me'; he 'nodded uncertainly'; 'stammered'; 'Carlos loomed over me like a giant') 3T ('Where's your guitar?') 4F ('The couple clapped politely. And quickly left.') 5F 6T ('But I made my excuses and left the restaurant as quickly as I could')

- 6 a-b** Introduce the topic by telling students that the writer uses a lot of adverbials for dramatic effect. Focus students on the gapped sentences and point out that they are extracts from the second part of the story. Students do the exercise on their own or in pairs and check answers in **CD2 ▶ 16** on SB p170. Be prepared with definitions and examples of the adverbs, particularly *meekly*. Check answers with the class.

2 uncertainly 3 bitterly 4 expectantly 5 meekly
6 clearly 7 accidentally 8 adoringly 9 politely

- 7 a-b** Introduce the topic by asking students if they found the short story easy to listen to – that is, if they felt involved in the story. Ask students to explain why/why not.

Tell students they are going to listen to John McRae's tips for involving a listener. Be prepared with definitions, examples, etc. to pre-teach *gripping*, *frivolous* /'frɪvələs/ and *flow*.

CD2 ▶ 17 Play the recording (SB p170). Students listen and fill in the gaps in the notes and answer the question.

Check answers with the class.

2 adverbs 3 verbs 4 pace 5 stress 6 tension 7 tone

b A twist in the tail is an unexpected change or event towards the end of a story.

- 8 a-b** Tell students they are going to practise telling stories. Focus students on the list of ideas. Point out that students can use any one of these ideas or one of their own.

Students do the exercise on their own. Remind students that they should only make notes, not write the whole story.

- 9 a** Focus students on the Real World box. Go through the techniques with the class.
Put students into pairs. Students take turns to practise telling their stories. Encourage students to use the techniques from the table.

b Students work in groups. Make sure that each student has the opportunity to tell their story. Encourage students to use John McRae's tips for encouraging the listener.

Ask each group to nominate their favourite story.

EXTRA IDEAS

- Ask students to rate each other: did they use techniques from the table? Did they use any of John McRae's techniques for involving the listener? If so, which ones did they use particularly effectively? If not, what could they have done better?
- Students write their stories for homework. If there are enough stories, hold a competition to choose the best short story in the class.

FURTHER PRACTICE

Ph Class Activity 6C What a joke! p155
(Instructions p132)

Ph Class Activity 4–6 Review Cash quiz p156
(Instructions p132)

Video (*Ask the public*) SB p129

Workbook Lesson 6C p33

Workbook Reading and Writing Portfolio 6 p69

Progress Test 6 p222

continue2learn

Focus students on the *continue2learn* section on SB p65. See p34 for ideas on how to exploit this section.

Extra Practice 6 SB p119

See p35 for ideas on how to exploit this section.

6A

1 2 flat 3a break b broken 4 plain 5a branch
b branches

2 2 Different: *significantly* means 'a lot'; *barely*
any means 'almost none' 3 Different: *marginally*
means 'a little'; *distinctly* means 'a lot' 4 Same
5 Different: sentence a means that driving is more
stressful; sentence b means that travelling by
plane is more stressful

6B

3 2 every 3 leave 4 parcel 5 break 6 bounds 7 off
4 brilliantly: *I thought she performed brilliantly*
Unfortunately, often: *Unfortunately, that often*
happens

probably: *I'll probably go*

next Thursday: ✓

every day: *it's on every day*

5 1 always; at weekends 2 probably; on Saturday
3 Only; definitely; by then 4 Annoyingly; often;
without any warning 5 even; these days
6 Surprisingly; definitely 7 generally; in advance
8 late; every day; even

Progress Portfolio 6

See p35 for ideas on how to exploit this section.

Video 6

Ask the public

Student's Book p129

VIDEO SCRIPT

Ph You can see the script for this video on p205.

1 Put students in small groups. Ask them to discuss the questions.

2 a **VIDEO** 6.1 Play the whole video. Students put the issues in order.

1e 2c 3b 4a 5d

b Students discuss the questions in pairs.

3 a **VIDEO** 6.2 Play the video. Students decide whether the statements are true, or if there is no supporting information in the video.

b Check answers with the class.

1 no information 2 F 3 F

c Play the video again. Discuss how ideas 1–4 are expressed by the interviewees.

1 isn't up to what I think it should be
2 have your say
3 get to the heart of the issue
4 a hunch

4 a Go through each reason with the class. Brainstorm those which affect students.

b **VIDEO** 6.3 Play the video. Students decide which ideas they hear mentioned.

packaging, media exposure, word of mouth, practical necessity, placement in shops, personal taste, cost, quality

c **VIDEO** 6.4 Play the video. Students work alone and make notes on the questions.

d Get feedback from the whole class.

5 Go through each of the tools and make sure students understand each one. Put students in groups to prepare their surveys and then carry them out. Ask each group to analyse the survey results and present any recommendations to the whole class.

QUICK REVIEW This activity reviews the position of adverbials. Students do the first part of the activity on their own. Set a time limit of three minutes. Make sure students understand what type of adverbial each of the words in italics is. Put students into pairs. Students take turns to say their sentences. Encourage students to ask follow-up questions.

UNIT 7 PREVIEW

Ph For this unit, there is a photocopiable Preview section on p124.

This Preview section helps students prepare for some of the grammar and vocabulary which appear in this unit. It revises language from earlier levels of **face2face** with controlled grammar and vocabulary practice, and directs students to further information in the Language Summaries in the Student's Book.

In the Unit 7 Preview, you can find further exercises on:

- conditionals (basic forms)
- passive forms

Reading and Vocabulary

- 1 a** Introduce the topic by asking students how they would describe a 'typical' prison.
Focus students on the photos on SB p67. Ask students to describe what they can see.
Ask students what they think makes this an 'open' prison and how open prisons might differ from closed prisons. Tell students they will find out more about the difference between open and closed prisons when they read the article.

EXTRA IDEA

- Begin the class by brainstorming types of crime. Ask students to classify them into more and less serious crimes.

- b** Students read the article and find the answer to the question.
Check the answer with the class.
Point out that the expression *It's a hard life*, used as the title of the article, is often used sarcastically to refer to things or activities which are in fact easy. For example,

A: *I had to work three hours today.*

B: *Three hours? It's a hard life, isn't it!*

Also point out that *drug smuggling* is importing or exporting illegal narcotics and that a *fraudster* is someone who has committed *fraud* – obtaining money by deceiving people. Point out that *rehabilitation* can also refer to returning a person

to health after an illness, especially when there has been some kind of serious physical damage (e.g. after a car crash).

Finally, point out that although *citizen* means somebody who is a member of a specific country, it often implies somebody who abides by the rules and laws of the country they live in – that is, that they are a *good citizen* or a *law-abiding citizen*.

Because the emphasis is on rehabilitation through ecology – tending cattle, growing organic crops, etc. – as opposed to punishment. Inmates are encouraged to develop a sense of responsibility by taking care of the nature around them.

- c** Students do the exercise on their own before comparing answers in pairs.
Check answers with the class.

- 1 Bastoe prison is situated on Bastoe island – an island in the middle of the Oslo fjord, covered with lush woodland.
- 2 Prisoners can play tennis, go horse riding in the forest, swimming in the sea and cross-country skiing.
- 3 Prisoners tend cattle, grow organic crops, cut trees into timber and restore the wooden houses on the island.
- 4 Prisoners live in comfortable houses with 3–5 other prisoners.
- 5 Family members can visit the prison at weekends; prisoners can leave the island to stay with relatives.
- 6 The prison is cheaper to run than a closed one, as lower security means fewer employees.

- d** Focus students on the words in bold. Point out that there are eight pairs of near synonyms, for example, *inhabitants*, *residents*.

Students do the exercise on their own or in pairs. Check answers with the class. Point out that many of the near synonyms in the text are used in the same paragraph, or at least very close together. This is because the writer is trying to avoid repeating the same words, in order to make her writing more interesting to read.

inhabitants, residents
prisoners, convicts
family members, relatives
individuals, people
criminals, offenders
staff, employees
campaigners, reformers

- e** Focus students on the quotes. Students do the exercise in pairs or in groups. Encourage students to justify their answers.

Ask each pair or group to share some of their ideas with the class.

EXTRA IDEAS

- Students debate the five quotes in teams, one team arguing for and one team against.
- Write these words from the article on the board: *tool*, *ecology*, *confront*. (Note that *tool* is used twice in the article, the second time metaphorically.) Ask students to guess the meaning of the words from the context. Ask what helped them guess.

Vocabulary Phrases with *get*

- 2 a** Introduce the topic by pointing out that *get* is one of the most common words in the English language, and also one of the words with the most different meanings. Point out that *get* is also used in many set phrases and idioms.

Students do the exercise on their own or in pairs. Check answers with the class.

1 get back to 2 get their own back on
3 get away with 4 get away from 5 get round
6 get round to 7 get through 8 get through to
9 get out of 10 get into

- b** Students do the exercise on their own or in pairs and check their answers in **VOCABULARY 7.1** SB p152. Check answers with the class.

Point out that in the phrase *get your own back*, the possessive pronoun changes depending on the subject of the sentence: *I got my own back*, *you got your own back*, etc.

Also point out that *get away with* can also be used to mean 'escape with', especially in the context of a robbery: *Thieves got away with £3 million of jewellery after a daring armed robbery*.

Draw students' attention to the difference between *get round* and *get round to*; the use of *to* changes the meaning completely.

Finally, highlight that *get through to* can also be used to talk about reaching somebody by telephone: *I've been calling all morning, but I can't get through to Bill*.

- c** Students do the exercise in pairs. Encourage students to justify their ideas and to ask follow-up questions.

Ask each pair to share one or two of their ideas with the class.

Listening and Speaking

- 3 a** Focus students on the words and phrases in the box. Students check the meaning of the words and phrases. Be prepared with definitions, examples, etc. to give students if necessary.

Model and drill the words and phrases, paying particular attention to the pronunciation of *saliva* /sə'laɪvə/, *sweat* /swet/ and *fibre* /faɪbə/.

- b** Focus students on the two questions. Students do the exercise in pairs. Encourage students to use the words from **3a**.

Ask each pair to share some of their ideas with the class.

- c** Tell students they are going to listen to a radio interview with a science journalist. Be prepared with definitions, examples, etc. to pre-teach *silk* and *woolly* /'wʊli:/.

Focus students on the two questions.

CD2 **18** Play the recording (SB p171). Students listen and answer the questions.

Check answers with the class.

She talks about kidnapping and burglary. Forensic evidence usually leads to the criminals being arrested.

- d** Give students time to read 1–5. Play the recording again. Remind students that they are going to complete some notes using one word in each gap which they will hear in the recording. Point out that the sentences are paraphrased from the interview. Students listen and complete the notes. Check answers with the class.

1 glass 2 paint 3 gloves/socks 4 gloves/socks
5 woolly 6 smooth 7 silk 8 quietly 9 sell

EXTRA IDEA

- Write these words from the recording on the board: *outwit*, *barefoot*, *stagger out*. Ask students to look at **Audio script 2.18**, SB p171 and to guess the meaning of the words from the context. Ask what helped them guess.

- 4 a** Tell students they are going to listen to the rest of the interview with Zoë. Focus students on the words in the box. Students check the meaning of the words. Be prepared with definitions, examples, etc. to give students if necessary.

Model and drill the words, paying particular attention to the pronunciation of *alibi* /'ælɪbaɪ/ and *icicle* /'aɪsɪkəl/.

Elicit ideas from the class about what crime Zoë is going to talk about.

- b** Be prepared with definitions, examples, etc. to pre-teach *get rid of* and *trace back to*.

CD2 **19** Play the recording (SB p171). Students listen and check their answer to **4a**.

Check the answer with the class.

She is talking about murder.

- c** Play the recording again. Students listen and answer the questions. They can check the answers in pairs.

Check answers with the class.

1 They are cool and detached and very good actors. 2 The age of the maggots in a body can give you an idea of when the person died. 3 The kind of place you're in will attract different kinds of flies, which can help you tell if a murder was committed in the countryside or in an urban area. 4 Destroy it or get rid of any distinguishing marks. 5 It's easy to find out where it was obtained and to trace it back to the suspect. 6 An icicle, because it would melt and therefore vanish completely.

EXTRA IDEA

- Write these words and phrases from the recording on the board: *would-be murderer, watertight creepy crawlies, the likelihood of something*. Ask students to look at **CD2** 19, SB p171 and to guess the meaning of the words and phrases from the context. Ask what helped them guess.

d Students discuss the question in pairs or groups. Ask each pair or group to share some of their ideas with the class.

HELP WITH GRAMMAR Conditionals

Go through the introductory bullet. Explain that we can use a variety of verb forms in conditional sentences.

- 5 a-e** Students do the exercises on their own or in pairs.
Check answers with the class.

- a** 1b 2d 3c 4a
b 1 *If* + present simple, modal (*should*) + infinitive
 2 *If* + *be going to*, *will* + infinitive
 3 *If* + past continuous, *would* + infinitive
 4 *would* + *have* + past participle, *if* + *had* + *been* + past participle
 • Point out that although these non-basic conditional forms use different verb forms, the meaning of the conditional is still the same. The difference is in what we want to show or emphasise: in sentence 1, a modal is used instead of a present form to give advice; in sentence 2, *be going to* is used instead of the present to show future intention; in sentences 3 and 4, a continuous form is used instead of a simple form to emphasise an action in progress.
 • Go through the **TIP** in **GRAMMAR 7.1** SB p153 with the class and check students understand it.
c They are all referring to imaginary situations.
d 1 *If the kidnapper hadn't licked that envelope* (past), *he wouldn't be in prison now* (present); *If the kidnapper hadn't licked that envelope* (past), *he wouldn't have gone to prison* (past); *If they weren't such good actors* (present), *most of them would probably have been found out much earlier* (past); *If they hadn't been such good actors* (past), *most of them would probably have been found out much earlier* (past).

2 Sentences 1 a and 2 a. They are called mixed conditionals because they are a combination of two different conditionals: in this case second and third conditionals.

3 *If the kidnapper hadn't licked that envelope, he wouldn't be in prison now.* = He licked the envelope, and he's still in prison now.

If the kidnapper hadn't licked that envelope, he wouldn't have gone to prison. = He licked the envelope and went to prison; we don't know if he is still in prison. *If they weren't such good actors, most of them would have been found out much earlier.* = They are good actors, but they were eventually found out anyway.

If they hadn't been such good actors, most of them would have been found out much earlier. = They were good actors, but they were eventually found out anyway; we do not know if they are still good actors.

- Point out that in mixed conditionals, the main clause and the *if* clause can sometimes refer to different time periods. The most common combinations are second and third conditionals.
- Go through the **TIP** in the Mixed conditionals section in **GRAMMAR 7.1** SB p153 with the class and check students understand it.

HELP WITH PRONUNCIATION

Leaving out /t/

- 6 a** Focus students on the first sentence. Tell them to say the sentence out loud and try to say it with and without the /t/ sound before *have*: /dɪdənt'hæv/ or /dɪdənt'hæv/. Then play the recording. Students can circle the /t/ sounds that they hear to help them answer the question.

before consonant sounds, e.g. *a(t) one time*; *didn'(t) have*; *hadn'(t) licked*; *wouldn'(t) be*; *doesn'(t) want*; *jus(t) slide*; *i(t) completely*; *hadn'(t) been*, *a(t) the*; *weren'(t) such*; *ou(t) much*

- b** Check answers with the class.

the sounds link and are pronounced as one /t/ sound: *want to* = /wɒntu:/

- c** Draw students' attention to the **TIP**. Students practise saying the sentences after the recording.

- 7 a** Students do the exercise alone.

- 2 Yes. He left traces of saliva on the envelope. If he hadn't licked the envelope, he wouldn't have been caught / have gone to prison.
 3 You shouldn't break any glass, so if you slide through a window you won't leave any forensic evidence.
 4 Yes, to avoid fingerprints, but you shouldn't wear wool if you don't want to leave bits of material behind. If you wear smooth materials like silk, you won't leave any evidence.
 5 You should leave a house quietly if you don't want to get caught.

b Put students in pairs to do the role play. Encourage the interviewee not to use their notes but to try to answer the questions as naturally as possible, adding details if they can. Monitor and take a note of any errors with conditional forms and feed back on these before students do **7c**.

c Students change roles and do the role play again. Ask a few students who gave the best answers in their pair.

8 Focus students on the four questions. Students discuss the questions in pairs. Encourage students to ask follow-up questions.

Ask each pair to share some of their ideas with the class.

Get ready ... Get it right!

9 Focus students on the two statements about prisons. Students do the activity in pairs. Encourage students to come up with several advantages and disadvantages for open and closed prisons.

10 Ask students to say if they are in favour of open or closed prisons.

If you have roughly equal numbers, put all of those in favour of closed prisons into group A and those in favour of open prisons into group B. If you do not have equal numbers, nominate students from the larger of the two groups to work in the smaller group.

a Within each group students do the activity in pairs.

b Tell students that they are going to role-play a meeting about how best to deal with crime. Put students into groups of four: one pair from group A and one pair from group B. Students take turns to give their points of view. Make sure that each student has the chance to speak. Encourage students to use at least one mixed conditional and one non-basic conditional. Ask each group to try and come to a consensus on how best to deal with the issue of crime.

c Ask each group to decide which is the best way to deal with crime – open or closed prisons. Each group must decide one way or the other.

d Ask each group to share their ideas with the class.

EXTRA IDEA

- For homework, ask students to write a for-and-against essay on the topic of open prisons.

FURTHER PRACTICE

Ph **Class Activity** 7A You said it! p158
(Instructions p132)

Extra Practice 7A SB p120

Workbook Lesson 7A p34

7B

Every step you take

Student's Book p70–p72

Vocabulary phrasal nouns

Grammar impersonal report structures

QUICK REVIEW This activity reviews mixed conditionals. Students do the first part of the activity on their own. Set a time limit of three minutes. Encourage students to use at least one mixed conditional and one non-basic conditional. Put students into pairs. Students take turns to say their sentences. Encourage students to ask follow-up questions.

Reading and Speaking

- 1 a** Introduce the topic by asking students what they understand by the name *Big Brother*. Although many students may recognise it as the name of a popular reality TV show, *Big Brother* is actually a fictional character from George Orwell's novel *1984*.

He is the dictator of Oceania, a totalitarian state where everyone is under complete surveillance all of the time. Nowadays, the term *Big Brother* is often used to describe the increasing number of ways in which people are watched by the state, for example, through the use of CCTV cameras, ID cards and databases which hold information about us.

Focus students on the pictures. Students discuss the questions in pairs or groups.

Elicit ideas from the class and write them on the board.

b Students read the article. As a class, compare the ideas on the board with those in the article. Explain that an internet *service provider* is a company that supplies access to the Internet, usually for a monthly fee.

Explain that the *congestion zone* is an area of London where motorists have to pay to enter with their vehicles. Cameras record the registration numbers of all vehicles entering the zone, and if you do not pay the congestion charge within a stipulated amount of time, you receive a fine.

Check answers with the class.

Places: car parks, streets in town centres, roads, hospitals, shops, airports, cash points, schools.

Reasons could be: to catch people stealing, being violent or committing a driving offence.

c Students read the article again and do the exercise on their own or in pairs. Check answers with the class.

1F Opinion appears to be divided on identity cards. 2F Anyone who can read the cookies on a computer knows which websites the person has visited. 3T 4F RFID tags can also be used on people. 5T 6T 7F Any organisation can listen to your mobile phone conversations with the co-operation of the phone company. 8T

2 a Students do the exercise alone then check their answers in the article. Check the answers with the class.

1 identity card 2 personal identification number (PIN) 3 service provider 4 CCTV camera 5 financial records 6 number plate 7 smart travel card 8 medical history 9 buying habits
Point out that a personal identification number is usually known as a PIN.
Also point out that a car number plate is often known as the car registration.

b Focus students on the example and do the second one together to demonstrate what to do. Students continue in pairs.
Ask each pair to explain their ideas for one of the items to the class.

Possible answers

PIN: use triggers an identity check as well as recording and filing all cash withdrawals.

CCTV cameras: have been installed in many public buildings and there's little control over who sees the footage.

RFID tags: can be used as implants like miniature ID cards, presumably offering information about the user's location and other personal information.

Smart travel cards: allow you to be tracked across a city when using public transport.

c Focus students on the three questions. Students discuss the questions in groups. Ask each group to share their ideas with the class.

HELP WITH GRAMMAR

Impersonal report structures

Go through the introductory bullet with the class.

3 a–c Students do the exercises on their own or in pairs and check their answers in **GRAMMAR 7.4** SB p154.

Check answers with the class.

a
To make impersonal report structures we can use:

– *it* + passive + *that* + clause

– subject (*Cameras*) + passive + infinitive with *to*

– *there* + passive + infinitive with *to*

• Point out that in structures with *there* + passive + infinitive with *to*, the verb which follows the passive is almost always *be*: *There are rumoured to be nearly 100 people dead* not ~~*There is rumoured to have died nearly 100 people*~~.

• Explain that we can use a variety of infinitive forms with impersonal report structures: *She is known to have spent five years in India. He is rumoured to be resigning next month.*

b
No, but explain that *seem* and *appear* can also be used to distance yourself from what you are reporting.

• We can use a *that* clause after *seems/appears*, but only when the subject is *it*. In all other cases, the verbs must be followed by infinitive with *to*. Also point out that *that* is optional in clauses with *seem* and *appear*, so if in doubt, students should just leave it out.

• Point out that *seem* and *appear* can be followed by a variety of infinitive forms, in the same way as in sentences using the passive: *She appears to have been lying this whole time.*

• We can use *would* with *seem/appear* to make a statement more tentative: *It would appear that the cameras are not working.*

4 a Do the first question with the class. Students do the exercise on their own or in pairs. Check answers with the class.

- 2 It is known that the rebels have withdrawn. The rebels are known to have withdrawn.
- 3 It is said that London is one of the most expensive cities in the world to live in. London is said to be one of the most expensive cities in the world to live in.
- 4 It is rumoured that the senior manager has resigned. The senior manager is rumoured to have resigned.
- 5 It is feared that more than 3,000 people have lost their lives in a devastating earthquake. More than 3,000 people are feared to have lost their lives in a devastating earthquake.
- 6 It is believed that the airport strike is affecting thousands of holiday flights. The airport strike is believed to be affecting thousands of holiday flights.

b Introduce the activity by brainstorming items in the news generally and items which have affected students' own countries. Elicit impersonal report structures that can be used to report one or two of those items and write them on the board. Students do the exercise alone. Monitor and offer help as necessary.

c Put students in multilingual groups if possible to share their ideas. Ask each group to share a news item with the class.

EXTRA IDEA

- If you have students from the same country or countries, put them in pairs to think of news items and to write their sentences collaboratively.

Listening and Vocabulary

- 5 a** Focus students on the four newspaper headlines. Be prepared with definitions, examples, etc., to explain the vocabulary in the headlines or bring in a set of dictionaries for students to check the meanings themselves.

Tell students they will be focusing on the words in red later.

Ask students to share information about whether these topics are issues in their countries.

Point out that a *tax exemption* is permission not to pay some or all of your taxes. The reasons for tax exemptions vary from country to country (or state to state in the US), but may include being married, having children, having served in the armed forces, etc.

The question of whether or not people should be charged to have their rubbish picked up has been controversial in the UK. The idea has been put forward as a way of encouraging people to throw away less and recycle more.

In order to be considered clinically *obese*, a person must be 20–30% over the ideal weight for their age and height.

EXTRA IDEA

- Ask students to discuss what they think the four headlines have in common. (They all relate in some way to how much the state intervenes in our day-to-day lives.)

b Tell students they are going to listen to three people discussing how much the state should intervene in people's lives. Be prepared with definitions, examples, etc. to pre-teach *enclosed*, *landfill*, *bias* /'baɪəs/ and *forsake*.

CD2 21 Play the recording (SB p171). Students listen and answer the question.

Check answers with the class.

Banning smoking: Stefano feels that state intervention is justified in this area to a degree; that is, he thinks that it's OK for the state to ban smoking in enclosed public places, but to do so in unenclosed public spaces – for example, parks – would be too much.

Plans to charge for rubbish: Hiltrud feels that state intervention is justified here because landfills are filling up quickly, meaning that we are running out of space to put our rubbish. She also thinks that it's fairer that the more people throw away the more they should have to pay.

Tax exemptions for married people: Justyna doesn't think that state intervention is justified in this area, as it promotes marriage over other types of partnership; she doesn't think that the state should be able to intervene in people's lifestyle choices.

c Focus students on the questions. Students do the exercise in pairs.

d Play the recording again. Students check their answers.

Check answers with the class.

- 1 *this* = passive smoking
 - 2 *that* = smoke in a public park
 - 3 *it* = charging for rubbish
 - 4 *this* = tax exemptions for married people
- Point out that *this* and *that* refer back to ideas stated earlier in the text. They often refer to the last thing mentioned but in some cases (as in 4) they can refer to something that was stated considerably earlier.
 - Point out that *it* usually refers to the main topic or the topic mentioned first in a discussion.
 - *This* and *that* can refer to a noun phrase, verb phrase, adverb phrase, adjective phrase or prepositional phrase.
 - *It* only refers to a noun or noun phrase.

- 6 Focus students on the four topics. Students discuss them in pairs. Ask each pair to share some of their ideas with the class.

EXTRA IDEA

- Divide the class into two and debate the four topics. Group A should argue in favour of more state intervention, group B against.

HELP WITH VOCABULARY Phrasal nouns

- 7 **a–c** Introduce the topic by asking students if they can guess what phrasal nouns are. If necessary, draw their attention to the examples in red in the newspaper headlines.

Students do the exercises on their own or in pairs and check their answers in **VOCABULARY 7.2** SB p152. Check answers with the class.

- a A break (verb), up (particle)
B cry (verb), out (particle)
C set (verb), back (particle)
D set (verb), on (particle)
- Point out that when phrasal nouns begin with a particle (e.g. *outlook* or *downpour*) they are written without a hyphen.
 - Also point out that when phrasal nouns begin with a verb (e.g. *kick-off* or *breakdown*) they sometimes have a hyphen and sometimes not. Point out that there are no rules about when a phrasal noun which begins with a verb will be hyphenated or not. Encourage students to use their dictionaries.
 - Finally, point out that some phrasal nouns are made up of the same words as phrasal verbs, but have different meanings. Encourage students to double-check the meaning of phrasal nouns in their dictionaries.
- b 1 *Outcry* and *onset* reverse the order of the verb and particle. 2 *Outcry* and *onset* cannot be made into phrasal verbs with the same meaning. 3 *Break-up*, *outcry* and *setback* are all countable.
- Point out that not all phrasal nouns can be made into phrasal verbs, for example, *update*, *overkill*.
 - Highlight that although it is not always possible to turn a phrasal verb into a phrasal noun students may be able to guess the meaning of unknown words by identifying the phrasal verbs that they are formed from.

- 8 Focus students on the phrasal nouns in bold in sentences 1–7. Point out that each of the words can be replaced by a word or phrase from the box which means the same thing.

Students do the exercise on their own or in pairs. Check answers with the class.

- 1 beginning of the football match
- 2 delay caused by a problem
- 3 forecast
- 4 contribution
- 5 heavy rain
- 6 informal gathering
- 7 number of people who are accepted

EXTRA IDEA

- With stronger groups, ask students to identify which phrasal nouns from 1–7 have a different meaning from the phrasal verbs from which they are formed. (*Look out* = be careful, try to notice; *take in* = understand.)

Get ready ... Get it right!

- 9 Put students into two groups, group A and group B.

Students in group A turn to SB p107 and students in group B turn to SB p108.

a Put students into pairs within their groups. Focus students on the three headlines. Check students in group A understand *outlaw*.

Students do the activity in pairs. Encourage students to add as much extra information as possible.

b Put students into different pairs so that a student from group A is sitting with a student from group B. Students take turns to tell their stories. Encourage students to use impersonal report structures when telling their stories.

c Students do the activity in the same pairs. Ask each pair to share one or two of their ideas with the class.

FURTHER PRACTICE

Ph Class Activity 7B Fact or fiction? p159
(Instructions p133)

Ph Vocabulary Plus 7 Law and crime? p182
(Instructions p174)

Extra Practice 7B SB p120

Workbook Lesson 7B p36

- 1 a** Put students in multilingual groups if possible to discuss the questions.

b Students do the exercise on their own initially before checking answers in pairs.

The writer agrees with the use of seatbelts. S/he agrees that texting should be illegal but feels that talking on a phone is acceptable as long as the driver remains focused on the road. It is not clear whether s/he agrees or disagrees that eating or drinking should be illegal.

- 2 a** Students do the exercise on their own or in pairs and check their answers in **WRITING 7.1** SB p155. Point out that we can use *unless* in conditionals to mean *if not* in order to say that something can only happen in particular circumstances.

We can use *in case* to talk about something we do in order to be ready for possible future situations.

We can use *otherwise* to talk about an undesirable situation which would happen if something else didn't happen.

We often use *provided/providing, as long as* and *assuming*, instead of *if* in conditionals. Also point out that *provided/providing* and *as long as* mean 'only if (this happens)'. We can use *whether* instead of *if* when we mention two alternatives. We put it in front of the first alternative.

Imagine and *suppose/supposing* both mean 'form a picture in your mind about what something could be like'. Finally, point out that we can use *imagine* and *suppose/supposing* as an alternative for *if* in questions.

1 Unless **2** otherwise **3** as long as **4** providing
5 Whether **6** Supposing

b Students do the exercise on their own or in pairs.

1 unless **2** as long as / providing **3** otherwise **4** in case
5 as long as / providing **6** supposing / imagine

- 3 a** Students do the exercise on their own or in pairs and check their answers in **WRITING 7.2** SB p155.

- 1** There are three sections: the introduction, the main argument and the conclusion.
- 2** The new traffic laws will be passed early next year: the current laws are no longer sufficient.
- 3** Learning to drive is not easy; it takes time and a great deal of concentration.
- 4** The conclusions in this paper are incomplete; further research needs to be done.
- 5** After the operation, driving is prohibited for 48 hours; however, after that period, you can resume driving as normal.
- Point out that we use colons to introduce lists or to indicate a subdivision of a topic. We also

use them when the second clause of a sentence explains the first.

- Point out that we use semi-colons instead of full stops or commas to separate two main clauses which are connected in meaning.
- Point out that semi-colons are used in lists when items in the list contain commas. This use of semi-colons is not optional. For example, *Three things contributed to his breakdown: large debts; his divorce from his wife of 30 years, Anne; and the death of his father, an important figure in his life.*
- Finally, point out that semi-colons are common in academic and other formal writing, but that we tend to use commas and full stops instead in most other modern, written English.

b Check answers with the class.

Due to an excessive concern for health and safety, there are more and more rules and regulations for drivers; these are supposed to make our roads safer for everyone. This essay will discuss the following three factors: seatbelts, mobile phones and eating or drinking while driving. Some current laws make perfect sense, such as wearing a seatbelt. Children, in particular, are clearly not safe unless they are wearing a seatbelt.

The second issue to be considered is the illegal use of mobile phones: that is, the use of phones to make calls or to send texts. As soon as a driver takes their eyes off the road, they are putting lives in danger, so it seems that texting is unsafe. It is claimed that the same danger applies to talking on the phone; however, as long as the speaker's attention remains focused on the road, they should still be able to drive perfectly safely. Nevertheless, the car must be parked in order to have a mobile phone conversation legally; otherwise it is breaking the law.

- 4 a** Focus students on the four topics but point out that students can choose a different topic if they wish. Give them a time limit to brainstorm ideas on one of the topics and to make notes.

b Students discuss their ideas in pairs. Ask a few pairs to share their ideas with the class and find out if they have the same or different opinions on the issues they discussed.

- 5** Focus students on the four stages to follow in planning their essays. Draw attention to the bullet points providing a checklist of features to focus on while writing.

- 6 a-c** Put students into small groups to do the exercises and offer peer feedback to each other.

- 7** Focus students on the four steps. Give students a time limit to improve their essays.

QUICK REVIEW This activity reviews phrasal nouns. Students do the first part of the activity on their own. Set a time limit of three minutes. Put students into pairs. Students take turns to say their sentences.

- 1 a** Focus students on the pairs of sentences. Point out that in each pair of sentences, the word in bold has a literal (i.e. basic) meaning in one sentence and a non-literal (i.e. metaphorical) meaning in the other.

- 2 a NL – friendly and affectionate b L
3 a L b NL – attacked
4 a NL – filled with large numbers or amounts b L
5 a L b NL – clever and quick to learn
6 a L b NL – the inspector understood
7 a NL – stopped moving and became completely still b L
8 a L b NL – passed very quickly
9 a NL – become very stressed because of work pressure, etc. b L

b Model the activity by saying a few sentences about yourself using the metaphors from **1a**.

c Students do the exercise in pairs. Encourage students to ask follow-up questions.

- 2 a** Focus students on the picture and ask them to describe what is happening.

A young man is being questioned by the police.

b Tell students they are going to listen to an extract from a play.

CD2 ▶ **22** Play the recording (SB p171). Students listen and answer the questions.

Explain that *End of* is a colloquial British English term, used to mean 'End of story'. Finally, explain that *old bag* is a derogatory term for an elderly lady.

Mike is a suspect because his alibi is suspicious, he knew that George (the victim of the burglary) would be out and that he'd just been paid £2,000, he was seen by a neighbour going back to his flat that evening, and has an expensive phone even though he is unemployed. Mike is alleged to have stolen money from his flatmate.

- 3 a** Play the recording again. Students listen and fill in the gaps. Check answers with the class.

- 1 ex-girlfriend 2 alibi 3 half; seven 4 two thousand
5 builder 6 stairs 7 pizza 8 neighbour 9 soap opera
10 unemployed

b Students discuss the questions in pairs. Ask each pair to share their ideas with the class.

- 4** Focus students on the phrases in bold. Encourage students to look at **CD2** ▶ **22**, SB p171 to help them guess the meaning of the phrases from the context.

1 it all seems very odd to me 2 we're not together all of the time 3 we are not naive 4 I no longer knew what was happening 5 must have hurt you/been very difficult for you, losing your job

REAL WORLD

Functions and intonation of questions

Introduce the topic by checking that students understand the difference between *pronunciation* (making the sounds of words or letters) and *intonation* (the rise and fall of the voice when you speak). Point out that intonation can often be varied in order to change meaning.

- 5 a–b** **CD2** ▶ **23** Play the recording (SB p172). Students listen and do the exercises on their own or in pairs.

- a 1 N 2 C 3 C 4 C 5 N
b 1 falling 2 rising 3 falling

c–d **CD2** ▶ **24** Play the recording (SB p172). Students listen and do the exercise. They can check their answers in **REAL WORLD 7.1** ▶ SB p155.

- c 1a 2c 3d 4b

- 6 a** **CD2** ▶ **25** Students listen and identify which question is requesting new information.

Question 4 is asking for new information.

- 7 a** Play the recording again. Students listen and notice the sentence stress and intonation.
b Put students into pairs. Play the recording again. Students listen and read the exchanges, copying the sentence stress and intonation.

- 8** Put students into pairs, student A and student B. Student A reads the instructions on SB p73, student B turns to SB p113. Remind students that Emma is Mike's ex-girlfriend and his alibi for the night of the burglary. Explain that student A is playing a police officer and student B is playing Emma. Focus student As on the list of things to find out. Encourage students to write out their questions, using their own ideas and those in the list. Encourage students to use a variety of question types and to make a note of which intonation pattern they should use with each question.

Focus student Bs on the information. Encourage students to add their own ideas, answering the questions in brackets.

Put students into pairs. Encourage student As to make notes, especially on anything that contradicts Mike's story.

Put students into groups of four, two student As and two student Bs. Students discuss the evidence.

FURTHER PRACTICE

Ph **Class Activity** 7C Crime circle p160
(Instructions p133)

Ph **Help with Listening** 7 Opinions p198
(Instructions p189)

Extra Practice 7C SB p120

Video (*Laying down the law*) SB p130

Workbook Lesson 7C p38

Workbook Reading and Writing Portfolio 7 p72

Progress Test 7 p224

continue2learn

Focus students on the *continue2learn* section on SB p75. See p34 for ideas on how to exploit this section.

Extra Practice 7 SB p120

See p35 for ideas on how to exploit this section.

7A

1 2 round 3 away 4 at 5 my own back 6 through
7 into

2 2 taken 3 phoned 4 should 5 told 6 (both)
7 dropped 8 hoping

3 2 would give 3 hadn't 4 wouldn't have 5 would
have finished 6 wouldn't be

7B

4 2 off 3 on 4 back 5 in

5 2 is feared 3 are rumoured to be seeking
4 appear to be

7C

6 2 warm 3 storm 4 crack 5 dawn 6 freeze 7 flew
8 flooded

Progress Portfolio 7

See p35 for ideas on how to exploit this section.

Video 7

Laying down the law

Student's Book p130

VIDEO SCRIPT

Ph You can see the script for this video on p206.

1 Put students in small groups. Ask them to discuss the questions.

2 **VIDEO** 7.1 Students put the topics in order.

- 1 the number of laws
- 2 different types of lawyer in the UK
- 3 reciprocal laws between nations
- 4 laws people don't like
- 5 qualifying to become a lawyer
- 6 breaking the law

3 **a** **VIDEO** 7.2 Students answer the questions.

b Check answers with the class.

1c 2a 3c

4 **a** Students match words 1–4 to words/phrases a–d.

b **VIDEO** 7.3 Students check their answers to 4a.

1c 2d 3a 4b

c Put students in pairs to discuss the question.

5 **a** Go through the dialogue and ask students to decide which phrase sounds best in each case.

b **VIDEO** 7.4 Play the video. Students check their answers to 5a.

CONNOR I wouldn't say I've broken the law to any major extent.

EMILY No, aside from the occasional parking ticket, I've never really had much to do with being on the wrong side of the law.

LUCY No, apart from speeding!

TOM No more than every other teenager's broken the law.

6 **a** Go through each statement with the class. Ask students to work alone to make sure each statement reflects their own opinion.

b Put students in groups to discuss their statements.

QUICK REVIEW This activity reviews literal and metaphorical meanings. Demonstrate the activity by asking two questions with one of the words, one literal and the other metaphorical. Put students into pairs to do the activity. Ask a few students to share information about their partner with the class.

UNIT 8 PREVIEW

Ph For this unit, there is a photocopiable Preview section on p124.

This Preview section helps students prepare for some of the grammar and vocabulary which appear in this unit. It revises language from earlier levels of **face2face** with controlled grammar and vocabulary practice, and directs students to further information in the Language Summaries in the Student's Book.

In the Unit 8 Preview, you can find further exercises on: *wish* and *if only*

Vocabulary Phrases with *time*

- 1 a** Students answer the question in pairs. Ask a few students to share their ideas with the class.
- b** Focus students on the phrases in bold. Students do the exercise on their own and check the new phrases in **VOCABULARY 8.1** SB p156.
Model and drill the phrases, paying particular attention to whether or not *time* is stressed (see **VOCABULARY 8.1** SB p156).
Point out the following:
We sometimes say *I've got loads/tens of time to kill*.
In plenty of time can often be replaced with *with time to spare*: If I take the motorway, we'll arrive with time to spare. However, *have time to spare* cannot be replaced by *in plenty of time*.
Take your time can be used sarcastically when someone is very late or has taken a long time to do something: *You took your time! I've been waiting hours!*
For the time being can be used at the beginning or end of a clause: *For the time being, I'm going to stay in London. I'm going to stay in London for the time being*. Notice that when used at the end of a clause, it is not preceded by a comma.
We can say *it's only a question of time* to mean the same as *it's only a matter of time*.
We cannot say *there's no time like the past/future*.
We can use *give sb a tough time* to mean the same as *give sb a hard time*.

EXTRA IDEA

- Before doing the exercise, write the word *time* in the centre of the board. Divide the class into groups and give them five minutes to think of as many phrases with *time* as they can. Invite one person from each group to come up and write a phrase on the board. Continue until each group runs out of phrases. The group which writes the last phrase is the winner. This activity would also work at the beginning of the next lesson to review the phrases that students have learned.

- c** Put students into pairs. Students take turns to say their sentences. Encourage students to ask follow-up questions. Ask each student to share something they learned about their partner with the class.

Reading and Speaking

- 2** Students discuss the questions in pairs or small groups.
Ask each pair to share some of their ideas with the class.
- 3** Focus students on the article. Be prepared with definitions, examples, etc. to pre-teach *eruption*, *CO2 emissions*, *hurricane* and *green* (in the sense of 'protecting the environment').
Students do the exercise on their own. You can set a time limit of two minutes to encourage students to read quickly for gist.
Check answers with the class.

1c 2b 3a

EXTRA IDEA

- Before students read the article, ask them to discuss what the title of the article means and what they think the article will be about.

- 4 a** Students do the exercise on their own. Check answers with the class.
Explain that Yellowstone is a national park in the state of Wyoming and is home to an active volcano. A *direct debit* is a regular automatic payment made from your bank account. For example, many people pay their bills each month by direct debit to avoid having to make payments by cheque or in cash.
Check answers with the class. Ask a few pairs to share their ideas with the class.

- 1** As part of his research on a documentary about the fictional eruption of a volcano in Yellowstone National Park.

- 2 Of not changing environmental policies until parts of the country would be directly affected by severe hurricanes.
- 3 For hurricanes in the Atlantic.
- 4 Because he (the head of NCAR) is convinced that global warming does exist and thought that everyone else was also convinced.
- 5 Because it meant Eddy returned home convinced that global warming was real and that it was a very serious problem.
- 6 That he was just making himself feel better by paying a small sum of money to an environmental organisation.
- 7 Because he thinks they will come to understand the problems of over-consumption.
- 8 He uses them as examples of how one person can change and how this can set off change in others.
- 9 To make small changes to your habits yourself at home. If everyone does this, the results will change the world for the better.

b Students compare in pairs and justify their answers if there are any differences. Students discuss the question and give reasons for their ideas.

EXTRA IDEA

- Write these words and phrases from the article on the board: *wreck, I'd sooner, set off, grand*. Ask students to guess the meaning of the words and phrases from the context. Ask what helped them guess.

- 5** Students discuss the questions in pairs. Ask each pair to share some of their ideas with the class.

- 1 The saying means that people need to take responsibility for things and act now, rather than hoping that someone else will do it or that it can wait.
- 2 An eco-audit would involve assessing how much energy you use to run your house. It would probably examine lighting, heating and water consumption, etc. Recommendations might include using energy-efficient light bulbs, improving insulation and using less water.
- 3 Students' own answers.
- 4 Travel less by car or plane, recycle more, eat locally grown or sourced food to cut down on food miles, etc.

EXTRA IDEA

- For homework, students use the Web to research ways of making their home greener. Students then present their ideas to the class.

HELP WITH GRAMMAR Past verb forms with present or future meaning

- 6 a-d** Students do the exercises on their own or in pairs and check in **GRAMMAR 8.1** SB p157. Check answers with the class.

- a** None of the sentences refer to past time. All the sentences tell us what the speaker would like to happen.
- b** Blue: infinitive with or without *to* Pink: Past Simple or Past Continuous
 - When *it's time* and *would prefer* are followed by a verb, we use an infinitive with *to*. When *would sooner* and *would rather* are followed by a verb, we use an infinitive.
- c** a past verb form
 - We can say *It's about time ...* or *It's high time* + subject + past verb form to suggest that something is urgent.
 - When we talk about past situations with *would sooner/would rather* + subject + verb, we use the Past Perfect or Past Perfect Continuous.
 - When the preference is also in the past, we can use *would have preferred it if*: *We would have preferred it if you had warned us at the time.*

- 7 a-b** Write a sentence of your own on the board to model the activity and find out if students agree with you. Students do the exercise on their own and then compare answers in pairs. Encourage students to ask follow-up questions. Ask each student to share one thing they learned about their partner with the class. Check answers with the class.

Listening and Speaking

- 8 a** Focus students on the words in the box. Students check the meaning of the words. Be prepared with definitions, examples, etc. to give students if necessary.

Model and drill the words, paying particular attention to the pronunciation of *soot* /sʊt/, *incinerator* /ɪn'sɪnəreɪtə/ and *federal* /'fedərəl/.

Point out that in a federation, the word *federal* is used to describe anything related to the government of the whole country, as opposed to government at state or local level: *federal law, federal crime, federal taxes, federal government, the federal reserve*, etc.

b Tell students they are going to listen to Eddy Canfor-Dumas talking about a woman called Hazel Henderson. Focus students on the three questions.

CD3 **1** Play the recording (SB p172). Students listen and choose the correct answers. They can check answers in pairs.

Check answers with the class.

1 dirty **2** levels of air pollution made public
3 governments all round the world

- 9** **a** Put students into groups of three, student A, student B and student C. Focus each student on their prompts. Students tick those in their list that they could talk about at this stage.

EXTRA IDEA

- Ask students to make as many notes as they can under the prompts in a *before* listening to the recording again.

b Play the recording again. Students listen and make notes on their section of the story.

c Give students a few minutes to organise their notes and prepare how they are going to summarise their part of the story.

d Students work in the same groups and take turns to read out their summaries. Encourage students to point out any information that their partner missed.

EXTRA IDEA

- Write these phrases from the recording on the board: *media outlet*, *take sth on*. Ask students to look at **Audio script 3.1**, SB p172 and to guess the meaning of the phrases from the context. Ask what helped them guess.

HELP WITH PRONUNCIATION

Linking sounds

- 10** **a** Point out that Eddy pauses a lot in his speech in a quite individual way, but that he links words together within speech units as most native or fluent speakers do. Draw attention to the **TIP**. Make sure students know what sound /j/ refers to and point out that /j/ and /w/ are extra sounds that are inserted between some words in order to link them.

CD3 **2** Play the recording once or twice so students can listen and notice the linking sounds within speech units.

b Focus students on the three features (a–c). Students do the exercise on their own or in pairs. Check answers with the class.

- a** 1 took_a; in_a; as_a
 2 quality_of
 3 travelled_across; sorts_of_other
 4 for_a
b 2 in_New; was_so
 3 it_travelled
c 2 the_j/_air
 3 to_w/_all
 4 she_j/_enjoyed

c Play the recording again. Students listen and practise.

d Students do the exercise on their own. Remind students to decide on the speech units first, as sounds will only be linked within the speech units.

e Students do the exercise in pairs.

EXTRA IDEA

- Students take turns to dictate their summaries to their partner. Emphasise that they need to read each sentence at normal speed, only pausing in natural breaks and at the end of sentences. However, they should stop at the end of sentences to give their partner time to write what they have heard. When each student has finished reading the summary, they should compare their text with their partner's summary and check any areas of difficulty.

Get ready ... Get it right!

- 11** **a** Focus students on the pictures and see if they know who the people are and what kind of person might choose to spend an evening with them. Model the activity by talking to the class about the three famous people that you would spend the evening with.

Students do the activity on their own. Remind students that they should pick three people that they think have made a difference to the world – positive or negative – not just three famous people they would like to meet.

b Students work on their own and write one question for each of their people.

- 12** **a** Students work in pairs and take turns to talk about who they would choose. Encourage students to try and imagine what the conversation would be about.

b Each pair agrees on the three most interesting people.

c Ask each pair to tell the class who their people are and what they would talk about.

d Write the famous people on the board in groups and ask the class to vote for which group they would most like to join. Encourage students to justify their answers.

FURTHER PRACTICE

Ph **Class Activity** 8A The council meeting p161 (Instructions p133)

Ph **Help with Listening** 8 Small words p199 (Instructions p190)

Extra Practice 8A SB p121

Workbook Lesson 8A p39

QUICK REVIEW This activity reviews past verb forms with present or future meaning. Students do the first part of the activity on their own. Set a time limit of five minutes. Remind students that at least one of their sentences should be false. Put students into pairs. Students take turns to say their sentences. Encourage students to ask follow-up questions. Students guess if their partner's sentences are true or false.

Reading and Vocabulary

- 1 a** Focus students on the questions. Students discuss the questions in pairs. Encourage students to ask follow-up questions.
- b** Focus students on the picture and the title of the article. Students predict what the article is about.
- c** Students read the article to check their predictions. Be prepared with a definition, examples, etc. to pre-teach *thrill*. Students answer the questions on their own or in pairs.

- 1 The writer heard somebody breaking into her house. She sent her husband to investigate.
2 A fear-avoider.

- 2 a–b** Students do the exercise on their own and compare answers in pairs. Remind students that they are not just looking for which sentences are true and which are false; some aren't mentioned at all.

- 1T ('I stood at the top of the stairs with my heart trying to escape my body.')
- 2 not mentioned
- 3F ('I wouldn't wish it on anyone')
- 4T ('Are these the drivers I see overtaking other cars on the wrong side of the road and jumping red lights?')
- 5 not mentioned
- 6F ('I so courageously sent my husband downstairs to investigate.')
- 7 not mentioned

- 3** Students do the exercise on their own or in pairs. Check answers with the class. Focus on the word stress in *mundane* and *despondent*.

- 1 crunching
2 chiselling
3 trigger
4 crave
5 mundane
6 flattering
7 despondent

- 4 a** Model the activity by giving an example of someone you know. Students do the exercise on their own. Walk round and help with ideas and vocabulary as necessary.

- b** Students discuss their ideas in pairs. Ask each pair to share their ideas with the class.

HELP WITH VOCABULARY

Word building (2): suffixes

- 5 a–c** Introduce the topic by reminding students what a suffix is (a letter or letters added to the end of a word to make a new word). Point out that suffixes can be used to create nouns, verbs, adjectives and adverbs.
- Students do the exercises on their own or in pairs and check their answers in **VOCABULARY 8.2** SB 156. Check answers with the class.

- a**
- 1 change, a change; challenge, a challenge
- 2 disturbance (-ance), recovery (-y), rider(s) (-r), division (-sion), survival (-al), excitement (-ment), failure (-ure) 3 happiness (-ness), possibility (-ity)
- b**
- 1 adjectives 2 adverbs 3 adjectives 4 verbs
- Point out that unfortunately there are no rules about which suffixes should be added to which words in order to make new words; students will need to learn the words individually and double-check in a dictionary if they are not sure. However, recognising which suffixes are typical with nouns, verbs, adjectives and adverbs may help students to guess the meaning of unknown words.
 - Highlight that just because a word ends in *-ly*, it isn't necessarily an adverb. Also point out that some adverbs do not end in *-ly* (e.g. *hard, well*).
 - Point out that replacing the final *e* in a word with a suffix isn't a hard and fast rule. For example, *surviveal* and *cultureal* are incorrect, but *excitement* and *courageous* are correct. However, changing a *y* to an *i* is a hard and fast rule: *happyness*.
 - Go through the **TIPS** in **VOCABULARY 8.2** SB p156 with the class or ask students to read them for homework. Point out that *-ize* spellings are becoming more common in British English. If students are taking Cambridge ESOL exams, they should be aware of the need to be consistent in the choice of *-ise* and *-ize* endings.

- 6 a** Students do the exercise on their own and then compare answers in pairs. Encourage students to use their dictionaries if necessary.
Check answers with the class.

1 equally 2 motivation 3 courageous
4 disturbance 5 flattery 6 imaginary

b Students do the exercise in pairs. Encourage students to ask follow-up questions.
Ask each pair to share some of their ideas with the class.

Listening and Speaking

- 7** Ask students to discuss the question in pairs.

- 8 a** Focus students on the questions. Check students understand *ancestors*. Students discuss the questions in pairs. Ask each pair to share some of their ideas with the class.

b Tell students they are going to listen to a radio programme about emotions. Be prepared with definitions, examples, etc. to pre-teach *guilt* /ɡɪlt/, *embarrassment*, *shame*, *pride*, *sympathy* /ˈsɪmpəθi:/ and *spill*. Point out that *sympathy* has nothing to do with being ‘nice’; this is a common false friend.

CD3 ▶ 3 Play the recording (SB p172). Students listen and check their answers to questions 2–4 in **7a**.
Check answers with the class.

1 Yes, they do. 2 Whenever they came across something that frightened them, they would run away; whenever they came across something that disgusted them, they wouldn’t eat it; whatever gave them pleasure, they would do more of it, etc.
3 There are the higher emotions of: guilt, embarrassment, shame, pride and sympathy.

c Give students time to read quotes 1–5. Play the recording again. Students listen and answer the questions.
Check answers with the class.

1 That men don’t experience the same emotions as women. 2 Using photographs of facial expressions to see if people could identify the basic emotions. 3 The basic emotions. 4 Spill coffee on yourself. 5 Basic emotions are caused by an act itself; higher emotions are caused by what others might think of you.

d Focus students on the statement in italics. Make sure students understand *trigger*. Students discuss the statement in groups.
Ask each group to share their ideas with the class.

HELP WITH GRAMMAR

wherever, whoever, whatever, etc.

- 9 a–b** Students do the exercise on their own or in pairs and check in **GRAMMAR 8.2** SB p157.
Check answers with the class.

a 1b 2a 3a 4a

- Point out that *whenever* can mean ‘every time’.
- Explain that *whoever, whichever* and *whatever* can be the subject and object of the verb.
- Point out that *whichever* is often followed by *of*.
- *However* can be used with an adverb. *However hard she tries, she can’t please her teacher. However much it costs, I’m still going to buy that coat.* (It doesn’t matter how hard or how much.)

- Also point out that we can use *wherever, whoever, however, whatever, whenever* and *whichever* to show surprise or to emphasise something.
- We can use these same words in informal conversation to answer a question when we want to say that we really don’t mind. However, highlight that the use of *whatever* in this context also suggests that the speaker doesn’t care, and can seem rude.

- 10 a** Students do the exercise on their own.

b Students compare answers in pairs. Students say which of the sentences are true for them. Encourage students to ask follow-up questions.

1 whatever 2 However 3 However
4 Whenever 5 Whatever 6 Wherever
7 Whoever 8 Whatever/Whichever

Get ready ... Get it right!

- 11 a** Model the activity by writing on the board a list of things that frightened you as a child or frighten you now. Ask students if they were or are frightened by the things on your list.
Focus students on the list of ideas. Students do the activity on their own. Encourage students to use their own ideas as well as those in the list.
- b** Model the activity by writing a list of things that you enjoy but which might frighten some people. Ask students what they think of your list.

- 12 a** Students do the activity in groups. Encourage students to identify other students who had or have similar fears to theirs. Ask each student to share one thing they have learned about another student with the rest of the class.

b Ask each student how they would describe someone else in the class – as a thrill-seeker or fear-avoider.

c Get students’ reactions to the descriptions of themselves as thrill-seekers or fear-avoiders.

EXTRA IDEA

- Divide the class into two groups, thrill-seekers and fear-avoiders. Put students into pairs – one from each group – and ask them to discuss what makes them a thrill-seeker or fear-avoider. Can the thrill-seekers convince the fear-avoiders to take more risks? Can the fear-avoiders convince the thrill-seekers to be less reckless?

FURTHER PRACTICE

- Ph Class Activity** 8B The thrill-seekers p163
(Instructions p134)
- Ph Vocabulary Plus** 8 Stress patterns in long words p183 (Instructions p174)
- Extra Practice** 8B SB p121
- Workbook** Lesson 8B p41

Writing

Student's Book p83

Connecting words/phrases: cause and effect
Spelling: commonly misspelled words
Writing task: an online posting about an issue

- 1** Students discuss the questions in pairs. Ask each pair to share some of their ideas with the class.

- 2 a** Point out that there are a number of spelling mistakes in the extract which they will focus on in a later exercise. Focus students on the four questions about the extract. Students do the exercise on their own and compare answers in pairs.

1 the streets are dirty 2 lack of services provided by the council due to financial issues, leading to infrequent rubbish collection 3 overflowing bins and a build-up of rubbish outside houses 4 support the cause by signing a petition for government action, and passing it on to contacts to sign

- b** Point out that the extract includes a range of very common spelling mistakes.

neighbourhood, gradually, occurs, unhygienic, necessary, government

- 3 a** Students do the exercises on their own or in pairs and check their answers in **WRITING 8.1** SB p157.

1 receipt 2 accommodation 3 colleague
4 acquaintance 5 business 6 address 7 medicine
8 exaggerate 9 admitted 10 beginning

- 4** Focus on the example with the class. Students do the exercise on their own or in pairs.

1 in order to, so that 2 due to, owing to
3 results in, leads to

- b** Students do the exercise on their own or in pairs and check their answers in **WRITING 8.2** SB p157.

There is far too much traffic on our streets. This **leads to/results in** traffic jams on major roads every morning and evening, which **results in/leads to** severe delays and frayed tempers. Most cities suffer from increased pollution **owing to/due to** the constant traffic on our roads, and many people suffer from allergies **due to/owing to** the poor quality of the air. It is time we dealt with the traffic situation **so that** we can improve the quality of life for those who live in cities.

- 5** Focus students on the four points to cover in their postings. Give students a word extent and time limit to write their first draft. Walk round and help with ideas and vocabulary as necessary.

- 6 a-c** Students swap postings and read, respond and offer peer feedback to each other in pairs.

- 7 a** Students work on their own. Walk round and help as necessary.

- b** Students read and comment on each other's final drafts in groups.

QUICK REVIEW This activity reviews *wherever, whoever, whatever*, etc. Students do the activity in pairs. Students take turns to say sentences. Encourage students to ask follow-up questions.

1 a Put students into groups of the same sex if possible. Focus students on the ideas. Students do the exercise in groups. Encourage students to use their own ideas as well as those on the page.

b Ask each group to share their conclusions with the class. Encourage each group to justify their answers. Write any points that the class agrees on on the board and leave them there throughout the lesson.

2 a Introduce the topic by asking students if they ever read poetry, either in English or in their own language. Ask students what might be difficult about reading poems in a different language (e.g. the use of metaphorical and symbolic language, an unfamiliar format, the use of cultural or historical references). Tell students they are going to listen to a poem by Sophie Hannah, a contemporary British poet.

CD3 **4** Focus students on the poem and play the recording. Students listen and read at the same time. Focus students on the questions. Students do the exercise on their own or in pairs.

- 1 Whether or not to phone a man she has been seeing.
- 2 Because she weighs up the pros (advantages) and cons (disadvantages) of phoning him.
- 3 **Pros of phoning** He'll be pleased if I phone to ask him how he is; it will make me look considerate and he likes considerate people; he'll be reassured to see that I haven't lost interest; if I phone him right now I'll get to speak to him sooner than I will if I sit around waiting for him to phone me; he might not want to phone me from work in case someone hears him.
Cons of phoning Someone might hear and begin (or continue) to suspect that there's something between us; there's always the chance he'll back off if I come on too strong; if I make it too easy for him, he'll assume I'm too easy.

Pros of not phoning The less keen I appear, the more keen he's likely to be; if I make no effort, that leaves him with more of a challenge; if I don't phone I can always say, later, that I went off him first.

b Students do the exercises on their own or in pairs. Check answers with the class.

b6 c1 d2 e3 f5 g4

3 Check answers with the class.

h10 i8 j9

4 a Focus students on the phrases in the box. Students do the exercise on their own or in pairs.

a make no effort b go off c back off
d make the first move e come on strong

b Students discuss the questions in pairs. Point out that the cultural issue that the poem raises is whether or not women can or should take the initiative in beginning a relationship.

5 a Focus students on the two questions. Students discuss how they think most people would answer them.

b Tell students they are going to listen to six people answering the questions in **5a**.

CD3 **5** Play the recording (SB p173). Students listen and answer the questions.

Bana, Mick and Kay

6 a Put students into two groups, A and B. Play the recording again. Students listen and make notes.

b Put students into pairs so they are working with someone from the other group. They compare notes.

7 a Focus students on the four questions and point out that they should choose two to ask other students.

b Students interview as many people as they can in five minutes and make notes. Encourage students to ask follow-up questions and to take detailed notes.

c Put students into pairs, preferably of different genders. Students discuss the questions.

d Ask each pair to share the most interesting or surprising findings with the class.

FURTHER PRACTICE

Ph **Class Activity** 8C What a dilemma! p164
(Instructions p134)

Video (*What's stopping you?*) SB p131

Workbook Lesson 8C p43

Workbook Reading and Writing Portfolio 8 p75

Progress Test 8 p226

continue2learn

Focus students on the *continue2learn* section on SB p85. See p34 for ideas on how to exploit this section.

Extra Practice 8 SB p121

See p35 for ideas on how to exploit this section.

8A

- 1 2e 3f 4b 5d 6g 7h 8a
- 2 2 ✓ 3 I'd prefer it if more people were environmentally conscious.
- 4 It's high time people stopped using cars in cities.
- 5 I'd rather my family spent more time together.
- 6 I'd prefer it if people didn't use their mobiles on public transport.
- 7 ✓ 8 I'd prefer to live nearer to the sea.
- 3 1 came 2 to do; see 3 apologised; made 4 had; to finish 5 went; gave 6 to move; stayed

8B

- 4 2 Whatever needs doing, you can rely on me.
- 3 However many times I wash my hair, it always looks greasy.
- 4 Whatever you do, don't tell my mum I've lost her camera.
- 5 Whichever road you take to get to the station, it'll take the same amount of time.
- 6 Whoever wrote this, they certainly can't spell.
- 7 Whenever I ring Mick, he's always out.
- 5 2 finally 3 widen 4 possibility 5 creative 6 cultural 7 clarify

Progress Portfolio 8

See p35 for ideas on how to exploit this section.

Video 8

What's stopping you?

Student's Book p131

VIDEO SCRIPT

Ph You can see the script for this video on p206.

- 1 Put students in small groups. Ask them to discuss the questions.
- 2 **a VIDEO 8.1** Play the whole video. Students decide which changes are mentioned.
b Check answers with the class.

attitude to other people; new job; ending poverty and injustice in Africa; starting a business; the way people buy presents

- 3 **VIDEO 8.2** Play the video. Students decide whether the statements are true, or is no information given.

1 T 2 T 3 F 4 no information 5 T

- 4 **a VIDEO 8.3** Students put the topics in order.

- 1 This person didn't need to change
- 2 This person made a change
- 3 This person dreams of a change

b Students discuss the question.

- 1 This person didn't need to change (he always knew he wanted to be a sound engineer)
- 2 This person made a change (from teaching)
- 3 This person dreams of a change (wanted to start her own business)

- 5 **a VIDEO 8.4** Before playing the video, make sure students understand each word/phrase in the box.
b Students check their answers to 5a.

nosy: she likes being able to know about all the different projects
catalogue: Oxfam Unwrapped is a new type of gift catalogue she helped to develop
bubble bath: people can buy alternatives to traditional presents like bubble bath and socks
poor country: the present is sent to a poor country where it's needed
goat: you can buy a goat or toilet as a present
fridge magnet: your friend gets one saying what you've bought
makes a difference: this makes a real difference to people living in poverty

- 6 **a** Students try to complete the sentences.
b VIDEO 8.5 Play the video and check the answers.

1 do 2 make 3 donate; do
4 changed; consider 5 make

- 7 **a** Put students in groups to discuss the situations.
b Get feedback from the whole class.

QUICK REVIEW This activity reviews suffixes. Students do the first part of the activity on their own. Set a time limit of five minutes. Encourage students to work from dictionaries if necessary. Put students into pairs. Students take turns to say their words and check if they are the same. Check answers with the class.

UNIT 9 PREVIEW

Ph For this unit, there is a photocopiable Preview section on p125.

This Preview section helps students prepare for some of the grammar which appears in this unit. It revises language from earlier levels of **face2face** with controlled grammar practice, and directs students to further information in the Language Summaries in the Student's Book.

In the Unit 9 Preview, you can find further exercises on:

- simple v continuous
- *a/an, the* or no article (–)

Vocabulary *price* and *cost*

- a** Focus students on the question to introduce the topic of money. Students discuss the question in pairs. Ask a few pairs to share their ideas with the class.
- b** Introduce the exercise by asking students if they can explain the difference between *price* and *cost*. Tell students that *price* means 'the amount of money for which something is sold'; *cost* means 'the amount of money needed to buy, do or make something'. Write the example sentences from the introduction to **VOCABULARY 9.1** SB p158 on the board if necessary. Students do the exercise on their own or in pairs and check their answers in **VOCABULARY 9.1** SB p158. Check answers with the class.

1 cost 2 priced 3 cost 4 price 5 cost 6 price 7 cost 8 price 9 priced 10 price

Point out that there is also the expression *at any cost* but the meaning is idiomatic, meaning 'it's worth it, whatever it involves or whatever the sacrifice'. *At any price* simply refers to the money paid for something.

Point out that although *price* and *cost* are very similar in meaning, they are rarely interchangeable. Encourage students to learn which phrase takes each word individually.

The *cost of living* would include things like the price of food, petrol, utilities, rent/mortgage, etc. Although we say *half-price* and *full-price*, we don't say *quarter-price*, etc.

Priceless does not mean 'very cheap'; in fact, it means the exact opposite: so valuable it does not have a price and cannot be sold.

We often say *cost an absolute fortune* to say that something was extremely expensive.

We can say *underpriced* as well as *overpriced*.

The adjectives *pricey* and *costly* both mean 'expensive' but can be used in different ways. *Pricey* is informal: *I wanted to buy a new suit but it was a bit pricey* ~~costly~~. *Costly* is rather formal. *Costly* can be used to mean something that has cost a great deal of money or anything else valuable (e.g. time, success): *The council has decided not to proceed with the plans for the bypass because it would be too costly*. *Fearns's missed penalty proved costly as Telford went on to lose 2–1*.

- Students do the exercise in pairs. Ask each pair to share one or two of their ideas with the class.

Speaking and Reading

- a** Introduce the topic by focusing students on the pictures and title of the article. They discuss the question in small groups. Ask each group to share their ideas with the class. Encourage them to justify their opinions.
- b** Focus students on the article but point out that they are only going to read the first paragraph. Students answer the question in pairs.
- c** Be prepared with definitions, examples, etc. to pre-teach *strive*, *taper off*, *augment* /ɔ:g'ment/, *accumulating* /əkjuːmjə'leɪtɪŋ/ and *fuzzy* /'fʌzi/. Students compare ideas in pairs.
- a** Focus students on the five multiple choice questions and point out that they should choose only one answer in each case. Students do the exercise on their own then compare answers in pairs. Check answers with the class.

1b 2c 3b 4a 5c 6c

- Students discuss the questions in groups.

EXTRA IDEAS

- Write these words and phrases from the article on the board: *caveat* /'kæviæt/, *irresistible urge*, *conspicuous consumption* and *minimum wage*. Ask students to guess the meaning of these words and phrases from the context. Ask what helped them guess.
- Point out that *caveat* is from the Latin for *beware*.
- Also point out that some countries, including Britain, have a law regarding the minimum wage, meaning that there is a minimum amount that people can be paid legally.

HELP WITH GRAMMAR Simple v continuous: verbs with different meanings

Go through the introductory bullet with the class and check that students understand what 'states' and 'activities' mean when referring to verbs.

- 4 **a-c** Students do the exercises on their own or in pairs and check their answers in **GRAMMAR 9.1** SB p159.

Check answers with the class.

- a** a think of b have c are thinking of d expect
e are expecting f be having
- b** 1a are the correct size b putting in place
2a seems b is performing
3a seems b going to see
4a originates b is travelling
5a shows a permanent state b is showing a temporary state
6a believe something is probably true b are thinking something exists although in fact it is not real or true
7a understand b am meeting
- Point out that many of the verbs which have different meanings when used in the simple or continuous are verbs of perception: *see, look, feel*, etc.
 - Also point out that the same difference in meaning applies when the verbs are used in the past: *I now saw why* (= I now understood why). *I was seeing my friend Joe that night* (= I was meeting my friend Joe that night).

- 5 **a-b** Students do the exercise on their own and compare and explain their answers in pairs. Check answers with the class.

1 never think 2 have (in general) / are having (now)
3 appears 4 look 5 expect

EXTRA IDEA

- With stronger groups, ask students to explain their answers to **5a**. Why is one form correct and the other incorrect?

c Students discuss the questions in pairs. Ask each pair to share one or two of their ideas with the class.

Listening and Speaking

- 6 Focus students on the pictures of Maureen, Peter and Cate. Tell students they are going to listen to them discussing whether money can buy you happiness.
- CD3** 6 Play the recording (SB p173). Students listen and choose the best sentence. Check the answer with the class.

2

The City is the financial district of London. People who work in the City typically work very long hours for large sums of money. The *money markets* are the global markets where money is borrowed and lent on a short-term basis.

Bill Gates founded Microsoft and is one of the richest individuals in the world. Since retiring from full-time work at Microsoft, he has dedicated much of his time to philanthropy.

In the last sentence of the recording, Cate says *Hear, hear!* This expression is used to show that you agree strongly with what another person has just said.

- 7 Students do the exercise in pairs. They will check their answers in **8**.

1F Only Maureen believes money can bring you happiness. 2T 3T 4F She does think money can buy you health. She gives as an example the very low life expectancy of people in a poor country. 5F She says, "I don't know about that!"

- 8 Check answers with the class. Point out that *wealthy* is a synonym for *rich*. Also point out that *it's no joke* means 'it's very difficult'.

1 have to agree with 2 possessions and things
3 time / you want to do 4 still make you happy
5 wealthy / kind of feelgood factor 6 make you miserable 7 no joke 8 that's not true, either
9 know about that

HELP WITH PRONUNCIATION

Contrast and contradictions

- 9 **a** To introduce the exercise ask students if Cate, Maureen and Peter have the same opinions as each other in their discussion and how we know when they are presenting a different opinion. Elicit that they use intonation as well as words. Focus students on the extract and on the contrasting words *do* and *not*.

CD3 7 Play the recording so students can notice the step up in pitch on the emphasised words. Go through the **TIP**, pointing out the examples in the extract.

b Students do the exercise on their own and compare answers in pairs.

c Students do the exercise in pairs. Ask a few students to model the extracts for the class.

- 10** **a** Focus students on the statement and give them a few minutes to think about it and make notes on their own. Encourage them to support their ideas with examples.
- b** Students do the exercise in pairs. You could give them a time limit (for example, two minutes) to reach an agreement. Monitor for their use of intonation and feedback to the class before the next stage.
- c** Put pairs together to discuss the statement again. Find out which groups agreed and whether you can reach a class consensus.

Get ready ... Get it right!

- 11** Model the activity by talking about some things you have bought or experiences you've had which gave you great pleasure. Try to include experiences which did and didn't involve money. Students do the activity on their own. Encourage students to list things which did and didn't involve money.

- 12** **a** Students do the activity in groups. Encourage students to ask follow-up questions.
- b** Ask each group to share with the class the most interesting things or experiences their group discussed.

FURTHER PRACTICE

Ph **Class Activity** 9A Verb dominoes p165 (Instructions p134)

Ph **Vocabulary Plus** 9 Money expressions p184 (Instructions p175)

Help with Listening 9 Different uses of *that* p200 (Instructions p190)

Extra Practice 9A SB p122

Workbook Lesson 9A p44

9B

Cash-free

Student's Book p90–p91

Vocabulary word building (3): productive suffixes

Grammar *a/an v one; few, a few, quite a few*

QUICK REVIEW This activity reviews *price* and *cost*. Students do the first part of the activity on their own. Set a time limit of five minutes. Put students into pairs. Students compare lists. Ask each pair to share one or two of their ideas with the class.

Listening and Vocabulary

- 1** **a** Introduce the topic by asking students how much money they think they would need to take with them in order to spend a week's holiday in the following places: London, New York, Barcelona, Tokyo, Bangkok, Buenos Aires. Then ask students if they think it would be possible to spend time in any of those cities if they had literally no money. What do they think would happen?
- Focus students on the question. Elicit answers from the class and write them on the board.
- b** Focus students on the photo. Ask if anyone has heard of Satish Kumar. If so, ask students to share what they know about him with the rest of the class. Tell students they are going to listen to the first of three extracts from a radio programme about Satish Kumar. Be prepared with a definition, examples, etc. to pre-teach *means*. Give students time to read the questions.

CD3 **9** Play the recording (SB p174). Students listen and answer the questions. Check answers with the class.

- To walk round the world for peace, visiting the heads of state in various countries.
- The teacher said that if they had money, they would end each day of walking by finding a restaurant and a bed and breakfast place; in doing so, they wouldn't meet anyone and wouldn't be able to pass their message on. However, if they didn't have money they'd be forced to rely on strangers, who were bound to ask them why they were walking round the world.
- No.

c Tell students they are going to listen to the second extract. Focus students on a–f. Be prepared with definitions, examples, etc. to pre-teach *a nuclear power* (as opposed to *nuclear power*) and *grave*.

CD3 **10** Play the recording (SB p174). Students listen and make notes. They compare answers in pairs.

a The number of miles they walked. **b** They met two women who worked in a tea factory. **c** The two women gave them four packets of tea – one for each of the leaders of the four nuclear powers. The tea was accompanied by a message: “When you think you need to press the nuclear button, stop for a minute and have a fresh cup of tea.” **d** *No Destination* is the name of the book that Satish wrote about their journey. **e** Their journey started at one grave – Gandhi’s in India – and ended at another – John F Kennedy’s in the US. **f** They walked the entire way, apart from when they took boats to cross the English Channel and the Atlantic.

d Tell students they are going to listen to the third extract. Focus students on the gapped text. Point out that there is one word missing per gap.

e **CD3** ▶ **11** Play the recording (SB p174). Students listen and fill in the gaps. Check answers with the class.

1 flag **2** Russian **3** flags **4** socialist **5** brown **6** white **7** black **8** human being **9** human beings
The point Satish is making is that people should try to forget what makes them different – what separates them – and concentrate more on what unites them. By doing so, we can learn to live in peace.

- 2** **a** Tell students they are going to listen to all three extracts together. Focus students on sentences 1–4. Play the recordings again. Students listen and decide if the statements are true, false or not given. Check answers with the class.

1 T **2** Not given **3** F Nothing put them off.
4 Not given

b Check students understand *idealistic*. Students discuss the questions in groups. Ask each group to share some of their ideas with the class.

HELP WITH VOCABULARY

Word building (3): productive suffixes

- 3** **a–d** Introduce the exercise by asking students what a ‘smoke-free zone’ is and asking what helped them to guess. Students do the exercises on their own or in pairs and check their answers in **VOCABULARY 9.2** SB p158. Check answers with the class.

- a** **1** led **2** minded **3** free **4** worthy
b *-led* means ‘controlled by’; *-minded* is used to describe people with a particular character or interest; *-free* means ‘without an undesirable quality’; *-worthy* is used to say that something is suitable or deserving to receive a particular thing.
c **1** ‘can be’ **2** ‘resistant to’ **3** ‘to some degree or partly’ **4** ‘thinking about or very concerned about something’

- Go through the **TIPS** in **VOCABULARY 9.2** SB p158 with the class or ask students to read them for homework.
- Point out that productive suffixes can be used to create a vast array of different words. Some students may not want to try to learn all of the individual examples in **VOCABULARY 9.2** SB p158. They could concentrate on the meaning of the productive suffixes so that they can work out the meaning of new words which use those suffixes.
- Here are some other common words formed using these productive suffixes: *fat-free*, *hassle-free*, *trustworthy*, *creditworthy*, *absent-minded*, *fair-minded*, *breakable*, *movable*, *bullet-proof*, *frost-proof*, *class-conscious*, *price-conscious*.
- A hyphen is almost always used in words formed from productive suffixes except with *-ish*, *-able* and *-worthy*, which never take a hyphen. There are no hard and fast rules, though. For example, there is *waterproof* but also *bullet-proof* and *frost-proof*. If in doubt, students should check in a dictionary.

- 4** **a** Students do the exercise on their own or in pairs.

1 resistant to the heat of the oven **2** quite red
3 without pollution **4** interesting enough to be included in the news **5** not able to be forgotten
6 controlled or run by the government **7** interested in politics **8** very concerned with fashion

b Model the exercise by writing a question of your own on the board and pointing out that students should write real questions for other students.

c Students take turns to ask and answer their questions in pairs. Encourage students to ask follow-up questions. Ask each pair to share one or two of their ideas with the class.

Speaking and Reading

- 5** **a** Focus students on questions 1–4. Point out that we pay for things *by* cheque and card but *in* cash. Also point out that we talk about having cash *on* us when we are carrying it in a pocket or a bag. Check students understand *smart card* (a plastic card used to make financial transactions and to store personal information which can be read by a computer). Students discuss the questions in pairs. Ask each pair to share some of their ideas with the class.

e-cash stands for ‘electronic cash’.

b Focus students on the title of the article. Introduce the topic by asking if anyone has paid for goods or services using their mobile phone. If so, was it easy? Would they recommend it to other people? Students do the exercise on their own. Check the answer with the class.

The writer is not sure whether we will become a cash-free society.

- 6 a Students do the exercise on their own and compare answers in pairs. Check answers with the class.

a rail tickets; groceries; coffee, newspapers b very quick (less than a second to process a payment); no change required; human error eliminated; fraud and theft reduced; reduces costs for the retailer of handling money c payments are made through mobile phone providers rather than banks or credit card companies

b Students discuss the questions in groups. Encourage students to justify their answer to question 3. Ask each group to share one or two of their ideas with the class.

EXTRA IDEA

- Write these phrases from the article on the board: *a thing of the past, (their) grip on, disruptive technology*. Ask students to guess the meaning of the phrases from the context. Ask what helped them guess.

e Students discuss the questions in groups of three. Encourage students to justify their answer to question 2. Ask each group to share their ideas with the class.

HELP WITH GRAMMAR

a/an v one; few, a few, quite a few

- 7 Focus students on the example sentences and elicit *a/an* or *one*. Check students are clear on the differences before moving on.

- 8 a–c Students do the exercises on their own or in pairs and check in **GRAMMAR 9.2** SB p160. Check answers with the class.

a 1 a 2 one

- Point out that when speaking, *one* is usually stressed whereas *alan* is unstressed. Model and drill the examples.
- In the first response, the speaker is saying that a ten-pound note is the only note he/she has. In the second response, the speaker is saying that he/she has got one five-pound note, not three or four.
- Point out that we use *a* with singular countable nouns in exclamations: *What a big mistake! What a lovely day!*

b 1 quite a few 2 a few 3 few

- Point out that *few* is often used in more formal situations: *She has few friends.*
- Point out that *little/a little* is used with uncountable nouns in the same way as *few/a few* is used with countable nouns: *He spends little time with his children.* (not enough) *He spends a little time with his children.* (a small amount)

- Point out that we can make comparatives with *fewer (than)*. We use *fewer* with countable nouns: *There are fewer reasons these days to carry cash than ever before.* We use *less* with uncountable nouns: *People carry less cash than they did in the past.*
- Point out that *few, a few* and *quite a few* can be used as the subject or object of a verb, provided it is clear what they are referring to: *Over 1,000 people were evacuated from their homes; few ever returned. Many employees have been anxiously awaiting news of the company's bankruptcy; we'll be speaking to a few later today.*
- Highlight that sometimes we use a determiner and/or an adjective before *few*: *I've been very busy these past few weeks. They quickly gathered their few belongings and left.*
- Finally, point out that we can use *a good few* to mean 'a large number': *Lots of my colleagues are in their forties and fifties, but there are a good few who aren't.*

- 9 a Focus students on the short answers in the box and point out that students only need to give brief answers to the questions in the first instance. Model the first question by answering it for yourself. Students do the exercise on their own.

b Students take turns to ask and answer the questions. Encourage students to ask follow-up questions. Point out that they will have to explain their partner's answers to a new partner in the next exercise, in order to help them focus or take notes if they wish.

c Students change partners and tell their new partner what they remember about their previous partner's answers. Ask each student to share one interesting thing they learned about someone with the class. Students should listen carefully and check any information shared with the class is correct.

Get ready ... Get it right!

Introduce the activity by reminding students about Satish Kumar and his companion and asking students what issue they were trying to raise awareness of. Find out if any students have ever taken part in any activities to raise awareness, e.g. a fun run or charity event and ask them to share their experiences with the class.

- 10 a–b Students do the activities in groups. Focus students on the bullet points and the ideas provided, but encourage them to come up with their own ideas. Give them an appropriate time limit for each stage of the task, e.g. five minutes to discuss a, five minutes to discuss b and five minutes to prepare so each student has a chance to speak.

- 11 Each group reports their ideas to the class. Ideally, each student in a group should report on a different aspect of their expedition. Answer the questions with the class and ask students to justify their answers.

FURTHER PRACTICE

Ph Class Activity 9B My partner p166
(Instructions p135)
Extra Practice 9B SB p122
Workbook Lesson 9B p46

Writing

Student's Book p93

Connecting words: cause and effect (2)

Spelling: *-ible* or *-able*

Writing task: making a semi-formal/formal complaint

- 1 Introduce the topic by asking students if they are happy with the bank they use and how long they have used the same bank. Focus students on the question. Elicit possible problems from the class and write them on the board.
- 2 Focus students on the extract and point out that there are a number of spelling mistakes in the extract that they will focus on in the next exercise.

The customer has been charged for a transaction he didn't make and has paid additional charges on the resulting overdraft. The customer wants his account to be credited by the total amount charged in error and an explanation from the bank.

- 3 **a** Students do the exercise on their own or in pairs and check their answers in **WRITING 9.1** SB p161. Check answers with the class. Point out that we use *-ible* if the root is not a complete word and *-able* if the root is a complete word. Tell students that there are unfortunately many exceptions to the rules governing the use of *-ible* and *-able* endings, as given in **WRITING 9.1** SB p161. Encourage students to use their dictionaries if they are in any doubt about which endings to use. Point out that if a root ends in *-e*, we usually replace the *-e* with the suffix: *believe* → *believable*. However, there are some exceptions to this rule. For example, *replace* → *replaceable*, *change* → *changeable*.

responsible; noticeable, reliable, unbelievable

- b** Students do the exercise on their own or in pairs.

1 edible 2 understandable 3 sensible 4 visible
5 doable 6 noticeable 7 believable 8 destructible
9 incredible

- 4 **a** Students do the exercise on their own or in pairs and check their answers in **WRITING 9.2** SB p161. Check answers with the class.

Point out that if we put a verb after phrases like *as a result of*, *due to* or *because of*, we use a verb+ing after the subject: *Because of the visibility being poor, there were several road accidents*. This is more common in formal contexts.

2 Due to the weather being bad yesterday, I didn't go climbing. / The weather was bad yesterday. Consequently, I didn't go climbing. 3 Three people were ill so the meeting was cancelled. / Three people were ill. Accordingly, the meeting was cancelled. 4 My Spanish is really bad. As a result, he didn't understand me / Because my Spanish is really bad, he didn't understand me. 5 There were terrible floods. / Therefore they lost all their crops. They lost all their crops because of terrible floods. / Because of terrible floods, they lost all their crops. 6 Because of poor visibility, there were several road accidents / Visibility was poor. Consequently, there were several road accidents. 7 Since you don't want to help, I'll do it myself. / I'll do it myself, since you don't want to help. As you don't want to help, I'll do it myself. / I'll do it myself, as you don't want to help.

- b** Introduce the exercise by focusing students on the underlined phrases in the email and ask whether they are formal or informal (informal). Students do the exercises on their own or in pairs. Check answers with the class.

- 1 As a result, / Consequently, my current account is overdrawn by £50
2 consequently, / as a result, I have been charged £10
3 Since I am not responsible for the mistake
4 it is due to a bank error
5 Therefore, / Accordingly, I would appreciate some explanation

- 5 **a-b** Focus students on the situation and give them a time limit (e.g. five minutes) to generate ideas on their own before comparing in pairs. Students discuss the question and take some notes of their ideas.

- 6 a** Give students time to plan their letter before they begin writing. Give them a word extent and time limit to write the first draft. Walk round and help with ideas or vocabulary as necessary. Give students a few minutes to check their own drafts for accurate and appropriate use of the target language.

b–c Focus students on the checklist. Students read, check and discuss improvements to each other's letters in pairs. Monitor and help if necessary.

- 7 a** Students write a final draft of their letter.

- b** Students work in groups to read each other's letters and discuss the question. Ask each group to share their ideas with the class.

EXTRA IDEA

- Students write the final draft for homework. Use a correction code to highlight errors. When you give students back their work, do a feedback session on common errors in the letters focusing on those in the checklist in **6b**. Students then correct their own writing.

9C VOCABULARY AND SKILLS

A gloomy science? Student's Book p94–p95

Vocabulary world issues
and economics
Real World presenting
information

QUICK REVIEW This activity reviews productive suffixes. Students do the first part of the activity on their own. Set a time limit of three minutes. Put students into pairs. Students then swap lists of words and make sentences using their partner's words.

- 1 a** Focus students on the words/phrases in bold. Ask students what topic they think all of the words/phrases have in common. (They are all related to world issues and economics.)

Students answer the questions on their own or in pairs and check the meaning of any new words/phrases in **VOCABULARY 9.3** SB p159. Model and drill the phrases, paying particular attention to which words are stressed.

Point out the following:

We can say *foreign aid* as well as *overseas aid*.

We can say *property market* as well as *housing market*. *Housing market* is the more common term, though.

Gender discrimination is often also called *sex discrimination*. *Race discrimination* is another common collocation.

- b** If students did **a** in pairs, put them with a different partner. If possible, put students from different countries into pairs. Students compare answers. Ask each pair to share one or two of their ideas with the class.

EXTRA IDEA

- Before **2a**, brainstorm a list of school and university subjects and write them on the board. Make sure that *economics* is included in the list.

- 2 a** Tell students they are going to listen to an economics teacher talking to a group of students

about the value of doing economics at A level. Focus students on the question.

CD3 **12** Play the recording (SB p174). Students listen and answer the question.

Check answers with the class.

- 1 How economics is related to real life
2 the intellectual challenge 3 future careers

EXTRA IDEA

- Write these words and phrases on the board: *settle down*, *at the heart of*, *gloomy*. Ask students to look at **Audio Script 3.12**, SB p174 and to guess the meaning of the words and phrases from the context. Ask what helped them guess.

b Tell students they are going to listen to the next part of the lecture. Give students time to read sentences 1–4. Be prepared with a definition, examples, etc. to pre-teach *famine* /'fæmɪn/.

CD3 **13** Play the recording (SB p174). Students listen and tick the true sentence and correct the false ones. Check answers with the class.

1F It won't provide easy answers to world problems. 2T 3F You need a good understanding of mathematics and you have to be able to communicate clearly in writing. 4F The study of economics provides a good grounding for many other careers.

- 3 a–b** Give students time to read questions 1–6. Play the recording again. Students listen and answer the questions. They compare answers in pairs.

- 1 The rise in current world food prices is likely to lead to a serious outbreak of famine in less-developed countries which rely on rice or wheat.

- 2 It isn't just the cost of producing it, but the cost of disposing of it when we throw it away.
- 3 People who are logical thinkers and who enjoy serious debate.
- 4 Yes. He says, "I'm not saying it's easy."
- 5 Because these careers also need an understanding of economics.
- 6 lively; exciting; challenging; satisfying

EXTRA IDEA

- Write these words from the recording on the board: *outbreak, exploit, grounding, interdisciplinary*. Ask students to look at **Audio script 3.13**, SB p174 and to guess the meaning of the words from the context. Ask what helped them guess.

- 4 Students discuss the questions in pairs. Encourage students to justify their answers to questions 1 and 3. Ask each pair to share some of their ideas with the class.

EXTRA IDEA

- Ask students what they thought of the teacher's presentation style. Was the presentation clear and easy to follow? Why?/Why not?

REAL WORLD Presenting information

Introduce the topic by asking students if they have ever had to give a presentation, either in English or in their own language. What did they find most challenging about it? Do they have any tips for what makes a good presentation?

- 5 **a–d** Students do the exercises on their own or in pairs and check their answers in **REAL WORLD 9.1** SB p161.

- a In order to tell the audience what he will be speaking about and to give them an idea of the structure of the talk.
- b a8 b6, 9, 12 c3, 4, 11 d5, 10 e1, 7, 13
- c The talk has an introduction, three paragraphs about economics and a conclusion.

- 6 **a** Students do the exercise on their own or in pairs. If students ask what an *apprenticeship scheme* is, ask them to try to guess from the context. They will find out the answer in **6b**.

a of; by b for; on to c about
d before e back to f up g In

- b Students do the exercise in pairs. Ask each pair to share some of their ideas with the class.

- 1 The talk is about *apprenticeship schemes* – organised plans for young people to work with older, more experienced people in order to learn a skill or trade.

- 7 **a** Tell students that they are going to work in pairs to prepare a two-minute talk on the same topic. Each student will then give his/her talk to a different student.

Focus students on the list of topics. Check students understand *junk mail*. Remind students that they can also invent a topic if they prefer.

Focus students on instructions 1–3. Students do the activity in pairs.

- b Students make notes for their talk on their own. Encourage students not to write out their talk word-for-word; it will help them to deliver it more naturally. However, weaker or more nervous students may prefer to write out a fuller version.

- c Put students back with their partners from **7a**. Students take turns to practise giving their talks. Encourage students to use the phrases from **REAL WORLD 9.1** SB p161 and to give each other suggestions on how to improve.

Note that many students will have a tendency to give their talks in a monotone. Point out that varying intonation is vital in order to keep your audience interested in what you are saying.

- 8 Put students into new pairs. Students take turns to give their talks. Encourage students to give feedback on their partner's content and delivery.

FURTHER PRACTICE

Ph **Class Activity** 9C Entrepreneur enterprises p167 (Instructions p135)

Ph **Class Activity** Review 7–9 Across the board p168 (Instructions p135)

Extra Practice 9C SB p122

Video (Cash) SB p132

Workbook Lesson 9C p48

Workbook Reading and Writing Portfolio 9 p78

Progress Test 9 p228

continue2learn

Focus students on the *continue2learn* section on SB p95. See p34 for ideas on how to exploit this section.

Extra Practice 9 SB p122

See p35 for ideas on how to exploit this section.

9A

- 1 2 reasonably 3 half 4 tag 5 effective 6 over
- 2 2 is coming 3 have 4 expect 5 Are you expecting
6 feels / 's feeling 7 feels 8 think; see 9 fit
10 's appearing 11 appears

9B

- 3 2 ish 3 able 4 conscious 5 related 6 proof 7 free
- 4 2 a 3 – 4 one 5 one 6 the 7 a 8 The 9 a 10 a
11 a 12 – 13 the/a 14 a 15 The 16 A/One 17 the
18 the 19 a 20 The 21 The 22 the 23 a 24 a
25 The 26 a 27 the 28 a 29 the 30 the 31 the
32 the 33 – 34 The 35 the 36 a
- 5 2 a/one 3 one 4 one 5 little 6 a few
- 9C
- 6 2 renewable 3 economic 4 countries 5 levels

Progress Portfolio 9

See p35 for ideas on how to exploit this section.

Video 9

Cash

Student's Book p132

VIDEO SCRIPT

Ph You can see the script for this video on p207.

- 1 Put students in small groups. Ask them to discuss the questions.

- 2 **a VIDEO 9.1** Play the whole video. Students answer the questions alone.

b Students discuss the questions in pairs.

- 3 **a VIDEO 9.2** Play the video again. Students decide how each idea is linked.

b Check answers with the class.

- 1 cash is just one type of money – money is anything that has value
- 2 cheques are another modern type of money – in the past, even women were used as money
- 3 when people wanted to exchange things, they needed something to express the value of those things
- 4 nobody is sure which civilisation invented money first

- 4 **a VIDEO 9.3** Play the video for students to hear the phrases in context.

- 1 avoid taking risks
- 2 not spend extravagantly
- 3 I manage to live on less money without complaining
- 4 money is for spending

b Check answers with the class.

- 5 **VIDEO 9.4** Before playing the video, go through the statements with the class and encourage students to give their own opinion. Then, play the video for students to hear Dr Singh's views.

- 1 This person didn't need to change
- 2 This person made a change
- 3 This person dreams of a change

- 6 **VIDEO 9.5** Play the video and check answers with the class.

1a 2b 3b 4b

- 7 **a** Students complete three of the questions alone.

b Ask students to work in large groups, or to walk around the class. Get them to ask their three questions, and to make notes on the answers they hear.

c Put students in small groups to discuss their findings.

QUICK REVIEW This activity reviews verbs with different meanings when they are used in the simple or continuous form. Students work in pairs. Tell pairs to agree who will use which form for each verb so that there is a question in both simple and continuous form for each one. Students take turns to ask their questions. Encourage students to ask follow-up questions.

UNIT 10 PREVIEW

Ph For this unit, there is a photocopiable Preview section on p125.

This Preview section helps students prepare for some of the grammar and vocabulary which appear in this unit. It revises language from earlier levels of *face2face* with controlled grammar and vocabulary practice, and directs students to further information in the Language Summaries in the Student's Book.

In the Unit 10 Preview, you can find further exercises on **functions of modal verbs**.

Reading

- 1 a** Focus students on the question. Elicit answers from the class.
- b** Focus students on the pictures and questions. Students discuss the questions in pairs. Ask a few pairs to share their ideas with the class.

EXTRA IDEA

- Before starting the activity, write the following categories on the board: *birds, reptiles, mammals, insects*. Students work in pairs and write as many animals as they can think of for each category in two minutes. Find out which pair has the most words.

- c** Students do the exercise on their own and compare answers in pairs.

Check answers with the class.

Point out the following.

The *Sumerians* founded one of the earliest known civilisations in the world, lasting from the late 6th millennium BC through to the 4th millennium BC. Sumer was located in Lower Mesopotamia, between Babylon and the Persian Gulf.

The *Franco-Prussian War* began in July 1870. In September the French emperor, Napoleon III, was captured and in October the commander of the French army surrendered. The Prussians then began a siege of Paris, which lasted until January 1871, when the city surrendered.

The *information superhighway* is a popular term used to mean the network along which information travels in a digital form.

A *gold rush* is when large numbers of migrant workers move to an area because gold has been found there. The California Gold Rush is one of the most famous.

The *transcontinental telegraph* was a system for sending and receiving messages by electrical or radio signals across the US.

Pigeons were used to carry messages and letters, from as far back as 776 BC all the way through to the beginning of the 21st century.

Horses were used, as part of the Pony Express, to take letters across the US in the 19th century. Dog teams were used to deliver mail in Alaska and Canada.

Cats were used in British post offices to kill the rats and mice that were eating money orders.

- 2 a** Focus students on sentences a–g but don't check any unknown vocabulary until after students have attempted the exercise.
Check answers with the class.

1d 2e 3f 4g 5c 6a 7b

- b** Students summarise the article orally in pairs, adding examples or brief details to support the sentences. Check the exercise by going round the class, asking each pair to contribute the next sentence to the summary.

- 3 a** Focus students on the words/phrases in blue. Point out that all of them refer back to something earlier in the text. Point out that writers often use words/phrases in this way in order to make the text more cohesive and to avoid unnecessary repetition. Do the first question with the class. Students then do the exercise on their own or in pairs.

this ingenious method – using pigeons that had been smuggled out of the city in balloons to deliver letters
these prized flocks – the pigeons used by the British Army
these winged heroes – the pigeons used by the British Army
this distance – 2,000 miles
even so – although the public were fascinated by the Pony Express
a couple – cats

- b** Focus students on the eight words/phrases. Students do the exercise on their own or in pairs.

1 besieged 2 pensioned off 3 far-flung 4 smuggled out 5 recruited 6 ebb away 7 scrupulously 8 demolished

c Students discuss the question in pairs. Ask each pair to share their ideas with the class.

EXTRA IDEAS

- Ask students to discuss whether they think it's fair for humans to use animals like this for work. Can students think of any jobs that animals do which they shouldn't? What would be the alternatives?
- Write these words from the article on the board: *timely* (paragraph 2), *equine* (paragraph 3), *wiry* (paragraph 3). Ask students to guess the meaning of the words from the context. Ask what helped them guess.

HELP WITH GRAMMAR

Subject/verb agreement

4 a–e Students do the exercises on their own or in pairs and check their answers in **GRAMMAR 10.1** SB p162.

Check answers with the class.

a 1 have 2 was

- Point out that although mail refers to 'letters or parcels' – that is, multiple items – it is an uncountable noun, and can therefore only exist in the singular; it consequently takes a singular verb.

b 1 is 2 comes 3 is 4 was 5 were 6 were

c In group A, we use a singular verb. In group B, we use a plural verb.

- Tell students that *economics* is another example of a noun which ends in -s but is considered singular.
- Highlight that the following countries take singular verbs, despite ending in -s: *the Netherlands, the Bahamas, the United States, the Philippines, the United Arab Emirates*.
- Give students these other examples of nouns which are considered plural but don't end in an -s: *cattle, clergy, offspring, people, poultry* and *vermin*.
- Point out that *a pair of* takes a singular verb, even if what it is referring to is in the plural: *A good pair of scissors is essential if you want to cut clean lines*.

d 1 singular 2 plural

- Give students these examples of collective nouns, people and countries which can take either a singular or plural form depending on the focus: *bank, choir, class, club, committee, crowd, family, firm, fleet, flock, government, herd, jury, ministry, mob, nation, (political) party, school, staff, union*.
- Point out that when the subject consists of two or more nouns linked by *and/or*, we use a plural form: *A letter and a parcel were forwarded to our new address*.

- Point out that in clauses with *what* as subject, the verb is either plural (in more formal contexts) or singular (in more informal contexts): *What surprised me was/were the sheer numbers of pigeons used in the war*.
- Also point out that in complex sentences, the verb agrees with the main noun: *During the four-month siege, more than a million letters were delivered to the citizens of Paris*.
- Finally, point out that we use a singular verb with *the number of* but a plural form with *a number of*: *The number of applicants always exceeds the number of places. A number of people have complained to us*.

5 a Students do the exercise on their own. Point out that both answers may be possible. Check answers with the class.

1 is 2 is 3 is 4 is/are 5 seems 6 like

b Students compare their answers in pairs. Encourage students to ask follow-up questions. Ask each student to share one thing they learned about their partner with the rest of the class.

6 a Students work together to write a summary of the article. Encourage them to decide together what to write while one student acts as a scribe.

b Put pairs together to swap and read each other's summaries. Students use a pencil or highlighter to mark any issues with subject/verb agreement. Walk round and help as necessary.

EXTRA IDEA

- Collect in the summaries and write some of the extracts students have highlighted on the board. Ask the class to decide if they are errors and if so, to correct them.

Listening and Vocabulary

7 a Focus students on the quiz. Students do the exercise in pairs. Don't check answers yet.

b Tell students they are going to listen to part of a radio programme in order to check their answers.

CD3 14 Play the recording (SB p174). Students check their answers.

Check answers with the class.

1b 2b 3a 4a 5b

8 a Focus students on sentences 1–7. Students check the meaning of the noun collocations. Be prepared with definitions, examples, etc. to give students if necessary. Point out that all of the noun collocations are used in the recording.

EXTRA IDEA

- Students work in pairs and take turns to test each other on the collocations. One student says the first part of the collocation, for example, *a matter*, and his/her partner says the whole collocation, for example, *a matter of course*.

b–c Play the recording again. Students listen and answer the questions. They compare their answers in pairs.

Check answers with the class.

- 1 They have some interesting, not to say very strange, origins.
- 2 He travelled to the Far East.
- 3 Nobody really knows.
- 4 They are just a matter of opinion.
- 5 The first skyscraper.
- 6 Higher buildings led to larger numbers of people living and working in the same areas.
- 7 Merging the two designs for escalators.

d Students discuss the questions in pairs or groups. Ask each pair or group to share their ideas with the class.

HELP WITH PRONUNCIATION

Review: Preparing to give a talk

- 9** Introduce the topics by asking students what they know about the origins and history of salt and the history of potatoes. List ideas on the board. Explain that students are going to give a talk about one or the other topic to each other. Put students in pairs, Student A and Student B. Students prepare their talks with someone with the same letter. Encourage them to mark the script and to practise out loud together to check their ideas.
- Encourage students to make the talk as interesting as they can using a range of intonation and appropriate stress. They take turns to give their talks. Tell listeners to focus on their partner's pace and pausing, intonation and the clarity of individual words. Students give feedback in pairs. Encourage students to be positive but to offer helpful advice. Ask pairs to share some of the feedback with the class and find out what features of pronunciation need the most work.

EXTRA IDEA

- For homework, students research the origins of a type of food or an everyday item (e.g. chocolate, chewing gum, lifts and CDs) using the internet, and give a short presentation to the class.

Get ready ... Get it right!

- 10** **a** Introduce the task by eliciting one or two useful inventions in the classroom, e.g. a computer, a radiator or air conditioning unit, a biro. Students do the activity on their own. Give students a time limit to think of ten useful items that they have at home.

b Students do the activity in pairs. Students compare lists and choose the five most useful items.

- 11** **a** Put each pair with another pair. Students take turns to say which items they chose and why. Encourage students to justify their choices and to agree on the five most useful inventions.

b Ask each group to share their list with the class. Write the lists on the board. Ask the whole class to choose the three most useful items. If students don't agree, ask them to justify their choices and try to convince the other members of the class.

EXTRA IDEA

- Tell students to imagine that they are being sent to live on a desert island for a year. Each group is allowed to take five non-food items with them. Ask each group to decide what they will take and why. Encourage students to justify their answers.

FURTHER PRACTICE

Ph **Class Activity** 10A Secret auction p170
(Instructions p136)

Extra Practice 10A p123

Workbook Lesson 10A p49

QUICK REVIEW This activity reviews subject/verb agreement. Give students a minute or two to think of ideas before putting them in pairs. Tell students to use information about themselves and their own opinions. Students take turns to say their sentences. Encourage students to ask follow-up questions.

Speaking and Listening

1 a Model the exercise by talking to the class about someone you know who has been successful in what they do. Talk about whether their success was due to luck, talent or dedication. Students then do the exercise on their own.

b Students do the exercise in pairs. Encourage students to ask follow-up questions. Ask a few students to share what they have discussed with the class.

2 a Tell students they are going to listen to two people – Adela and Louie – talking about the people in the photos. Point out that Adela and Louie aren't the people in the photos. Be prepared with definitions, examples, etc. to explain *stick with it*, *animation* /æni'meɪʃən/, *gifted* and *soloist* /'səʊləɪst/.

CD3 ▶ 15 Play the recording (SB p175). Students listen and answer the question.
Check the answers with the class.

The person in photo A is Janine Jansen. The person in photo B is Adela's brother Martin.

EXTRA IDEA

- Before doing **2a**, ask students to describe what they can see in the photos and to guess how the photos might tie in with what they've just been discussing.

b–c Put students into two groups, A and B. Give them time to read the prompts for their group. Play the recording again. Students listen and make notes. They compare answers in pairs, working with a partner from their own group.

d Put students into new pairs so that one student from group A is working with one from group B. Students summarise to each other what the person they listened to said.
Check answers with the class.

Group A

Latin: Martin studied Latin and Greek at Oxford University.

Martin's talent: He's naturally talented.

Saturday night: It's Saturday night, and he'll probably be working.

His girlfriend: She feels sorry for his girlfriend, as it can't be easy having Martin as a partner.

Being positive: He's always so positive. Being positive is important.

Group B

Luck: He quotes Tiger Woods, who said that he noticed that the harder he practised the luckier he became.

Janine Jansen's life: She must have devoted most of her life to practising.

Louie's school: He went to a school for gifted kids. **Gifted people:** The 'gift' seems to be that they don't mind spending hours practising.

Being a soloist: He didn't stick with it enough to earn a living as a soloist.

e Focus students on the example and elicit that *will* is a modal verb expressing certainty. Elicit more modal verbs expressing certainty from the class and explain that students need to complete the gaps with a modal and one of the verbs from the box.
Play the recording again.

2 might be creating; could be working 3 must enjoy
4 can't be 5 shouldn't be 6 'll find 7 won't have been 8 must have devoted 9 may have had 10 can't have wanted; wouldn't have given up

EXTRA IDEA

- With stronger groups, ask students to try and fill in the gaps without listening. Then they compare their answers in pairs. Play the recording again for them to check their answers.

HELP WITH GRAMMAR

Modal verbs: levels of certainty about the past, present and future

3 a–d Students do the exercises on their own or in pairs and check their answers in **GRAMMAR 10.2** SB p163.

Check answers with the class.

- a** We use *will*, *won't*, *can't*, *must*, *would(n't)* when we think something is **definite**.
We use *should* to express when we think something is **probable**.
We use *may*, *might*, *could* when we think something is **possible**.
- Point out that an important distinction here is between the meaning of *probable* and *possible*. Point out that if something is *probable* it is likely to happen; if something is *possible* it may or may not happen. *Probable* is therefore more likely than *possible*.

- b** 1 present 2 future 3 past
- Highlight that *will* can be used to talk about levels of certainty in the present (sentence 1) and the future (sentence 6). It is often preceded by an adjective such as *sure* or *certain*, as in the examples in **2e**.
 - Highlight that *should* cannot be used to talk about something being probable in the past. For example, *he shouldn't have told her* means 'it wasn't a good idea that he told her'. *May*, *might* and *could* are used to talk about possibility in the past: *He might not have told her*.
 - Point out that *ought to/ought not to* has the same meaning as *should/shouldn't*, but it sounds more formal.
 - Point out that we use *may*, *might*, *could* – not *can* – to talk about levels of certainty.
 - Also point out that we use *couldn't have* or *can't have* + past participle to mean certainty about the past: *It couldn't/can't have been easy*.
 - Finally, point out that we use *can't*, *could*, *might*, *may* or *must* when we speculate – not *can* or *mustn't*: *He can't have known about it*, not *He mustn't have known about it*.
- c** the present: modal verb + the infinitive without *to* and modal verb + *be* + verb+ing; the future: modal verb + the infinitive without *to*; the past: the modal + *have* + the past participle

Reading and Vocabulary

- 4** Introduce the activity by focusing students on the photo of Felix about to jump out of the space capsule. Elicit how he might be feeling and write a sentence using a modal verb. Put students into threes, but give them five minutes to prepare their ideas on their own. Students do the activity in threes. Encourage students to justify their ideas and to offer different views. Ask each group to share some of their ideas with the class and find out if most people agree on what he might have been feeling or thinking about at each stage of the jump.
- 5** Find out if students know who Felix Baumgartner is and what they know about him. Students read the introduction and answer the question. Elicit ideas from the class.

EXTRA IDEA

- Write *crippling anxiety* and *plummeted* on the board. Students guess what the words mean using the context. Ask what words helped them to guess.

- 6 a–b** Put students in pairs. Focus students on the two questions. They read their extract and answer the questions on their own, then compare answers in pairs.

Point out the following.

- To fly *supersonic* is to fly faster than the speed of sound.
- Freaking out* is an informal way of saying *panicking*.

Check answers with the class.

Student A

1a when his team lost faith in his ability to do the jump **b** that you need to be able to overcome difficulties in order to achieve your ambition, (i.e. Felix had to overcome his fear of the spacesuit in order to fly supersonic)

Student B

1a his doubts about failing to reach a supersonic flying speed **b** that you may need to conquer your own doubts and fears in order to achieve your ambition

HELP WITH VOCABULARY

Adjective-noun collocations

Introduce the topic by reminding students that using the correct adjective–noun collocations is important in order to sound natural and fluent in English.

- 7 a–d** Students do the exercises on their own or in pairs and check their answers in **VOCABULARY 10.1** SB p162.

Check answers with the class.

- a** 3 Point out that a *low moment* can refer to a feeling of pessimism or sadness, but that the antonym is not *high*; we may use *good*, *happy* or *sweet*, as Felix does, to express the opposite of *low*.
- b** 1 huge, slight, big 2 significant, trivial, important 3 thick, light, thin 4 calm, crazy, cool
- c** synonyms: *big* and *huge* (synonyms) *slight* (antonym); 2 *important* and *significant* (synonyms) *trivial* (antonym); 3 *light* and *thin* (synonyms) *thick* (antonym: *thin*); 4 *cool* and *calm* (synonyms) *crazy* (antonym: *calm*)
- Point out that *crazy* may be used to suggest someone who acts in a stupid way, or not in a sensible way.

- 8 a** Students do the exercise on their own or in pairs and check their answers in **VOCABULARY 10.1** SB p162. Check answers with the class.

2 a a dark colour **b** a heavy meal **3 a** a strong wind **b** an aggressive person **4 a** a young person **b** a modern building **5 a** a low building **b** a short person **6 a** a sweet wine **b** a wet day **7 a** a rich food **b** a patterned shirt **8 a** a weak coffee **b** a faint possibility

- b** Students do the exercise in pairs.

Get ready ... Get it right!

- 9** **a** Model the activity by making a list of things which you have done or tried to do, and write them on the board. Students then do the exercise on their own.
- b** Model the activity by answering the three questions in relation to your own list. Students then do the exercise on their own. Encourage students to make notes.
- 10** **a** Students do the activity in groups of three. Encourage students to ask follow-up questions and to take notes on what the other people in their group say.
- b** Put students into different groups of three. Students discuss the other two members of their original group, using their notes to help them. Ask each group to decide who is the most determined.
- c** Ask each group to share their ideas with the class. Encourage students to justify their choice.

EXTRA IDEAS

- Write the names of the students that each team chooses as the most determined on the board. Then ask the class to vote for who they think is the most determined in the whole class.
- Ask students to find other examples of people who have done extraordinary things (on the internet, if they have access to it), and to prepare and give a two-minute presentation about who the people are, what they achieved and what they had to overcome in order to achieve it.

FURTHER PRACTICE

Ph **Class Activity** 10B Give me the sentence p171 (Instructions p136)

Ph **Vocabulary Plus** 10 Success and failure p185 (Instructions p175)

Extra Practice 10B SB p123

Workbook Lesson 10B p51

VOCABULARY 10C AND SKILLS

Go for it!

Student's Book p102–p103

Vocabulary colloquial language

Skills Reading: a book review;
Listening: language-learning strategies

QUICK REVIEW This activity reviews modal verbs. Put students into pairs. Students take turns to say their sentences. Encourage students to ask follow-up questions.

- 1** **a** Introduce the topic by pointing out to students that by getting to the end of an advanced-level coursebook, they have made considerable progress in their language learning. Ask students to think back to when they first started learning English. Then ask students to imagine they are giving advice to someone in that same position. Students do the activity on their own. Encourage students to make detailed notes.
- b** Students do the activity in groups. Ask each group to share their ideas with the class. See if there is any advice that the whole class can agree on.
- 2** **a** Introduce the topic by asking students how much of a language they think it would be possible to learn in just eight weeks. Focus students on the photo. Elicit ideas from the class.

b Focus students on the review. Read the subtitle of the article with the class so that students can check their answer to **2a**. Make sure students understand *absorption* and *association*.

Be prepared with definitions, examples, etc. to pre-teach *guru* /'guru:/ and *intuitive* /ɪntʃuɪtɪv/. Students do the exercise on their own or in pairs. Check the answer with the class.

This method of learning is a 'revolution' in the sense that it approaches language learning as a baby would – learning by association.

EXTRA IDEA

- Write these words and phrases from the review on the board: *permeates*, *tunes in with*, *knack*. Ask students to guess the meaning of the words and phrases from the context. Ask what helped them guess.

- 3** **a** Students do the exercise on their own or in pairs. Check students understand *linguistic*. Check answers with the class.

1 connecting ideas 2 children 3 unclear 4 making links 5 what he believes is self-evident

EXTRA IDEA

- With stronger groups, write sentences 1–5 on the board with gaps instead of choices in italics. Ask students to complete the sentences.

b Students discuss the questions in groups. Ask each group to share their ideas with the class.

EXTRA IDEA

- Ask any students who use mind maps to show examples to the rest of the class and explain how they use them.

4 a Students discuss the questions in pairs. Ask each pair to share their ideas with the class.

b Tell students they are going to listen to Maria Pia, an advanced learner of English from Italy, talking about this same question.

CD3 ▶ 16 Play the recording (SB p175). Students listen and see if Maria Pia agreed with what they had discussed in **4a**. Students then answer questions 1–7. Check answers with the class. Point out that *the classics* refers to the most famous works of literature in a language.

Also point out that Maria Pia uses the phrase *an awful lot*, which simply means ‘very much’. The use of *awful* as an intensifier like this has nothing to do with its meaning of ‘bad’. Maria Pia also uses *terribly* in a similar way: ... *you run the risk of using words which are terribly out-of-date* Again, *terribly* is being used here as an intensifier, not in the sense of ‘unpleasant’.

- 1 She memorised lots of vocabulary.
- 2 You can learn new words and keep up with what’s going on in the country where the language you are learning is spoken.
- 3 You risk using words which are out-of-date.
- 4 Magazines and the Internet.
- 5 Watching television and listening to the radio.
- 6 Try to use them in conversation; write them down in a notebook.
- 7 Practise speaking as much as you can.

c Tell students they are going to listen to another language learner, Bruce, talking about his experience of learning languages. Give students time to read statements 1–5.

Be prepared with definitions, examples, etc. to pre-teach *trashy* and *sponge*.

CD3 ▶ 17 Play the recording (SB p175). Students listen and check if the statements are true or false. Check answers with the class.

1F He’s had different levels of success. 2F He likes learning languages in a classroom at the beginning. 3T 4F He thinks people underestimate the amount of time it takes to learn a language. 5T

EXTRA IDEA

- Ask students to find evidence in **Audio script 3.17**, SB p175 for why sentences 1–5 are true or false.

5 a Play the recording again. Students listen and answer the questions. Check answers with the class.

- 1 Anything from trashy magazines to crime novels and love stories. He also reads things in translation and newspapers.
- 2 He thinks reading helps because it allows you to acquire new vocabulary, consolidate your knowledge of grammar and get a feel for the right word in the right place.
- 3 CDs and things that he downloads onto his iPod.
- 4 He feels he ought to do more grammar exercises because his grammar is a bit woolly.
- 5 If he looks up a word in a dictionary, he puts a tick next to it so that if he has to look it up again he sees the tick and knows that it’s a high-frequency word.

b Focus students on the words/phrases in bold. Point out that sentences 1 and 2 come from **CD3 ▶ 16** and sentences 3–5 come from **CD3 ▶ 17**. Students do the exercise on their own or in pairs.

- 1 write it down 2 liking being with people
3 of low quality 4 unclear 5 changed

6 Students discuss the questions in groups. Ask each group to share some of their ideas with the class.

7 a–b Focus students on the four questions and the language in the Real World section. Students prepare on their own then practise in pairs. Encourage them to give peer feedback.

8 a–b Students give their presentations to the class or in groups depending on class size and time available. Students discuss the advice and share their opinions.

FURTHER PRACTICE

Ph **Class Activity** 10C A problem shared p172 (Instructions p136)

Ph **Help with Listening** 10 Presenting information p201 (Instructions p191)

Video (Languages) SB p133

Workbook Lesson 10C p53

Workbook Reading and Writing Portfolio 10 p81

Progress Test 10 p230

continue2learn

Focus students on the *continue2learn* section on SB p103. See p35 for ideas on how to exploit this section.

Extra Practice 10 SB p123

See p34 for ideas on how to exploit this section.

10A

- 1 2 Has the mail arrived yet? 3 ✓ 4 Only a few people have arrived. 5 The news today is very bad. 6 ✓ 7 Anything is better than school! 8 ✓
2 2 says; is 3 is 4 is 5 recruits 6 seem
10B
3 2 rich 3 sweet 4 smooth 5 patterned 6 weak
7 dark 8 short 9 calm 10 wet
4 2 faint 3 clear 4 heavy 5 low 6 gentle

- 5 2a It's not possible that he has been paid yet.
b It's possible that he has not been paid yet.
3a We didn't buy her that violin, and that's a pity.
b It's likely that she will be back soon.
4a John always sleeps at this time.
b They always eat before 3 o'clock.
5a It is impossible that they left.
b I was not able to swim.
6a Lucy never forgets to phone.
b He very rarely talked.
7a It is possible.
b You can start now.
6 2 He can't have practised enough.
3 The parcel should arrive tomorrow.
4 Jan may be having lunch now.
5 They can't be enjoying the holiday ...
6 Don't call him now, because he will be sleeping.
7 ... they won't have had time to visit the exhibition.
8 She should have no problems finding the place.

Progress Portfolio 10

See p35 for ideas on how to exploit this section.

Video 10

The key to success: languages

Student's Book p133

VIDEO SCRIPT

Ph You can see the script for this video on p207.

- 1 Put students in small groups. Ask them to discuss the questions. Get feedback from the whole class.

- 2 **a VIDEO 10.1** Play the whole video. Students answer the questions alone.

b Students discuss the questions in pairs.

- 1 Not very enthusiastic or confident, but some spoke several languages.
2 No, he says they are generally motivated.
3 No need to learn because English is so widely spoken.
4 No.

- 3 **a** Students discuss the question in pairs.

b VIDEO 10.2 Play the video. Students answer the questions.

c Students discuss in pairs.

- 4 Students match the words.

2f 3b 4a 5c 6e

- 5 **VIDEO 10.2** Play the video for students to check their answers to **4a**.

- 1 He likes the challenge of learning languages.
2 He failed miserably at learning German.
3 Because English is so widely spoken throughout the world, English people don't need to learn other languages.
4 There are just as many unmotivated students in language classes in Austria as there are in the UK.
5 Spanish is the most popular to learn because so many people have it as their native language.
6 English is the lingua franca in the business world.

- 6 **VIDEO 10.3** Students discuss the questions in pairs.

- 7 **a** Put students in small groups to discuss the questions.

b Ask students to share their views with the rest of the class.

End of Course Review

Student's Book p104

The aim of this activity is to review language that students have learned throughout the course in a fun, student-centred way. The activity takes about 30–45 minutes. Check students understand *a counter*, *throw a dice*, *land on a square* and *move forward/back*.

Give students time to read the rules on SB p105 and answer any questions they may have.

Ask students what happens when a student lands on a *Grammar* or *Vocabulary* square for the first time (they answer question 1 only).

Ask what happens when a second student lands on the same square (they answer question 2).

Also check what happens when a third or fourth student lands on the square (they can stay there without answering the question).

Put students into groups of four and give a dice and counters to each group (or students can make their own counters).

Ask a student with a watch in each group to be the timekeeper for the group. He/She should time students when they land on a *Keep Talking* square and have to talk about a topic for 45 seconds.

Students take turns to throw the dice and move around the board.

If a student thinks another student's answer to a question on a *Grammar* or *Vocabulary* square is wrong, he/she can check in the Language Summaries in the Student's Book or ask you to adjudicate.

While students are working, monitor and help with any problems.

The first student to get to FINISH is the winner. Students can continue playing until all students have finished.

If one group finishes early, ask them to look at all the squares they didn't land on and answer the questions.

- 1 1 Yes. 2 No. Only *Having eaten* is correct.
- 2 1 **on** average, **at** random, **on** demand 2 at times, **at** fault, **on** purpose
- 4 1 We'll deal with that problem when it happens.
2 If you don't take the risk, you won't get the benefit.
- 6 1 thoroughly/really enjoy 2 highly/extremely unlikely
- 8 1 a huge old leather suitcase 2 a lovely white marble statue
- 10 1 I received some good advice, which I'm truly/ really grateful for. 2 I rarely relax.
- 12 1 *meticulous* (positive) – being very careful and paying great attention to every detail; *fussy* – difficult to please 2 *courageous* (positive) – having the ability to control your fear in a dangerous or difficult situation; *reckless* – doing dangerous things and not caring about the risks and the possible results
- 13 1 I wish you **would** go away now. I'm busy!
2 Not only **does he** go to the gym every day, he runs too.
- 15 1 I planned to go out, but I didn't because it was raining. 2 I went out, then it started raining.
- 17 1 He's getting old. 2 This chair's old and has been in better condition.
- 19 1 Did you enjoy **yourself** at the party?
2 You really must concentrate.
- 21 1 In the first sentence, *appears* means 'seems'; in the second sentence, *'s appearing* means 'is performing'. 2 In the first sentence, *fits* means 'is the correct size'; in the second sentence, *'s fitting* means 'is putting in place'.
- 22 1 moody, widen, exciting 2 cultural, sympathetic, clarify
- 24 1 It's a good deal/significantly/distinctly better now. It's quite/rather good. 2 This is a good deal/significantly/distinctly better. This is somewhat cheaper/somewhat less expensive.
- 26 See **VOCABULARY 9.2** ➔ SB p158.
- 27 1 leave it; miss 2 off; over
- 30 1 Pete is the only one who eats fish; fish is the only food that Pete eats. 2 Jo has met the Queen in addition to all of the other people she has met; you might not expect Jo to have met the Queen, but she has.
- 31 1 half; partly 2 from above/on top/across; too much
- 34 1 See **VOCABULARY 5.3** ➔ SB p147.
2 See **VOCABULARY 4.1** ➔ SB p144.
- 36 1 Only *met* is correct. 2 Only *is alleged* is correct.
- 38 1 After he finished something else, he began to do law. He continued to do law. 2 It necessitated doing it fast. I intended to do it fast.

Previews

Instructions and answer keys

There are nine Preview worksheets (p121–p125). These Preview sections can be used before Units 2–10 in the Student's Book and help students prepare for some of the grammar and vocabulary which appear in each unit. Each worksheet revises language from earlier levels of **face2face**. Students can refer to the Preview information sections in the Student's Book Language Summaries if they need help when doing the exercises.

Unit 2 Preview p121

Relative clauses

- 1 Students do the exercise on their own or in pairs and check their answers on SB p138.

a 1 what → that/who 2 who → that/which
3 at where → where/at which 4 her → whose
5 his 6 Jones, 7 that → which
b 1, 2

Gradable and non-gradable adjectives; adverbs

- 2 Students do the exercise on their own or in pairs and check their answers on SB p137.

1 interesting 2 terrified 3 surprised
4 difficult/impossible 5 tired

Verb+ing and past participles

- 3 Students do the exercise on their own or in pairs and check their answers on SB p139.

2 leaving 3 trying 4 spoiling 5 opening
6 built 7 written 8 bored

Unit 3 Preview p122

Subject and verb inversion

- 1 Students do the exercise on their own or in pairs and check their answers on SB p142.

a 1 Correct 2 No, nor did I 3 Look. Here comes the doctor. 4 Correct 5 Correct 6 Have you any idea where my glasses are? 7 Do you remember what they said about taking vitamin C? 8 Correct 9 I don't know what his problem is. 10 Correct 11 He asked me if I was taking any extra vitamins.
b 2 Neither have I. 3 He asked me what I was planning to do this weekend. 4 I wonder if he still works with Megan. 5 So does Leo. 6 Look. Here comes the traffic warden. 7 Is this where you work? 8 I don't know where he lives. 9 He wanted to know when he could come. / He wants to know when he can come. 10 Have you any idea what Jill would like for her birthday?

Unit 4 Preview p122

Future verb forms

- 1 Students do the exercise on their own or in pairs and check their answers on SB p144.

Highlight the following contrasts, which may still be causing students problems at this level:

- Present Simple v. Present Continuous for timetabled events (e.g. *the train leaves at ten* v. *I'm getting an early flight tomorrow*);
- arrangement v. plan or intention (arrangements often being things that you would have written in your diary);
- *will* v. *be going to* for predictions (although there is often very little difference).

b1 c3 d4 e7 f8 g5 h6

- 2 Students do the exercise on their own or in pairs.

1 have finished; I'll try 2 'm going to call;
'll be seeing him 3 going to get; won't start
4 start; 'll enjoy 5 'll be leaving; gets

Unit 5 Preview p123

Reflexive pronouns

- 1 Students do the exercise on their own or in pairs and check their answers on SB p147.

Point out that some verbs that are reflexive in other languages aren't reflexive in English, for example, *meet*, *relax*, *feel*.

- 1 In sentence a, she is teaching someone else to swim. In sentence b, she's not teaching anybody else to swim – that is, she is the student and the teacher.
- 2 In sentence a the children are allowed to read books individually. In sentence b each child is allowed to read a story to another child or other children.
- 3 In sentence a someone else is going to redecorate the house. In sentence b the speaker is emphasising that he/she is going to do it, not someone else.
- 4 In sentence a Geoff went to the cinema alone. In sentence b he simply went to the cinema.

Verb + infinitive with *to* or verb+ing

- 2 Students do the exercise on their own or in pairs and check their answers on SB p146.

1 to cut down on 2 allow 3 to choose 4 to keep on
5 watching 6 to find 7 to break 8 sitting down 9 to see
10 (to) organise 11 thinking 12 to take up 13 to play

Unit 6 ▶ Preview p123

Ways of comparing

- 1 **a-b** Students do the exercises on their own or in pairs and check their answers on SB p150.

a 2 nowhere near as scary 3 twice as hard
4 slightly more willing 5 just as helpful 6 no longer
7 considerably better 8 almost as difficult
b A big difference: a great deal, nowhere near, twice, considerably A small difference: slightly, almost
No difference: just, no

Adverbs

- 2 Students do the exercise on their own or in pairs and check their answers on SB p150.

2 hard 3 high 4 late 5 unhappily
6 easily 7 well 8 surprisingly 9 fine

Unit 7 ▶ Preview p124

Conditionals (basic forms)

- 1 **a-d** Students do the exercises on their own or in pairs and check their answers on SB p153.

a 2d 3c 4a
b 1 zero 2 first 3 second 4 third
zero: *if* + subject + Present Simple, subject + Present Simple
first: *if* + subject + Present Simple, subject + *will/won't* + infinitive
second: *if* + subject + Past Simple, subject + *'d* (= *would*)/*wouldn't* + infinitive
third: *if* + subject + Past Perfect, subject + *'d* (= *would*)/*wouldn't* + *have* + past participle
c a4 b1 c3 d2
d 2 will work 3 would you choose 4 hadn't seen
5 look after

Passive forms

- 2 Students do the exercise on their own or in pairs and check their answers on SB p154.
Remind students that in passive sentences we can use *by* + 'the agent' to say who or what does the action. We only include the agent when it is important or unusual information.

2 He's being blamed for the current problems.
3 *Bleak House* was written by Charles Dickens.
4 I was always being encouraged to write (by my teacher).
5 My car has been stolen.
6 All the food had been left (by the kids).
7 The results are going to be announced soon.
8 My mother should be told.
9 Fred could have been invited.

Unit 8 ▶ Preview p124*wish and if only*

- 1 **a-c** Students do the exercises on their own or in pairs and check their answers on SB p156.

a 1 Correct 2 knew 3 was/were 4 wasn't/weren't 5 had known 6 Correct 7 could 8 Correct 9 would get
b 2 but I don't. (present) 3 but he's not/he isn't. (present) 4 but it is. (present) 5 but I didn't. (past) 6 but we weren't. (past) 7 but I can't. (present) 8 but they won't. (future) 9 but she won't. (future)
The auxiliary verb is in the form of the situation now.
c 1 b would tell 2 a had b had had 3 a could see/could have seen b could have seen 4 a hadn't had to b didn't have to 5 a would stop b had stopped

Unit 9 ▶ Preview p125

Simple v continuous

- 1 **a-b** Students do the exercises on their own or in pairs and check their answers on SB p159.

a 1I 2U 3U 4C 5U 6C 7C 8U 9C
b State verbs: prefer, understand, know, recognise, want, suppose, agree, mean, seem, contain, consist, belong, own
Activity verbs: plan, play, do, walk, listen, study, talk, take, give

a/an, the or no article (–)

- 2 Students do the exercise on their own or in pairs and check their answers on SB p160.

1 the 2 a 3 a 4 an 5 the 6 a 7 The 8 – 9 –

Unit 10 ▶ Preview p125

Modal verbs (functions)

- 1 **a-b** Students do the exercises on their own or in pairs and check their answers on SB p162.
Point out that *must* and *have to* are often interchangeable in the positive. *Must* often has a sense of an internal obligation: *I really must get my suit dry-cleaned this weekend* (I'm not happy that my suit is dirty, and I want it to be clean). *Have to* often has a sense of external obligation: *I'm going to a wedding, so I have to get my suit dry-cleaned*.
Point out, however, that in the negative, *must* and *have to* have different meanings: *You mustn't see him* (= you are forbidden to see him); *You don't have to see him* (= it is not compulsory for you to see him, especially if you don't want to).

a 1a 2e 3c 4d 5h 6b 7g 8f
b 1 could/were allowed to 2 were allowed to
3 managed to 4 couldn't/didn't manage to
5 was able to 6 could 7 didn't need to

Preview 2

Relative clauses

- 1 a** Find and correct one mistake in each sentence. Sometimes there is more than one possible answer. Check in Preview p138.

- 1 The singer what you admire so much is giving a concert next month.
- 2 I'd love to go and see that show who everyone's talking about.
- 3 That's the café at where we met last time.
- 4 Have you met the woman her daughter babysits for us?
- 5 Do you know the man whose his house was broken into?
- 6 I'm meeting Michael Jones who is joining our firm very soon.
- 7 I didn't buy his latest book, that was unusual for me.

b In which of the corrected sentences can the relative pronoun be left out?

Gradable and non-gradable adjectives; adverbs

- 2** Choose the correct adjective for each adverb. They may both be possible. Check in Preview p137.

SUE I saw a programme on crocodiles last night. It was very ¹*interesting/fascinating*.

BEN I'd be absolutely ²*scared/terrified* if I saw one.

SUE Me too. What I was extremely ³*amazed/surprised* by is how fast they can run.

CARL Are you going to the concert tonight?

KEN No, it's really ⁴*difficult/impossible* for me to get to Birmingham without a car.

CARL I could give you a lift.

KEN That's very kind, but I'm also fairly ⁵*tired/shattered* so I'll give it a miss, I think.

Verb+ing and past participles

- 3** Fill in the gaps with the correct form of these verbs. Use verb+ing (e.g. *writing*) or a past participle (e.g. *written*). Check in Preview p139.

frighten write leave spoil bore open build try

- 1 We found the prospect of giving a talk rather frightening.
- 2 People _____ early should do so very quietly.
- 3 Despite _____ very hard, I didn't finish the job.
- 4 She can't resist _____ her grandchildren.
- 5 According to the manual, that switch is for _____ the boot.
- 6 The castle, _____ in the tenth century, is just round the corner from where we're staying.
- 7 That report, _____ by Ted, is on my desk.
- 8 Karen was soon _____ out of her mind by the guided tour.

Preview 3

Subject and verb inversion

- 1 a Tick the correct sentences. Then correct any mistakes. Check in Preview p142.

- 1 A I need an eye test.
B So do I.
- 2 A I didn't know there was sugar in this.
B No, nor I did.
- 3 Look. Here the doctor comes.
- 4 Look. Here they come.
- 5 She's a doctor, isn't she?
- 6 Have you any idea where are my glasses?
- 7 Do you remember what did they say about taking vitamin C?
- 8 Which doctor is it am I seeing?
- 9 I don't know what is his problem.
- 10 I wonder what his diet's like these days.
- 11 He asked me am I taking any extra vitamins.

- b Rewrite these sentences using the words in brackets.

- 1 Where are the nail scissors? (you know)
Do you know where the nail scissors are?
- 2 A I haven't been able to contact Harry.
B I haven't either. (neither)
- 3 What are you planning to do this weekend? (he ask me)
- 4 Does he still work with Megan? (I wonder)
- 5 A John wants to find another job.
B Leo does, too. (so)
- 6 Look. The traffic warden. (here come)
- 7 Where do you work? (is this)
- 8 Where does he live? (I not know)
- 9 When can he come? (he want know)
- 10 What would Jill like for her birthday? (you any idea)

Preview 4

Future verb forms

- 1 Look at the verb forms in bold in sentences 1–4 and 5–8. Match them to rules a–d and e–h. Check in Preview p144.

- 1 The new airport tax **comes** into effect on Monday.
- 2 Who's **meeting** you at the station?
- 3 I'm **going to stop** reading this paper, it's so right-wing.
- 4 Look at the time. We're **going to be** late.

We use:

- a the Present Continuous for future arrangements. 2
- b the Present Simple for a fixed event on a timetable or a calendar.
- c *be going to* for a personal plan or intention.
- d *be going to* for a prediction that is based on present evidence.
- 5 I think they'll **have** an early election.
- 6 I'll **be passing** the post office, so I can post it.
- 7 This time next week we'll **be having** talks with the prime minister.
- 8 By next year we'll **have built** 10,000 new homes.

We use:

- e the Future Continuous for something that will be in progress at a certain time in the future.
- f the Future Perfect for something that will be completed before a certain time in the future.
- g *will* for a prediction based on opinion; not evidence.
- h the Future Continuous for something that will happen in the normal course of events – not because you planned it.

- 2 Choose the best option.

- 1 A By the time Jon gets here, the meeting will *finish/have finished*.
B *I'll try/I'm going to try* him on his mobile.
- 2 A I *call/I'm going to call* Jeff about getting tickets for Thursday's game.
B Actually, I *see/I'll be seeing* him tomorrow. So I can ask him.
- 3 A The traffic's bad. We're not *getting/going to get* there on time.
B I'm sure they *won't start/I're not starting* without us.
- 4 A I *start/I'll start* my new job next week.
B I'm sure you *are enjoying/I'll enjoy* it.
- 5 A I hate driving in the dark so I *leave/I'll be leaving* around 4.30 this afternoon.
B But it *gets/I's getting* dark at about 4 p.m.

Preview 5

Reflexive pronouns

- 1 What is the difference in meaning between sentences a and b? How does the use of the reflexive pronoun affect the meaning? Check in Preview p147.

- 1 a She's teaching her to swim.
b She's teaching herself to swim.
- 2 a The children are allowed to read to themselves before they go to bed.
b The children are allowed to read to each other before they go to bed.
- 3 a I'm having my house redecorated soon.
b I think I'll redecorate my house myself.
- 4 a Geoff went to the cinema by himself.
b Geoff went to the cinema.

Verb + infinitive with *to* or verb+ing

- 2 Complete the sentences with the correct form of the verb in brackets. Check in Preview p146.

On January 1st of this year my girlfriend persuaded me ¹ _____ (cut down on) the amount of television I was watching. She said she would ² _____ (allow) me ³ _____ (choose) one soap opera a week and obviously I would need ⁴ _____ (keep on) ⁵ _____ (watch) my football team on Saturday afternoons. I had expected ⁶ _____ (find) this very difficult because I was a real telly addict, but surprisingly I managed ⁷ _____ (break) the habit quite quickly. I admit I missed ⁸ _____ (sit down) in front of my favourite programmes every evening, but having free evenings has encouraged me ⁹ _____ (see) my friends more often and helped me ¹⁰ _____ (organise) my time better. I have stopped ¹¹ _____ (think) about the characters in my favourite programmes and I am trying ¹² _____ (take up) other interests such as learning ¹³ _____ (play) the saxophone.

Preview 6

Ways of comparing

- 1 a Complete these sentences using the prompts in brackets. Check in Preview p150.

- 1 Street surveys are a great deal more successful than telephone surveys. (a great deal / successful)
- 2 Interviewing people in the street is _____ as I imagined. (nowhere near / scary)
- 3 However, it's _____ in the winter, when the weather is bad. (twice / hard)
- 4 I've noticed that women are usually _____ to stop than men. (slightly / willing)
- 5 But men are _____ if you do interview them. (just / helpful)
- 6 One tip is to make sure the interview takes _____ than three minutes. (no / long)
- 7 Over the years I've got _____ at getting the information I need. (considerably / good)
- 8 But dealing with the paperwork is _____ as doing the interviewing. (almost / difficult)

- b Which of the words/phrases in bold in 1a are used to talk about:

- a a big difference?
- b a small difference?
- c no difference?

Adverbs

- 2 Choose the correct words. Check in Preview p150.

- 1 Have you travelled anywhere interesting *latellately*?
- 2 Nowadays, people have to work really *hard/hardly* to earn a good living.
- 3 That pony can jump very *highly/high*.
- 4 We arrived at the meeting really *latellately*.
- 5 Unfortunately, the story ended *unhappy/unhappily*.
- 6 It's amazing how *easy/easily* she got that work done.
- 7 He has settled in here really *well/good*.
- 8 It's *surprising/surprisingly* cold for this time of year.
- 9 Fortunately, she's feeling *finel/finely* now.

Preview 7

Conditionals (basic forms)

- 1 a Match a conditional clauses 1–4 to main clauses a–d. Check in Preview p153.

- | | |
|--|---|
| 1 If you do more than 50kph along this road, | a the police wouldn't have stopped you. |
| 2 If you get any more points for speeding, | b you get caught by speed cameras. |
| 3 If you lost your licence, | c you'd probably lose your job. |
| 4 If you hadn't gone through that red light, | d you'll be banned from driving. |

b Look at the sentences in 1a. Which is a zero, first, second and third conditional?

c Match sentences 1–4 in 1a to these meanings.

- a an imaginary situation in the past
- b an event/situation that is a general truth/fact
- c an imaginary situation in the present or future
- d a possible/likely future result

d Fill in the gaps with a zero, first, second or third conditional form of the verbs in brackets.

- Get your coat. If we leave now, we'll still be there in plenty of time for the next show. (leave)
- Don't worry – just follow my instructions. If you switch off the computer and then start it up again it _____, I promise. (work)
- If you could have any pet in the world, what _____? (you/choose)
- If I _____ that newspaper article, I wouldn't have realised he was alive! (not see)
- Don't forget about those plants. Unless you _____ them properly, they die. (look after)

Passive forms

- 2 Make passive sentences starting with the correct form of the words in bold (you may need to change the pronoun). Check in Preview p154.

- His company often sends **him** abroad.
He is often sent abroad by his company.
- People are blaming **him** for the current problems.
- Charles Dickens wrote **Bleak House**.
- My teacher was always encouraging **me** to write.
- Someone has stolen **my** car.
- The kids had left **all the** food.
- They are going to announce **the** results soon.
- Someone should tell **my** mother.
- They could have invited **Fred**.

Preview 8

Wish and if only

- 1 a Tick the correct words/phrases in bold. Then correct the mistakes. Check in Preview p156.

- If only I **didn't** have to leave today,
- If only I **know** someone who could help,
- I wish Tom **is** here,
- I wish it **isn't** raining,
- If only I **knew** you were coming,
- If only we'd **been** taught languages at primary school,
- I wish I **can** live here,
- I wish more young people **would** vote,
- If only Nancy **gets** her hair cut,

b Complete 1–9 with **but** + subject + auxiliary verb. Is the auxiliary verb past, present or future? Why?

If only I didn't have to leave today, but I do.

c Complete these sentences with the correct form of the verb in brackets.

I wish:

- she had told me about it before. (tell)
 - she _____ me what the problem is. (tell)
- I _____ more time to help you tomorrow. (have)
 - I _____ more time to help you yesterday. (have)
- I _____ you more often. (can see)
 - I _____ you when you were in town. (can see)
- I _____ work last night. (not have to)
 - I _____ to study for tomorrow's exam. (not have to)
- he _____ making all that noise. (stop)
 - he _____ smoking when he was told to. (stop)

Preview 9

Simple v continuous

- 1 a** Look at these sentences. Which uses of the continuous are correct (C), incorrect (I) or unlikely (U)? Check in Preview p159.
- I'm not often **meeting up** with old school friends.
 - I've **been reading** six of his books recently.
 - He **was dying** on 20 March 1997.
 - I've **been living** here for a long time.
 - I **was living** there for six years.
 - I think I'm **becoming** less materialistic.
 - A** What are you doing?
B I'm **looking for** my contact lens.
 - I **was just leaving** when Jim **was turning up**.
 - I'm **living** in rented accommodation at the moment.
- b** Read these rules. Are the verbs in the box state verbs (S) or activity verbs (A)?
- Verbs that describe states are not normally used in the continuous form: *I believe you.* not ~~*I'm believing you.*~~
 - Verbs that describe activities can be used in both the simple or continuous form: *I live in Cornwall.* *I'm living in Cornwall.*

hate (S)	work (A)	prefer	understand	plan
play	know	recognise	want	do
walk	suppose	agree	mean	seem
contain	listen	consist	study	belong
talk	take	give	own	

an/an, the or no article (-)

- 2** Choose the correct answer, *a/an, the* or no article (-). Check in Preview p160.
- Some of ¹ *a/the* hottest nightclubs have ² *-/a* method for checking the identity of ³ *a/-* VIP guest. They send ⁴ *an/-* entry pass in the form of a barcode to ⁵ *-/the* VIP's mobile phone. This is scanned by ⁶ *a/-* doorman. Even those who must pay to get in may need their handset. At a recent night at ⁷ *A/The* Ministry of Sound in ⁸ *-/the* London, students were offered discounts if they used ⁹ *the/-* mobile phones to buy electronic tickets.

Preview 10

Modal verbs (functions)

- 1 a** Match functions a–h to groups of sentences 1–8. Check in Preview p162.
- ability
 - refusing
 - obligation
 - advice
 - permission
 - prohibition
 - criticising people's past behaviour
 - for repeated/typical behaviour
- My brother could surf when he was eight. Unfortunately she can't touch-type.
 - You can use my phone.
May I use your phone?
Could I leave early today, please?
 - Ben had an eye test and he's got to wear glasses. You must get your brakes fixed, they're dangerous.
 - You should return this because it doesn't work. He ought to change his accountant.
 - She'll come home and immediately turn on the TV.
He'd always stop for lunch at noon.
 - I won't let her use my car.
She wouldn't give me a lift last night.
 - They ought to have told you.
She should have gone to university.
 - You can't smoke on any public transport.
- b** Choose the correct word/phrase. Sometimes both are possible.
- We *could/were allowed to* wear whatever we wanted at school.
 - We *could/were allowed to* interview her yesterday.
 - I lost my key but I *could/managed to* climb in through the window.
 - I tried to start the car but I *couldn't/didn't manage to*.
 - I *was able to/could* meet him last Friday.
 - They said we *could/were able to* stay.
 - A** Did you have to change planes?
B No. *I didn't need to/I needn't have*. There was a direct flight.

Photocopiable Materials

Class Activities

Instructions

There are 33 Class Activities (p137–p173). These worksheets give extra communicative speaking practice of the key language taught in the Student's Book. Each activity matches a lesson in the Student's Book. For example, 1A *Getting to know you* matches lesson 1A. There is one activity for each lesson and also an additional review activity at the end of units 3, 6 and 9 that practises language from the preceding three units.

The Class Activities can be used as extra practice when you have finished each lesson or as review activities in the next class or later in the course.

Many of the activities involve students working in pairs or groups. When you have an odd number of students:

- ask two lower-level students to share a role card;
- give two role cards to a stronger student;
- vary the size of the groups.

1A Getting to know you p137

Language

Time expressions with Past Simple and Present Perfect

Activity type, when to use and time

'Find someone who'. Use after lesson 1A. 20 minutes.

Preparation

Photocopy one worksheet for each student.

Procedure

- Give a copy of the worksheet to each student. Students work on their own and choose the correct verb form for each sentence in the first column.
- Explain to students that they are going to try and find someone in the class who matches each sentence. Students write a follow-up question for questions 1–10.
- Students move around the room and ask questions 1–10. Point out that they only need to find one person who answers 'yes' to each question. When they find a person who answers 'yes' to a question, they should write his/her name in the second column on the worksheet. Then they should ask him/her one or two follow-up questions and make notes on the answer(s).

1 has read 2 has grumbled 3 worked 4 studied
5 gossiped (if the student considers the week has finished); has been gossiping (if the student considers the week has not finished) 6 started 7 has come
8 went (if the student considers the year has finished); has been (if the student considers the year has not finished) 9 has finished 10 has taken; has been studying

1B Student survey p138

Language

Cleft sentences

Activity type, when to use and time

Class survey. Use after lesson 1B. 25–30 minutes.

Preparation

Photocopy one worksheet for each group of three students. Cut into three separate worksheets.

Procedure

- On the board, write *When it's a hot weekend, most people in the class ...*. Elicit the question you'd need to ask in order to survey the class. For example, *When it's a hot weekend, what do you do?* Use this question to do a quick survey of the class to find out if their prediction was correct. Now write *What happens ...* on the board and elicit the rest of the sentence from the class. For example, *What happens when it's a hot weekend is most people go to the beach.*
- Divide the class into three groups, A, B and C. Give a copy of the appropriate worksheet to each student and ask them, in their groups, to read through statements 1–4 in bold and predict the answers.
- Rearrange the class so that students are sitting in groups of three, with one student from group A, one from group B and one from group C in each group.
- Ask students to interview the members of their group in order to find out if their predictions are correct.
- When the students have finished interviewing each other, ask them to return to their original groups and share the results of their interviews.

Student A 1 What happens when it's a rainy weekend is that most people in the class ... 2 It's ... that most people enjoy doing on a Saturday morning. 3 It wasn't until they were ... that most people were allowed to stay up after 9 p.m. 4 What most people in the class do when they get stressed is ...

Student B 1 It'd be ... that most people in the class would eat ... if they wanted something special. 2 It's by ... that most people in the class go to school/work. 3 It's not until ... that most people in the class get up at the weekend. 4 What happens during summer evenings is that most people in the class ...

Student C 1 What most people have for breakfast is ... 2 The reason why most people in the class chose this school is that ... 3 It's ... that most people in the class enjoy doing in their English lessons. 4 It's by ... that most people keep in touch with their friends.

1C In other words, ... p139

Language

Explaining and paraphrasing

Activity type, when to use and time

Role play. Use any time after lesson 1C. 15–25 minutes.

Preparation

Photocopy one worksheet for each pair of students.

Procedure

- Put students into pairs.
- Tell students that they're going to imagine they are two colleagues who are sitting next to each other on the train on their way home from work. Students are going to write a conversation between them.
- On the board, write A *So, what do you think about _____?*
B *Mmm, that's an interesting one. Well, _____ . In other words, _____ .* Elicit possible ideas from the class on how to complete the conversation.
- Give each pair a copy of the worksheet.
- In pairs, students complete the conversation using their own ideas.
- Students role-play the conversation in pairs. Encourage them to pay attention to the notes in italics and consider their intonation to bring the conversation to life. Ask more confident pairs to act out their conversation without the script.
- Rearrange the class so that each pair is sitting with another pair. If there is an extra pair, create a group with three pairs. Ask each pair to role-play their conversation.
- Elicit from the class the similarities and differences between the conversations they heard.
- Invite one group to role-play their conversation in front of the whole class.

2A The great brain game p140

Language

Relative clauses with prepositions

Activity type, when to use and time

Pairwork quiz. Use any time after lesson 2A. 20–25 minutes.

Preparation

Photocopy one quiz worksheet for each pair of students. Cut into two separate worksheets.

Procedure

- On the board, write *In his lifetime, Van Gogh wrote more than 800 letters. Many of them were sent to his brother Theo. (many of which)* Ask the class to help you rewrite the two sentences so that they're joined by *many of which*. For example, *In his lifetime, Van Gogh wrote more than 800 letters, many of which were sent to his brother Theo.* Ask the students if they

think the information in this statement is true or false. (Answer: true.)

- Pre-teach *non-threatening, pathologist, pi, autistic and child prodigy*.
- Divide the class into two groups, A and B. Give each student a copy of the appropriate worksheet. Students are not allowed to show their quizzes to a student in the other group.
- Ask students to work in pairs with someone from the same group and join the two sentences in each bubble with the words in brackets.
- Check answers with the class.
- Pair a student from group A with a student from group B. Each student reads out a sentence. The other student says if it is true or false. If he/she is correct, he/she gets two points. Before students begin, point out that the answers to the quiz and some additional information are at the bottom of each worksheet.
- At the end of both quizzes, each student adds up his/her points. The student with the most points in each pair wins.
- Ask the class which facts they found most interesting and why.
- For follow-up, students with access to the Internet can research further information about each person.

Student A 1 Vincent Van Gogh's artistic career lasted for ten years, during which he painted almost 900 pictures. **2** James Wannerton suffers from synaesthesia, a non-threatening neurological condition with which words that he hears activate his sense of smell. **3** There are more than 5,000 world languages, of which Harold Williams, the world's greatest linguist, spoke 58. **4** Aged seven, Akrit Jaswal from India proudly dressed up as a doctor, at which point he carried out his first operation. **5** Derek Paravicini can listen to a piece of music just once, after which he plays it back perfectly from memory. **Student B 1** In 1995 pathologist Thomas Harvey met up with a Princeton University neuroscientist to whom he gave Albert Einstein's diary. **2** In 2001, autistic artist Stephen Wiltshire took a helicopter ride across London, after which he created an amazingly detailed drawing from memory in just three hours. **3** In his mind, child prodigy Jay Greenberg can see a photograph of a new mathematical equation, to which he rarely has to make changes after he writes it down. **4** Akira Haraguchi has an amazing brain with which he can remember Pi to 140,000 digits. **5** In 1994 Tony Cicoria was hit by lightning and became obsessed with playing the piano and classical music, neither of which he was interested in beforehand.

2B ▶ Survival at sea p141**Language**

Participle clauses

Activity type, when to use and time

Information gap. Use after lesson 2B. 15–20 minutes.

Preparation

Photocopy one worksheet for each pair of students.

Procedure

- Tell students that they are going to read a true story about a sailing trip from the UK to the Caribbean.
- Divide the class into two groups, A and B. Give each student a copy of the appropriate worksheet.
- Put students into pairs so that a student from group A is working with a student from group B.
- Tell students that extract A is the first part of the story and extract N is the final part, but the other extracts of the story are mixed up. Student A starts by reading the first extract (extract A). Student B should find and read the second extract, student A should find the third and so on until the story is complete.

K2 E3 I4 B5 M6 F7 J8 D9 H10 C11 L12 G13

2C ▶ Tourism role play p142**Language**

Making recommendations

Activity type, when to use and time

Discussion and presentation. Use any time after lesson 2C. 25–35 minutes.

Preparation

Photocopy one worksheet for each student.

Procedure

- Divide the class into four groups, A, B, C and D. Put students into groups of four, with one student from groups A, B, C and D in each group.
- Give each student a worksheet. Tell the class that you are the Minister of Tourism in Calamango and you would like to hear their recommendations for the Calamangan tourist industry. Give the groups a time limit (e.g. 15 minutes) to brainstorm recommendations.
- Give students another time limit (e.g. five minutes) to review their list of recommendations in groups and agree on the top three. Ensure that each student in each group has these three recommendations written down.
- Rearrange the class into groups of three or four so that student As are together, student Bs are together, etc.
- Tell the class that each student must present their recommendations to the others in their group. The group must then choose the best three recommendations.

3A ▶ Connotation crossword p143**Language**

Positive and negative character adjectives

Activity type, when to use and time

Paired crossword. Use after lesson 3A. 15–20 minutes.

Preparation

Photocopy one worksheet for each pair of students. Cut into two separate worksheets.

Procedure

- Divide the class into two groups, A and B. Give each student a copy of the appropriate worksheet.
- Students work in pairs with a student from the same group and check they know the meanings of all the words in their crossword.
- Put students into new pairs so that a student from group A is working with a student from group B. Students are not allowed to look at each other's worksheets.
- Students then take turns to give clues for the words in their crossword.
- Finally, students check their completed crossword and their spelling with their partner.

3B ▶ This is my life p144**Language**

Inversion

Activity type, when to use and time

Writing activity. Use any time after lesson 3B. 15–25 minutes.

Preparation

Photocopy one worksheet for each student. Write a number in the box on the worksheet for each student in your class. For example, if you have 16 students, write 1–16 on the worksheets. Shuffle the worksheets so they are not in numerical order.

Procedure

- Give each student a copy of the worksheet.
- Students work on their own and complete the worksheet about themselves. Remind them that the text focuses on the use of inversion. Monitor and help with any errors.
- Collect the completed worksheets and shuffle them. Put the worksheets up around the room.
- Put students into pairs. Each pair moves around the room and guesses who wrote each worksheet. Students should make a note of the number of each worksheet and the name of the student they think wrote it.
- Students continue until they have read all the worksheets. While they are doing this, read the worksheets yourself and make a note of any consistent errors that you were not able to pick up when monitoring previously.
- Check answers with the class and find out which pair had the most correct guesses.

3C ▶ Tactful or tactless? p145

Language

Being tactful

Activity type, when to use and time

Mingle. Use any time after lesson 3C. 15–20 minutes.

Preparation

Photocopy one worksheet for each group of 12 students. Cut the question cards into sets and shuffle each set. Cut out the *tactless* and *tactful* cards.

Procedure

- Give each student a question card and ask them to memorise it. Give each student a *tactful* or *tactless* card. Students are not allowed to look at each other's cards.
- Tell students that they are going to move around the class and ask their questions. Each student should answer the questions. If they have a *tactless* card, they can reply tactlessly. However, if they have a *tactful* card, they must reply as tactfully as possible. The aim is to guess which students are tactful and which are tactless.
- The students move around the room and ask and answer their questions. Encourage students to extend the conversations each time before moving on to another student. For example, A *Do you think I should change my hairstyle?* B *Well, it could be a bit more up-to-date.* A *Really? How?* B *Well, why don't you try that new salon in town? They might have some ideas that would really suit you.* A *OK, great! I'll give it a try.*
- After the mingle, ask the students to work in pairs and discuss which students they thought were tactless, in what way and how they could have been more tactful.

1–3 ▶ Review: board game p146

Language

Review of lessons 1A–3C

Activity type, when to use and time

Board game. Use after lesson 3C. 15–20 minutes.

Preparation

Photocopy one worksheet for each group of three or four students. You also need a dice for each group and a counter for each student.

Procedure

- Put students into groups of three or four. Give each group a copy of the board, a dice and counters (or students can use their own counters). Ask one student with a watch in each group to be the timekeeper. Students all start on the *Start* square.
- Students take turns to throw the dice and move around the board. When a student lands on a *Talk for one minute about* square, he/she must talk about the topic for one minute without hesitating. If he/she stops talking before the minute is up, he/she must move back to his/her previous square.

- When a student lands on one of the other squares, he/she must answer the question correctly in order to stay on the square. If a student can't answer the question, he/she must move back to his/her previous square.
- If a student lands on a square which has already been answered, he/she must answer the question again.
- The game ends when one student reaches *Finish*.

1 spontaneous 2 picked 4 hard of hearing 7 Staying 9 louder than words 11 come out in 12 broadly speaking/in the main/on the whole/as a rule 13 He always butts in ... 14 submissive 15 another man's poison 16 've been 18 heritage 22 gorgeous Chinese silk 23 terms 24 finished 27 wonder 28 bitterly 29 Its condition is worse than in the past. 31 e.g. I think softer/more muted colours suit you better. 32 What I do if I'm tired is have a nap. 33 of which

4A ▶ No comment! p147

Language

Phrases referring to the future

Activity type, when to use and time

Information gap. Use after lesson 4A. 15–20 minutes.

Preparation

Photocopy one worksheet for each pair of students. Cut into three separate cards – one table and information card, one student A card and one student B card.

Procedure

- Tell the students that five media celebrities have recently issued press releases about their future plans. The students are journalists working for a national gossip magazine. They've discovered some additional information about the celebrities which will make great news stories. They have to pass on the stories to their editor but their notes have got mixed up and they can't remember which news story goes with which celebrity.
- Divide the class into two groups, A and B. Give each student a copy of the appropriate card.
- Put students into pairs, so that a student A is working with a student B. Students are not allowed to look at each other's cards. Give each pair a copy of the table and information card which they can both look at.
- Each student takes it in turns to say a clue from his/her worksheet. The students work together to complete the table from the clues.

John newsreader, announcing retirement, was sacked for rudeness

Jim film director, releasing a documentary about the environment, uses a private plane

Jack ex-model, promoting a TV internet service, downloaded music illegally

Jennifer TV executive, being made head of a TV station, doesn't own a TV

Julie soap star, publishing a book, copied someone's work

4B Guess the word p148**Language**

Near synonyms

Activity type, when to use and time

Guess the word game. Use any time after lesson 4B. 20–25 minutes.

Preparation

Photocopy one worksheet for each group of four students. Cut into four separate cards.

Procedure

- Divide the class into four groups, A, B, C and D. Give each student a copy of the appropriate card.
- Students work in pairs with a student from the same group and check they know the meanings of all the words/phrases on their card. Students then write one or two near synonyms for the words/phrases on their card. Monitor and check that the words are suitable.
- Write *courageous* on a piece of paper and fold it over so it is not visible. Tell the class that there is a word on the paper that you want them to guess but there are two near synonyms that you are not allowed to say in your definition. Define the word *courageous* to the class without saying *brave* or *reckless*. For example, *This is an adjective which describes a person who can control his/her fear when there is danger.*
- Put students into groups of four, with one student from groups A, B, C and D in each group. Students are not allowed to look at each other's cards.
- Each student takes it in turns to give a definition of one of the words/phrases on his/her card and the other students try to guess it. However, the student giving the definition must **not** use any part of the word/phrase, or any near synonyms in their definition.
- The first student to guess the word/phrase gets one point. Students then have a chance to say what they think the forbidden near synonym was. The student who guesses each word/phrase first gets one point.
- When all words/phrases have been guessed, the student in the group with the most points wins.

4C The powers of persuasion p149**Language**

Persuading

Activity type, when to use and time

Role play. Use any time after lesson 4C. 20–30 minutes.

Preparation

Photocopy one worksheet for each group of three students. Cut into three separate role cards.

Procedure

- Ask students if they are familiar with the paparazzi and if these photographers exist in their country.
- Divide the class into three groups: Members of Parliament, celebrities and magazine editors. Arrange

the class so that each group is sitting together.

- Give each student an appropriate role card. Students work in their groups and prepare for the task on their cards.
- Rearrange the class so that students are sitting in groups of three, with one Member of Parliament, one celebrity and one magazine editor in each group.
- Ask each Member of Parliament to start the meeting and listen to the views of the celebrity and the editor. Encourage the Member of Parliament to ask questions, and express his/her own views. You can set a time limit of 15 minutes.
- Finally, ask each Member of Parliament to vote for or against the law and say why they were persuaded to make their decision.

5A Prefix pelmanism p150**Language**

Word building

Activity type, when to use and time

Pelmanism. Use any time after lesson 5A. 15–20 minutes.

Preparation

Photocopy one worksheet for each group of three students. Cut into sets. Shuffle each set.

Procedure

- Put the class into groups of three. Give each group a set of cards. Ask them to spread the cards out face down on the table in front of them, with the small cards (the prefixes) on the left and the large cards on the right.
- Students take turns to turn over one small card and one large card. If a student thinks the two cards match, he/she gives a definition of the word.
- If the cards match and the definition is correct, the student keeps the pair of cards and has another turn. If a student thinks that another student's cards don't match or the definition is wrong, he/she can challenge him/her. If students can't agree, they can ask you to adjudicate. If the cards don't match or the definition is wrong, the student puts the cards back face down in exactly the same place and the turn passes to the next student.
- The activity continues until all the cards are matched up. The student who collects the most cards wins.
- If a group finishes early, students can take turns in testing each other by saying the prefixes on the small cards.

5B Picture story p151**Language**

Verb patterns

Activity type, when to use and time

Paired picture story. Use any time after lesson 5B. 20–30 minutes.

Preparation

Photocopy one worksheet for each pair of students.

Procedure

- Put students into pairs. Give each pair a worksheet.
- Ask students to reorder the pictures and make a story. Students can start with any picture, and create any order they like. They should include the phrases under each picture (using the names or pronouns as necessary) and make sure they use infinitive + *to* or verb+*ing* correctly. Encourage students to add extra information and make the stories as interesting as possible.
- Ask students to work with a different partner. Each student tells his/her story. Ask the pairs to see how similar or different their stories are.

5C Carry on talking p152

Language

Conversational strategies

Activity type, when to use and time

Discussion game. Use after lesson 5C. 15–20 minutes.

Preparation

Photocopy one worksheet for each group of three students. Cut into one set of phrase cards and one set of topic cards.

Procedure

- Divide the class into groups of three and give each group a set of phrase cards. Ask a member of each group to shuffle the phrase cards and then deal them out equally to each student in the group.
- Give each group a set of topic cards, face down in a pile in front of them.
- The dealer takes the first topic card, reads it out and starts the conversation. In turn, each student contributes to the conversation. They can agree or disagree with the topic on the card. While each student is speaking, he/she tries to use a phrase on one of his/her phrase cards in a natural way. When he/she has used a phrase, he/she puts the card down on the table face up.
- The aim of the game is for each student to use his/her six phrases within the conversation before the others. However, it must be done in a natural way. If the phrase is not used appropriately, the other students can object and the speaker is not allowed to put it down.
- If discussion on a topic stops, a player can pick up the next topic card and continue with that topic.

6A Anti-social behaviour p153

Language

Formal and informal ways of comparing

Activity type, when to use and time

Ranking and discussion. Use any time after lesson 6A.

20–35 minutes.

Preparation

Photocopy one worksheet for each student.

Procedure

- Tell the class about a social habit that you find annoying (e.g. a neighbour playing very loud music) and elicit the concept of anti-social behaviour.
- Tell students that they are going to read a list of habits which some people might find anti-social and irritating and others might find acceptable. Check students understand *litter*, *swear words* and *jumping the queue*.
- Ask each student to read the list of habits and decide which ten are the most anti-social and harmful to society. Ask students to rank these from 1 to 10 (1 = the most anti-social).
- Put students into pairs. Ask each pair to compare answers and agree on the top five anti-social habits, then rank them from 1 to 5 (1 = the most anti-social). Encourage students to use informal ways of comparing when speaking. For example, *For me, someone eating in public isn't anywhere near as bad as someone eating with his/her mouth open because this is considered to be very bad manners in my country*. Students must convince each other that their choices are the worst by giving good arguments for and against each habit.
- Ask pairs to work together in groups of four to compare answers and agree on the top five anti-social habits.
- Ask each group to work together and write a short summary explaining their top five anti-social habits. Encourage students to use formal ways of comparing.

6B Grab a word game p154

Language

Position of adverbials

Activity type, when to use and time

Sentence completion and board game. Use any time after lesson 6B. 15–25 minutes.

Preparation

Photocopy one worksheet for each student. You also need a dice for each group and a counter for each student.

Procedure

- On the board, write *I _____ drink coffee _____* and *_____ I can _____ do my homework _____*. Elicit possible adverbials to fill each gap. For example, *I usually drink coffee at home. Unfortunately, I can never do my homework quickly*. Use these sentences to review the position of the different types of adverbial from **GRAMMAR 6.2** SB p150.
- Put students into groups of three. Give each student a sentence card. Give each group a copy of the board, a dice and three counters (or students can make their own counters). Students all start on the *Start* square.
- Students take turns to throw the dice and move around the board. When a student lands on a square, he/she can choose one of the words/phrases and write it in one

of the gaps in his/her sentences. He/She must cross this word out on the board so it is no longer available.

- Students can go around the board as many times as necessary to complete the game. If students land on a square where all of the words are crossed out, they must wait until their next turn.
- Students continue until one of them is able to complete all of his/her sentences. He/She must then show the sentence card to the other students. If the other students are happy that the sentences are correct, the student is the winner.

6C ▶ What a joke! p155

Language

Telling a joke

Activity type, when to use and time

Speaking activity. Use any time after lesson 6C. 20–25 minutes.

Preparation

Photocopy one worksheet for each group of three students. Cut into three separate worksheets.

Procedure

- Write on the board: *Man / walk / pet shop / say / "I'd like / puppy / for my son." / Shop assistant / reply / "Sorry / sir / we / not / do / part-exchange."*
- Tell the class that these are prompts to a joke. Elicit the joke in full and write the possible answer on the board under the prompts. *A man walks into a pet shop and says, "I'd like a puppy for my son." The shop assistant replies, "I'm sorry, sir. We don't do part-exchange."* Note that jokes are often told in the present tense to make the joke seem more immediate.
- Divide the class into three groups, A, B and C. Give each student a copy of the appropriate worksheet.
- Students work with another student in their group and write their joke from the prompts on the worksheet. Encourage students to think of ways to adapt the language in the joke to make it as funny as possible.
- Ask students to discuss techniques they can use to tell the joke in as interesting a way as possible. Encourage them to practise telling the joke to their partner.
- Rearrange the class so that students are sitting in groups of three, with one student from group A, one from group B and one from group C in each group.
- Each student tells his/her joke to the group. Monitor students' use of language.
- After each student has told his/her joke, each group decides which joke was the funniest.

4–6 ▶ Review: Cash quiz p156

Language

Review of lessons 4A–6C

Activity type, when to use and time

Quiz. Use any time after lesson 6C. 20–25 minutes.

Preparation

Photocopy one team A worksheet for half the number of students in your class and one team B worksheet for the other half. Cut each worksheet into the score board and the question sheet.

Procedure

- Put the class into groups of four or six.
- Divide each group into two teams of two or three students, team A and team B. Give each student in each team a copy of the appropriate score board and question sheet. Students are not allowed to look at the other team's question sheet.
- Focus students on the score board. Tell students that there are eight categories of question. For each category there is a question worth £500 and a question worth £250. The £500 questions are more challenging than the £250 questions. The aim is to be the first team to win £5,000 or more.
- Students toss a coin to decide which team starts. The starting team chooses a category and a question (e.g. Adverbials £500). The other team reads that question from the relevant section on their question sheet. If the team answers the question correctly, they can add the money (e.g. £500) to their score board. If the team answers the question incorrectly, they get no money and their total remains the same. In both cases, the question is crossed off the question sheet and cannot be answered again. Point out that the answers to the questions are in brackets on the question sheets.
- Students take it in turns to choose a category and answer the questions until a team reaches £5,000.

7A ▶ You said it! p158

Language

Conditionals

Activity type, when to use and time

Sentence completion and mingle. Use any time after lesson 7A. 15–25 minutes.

Preparation

Photocopy one worksheet for each group of four students. Cut into separate cards. Shuffle the cards in each set.

Procedure

- Give four cards from a single set to each student. Ask students to complete the conditional sentences with true information about themselves. If students cannot think of a way to complete a particular sentence, they can ask you for a different one. Students are not allowed to look at each other's cards.
- When students have completed their sentences, collect all the cards, put them in a bag and mix them up. Ask students to pick out one card each from the bag. (If students pick one of their own cards, they should put it back and pick another one.)
- Tell students that they are going to try and find the person who wrote the sentence on the card they have picked. Students prepare questions to find out who wrote the sentence on the card they picked.

- Students move around the class asking their questions.
- When students have found the person who wrote their card, they keep the card and pick another from the bag. The activity continues until the bag is empty. The student with the most cards wins.

7B Fact or fiction? p159

Language

Impersonal report structures

Activity type, when to use and time

Sentence transformation and information gap. Use any time after lesson 7B. 20–25 minutes.

Preparation

Photocopy one worksheet for each pair of students. Cut into separate worksheets.

Procedure

- On the board, write *It that a duck's quack doesn't echo but is this claim correct?* (claim) Elicit the correct form of the verb in brackets and write it in the gap (*is claimed*). Ask the students to answer the question. Tell them that the claim is a common myth or misconception and that in fact a duck's quack does echo, although quite softly.
- If necessary, pre-teach *chameleon*.
- Put students into two groups, A and B. Give each student a copy of the appropriate worksheet. Tell students not to look at the answers at the bottom of their worksheets and not to show their worksheets to a student in the other group.
- Students work in pairs with someone from the same group to complete the gaps with the correct form of the words in brackets. Check the sentences with the class without giving away the answers to the questions.
- Each pair now answers each question before checking their answers at the bottom of their worksheets.
- Rearrange the class so that a student from group A is sitting with a student from group B. Students take it in turns to read out a question. If a student answers a question correctly, he/she gets one point.
- Each student adds up their points. The student with the most points wins.

Student A 1 is often claimed to be 2 is generally assumed 3 is widely believed 4 is often thought to be 5 is sometimes said 6 was reported

Student B 1 is widely believed 2 it was reported 3 are said to exist 4 is often claimed 5 is sometimes feared 6 are thought to change

7C Crime circle p160

Language

Intonation of questions

Activity type, when to use and time

Discussion circle. Use any time after lesson 7C. 30–40 minutes.

Preparation

Photocopy one worksheet for each group of six students. Cut into separate discussion cards and keep in sets.

Procedure

- Divide the class into groups of six students. Divide each group in half, with three student As and three student Bs. Pair each student A with a student B.
- Give two discussion cards from each set to each student within each group.
- Student A reads out a statement and invites student B to give their opinion. Student A asks follow-up questions, using appropriate intonation. Student B then reads out a statement and invites student A to give their opinion. Student B asks follow-up questions, using appropriate intonation.
- At the end of the time limit (e.g. five minutes), both students make a note of their partner's opinions for later in the activity.
- Ask each student B to work with a different student A in their group. Repeat the previous two steps.
- Students continue to move around the group and discuss their statements until all the questions have been discussed.
- Rearrange the class so that in each group all the student As are sitting together and all the student Bs are together.
- Students discuss their questions in groups, and take turns to repeat the responses they received.

8A The council meeting p161

Language

Past verb forms with present or future meaning

Activity type, when to use and time

Debate. Use any time after lesson 8A. 30–45 minutes.

Preparation

Photocopy one agenda for each student and one set of role cards for each group of five students. Cut into agendas and separate role cards.

Procedure

- Divide the class into five groups, A–E. Give each student in group A a copy of the student A role card and the agenda; each student in group B a copy of the student B role card and the agenda, etc. Try to choose confident students to be the Chair (student A).
- Give students time to read the information on the agenda and their role cards. Check they understand the situation. Students then work in their groups and follow the instructions on their role cards.
- While students are working, write useful language from **GRAMMAR 8.2** SB p157 on the board: *It's high time, I'd sooner*, etc.
- Rearrange the class so that students are sitting in groups of five, with one student from group A, one student from group B, etc. in each group. Focus students on the language on the board and remind them to use this during the discussion.

- Ask the Chairs to start the meetings. Allow about 15–20 minutes for students to discuss all their options and arrive at a final spending plan.

8B ▶ The thrill-seekers p163

Language

Word building (2): suffixes

Activity type, when to use and time

Gap-fill and information gap. Use any time after lesson 8B. 20–25 minutes.

Preparation

Photocopy one worksheet for each pair of students. Cut into two separate worksheets.

Procedure

- Ask the class if they know any thrill-seekers, personally or in the news.
- Divide the class into two groups, A and B.
- Pre-teach *phenomena* and *parachute jump*.
- Give each student a copy of the appropriate worksheet. Ask students to fill in the gaps with the correct form of the words in brackets. Students can use a dictionary if necessary.
- Check answers with the class.
- Students work in pairs with a student from the same group and write down 10 key words from the text that will help them to summarise it to a student from the other group.
- Put students into new pairs so that a student from group A is working with a student from group B. Ask students to cover their texts and use their 10 words to summarise the information about the thrill-seekers for their new partner.
- On the board, write *Why do you think these men do what they do? How do you think their families feel about it?* Ask the students to discuss these questions.

Student A 1 adventurous 2 natural 3 annually
4 potentially 5 darken 6 investment 7 eagerness
8 active 9 diversified 10 memorable **Student B**
1 continuously 2 achievement 3 visibility 4 definitely
5 intensify 6 strengthen 7 acceleration 8 remarkable
9 determination 10 incidentally

8C ▶ What a dilemma! p164

Language

Explaining choices

Activity type, when to use and time

Discussion. Use any time after lesson 8C. 20–30 minutes.

Preparation

Photocopy a worksheet for each student.

Procedure

- Give each student a copy of the worksheet. Ask students to read through dilemmas 1–10 and think about their

choices. Give them time to think about their reasons for making those choices.

- Put students into pairs or groups of three and ask them to give and explain their choices.

9A ▶ Verb dominoes p165

Language

Verbs with different meanings

Activity type, when to use and time

Dominoes. Use any time after lesson 9A. 15–25 minutes.

Preparation

Photocopy one set of dominoes for each pair of students. Cut into sets and shuffle each set.

Procedure

- Put students into pairs. Give one set of dominoes to each pair. The students share out the dominoes equally. Students are not allowed to look at their partner's dominoes.
- One student puts a domino on the table. His/Her partner puts another domino at either end of the first domino so that the two dominoes make a sentence. Encourage students to pay attention to the verb forms in bold when trying to match the dominoes. Once a student has matched two dominoes, he/she must explain the meaning of the verb form in bold in its context.
- Students continue taking turns to put dominoes at either end of the chain. If a student thinks the dominoes do not make a sentence, he/she can challenge his/her partner. If the sentence is incorrect, the student takes back the domino and the turn passes to his/her partner. If students can't agree, they can ask you to adjudicate.
- When a student can't put down a domino, the turn automatically passes to his/her partner.
- The game continues until one student has put down all of his/her dominoes, or until neither student can make a correct match. The student who finishes first, or who has fewer dominoes remaining at the end of the game, is the winner.

9B ▶ My partner p166

Language

Word building (3): productive suffixes

Activity type, when to use and time

Personalised information gap. Use any time after lesson 9B. 15–20 minutes.

Preparation

Photocopy one worksheet for each pair of students. Cut into two separate worksheets.

Procedure

- Divide the class into two groups, A and B. Give each student a copy of the appropriate worksheet.
- On the board, write the suffixes *-able*, *-led*, *-worthy*, *-minded*, *-free*, *-proof*, *-ish* and *-conscious*. Ask students

to work in pairs with someone from their group and complete the statements using one of the suffixes on the board.

- Check answers with the class, with students calling out the suffixes only. Note that the suffixes are the same for both worksheets, even though the words are different.
- Put a student from group A with a student from group B. If possible, put students with someone they don't know very well.
- Students work on their own and write a *T* in the second column on the worksheet if they think the sentence is true about their partner or an *F* if they think it is false.
- Students work with their partners and take turns to ask and answer questions about the sentences.
- For each prediction a student gets right, he/she gets a point. Encourage students to ask follow-up questions where possible. The student with the most points wins.

1 free 2 ish 3 conscious 4 minded
5 able 6 proof 7 led 8 worthy

9C Entrepreneur enterprises p167

Language

Presenting information

Activity type, when to use and time

Presentation. Use any time after lesson 9C. 30–60 minutes, depending on the size of the class.

Preparation

Photocopy one worksheet for each student.

Procedure

- Divide the class into groups of three or four students, depending on the size of your class.
- Give each student a copy of the worksheet. Ask the students to read the advert and tell you if they have this kind of TV programme in their own country.
- Focus students on the instructions and products. Tell students that they can choose a type of product from those illustrated or use an idea of their own if they have one. It is acceptable for more than one group to choose the same kind of product. Elicit any questions the students have about the activity. If necessary, give a time limit (e.g. 5–10 minutes) for the presentations.
- Give each group time to prepare their presentation, 30 minutes, for example. Monitor and help with ideas where necessary. Encourage students to prepare their talks thoroughly using the language in **REAL WORLD 9.1** SB p161 and to organise their ideas effectively. If possible, ensure the groups practise their presentations before giving them to the class.
- In turn, each group presents their product to the class. The class listen as the show's experts. After each presentation, invite the 'experts' to ask questions about the products.
- After all the presentations have been given, ask each 'expert' to write down the name of the best business idea presented on a piece of paper. They must not vote

for their own idea. Count all the votes of the class. The product with the most votes is the winner.

7–9 Review: Across the board p168

Language

Review of lessons 7A–9C

Activity type, when to use and time

Board game. Use any time after lesson 9C. 20–35 minutes.

Preparation

Photocopy one board 1/team A question sheet for half the number of students in the class and one board 2/team B question sheet for the other half. Cut into separate boards and question sheets.

Procedure

- Put students into groups of four or six. Give each group a copy of board 1.
- Divide each group into two teams, A and B. Give each student in each team a copy of the appropriate question sheet. Students are not allowed to look at the other team's question sheet.
- Focus students on board 1. Tell students that G = grammar, V = vocabulary and M = mystery question. Explain that the first team to make a line from the left-hand side of the board to the right-hand side wins.
- Students toss a coin to decide who starts. The teams then take turns to choose a hexagon on the board. When a team chooses a hexagon, the other team reads a question from the relevant section on their question sheets. If a team answers correctly, they win the hexagon and mark it in a suitable way, for example, by colouring it in the team's colour. If the answer is incorrect, the hexagon remains available (the other team doesn't get it). Explain that the students must read out the questions in numerical order and the answers are in brackets on the question sheet.
- When a group has finished playing, you can give them a copy of board 2 and ask them to play again. If students have run out of questions in a particular category, they can ask questions from another category instead.

10A Secret auction p170

Language

Subject/verb agreement

Activity type, when to use and time

Auction game. Use after lesson 10A. 20–30 minutes.

Preparation

Photocopy one worksheet for each pair of students.

Procedure

- Put the students into pairs. For larger classes, you may prefer to use groups of three or four students. Give each pair/group a copy of the worksheet.

- Tell the students that some sentences are correct and some are incorrect.
- Students work in their pairs/groups and decide if the subjects agree with the verbs in each sentence. If they think the sentence is wrong, they must decide how to correct it.
- Tell students that they can now bid for these sentences at a secret auction and that they should try to buy as many sentences as possible. Explain that each pair has £5,000 to spend and that they can only bid in multiples of £100 (£100, £200, etc.).
- Start by auctioning sentence 1. Give students two minutes to discuss how much of their £5,000 they're willing to spend on buying this sentence. Make sure they write the amount next to the sentence.
- Elicit the bid each pair/group has written next to sentence 1. They must read the amount on their worksheets and cannot change it at this stage. The pair/group with the highest bid has the chance to buy the sentence. When a pair/group buys a sentence, they must say whether they think the sentence is correct, or tell you the correct version of the sentence, before they are allowed to own it. If this pair/group gets the sentence wrong, they lose the money they have bid, but don't get the sentence. You can then auction the sentence to the next highest bidder. If two or more pairs/groups bid the same amount, give them the chance to bid secretly again.
- When a pair/group buys a sentence, they deduct the price from the £5,000 on their worksheet. If they tried to buy a sentence but didn't get the sentence correct, they must still deduct the money they spent from their total. Students can only spend £5,000.
- After sentence 1 has been sold, give the pairs/groups two minutes to discuss how much they want to spend on sentence 2. Elicit the bids from the pairs/groups and invite the winning pair/group to say if the sentence is correct or to give the correct version.
- The pair/group that has bought the most sentences at the end of the game wins. If two pairs/groups have the same number of sentences, the one with the most money remaining wins.

1 The council **was** given more money by the Prime Minister. 2 ✓ 3 I think our luggage **weighs** much more than the airline **allows** us. 4 Painting pictures **is** a wonderful way to relax after a stressful day at work. 5 Five kilometres **is** quite a long way – not all of us **want** to walk that far. 6 Being an only child **is** difficult for children who **want** many brothers and sisters. 7 ✓ 8 The sports equipment **was** not put back in the cupboard after the game. 9 The number of traffic accidents **has** been declining for many years due to lower speed limits on many roads. 10 ✓ 11 One of my friends **loves** going to the cinema by herself which most people think is strange. 12 The company **is** moving to another city later this year so some staff are being made redundant. 13 ✓ 14 ✓ 15 Working from home **is** a popular option for a number of staff who **have** a long journey to work.

10B Give me the sentence p171

Language

Modal verbs of certainty

Activity type, when to use and time

Information gap activity. Use any time after lesson 10B. 15–20 minutes.

Preparation

Photocopy one worksheet for each pair of students. Cut into sentence cards.

Procedure

- Divide the class into pairs.
- Give each pair a set of sentence cards.
- Each student takes it in turns to pick up a card and elicit the sentence from his/her partner. Tell students that they cannot use the words which are underlined when explaining the sentence to their partner.
- The pairs start the game at the same time. The first pair in the class to complete all of the sentences wins.

10C A problem shared p172

Language

Giving advice

Activity type, when to use and time

Mingle. Use any time after lesson 10C. 20–25 minutes.

Preparation

Photocopy one worksheet for each group of eight students. Cut into separate cards.

Procedure

- Divide the class into groups of eight students.
- Tell students that they are going to have an end-of-course party with their classmates. However, they're not really in the party mood because they all have a problem that they're worried about. They're all hoping to get some advice from their classmates.
- Give a different card to each student in each group and ask them to read and memorise their problem.
- Ask students to mingle and discuss the problems with the other students in their group.

1A ▶ Getting to know you time expressions with Past Simple and Present Perfect

Find someone who ...	Name	Follow-up questions
1 ... <i>read/has read</i> a good book in the past few weeks.		
2 ... <i>grumbled/has grumbled</i> about something since he/she woke up this morning.		
3 ... <i>worked/has been working</i> in another city last month.		
4 ... <i>studied/has studied</i> a foreign language, other than English, when he/she was younger.		
5 ... <i>gossiped/has been gossiping</i> on the phone a lot this week.		
6 ... <i>started/has started</i> work as soon as he/she left secondary school.		
7 ... <i>came/has come</i> into contact with a lot of people during the last few days.		
8 ... <i>went/has been</i> abroad more than once this year.		
9 ... is going to meet a friend as soon as this lesson <i>finished/has finished</i> .		
10 ... <i>took/has taken</i> an English exam since he/she <i>studied/has been studying</i> English.		

1B Student survey cleft sentences

Student A Student Survey

- 1 When it's a rainy weekend, most people in the class ... (*what?*).
What happens when
- 2 Most people in the class enjoy ... (*what?*) on a Saturday morning.
It's
- 3 Most people in the class weren't allowed to stay up after 9 p.m. until they were ... (*how old?*).
It wasn't until
- 4 When they get stressed, most people in the class ... (*what?*).
What



Student B Student Survey

- 1 Most people in the class would eat ... (*what?*) if they wanted something special.
It'd be
- 2 Most people in the class go to school/work by ... (*what?*).
It's by
- 3 Most people in the class get up at ... (*what time?*) at the weekend.
It's not until
- 4 During summer evenings, most people in the class ... (*what?*).
What happens



Student C Student Survey

- 1 Most people in the class have ... (*what?*) for breakfast.
What
- 2 Most people in the class chose this school because ... (*why?*).
The reason why
- 3 Most people in the class enjoy doing ... (*what?*) in their English lessons.
It's
- 4 Most people keep in touch with their friends by ... (*what?*).
It's by



1C In other words, ... explaining and paraphrasing

Two colleagues are sitting next to each other on a train on the way home from work.

A So, what do you think about ?

B Mmm, that's an interesting one. Well, ...
..... . In other words, ...

A So, what you're saying is that

B Well, in a way, but also

Don't you agree?

A Absolutely not! (*getting a little angry*)
What I mean by that is

B (*becoming annoyed*) I'm sorry, I'm still not sure what you're getting at.

A (*feeling more and more frustrated*) What I'm trying to say is that

B (*showing disgust*) Really? That's absolutely ridiculous!
..... which simply means that

A (*feeling angry now*) What rubbish!
..... . Or to put it another way, ...

B (*raising his/her voice*) Well, I think you've lost your head! What about ?
Which isn't to say that, but

A Right. My station's here. I love a good argument! Same time tomorrow?



2A The great brain game relative clauses with prepositions

Student A

1 Vincent van Gogh's artistic career lasted for ten years. During this time, he painted almost 900 pictures. (*during which*)

2 James Wannerton suffers from synaesthesia, a non-threatening neurological condition. With this condition, words that he hears activate his sense of smell. (*with which*)

3 There are more than 5,000 world languages. Harold Williams, the world's greatest linguist, spoke 58 of them. (*of which*)

4 Aged seven, Akrit Jaswal from India proudly dressed up as a doctor. Then he carried out his first operation. (*at which point*)



5 Derek Paravicini can listen to a piece of music just once. He then plays it back perfectly from memory. (*after which*)

Answers 1 True. He also drew over 1,000 pictures. 2 False. Words activate his sense of taste, therefore words can remind him of different foods. 3 True. It took him just two days to pick up Serbian. 4 True. He's now trying to find a cure for cancer. 5 True. He's also memorised hundreds of different pieces of written music.



Student B

1 In 1995 pathologist Thomas Harvey met up with a Princeton University neuroscientist. He gave Albert Einstein's diary to her. (*to whom*)

2 In 2001, autistic artist Stephen Wiltshire took a helicopter ride across London. After this he created an amazingly detailed drawing from memory in just three hours. (*after which*)

3 In his mind, child prodigy Jay Greenberg can see a photograph of a new mathematical equation. He rarely has to make changes to it after he writes it down. (*to which*)

4 Akira Haraguchi has an amazing brain. He can remember Pi to 140,000 digits with it. (*with which*)



5 In 1994 Tony Cicoria was hit by lightning and became obsessed with playing the piano and classical music. He wasn't interested in these beforehand. (*neither of which*)

Answers 1 False. He gave her Einstein's brain which he'd kept after his death. 2 True. He's also done the same with several other world cities. 3 False. He can see a photograph of a complete written piece of music that he composes in his mind. 4 False. He can only do it to 100,000 digits! 5 True. Before the accident, he'd never played the piano.

2B Survival at sea participle clauses

Student A

Survival at sea



A 1 Steven Callahan set sail from the lovely countryside of Cornwall in the UK as part of a solo sailing race to the Caribbean. Having ...

B correctly, they were able to turn sea water into drinkable liquid. Along with rainwater, he managed to survive with just enough water. Using ...

C in the middle of the ocean and it wasn't long before it was out of sight. Could things get much worse? Yes, they could. Springing ...

D ways to measure time and distance. Day after day, he drifted along with no sign of rescue. Then one day, sailing ...

E Steven stranded on a raft with just a little water and food. Having been ...

F just far enough away from the raft that it became more difficult to catch them. Determined ...

G Steven's raft, local fishermen picked him up and took him to dry land. Having ...

CLASS ACTIVITIES:
Photocopiable

Student B

Survival at sea



H not far away from him, was a boat. He was overjoyed but soon realised it had no chance of seeing such a small raft floating ...

I interested in survival techniques before the trip began, Steven had fortunately managed to grab two solar stills before his boat went down. Used ...

J to stay alive, Callahan found ways to keep his mind occupied, thinking of ...

K sailed for just six days of his journey, his ship hit something and sank, leaving ...

L a leak, Steven's raft nearly sank and he had to keep it afloat for 33 days until, finally, he came upon an island near Guadeloupe. Having spotted ...

M a spear that he managed to put together, he was able to catch some of the fish that were following his raft. However, they soon got clever, swimming ...

N 14 ... survived for 76 days at sea alone, travelled almost 3,000 kilometres, fought off sharks and passed nine boats which didn't see him, you'd think he would never want to sail again. However, despite his ordeal, he remains a keen sailor today.

A slice of heaven off the beaten track ...

Calamango may not be as well known as the Maldives or Seychelles but it's just as beautiful. Made up of ten islands in the Indian Ocean, this small country provides everything you could possibly want from a holiday – sandy beaches, lazy towns, historical ruins, a rainforest and friendly people.

The flora and fauna are glorious, with the Calamangan parakeet and several unique plant species being native to this country. The sea holds the key to this country's survival, providing a successful fishing industry for its inhabitants. Three of the islands are surrounded by coral reefs which have long attracted adventurous divers.

In the past, flights to Calamango have been limited but tourist facilities are starting to open up, so you might want to check it out before it becomes a busy tourist hotspot.



You work for the Ministry of Tourism in Calamango, a small developing country in the Indian Ocean. In the past, few flights have serviced the islands and so the economy has relied on the fishing industry.

The Calamangan President and the Minister of Tourism are looking to increase the number of tourists that visit the island in order to boost the economy, and are willing to invest in the top three best ideas presented to them. However, they are also concerned about the negative effects that increased tourism may bring and would like the industry to be as sustainable as possible.

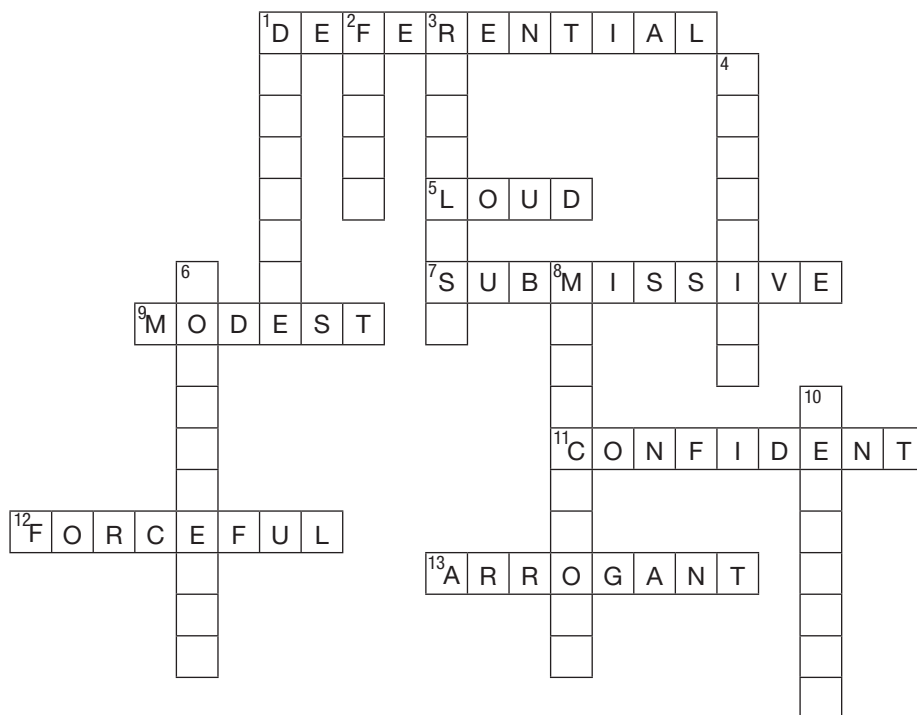
The Minister of Tourism has invited all members of the Ministry to a brainstorming day where small groups will work together to come up with ideas for increasing sustainable tourism within Calamango. With the other members of your group, think of as many ideas as you can. Consider:

- the kind of tourists you'd like to attract;
- ways to attract them;
- ways to reduce the negative impact of tourism on the environment;
- ways to maximise the benefit of tourism to local people.

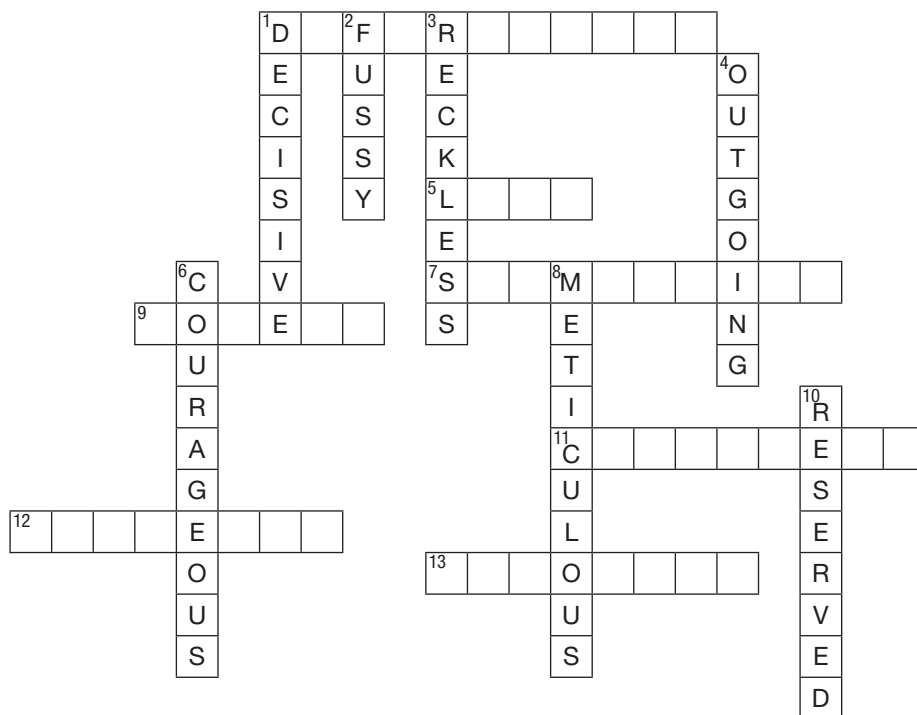
When you have finished, go through your list of ideas again and decide on the top three best recommendations.

3A ▶ Connotation crossword positive and negative character adjectives

Student A



Student B



3B This is my life inversion



This is my life

When I was a child, my lifestyle was a little different from what it is now. Not only and , I also because However, never and only once or twice because In fact, not until These days not only , I also because Very rarely and under no circumstances because Isn't life a funny thing? When I was a child, not for a minute !

Who am I?

Student number



3C ▶ Tactful or tactless? Being tactful

Could you lend me £10,000? I need a better car.	Can you look after my pets when I go on holiday? I have eight large dogs, one snake and 75 rats.
Do you think I should change my hairstyle?	I love the way this room is decorated. Do you?
Could you drive me to the airport tomorrow morning at 4 a.m.?	Would you like to watch my 50-hour collection of horror DVDs with me at the weekend?
Would you like to come bungee jumping with me at the weekend?	Can you come to my house tonight and clean it? I haven't time, and I don't really enjoy cleaning.
Could you run to the shops and buy me a sandwich? I'm hungry.	I'm going to a concert tonight. Could you do my homework for me, please?
Would you like to come round tonight and see my holiday photos? It's only a few thousand pictures.	I'm running a marathon on Sunday. Would you like to join me?

TACTFUL	TACTFUL	TACTFUL
TACTFUL	TACTFUL	TACTFUL
TACTFUL	TACTFUL	TACTLESS
TACTLESS	TACTLESS	TACTLESS

1-3 Review: Board game Review of lessons 1A-3C

30 MOVE BACK TWO SQUARES 	31 Tell your friend in a tactful way that his/her shirt is too bright.	32 Correct this sentence. What I do if I'm tired have a nap.	33 Complete this sentence with a relative clause. I wrote six short stories, all were rejected.	FINISH
29 Explain the meaning of this euphemism. That bus has seen better days.	28 Choose the correct adverb. He was <i>entirely/ bitterly/ perfectly</i> disappointed with the result.	27 Complete this sentence. It's no that he sings well.	26 MOVE FORWARD TWO SQUARES 	
20 Complete this sentence about yourself. Seldom do I ...	21 MOVE BACK TWO SQUARES 	22 Put these adjectives in order. Chinese / gorgeous / silk	23 Complete this sentence. I'm on good with my boss.	24 Choose the correct verb form. As soon as I <i>finished/ have finished</i>, I drove home.
19 Talk for one minute about a dish you'd recommend to tourists in your country.	18 Complete this sentence. It's important to preserve the cultural of our historic towns, by maintaining their monuments.	17 THROW AGAIN! 	16 Choose the correct verb form. I <i>went/'ve been</i> on holiday since I last saw you.	15 Complete this saying. One man's meat is ...
10 Complete this sentence about yourself. Only recently have I ...	11 Complete this sentence. If I eat fish, I a rash.	12 Say two phrases which mean: <i>by and large</i>	13 Correct this sentence. He always butts out when I'm talking.	14 Which negative adjective has a similar meaning to: <i>deferential</i>?
9 Complete this saying. Actions speak ...	8 MOVE FORWARD TWO SQUARES 	7 Choose the correct verb form. <i>Staying/Having stayed</i> in a hotel, you have access to many facilities.	6 Talk for one minute about something you've done since your last lesson.	5 Complete this sentence about yourself. It shocks me when ...
START	1 Which positive adjective has a similar meaning to: <i>impetuous</i>?	2 Fill in the gap. I think I've p..... up a cold from a classmate.	3 THROW AGAIN! 	4 What's a polite way of saying someone is a bit deaf?

4A No comment! phrases referring to the future

Name	Job	Press release	News story
John 			
Jim 			
Jack 			
Jennifer 			
Julie 			

Jobs

soap star
ex-model
film director
newsreader
TV executive

Press release

releasing a documentary about the environment
announcing retirement
being made head of a TV station
promoting a TV internet service
publishing a book

News story

uses a private plane
copied someone's work
downloaded music illegally
was sacked for rudeness
doesn't own a TV



Student A

- Julie's been in the Channel 6 soap *Riverside* for ten years and is to write a book at the same time.
- Years at the top of his industry are likely to be the cause of the newsreader's impoliteness.
- The person who's on the verge of being made boss of Channel 6 has no TV.
- Jim is due to start directing a new film next year.
- The person who is to promote Channel 6's new TV internet service has been downloading music from the internet illegally.
- The man whose retirement is set to be announced, was actually fired. It wasn't Jack.



Student B

- The ex-model is to turn to advertising a web service for his new career.
- Some parts of the book due to be released next week use text plagiarised from another novel.
- The person about to release the documentary on global warming hasn't been environmentally friendly.
- The newsreader isn't a woman.
- John has never appeared, and is unlikely to ever appear, on a catwalk.
- Ironically, it's the executive on the verge of great things who doesn't have a single TV in her house.

4B Guess the word near synonyms

Student A

huge	settlement	human beings	improvement
.....			
.....			



Student B

determined	be forced to	infuriating	unexpectedly
.....			
.....			



Student C

let	growth	watch	come to a standstill
.....			
.....			



Student D

urban	child	country folk	passer-by
.....			
.....			

Member of Parliament

The government is considering the introduction of a new law preventing the paparazzi from photographing celebrities except at authorised events. You are a Member of Parliament who will have to vote for or against this law. To help you decide how to vote, you've invited two people knowledgeable about the subject: a celebrity and a magazine editor.

Write some questions to ask them to help you to make a decision. Consider:

- celebrities and their families;
- newspapers/magazines and their readers;
- the impact on society;
- health and safety issues.

After the meeting, you will be asked to vote for or against the law.



Celebrity

The government is considering the introduction of a new law preventing the paparazzi from photographing celebrities except at authorised events. You are a famous celebrity. You and your family are regularly followed by photographers but you think they are not entitled to do this. A Member of Parliament has invited you to a meeting to discuss your views on this law. You want to persuade him/her to vote **for** it.

Think about some persuasive arguments to support your point of view. Think about some opposing arguments that may be made and how you can respond to them. Consider:

- celebrities and their families;
- newspapers/magazines and their readers;
- the impact on society;
- health and safety issues.



Magazine editor

The government is considering the introduction of a new law preventing the paparazzi from photographing celebrities except at authorised events. You are the editor of the popular gossip magazine *Hi!* You regularly publish celebrity photos. You think that celebrities would not be celebrities without magazines like yours. A Member of Parliament has invited you to a meeting to discuss your views on the law. You want to persuade him/her to vote **against** it.

Think about some persuasive arguments to support your point of view. Think about some opposing arguments that may be made and how you can respond to them. Consider:

- celebrities and their families;
- newspapers/magazines and their readers;
- the impact on society;
- health and safety issues.

5A Prefix Pelmanism word building

over	cautious	over	hang
under	line	under	appreciated
super	fine	super	computer
semi	-detached	semi	-conscious
counter	attack	counter	argument
inter	continental	inter	change
pseudo	-intellectual	pseudo	-science

5B Picture story verb patterns



"I regret ..."



Tom/He noticed ...



Tom/He had never forgotten ...



Jeanette/She walked over to him, forgetting ...



Tom/He took a job ... which meant ...



Tom/He meant ...



Tom/He deeply regretted ...



Tom/He went on ...



Tom/He watched her ...

5C Carry on talking conversational strategies

Not to mention ...	That's exactly what I was trying to get at.
You look dubious ...	I'm with ... on that.
All I'm saying is ...	Carry on. You were saying?
Anyway, ...	By that you mean ...?
You've got me there!	Oh, I don't know about that.
That's precisely what I mean.	What I'm trying to say is ...
What were you going to say?	Well, I can't disagree with that.
To get back to what I was saying ...	I'd go along with that.
What do you mean when you say ...?	Actually, I'm not sure you can say ...

TOPIC CARD Close friendships are in decline.	TOPIC CARD Exceptional people are born exceptional.
TOPIC CARD This city/town is a great place for tourists to visit.	TOPIC CARD Everyone should keep up-to-date with the news.
TOPIC CARD Life is easier for young people than it used to be.	TOPIC CARD Celebrities have the best lifestyle.

6A Anti-social behaviour formal and informal ways of comparing

Which of these social habits do you find the most anti-social? Choose your top 10 and then rank them in order from 1 (= the most anti-social) to 10.



CLASS ACTIVITIES:
Photocopiable

	Rank
• someone on a train talking loudly on a mobile phone • someone painting graffiti on a wall • someone with 15 items using the '10 items or fewer' checkout at the supermarket • someone ignoring a 'no smoking' sign • someone dropping litter • someone not stopping his/her car at a pedestrian crossing • someone not saying 'thank you' after you have held a door open for him/her • someone using swear words in public • someone using mobile phone 'text language' in an email • someone driving over the speed limit • someone blowing his/her nose in public • someone eating with his/her mouth open • someone jumping the queue at a bus stop or in a shop • dog owners letting their dogs run free • someone phoning you after 11 p.m. • someone making a lot of noise in the street at night • someone eating in public • someone listening to an MP3 player and singing to the music in public • parents letting their children run around in a public area, such as a coffee shop	

Now discuss your answers with a partner. Compare your answers and agree on the top five most anti-social habits. Rank them in order from 1 (= the most anti-social) to 5.

6B Grab a word game position of adverbials

START well to work very fast	1 probably quickly in the morning	2 luckily often all day	3 here badly tomorrow	4 MISS A GO 
27 at night incredibly every Monday	GRAB A WORD GAME 	7 hard tomorrow never	6 almost certainly at weekends at the sports centre	5 later to school rarely
26 MISS A GO 		8 definitely here at home	9 MOVE BACK TWO SQUARES 	10 probably once a year late
25 at home obviously occasionally	14 naturally easily late	13 seldom undoubtedly almost always	12 infrequently here unfortunately	11 after work sooner or later usually
24 in the evenings hardly ever amazingly	15 well each morning very hard	16 MISS A GO 	17 shortly fortunately sometimes	18 a bit later with difficulty at home
23 MOVE FORWARD TWO SQUARES 	22 very fast next month almost never	21 early certainly on time	20 MOVE BACK TWO SQUARES 	19 surprisingly next year slowly

- | | |
|--------------------------------------|---|
| 1 I'll go to the cinema | 6 , I like running |
| 2 , I don't have to work | 7 , I've had to do housework. |
| 3 I'm going to get up | 8 I meet up with friends |
| 4 , I pick up languages | 9 I work when I'm under |
| 5 I go shopping | pressure. |

6C ▶ What a joke! telling a joke

Student A

detective Sherlock Holmes / assistant Dr Watson / decide / go / camping trip. They / set off / 6 a.m. / head / towards / mountains. Eventually / arrive / destination / find / good place / put up / tent. They / spend / few days / fishing. Every evening, they / go for a walk / cook dinner / sleep / tent. Middle / last night / Holmes / wake up / Watson. Holmes / "Look up. What / able / tell me?" Watson / "Can see / millions / stars / planet. Humans / not only / life form. Must / life / outside / Earth." Holmes / "No / Watson. Somebody / steal / tent!"



CLASS ACTIVITIES:
Photocopiable

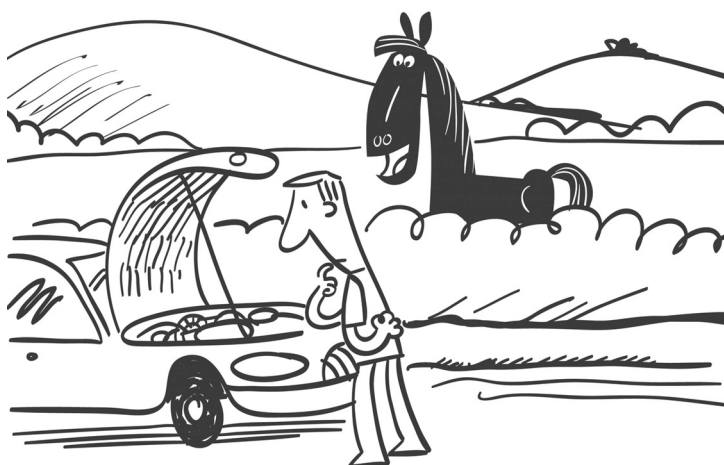
Student B

Dog / sees / job ad. It / say / "Help / want. Must / able / type / good with computer / bilingual." Dog / go / interview. / Receptionist / see / dog / call / office manager. When / manager / arrive / dog / start / whine. Manager / laugh / say / "Sorry / can't / hire you. You must / type." Dog / walk / over / typewriter / start type / perfect letter. Manager / surprised / continue / "Sorry / can't / hire you. You must / good / computers." Dog / run / computer / start / use computer program. Manager / shocked / impressed / but / say / "Sorry / can't / hire you. Ad / say / you must / bilingual." Dog / walk / calmly / manager / look / him / say / "Meow!"



Student C

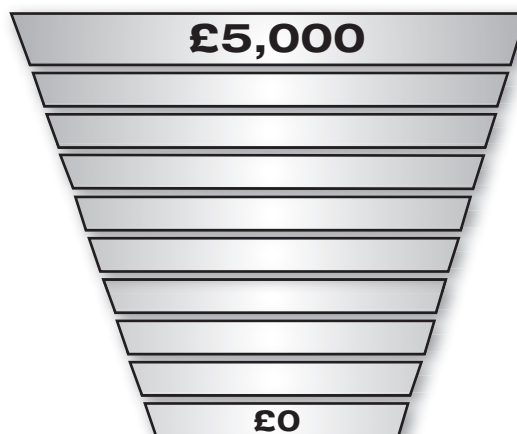
Man / drive / car / country road. Suddenly / car / stop. Not / start again. Man / get out / open / bonnet / look / inside. Not know / what / do. Suddenly / voice / say / "Oil filter / block. Need / clean." Man / turn / no one / shrug / continue / look. Voice / again / "Oil filter / block. Need / clean." Man / turn / see / black horse. Man / not / believe / but / follow / instructions. Clean / oil filter. Car / start / he / continue / journey. Stop / next village / pub. Man / tell barman / horse / car. Barman / "Black horse?" Man / nod / ask / "How / know?" Barman / say / "Well / the white horse / know / nothing / cars."



4–6 Review: Cash quiz Review of lessons 4A–6C

Team A score board

Collocations	£500	£250
Prefixes	£500	£250
The future	£500	£250
Reflexive pronouns	£500	£250
Verb patterns	£500	£250
Ways of comparing	£500	£250
Adverbials	£500	£250
Mystery vocabulary	£500	£250



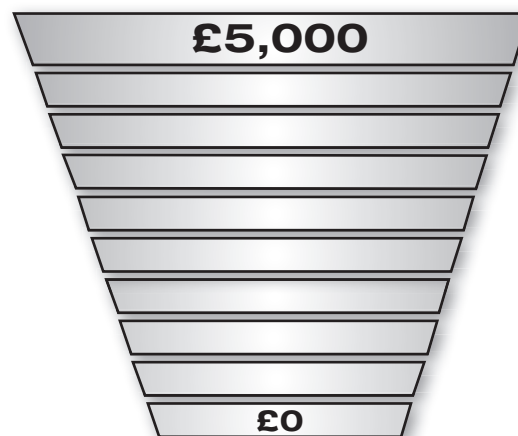
Team A question sheet

Collocations	Prefixes
£500 Complete the sentence. Work experience is a good way to ... an insight into the world of work. (<i>gain</i>)	£500 Which prefix means <i>in opposition to</i> ? (<i>counter</i>)
£250 Choose the correct verb. The footballer <i>held/made</i> a press conference. (<i>held</i>)	£250 Choose the correct prefix. He's a <i>semi-/super</i> -professional footballer. (<i>semi-</i>)
The future	Reflexive pronouns
£500 Choose the correct verb form. We <i>were supposed/supposed</i> to go to the party but our car broke down on the way. (<i>were supposed</i>)	£500 Change one of the words in this sentence to make it more polite. People such as you are great to have as friends. (<i>you > yourself</i>)
£250 Is this sentence correct? If not, correct it. He's on the verge of proposing to his girlfriend. (<i>correct</i>)	£250 Complete this sentence with a reflexive pronoun. I prefer tea to coffee (<i>myself</i>)
Verb patterns	Ways of comparing
£500 Choose the correct verb form. I saw the lorry <i>hit/hitting</i> the car. Then both drivers got out and started shouting at each other. (<i>hit</i>)	£500 Complete this sentence. We are paid pretty ... the same. (<i>much</i>)
£250 Is this sentence correct? If not, correct it. I'll never forget seeing you for the first time. (<i>correct</i>)	£250 Does this sentence talk about a small or large difference? He earns loads more money than he used to. (<i>large</i>)
Adverbials	Mystery vocabulary
£500 Put the word <i>hard</i> in the correct place in the sentence. They don't work at school. (... <i>work hard</i> ...)	£500 Complete the sentence. The newspaper printed a story about him that was untrue so he sued them for (<i>libel</i>)
£250 Is this sentence correct? If not, correct it. He often leaves work early on Fridays. (<i>correct</i>)	£250 Which word is not a synonym or near synonym of <i>exasperating</i> ? 1 furious 2 infuriating 3 annoying (<i>furious</i>)

4–6 Review: Cash quiz Review of lessons 4A–6C

Team A score board

Collocations	£500	£250
Prefixes	£500	£250
The future	£500	£250
Reflexive pronouns	£500	£250
Verb patterns	£500	£250
Ways of comparing	£500	£250
Adverbials	£500	£250
Mystery vocabulary	£500	£250



Team B question sheet

Collocations		Prefixes	
£500	Complete the sentence. She ... a press release yesterday. (<i>issued</i>)	£500	Which prefix means <i>not real</i> ? 1 semi- 2 pseudo- 3 counter- (<i>pseudo-</i>)
£250	Which verb is incorrect? work out/look into/go on different options (<i>go on</i>)	£250	Which prefix is correct? That weightlifter has <i>over/super</i> human strength! (<i>super</i>)
The future		Reflexive pronouns	
£500	Complete the sentence with the correct form of <i>remember</i> . We knew we ... that day. (<i>would remember</i>)	£500	Add a reflexive pronoun to emphasise the noun. I like the house but not the location ... (<i>itself</i>)
£250	Is this sentence correct? If not, correct it. School children are to facing new school tests. (<i>incorrect – are to face</i>)	£250	Add the correct reflexive pronoun. She loves singing to ... (<i>herself</i>)
Verb patterns		Ways of comparing	
£500	Choose the correct verb form. Thank you for your letter, but I regret <i>to say/saying</i> that we do not have any job vacancies. (<i>to say</i>)	£500	Complete this sentence. We're more or ... the same age. (<i>less</i>)
£250	Is this sentence correct? If not, correct it. I heard you playing the guitar last night. (<i>correct</i>)	£250	Does this sentence talk about a small or large difference? My job's a tiny bit easier than it used to be. (<i>small</i>)
Adverbials		Mystery vocabulary	
£500	Choose the correct word. I haven't travelled much. I've <i>even/only</i> been to London. (<i>only</i>)	£500	What type of newspaper gives popular, sensationalist stories? (<i>tabloid</i>)
£250	Is this sentence correct? If not, correct it. I go every so often there. (<i>I go there every so often.</i>)	£250	What is an informal word for <i>child</i> ? (<i>kid</i>)

7A You said it! conditionals



If I hadn't come to class today, I'd now.

If the sun is shining, I often

If I'm not going to have time to, I usually

If I could fly anywhere, I'd fly to

If I hadn't been working/studying last week, I

If I'd had time to yesterday, I'd now.

If I get up early at the weekend, I usually

If I weren't so, I last month.

If I'm really enjoying a book, I

If I hadn't started learning English, I wouldn't

If I have some free time tomorrow, I might

If I weren't living, I

If I'm going to be late home, I usually

If it hadn't been raining last, I'd

If I need to relax, I

If I meet up with friends this week, we'll probably

Student A

Fact or fiction?

- 1 The Great Wall of China the only man-made object which can be seen from the moon, but is this correct? (often/claim/be)
- 2 It that pasta originated in Italy, but is this true? (generally/assume)
- 3 It that chocolate is poisonous to dogs, but is this true? (widely/believe)
- 4 Blood red when it meets oxygen and blue when inside the body, but is this true? (often/think/be)
- 5 It that humans use just 10% of their brains, but is this statistic correct? (sometimes/say)
- 6 In a recent newspaper, it that men are four times more likely to be hit by lightning than women, but is this correct? (report)



Answers

- 1 No, it's not.
- 2 It's false. Archaeologists have proven that pasta existed in China 4,000 years ago.
- 3 Yes, it is.
- 4 It's false. It's dark red. Blood in your veins appears blue because of light reflection.
- 5 It's not. We use all of our brains.
- 6 It's true.

Student B

Fact or fiction?

- 1 It that the Sahara is the world's largest desert, but is this correct? (widely/believe)
- 2 In a recent magazine, ... that humans share around 60% of their DNA with a banana, but is this correct? (report)
- 3 More overweight people than underfed people in the world, but is this statistic correct? (say/exist)
- 4 It by parents that eating carrots will help children to see in the dark, but is this true? (often/claim)
- 5 It that if you pull out one grey hair, two will grow in its place, but does this actually happen? (sometimes/fear)
- 6 Chameleons their colour in order to match their background, but is this really true? (think/change)



Answers

- 1 It's false. It's the world's largest hot desert. Antarctica is actually the largest desert.
- 2 It's true.
- 3 It's true.
- 4 It's false, but they are good for your health.
- 5 It's false.
- 6 It's false. They change their colour to suit their mood.

7C Crime circle intonation of questions

‘People should not be allowed to own guns.’ What is your opinion?



‘People should be allowed to defend their property however they wish.’ What is your opinion?

‘Trials should not be televised.’ What is your opinion?

‘When a child commits a crime, it is the parents’ fault.’ What is your opinion?

‘A zero-tolerance policy is the best way to reduce crime.’ What is your opinion?

‘People who mistreat animals should go to prison.’ What is your opinion?

‘The death penalty should be used for serious crimes.’ What is your opinion?

‘Cyber-crime will be the biggest threat to our future security.’ What is your opinion?

‘The police should not carry guns.’ What is your opinion?

‘Violent crime is caused by watching violence on TV and in films.’ What is your opinion?

‘Prisons are not effective in reducing crime.’ What is your opinion?

‘Community service is a useful way to rehabilitate criminals and help society at the same time.’
What is your opinion?

8A ▶ The council meeting past verb forms with present or future meaning

Dear All,

Today the council will meet to discuss how to spend its £5 million budget on improvements to Bulthorpe. Here is the agenda.

- 1 Welcome. **(Chair)**
- 2 Each council member outlines his/her opinions and supporting arguments.
- 3 The council members discuss the options and how the £5 million budget should be spent. The options are as follows:
 - A cinema screen at a local school for all residents **£10,000**
 - Two new safer playgrounds **£100,000**
 - A youth centre for teenagers **£250,000**
 - Free car parking **£500,000**
 - Free bus service **£750,000**
 - Improvements to the leisure centre **£1,000,000**
 - New recycling facilities at the household waste centre **£1,000,000**
 - More street lighting **£1,000,000**
 - Modernisation of the shopping centre **£1,000,000**
 - A business park for local businesses **£3,000,000**
 - An annual music festival with local and national musicians **£3,000,000**
 - A new conference centre **£3,000,000**
- 4 The final spending plan is agreed.

Student A: Councillor and chair

You're a businessperson who wants to develop Bulthorpe's commercial side. You want to attract people to Bulthorpe to improve the local economy and boost income for local businesses. You care also about the health of the community.

How would you spend the £5 million?

- Think about how to welcome the councillors at the meeting.
- Think about your preferences and supporting arguments for part two of the meeting.
- Think about how to persuade the other councillors during part three.

Student B: Councillor

You stay at home looking after your three children. You want to improve facilities in Bulthorpe, especially for children. You also think a good public transport system for the area is essential, and you realise the importance of safety on the streets. You play in an orchestra in your free time and know that many residents enjoy going to concerts held by local musicians.

How would you spend the £5 million?

- Think about your preferences and supporting arguments for part two of the meeting.
- Think about how to persuade the other councillors during part three.

8A ▶ The council meeting past verb forms with present or future meaning**Student C: Councillor**

You work at the local hospital and know that many patients are dependent on the bus services there. You feel that leisure and shopping facilities in Bulthorpe are limited and you're also concerned about the young people of Bulthorpe. You also want to see an increase in the amount of rubbish that is recycled.

How would you spend the £5 million?

- Think about your preferences and supporting arguments for part two of the meeting.
- Think about how to persuade the other councillors during part three.

**Student D: Councillor**

You're a hotel owner who wants to increase visitors to Bulthorpe to improve profits for local businesses. You don't have children and feel that young people in the area have had lots of money spent on them recently. Car parking is very expensive for you and your hotel guests.

How would you spend the £5 million?

- Think about your preferences and supporting arguments for part two of the meeting.
- Think about how to persuade the other councillors during part three.

**Student E: Councillor**

You're a librarian who feels that Bulthorpe must spend more on being environmentally responsible. You enjoy the arts in your free time and would like more facilities for people like you. You don't have time for sport yourself, but you feel it's important for the people of Bulthorpe to be healthy.

How would you spend the £5 million?

- Think about your preferences and supporting arguments for part two of the meeting.
- Think about how to persuade the other councillors during part three.



8B ▶ The thrill-seekers word building (2): suffixes

Student A

The Storm Chaser

You're incredibly ¹ (adventure) but there are few unexplored places left in the world. What do you do? Well, if you're Canadian George Kourounis, you go to places when they are undergoing extreme conditions. He's the only man in the world to have been in the middle of the three most dangerous ² (nature) phenomena on earth: tornadoes, volcanoes and hurricanes. Since his first tornado experience in 1998, George ³ (annual) visits Tornado Alley in the US. It's a ⁴ (potential) life-threatening activity involving hours of planning, but storm chasers long for the day when clouds ⁵ (dark) the sky. For many, storm chasing is an expensive hobby, requiring a lot of ⁶ (invest) in expensive equipment. But George has managed to turn it into a career,

filming TV documentaries with an ⁷ (eager) that makes him a captivating presenter. In 2005, George was lowered 60 feet into an ⁸ (act) volcano in Ethiopia where he filmed for 30 minutes. In the same year, George experienced four major hurricanes, the worst of which was Hurricane Katrina. While New Orleans was disappearing around him, George filmed the event from the third floor of a steel-enforced garage. Not content with weather, George has ⁹ (diverse) into other areas for a new TV series, filming gorillas in Rwanda, sharks near Mexico and forest fires in Canada. And while many of us desire a wedding to remember, George's is more ¹⁰ (memory) than most. He recently got married on the edge of a volcano in the South Pacific.

Student B

Jumping Jay

What makes a man want to jump ¹ (continuous) from an airplane for 24 hours? American Willard 'Jay' Stokes could tell you. A former member of the Special Forces, Jay set his first world record in 1995 when he made 331 parachute jumps in 24 hours. It was an amazing ² (achieve) but he later did even better. In 1997 he completed 384 jumps and in 1999, 476. After someone broke his record and reached the 500 mark in 2001, Jay didn't give up. Despite breaking his foot four weeks before, he managed to beat 10 hours of freezing rain and poor ³ (visible) to reach 534 jumps in 2003. He also raised \$20,000 for charity. Then Jay declared he'd had enough. He was sure someone could break the 600-jump barrier but it would ⁴ (definite) not be him. However, three years later, Jay announced he was

going to give it a try. Knowing he had to ⁵ (intense) his efforts, he and his team came up with a plan that would require the help of about 130 volunteers and the best equipment there was. Jay trained for several hours a day to ⁶ (strength) his body. For 24 hours, Jay would jump from a plane at 2,100 feet, land, run to the waiting plane while stripping off his chute, put on a new chute and board the plane. The ⁷ (accelerate) of the aeroplane into the air would be his only chance to rest. After all the preparations, the day arrived and became a truly ⁸ (remark) one. Despite injuring his thigh, ⁹ (determine) pushed Jay on until he'd completed 640 jumps; one every 2 minutes and 15 seconds. All of this happening, quite ¹⁰ (incidental), on his 50th birthday.

8C What a dilemma! explaining choices

1

If you saw an old man in a shabby coat stealing a bar of chocolate in a supermarket, would you report him?

2

If you were working with the boss's son and knew that he spent half his day on the Internet when you were working hard, what would you do?

3

Imagine that an old friend who hadn't answered your emails or phone calls for three years suddenly came to you asking for help. What would you do?

4

Suppose you were shopping and you found some really cheap and fashionable trainers, but you knew that the company employed children to make them. Would you buy the trainers?

5

If a friend told you he/she had a copy of the questions in the important exam you were taking the next day, and were worried about, would you look at it?

6

Imagine you were worried about a friend of yours because she was very unhappy but you didn't know why. While at her house, you saw her diary on the table. Would you read it?

7

If a colleague told your boss an idea that you had told her, and pretended it was hers, what would you do?

8

Imagine your favourite band had released a new album online. People could decide how much to pay to download it. How much would you pay?

9

Suppose you were walking down the street when someone (who looks very well-dressed) dropped a £50 note without noticing. Would you tell him/her?

10

Imagine you received an email from your boss, sent to you by mistake. In the email were horrible comments about you and your colleagues, although normally your boss was pleasant to you. What would you do?

9A Verb dominoes verbs with different meanings

so tired today.	I see what	you mean.	Joe's expecting a
phone call from his office.	Marilyn looks really	well, doesn't she?	Georgina appears to
be happy.	They're fitting	our new kitchen later.	Our new baby son weighs
just over three kilos.	We're having a	great time, aren't we?	David comes
from the south of England.	Alex is seeing the	doctor at 10 a.m.	They think
it's too hot to work.	My son's been imagining that a	monster lives in his cupboard.	Tom's being
really naughty at the moment.	Tracey's appearing	in a new musical.	This sofa feels
really soft and comfortable.	Anna is always	very funny, isn't she?	We're thinking
of moving somewhere quieter.	Chris can't fit	into these trousers any more.	Terry's looking at a
new painting he's bought.	She's weighing the	rice.	Pat has a
birthday party every year.	Leigh's coming	round later.	I imagine she
will easily pass her driving test.	I expect it'll	rain at the barbecue.	I'm feeling ever

9B My partner word building (3): productive suffixes

Student A	T or F?
1 He/She always drinks sugar- drinks.	
2 He/She gets up at six	
3 He/She is very price- when shopping.	
4 He/She is strong-	
5 He/She always tries to be fashion	
6 He/She is always prepared for rain and carries around a water jacket.	
7 He/She prefers teacher- activities in the classroom.	
8 He/She considers him/herself to be very trust	



Student B	T or F?
1 He/She often eats fat- food.	
2 He/She goes to bed at 11	
3 He/She is very health-	
4 He/She is often absent-	
5 He/She can be change	
6 He/She has a child medicine cupboard because he/she has young children.	
7 He/She prefers student- activities in the classroom.	
8 He/She has never met an untrust person.	

Channel 22

Calling all budding entrepreneurs!

If you have a fantastic product but are struggling to get your business up and running, we may be able to help.

We're looking for innovative people to feature on our new TV show *Fortune or Flop*. You'll present your product to business experts who'll decide if you are worthy of the £100,000 investment prize.

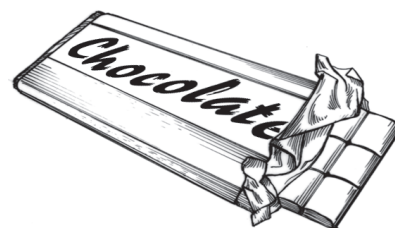
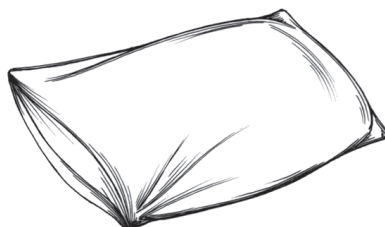
You and your team have developed a new product (see the ideas below), but business is slow. You've decided to apply to *Fortune or Flop* to try to win £100,000. With your partners, prepare to present your product to the show's experts. Make your presentation as professional as possible. Include the following information:

- 1 the product – what it is, its name and what makes it different from similar products;
- 2 the market – what kind of person the product is aimed at (e.g. teenagers) and why;
- 3 marketing – how you will advertise the product;
- 4 why the experts should invest in your business and not anyone else's;
- 5 any other information you think will help win the prize.

After the presentation, the experts will ask you some questions. Prepare for any difficult questions you think they may ask.

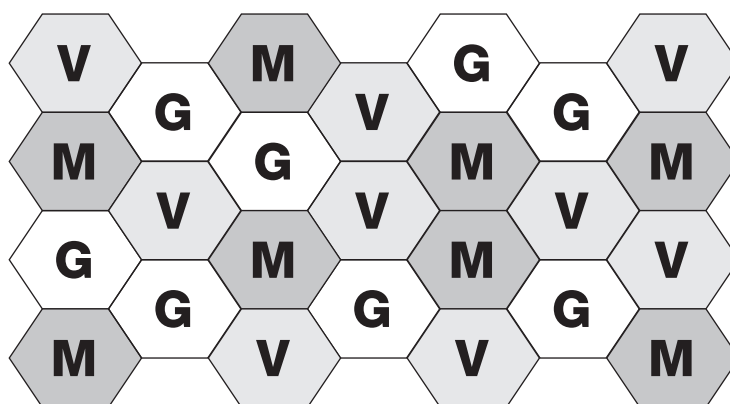
Products

Choose one of these types of product or one of your own.



7-9 Across the board Review of lessons 7A-9C

Board 1



Team A question sheet

G Grammar

- 1 Make a sentence using these prompts: *It / think / that / house prices will drop this year. (It is thought that ...)*
- 2 Choose the correct word: **Most** of them disagreed but *a/one* person agreed with me. (*one*)
- 3 Correct this sentence: **Pluto no longer believes to be a planet.** (*Pluto is no longer believed to ...*)
- 4 Choose the correct verb form: *I see/I'm seeing* what you mean. (*I see*)
- 5 Make a sentence using these prompts: *I wish / I / go / doctor's / yesterday (I wish I'd gone to the doctor's yesterday.)*
- 6 Say the correct verb form: *I'd prefer it if she (stop) visiting me. (stopped)*
- 7 Say the correct verb form: *If I (not/work) now, I'd be sitting in my garden. (wasn't working)*
- 8 Choose the correct word: **There's a/very** little sugar left, so we should have enough. (*a*)
- 9 Make a sentence using these prompts: *I / sooner / you / do / your / homework (I'd sooner you did your homework.)*
- 10 Say the correct verb form: **She (expect)** a baby in March. (*'s/is expecting*)

V Vocabulary

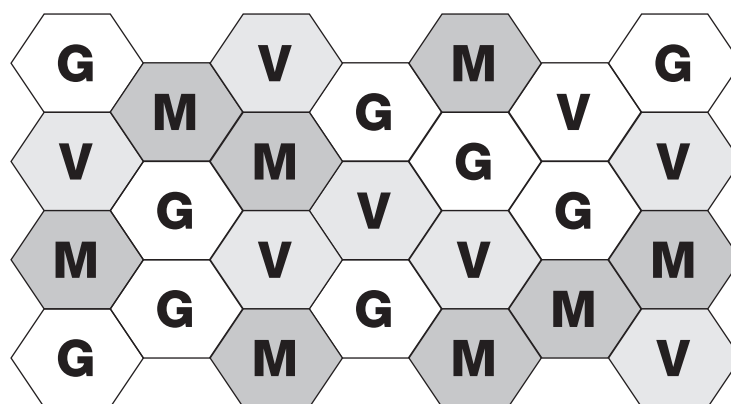
- 1 Complete this sentence: *I was going to wash my car but just never got to it. (round)*
- 2 Complete this sentence with a suffix: *We think he's honest and trust (worthy)*
- 3 Correct this sentence: **His mother cooked him about where he'd been that night.** (*grilled, not cooked*)
- 4 Complete this sentence: **They enjoyed themselves w..... they went.** (*wherever*)
- 5 Complete this saying: **There's no time like the** . (*present*)
- 6 Complete this sentence with a phrasal noun: **There was a terrible d..... at our picnic. We were soaked!** (*downpour*)
- 7 Complete this sentence: **Temperatures have hit r..... levels this year.** (*record*)
- 8 Complete this sentence: **When I have time to k..... , I read a good book.** (*kill*)
- 9 Choose the correct word: **Sharing a car to work is very price/cost-effective.** (*cost*)
- 10 Complete the sentence with the correct form of the word: **I think her father is** . (*remark*) (*remarkable*)

M Mystery

- 1 Name two methods used by scientists to catch criminals. (e.g. *DNA, fingerprints, saliva, fibres*)
- 2 In which country did workers take legal action against a hotel after they found a camera spying on them? (*US*)
- 3 In the radio play, what did Mike tell the police he'd gone to get when he left Emma's at 7.30 p.m.? (*a pizza*)
- 4 What did weather forecasters have to start doing in the US because of Hazel Henderson? (*giving a pollution index*)
- 5 Name three of Dr Ekman's six basic emotions. (*anger, disgust, fear, joy, sadness, surprise*)
- 6 What was one of the happiest, and free, sporting moments in Peter's life? (*winning a cup in a football tournament*)
- 7 Which popular device is likely to be used more and more in buying goods? (*mobile phone*)
- 8 What did a woman give Satish to deliver to four world leaders? (*tea*)

7-9 Across the board Review of lessons 7A-9C

Board 2



Team B question sheet

G Grammar

- Say the correct form of the verb: If I hadn't missed the plane, I (be) in Spain now. (*would be*)
- Correct this sentence: It estimates that most inhabitants support the proposal. (*It is estimated that ...*)
- Choose the correct form of the verb: That top *fits/is fitting* you nicely. (*fits*)
- Make a sentence using these prompts: It / report / recently / that they are married. (*It has been reported recently ...*)
- Say the correct form of the verb: If they (not sleep), they would've seen him arrive. (*hadn't been sleeping*)
- Correct this sentence: It's time we all stop work and go home. (*stopped; went*)
- Choose the correct word: There are *a/very* few cups left. We need some more. (*very*)
- Say the correct form of the verb: She (appear) quite sad at times. (*appears*)
- Choose the correct word: I heard from *a/one* friend that you've got a new job. (*a*)
- Make a sentence using these prompts: I / rather / you / come / home / early. (*I'd rather you came home early.*)

V Vocabulary

- Say the correct form of the word: My teacher told me I had to make an (improve). (*improvement*)
- Complete this sentence with a phrasal noun: I had a lovely g.....-t..... with friends for my birthday. (*get-together*)
- Choose the correct word: She screamed and shouted and then *flooded/stormed* out of the room. (*stormed*)
- Correct this sentence: He got in music at an early age. (*got into music*)
- Choose the correct word: The *price/cost* of living has increased recently. (*cost*)
- Complete this sentence with a phrasal verb: They treated us badly and I won't let them get with it. (*away*)
- Complete this sentence with an appropriate suffix: I bought some duty- perfume from the airport. (*free*)
- Complete this sentence: I'm living with my parents for the time (*being*)
- Is this sentence correct? If not, correct it. I donate money to help people in developing countries. (*correct*)
- Complete this sentence: W..... he cooks tastes fantastic. (*whatever*)

M Mystery

- In which country is Bastoe prison? (*Norway*)
- Name two types of information that are kept on ID cards. (e.g. *race, religion, medical history, biometric data*)
- What relationship was Emma to Mike in the radio play? (*ex-girlfriend*)
- Name one of the disasters that Eddy Canfor-Dumas wrote about. (*supervolcano or superstorm*)
- What is the opposite of a thrill-seeker? (*fear-avoider*)
- In Sophie Hannah's poem, what is she trying to decide? (*whether or not to call a man*)
- According to research, how can people gain happiness with money? (*by giving it away*)
- How many miles did Satish and his companion walk around the world? (*8,000*)

10A Secret auction subject/verb agreement

1 The council were given more money by the Prime Minister.
£

2 Plenty of us help to clean up after the Christmas party each year.
£

3 I think our luggage weigh much more than the airline allow us.
£

4 Painting pictures are a wonderful way to relax after a stressful day at work.
£

5 Five kilometres are quite a long way and not all of us wants to walk that far.
£

6 Being an only child is difficult for children who wants many brothers and sisters.
£

7 Everyone was extremely helpful and kind when I had my broken leg.
£

8 The sports equipment were not put back in the cupboard after the game.
£

9 The number of traffic accidents have been declining for many years due to lower speed limits on many roads.
£

10 The research is progressing very well and a number of discoveries have been made.
£

11 One of my friends love going to the cinema by herself, which most people think is strange.
£

12 The company are moving to another city later this year so some staff are being made redundant.
£

13 The information was very useful for everyone who lives in the area.
£

14 Two hours is a really long time to be stuck in traffic which isn't moving.
£

15 Working from home is a popular option for a number of staff who has a long journey to work.
£

£5,000

10B Give me the sentence modal verbs of certainty

He <u>must</u> be at <u>work</u> .	He <u>can't</u> be <u>playing tennis</u> .
She <u>must</u> have <u>missed</u> the <u>bus</u> .	He <u>must</u> have <u>done</u> his <u>homework</u> .
They <u>may</u> have <u>been</u> on <u>holiday</u> .	She'll be <u>watching TV</u> .
I <u>won't</u> have <u>finished</u> .	He <u>must</u> be at the <u>doctor's</u> .
They <u>should</u> be <u>arriving soon</u> .	I'll have <u>finished</u> by 10 p.m.
They <u>may</u> eat <u>out</u> .	They <u>might</u> have <u>gone home</u> .
She <u>might</u> be <u>sleeping</u> .	They <u>can't</u> have <u>bought</u> a <u>new car</u> .
They <u>wouldn't</u> be <u>doing</u> the <u>housework</u> .	He <u>won't</u> <u>arrive</u> before 6 p.m.
He <u>could</u> have <u>gone</u> to the <u>cinema</u> .	He <u>might</u> be at the <u>gym</u> .
I'd have <u>picked</u> you <u>up</u> from the <u>airport</u> .	They <u>could</u> be <u>having dinner</u> at 8 p.m.

10C A problem shared giving advice

A

You've been working very hard lately. You've done lots of unpaid overtime and you feel that you deserve a pay rise. Your boss is a tough manager and recently refused to increase a colleague's salary. You don't know how to go about talking to your boss. Ask your classmates for some advice about what to do.

B

Your 14-year-old daughter wants to go to a rock concert with her friends. It finishes at midnight on a school night. You feel that this is very late and are worried about her safety. She's usually a good student but she didn't do very well in her recent tests. Ask your classmates for some advice about what to do.

C

You share a flat with an old school friend. This friend is great fun and you enjoy living together very much. However, your friend is also very untidy and leaves dirty plates everywhere. It's time you did something about it but you don't want the two of you to fall out. Ask your classmates for some advice about what to do.

D

Your teenage son has asked for a new pair of trainers because all of his friends have them. He works really hard and always helps out at home. The problem is that the trainers are very expensive and you can't afford them at the moment. Ask your classmates for some advice about what to do.

E

Your next-door neighbour often plays loud music after 7 p.m. It stops before you go to bed but it still drives you mad because you can't hear your TV. Your neighbour has recently helped you with some DIY so you don't want to upset him. Ask your classmates for some advice about what to do.

F

You've been in the same job for years. You really want to try something different but you worry that you might get a new job and hate it and you don't want to regret your decision. As well as that, you're not sure what kind of job you could do. Ask your classmates for some advice.

G

One of your friends often comes to your house unexpectedly and stays for ages. You're usually very busy and would prefer her to arrange a time before she visits. She's very sensitive and you don't know how to discuss it with her. Ask your classmates for some advice about what to do.

H

It's your friend's birthday next week and you have to buy him a present. Unfortunately, he's very successful and already has everything he needs. For your last birthday he spent a lot of money on you. You have no idea what to buy him. Ask your classmates for some advice.

Vocabulary Plus

Instructions

There are 10 Vocabulary Plus worksheets (p176–p185). These worksheets introduce additional vocabulary that is not presented in the Student's Book and aim to help students become better and more independent learners. The topic of each Vocabulary Plus worksheet is linked to the topic of the corresponding unit in the Student's Book. There is an answer key at the bottom of each worksheet, which can be cut off if necessary. You will need to photocopy one Vocabulary Plus worksheet for each student.

- Use the worksheets as extra vocabulary input in class. We suggest you cut off the answer keys and check the answers after each exercise.
- Give them for homework for students to use on their own. You can either leave the answer keys on the worksheets so students can check the answers themselves or cut them off and check the answers at the beginning of the next class.
- When you have a mixed-level class, give them to students who finish longer speaking activities early. They can begin the worksheets in class and finish them for homework if necessary. You can then give the worksheets for homework to the other students at the end of the class.
- For further practice, ask students to look out for more examples of the type of language in the worksheet. They can look in articles, films, TV programmes and advertisements. Then they can bring examples to class for discussion or to display in the classroom.

1 Vague language p176

Language

stuff, (50)-odd, (40) or so, ages, tons, loads, masses, or anything, the early hours, (12)ish, in the region of (25), (11) or thereabouts

When to use and time

Use any time after lesson 1B. 25–30 minutes.

Procedure

- 1 Students read the messages and answer the questions. They discuss their answers in pairs.
- 2 Focus students on the words and phrases in bold in the messages. Point out that these are examples of vague language. In the email, Julia uses it as a way of being relaxed and friendly. In the note, she wants to be deliberately vague because she thinks her neighbours will not like the truth.
- 3 Students do the exercise on their own or in pairs. Check answers with the class. Point out that *in the region of* and *or thereabouts* are more formal than the other expressions.

- 4 Students do the exercise on their own. When they have finished, put students in groups. Students take turns to ask each other the questions. Encourage students to ask follow-up questions.

2 Guessing the meaning of unknown words p177

Language

This worksheet does not introduce additional vocabulary. Instead, it shows students how to guess the meaning of unknown words by using contextual clues.

When to use and time

Use any time after lesson 2C. 20–25 minutes.

Procedure

- 1 Focus students on pictures A and B and ask them to describe what is happening.
- 2 Students do the exercise on their own before checking in pairs.
- 3 a Students do the exercise on their own before discussing answers in pairs.
b Put students in pairs to discuss their answers.

3 Health idioms p178

Language

run-down, pins and needles, under the weather, full of beans, black out, full-blown, like death warmed up, be over the worst, be back on your feet, throw a sickie, the runs

When to use and time

Use any time after lesson 3B. 25–30 minutes.

Procedure

- 1 Pre-teach *hypochondriac* /haɪpə'kɒndriæk/. Students do the questionnaire on their own. Students then compare results in pairs or small groups.
- 2 Students do the exercise on their own before checking in pairs. Check answers with the class. Model and drill each idiom.
- 3 Students do the exercise on their own before discussing the sentences that are true for them in pairs or small groups.

4 Words used in news headlines p179

Language

boom, slash, cop, quiz, haul, plunge, bid, dash, brawl, hike, boost

When to use and time

Use at any time after lesson 4A. 25–30 minutes.

Procedure

- 1 Focus students on the headlines. Students do the exercise on their own or in pairs.
- 2 Students do the exercise on their own before checking in pairs. Check answers with the class.
- 3 Point out that headlines often use short dramatic words that people do not use in everyday speech.
- 4 Students do the exercise on their own.

5 Phrasal verbs with *out*, *back* and *down* p180

Language

sell out, narrow down, bounce back, buy out, knock down, wear out, play down, date back, dress down

When to use and time

Use at any time after lesson 5C. 25–30 minutes.

Procedure

- 1–3 Students do the exercise on their own before checking in pairs. Check answers with the class.
- 4 a Students do the exercise on their own before checking in pairs. Check answers with the class.
b Put students into groups to discuss the sentences.

6 New words p181

Language

cyberactive, emarketing, surfer, SEO, google, page ranking, banner ad, viral advertising, advertainment, webinar, URL, action

When to use and time

Use any time after lesson 6B. 20–25 minutes.

Procedure

- 1 Focus students on the advertisement. Students do the exercise on their own before checking in pairs.
- 2 Students do the exercise on their own or in pairs.
- 3 Students do the exercise on their own or in pairs.

7 Law and crime p182

Language

crime figures, zero tolerance, violent crime, crack down, fare dodging, serious offences, flout the law, petty theft, enforce the law, community policing, video surveillance

When to use and time

Use any time after lesson 7B. 25–30 minutes.

Procedure

- 1 a Focus students on the chart. Students do the exercise in pairs.
b Students do the exercise on their own before checking in pairs.
- 2 Students do the exercise on their own before checking in pairs. Check answers with the class.
- 3 a Students do the exercise on their own before checking in pairs. Check answers with the class.
b Put students in groups to discuss the sentences.

8 Stress patterns in long words p183

Language

The focus here is stress patterns in words ending with *-tion*, *-ity*, *-ical*, *-ic*, *-ify*, *-cial*, *-ible*, *-able*, *-ous* and *-ive*.

When to use and time

Use any time after lesson 8B. 25–30 minutes.

Procedure

- 1 a Students work in pairs to make a list.
b Students read the blog on their own, and then check their answers in pairs.
- 2 Students do the exercise on their own before checking in pairs. Check answers with the class.
- 3 Students do the exercise on their own before checking in pairs. Check answers with the class.
- 4 Point out that some suffixes affect the position of word stress in multi-syllable words.
- 5 Students do the exercise in pairs.
- 6 Put students into pairs or groups. Students take turns to ask each other the questions. Encourage students to use words from 2 and 5. Monitor their discussions for correct stress placement.

9 Money expressions p184

Language

stingy, tenner, experience cash-flow problems, outstanding debts, outgoings, purchases, skint, paid peanuts, quid, splash out

When to use and time

Use any time after lesson 9A. 15–20 minutes.

Procedure

- 1 Students do the exercise on their own before checking with a partner.
- 2 Point out that the plural of *quid* is *quid* and that a five-pound note is called a *five* and a ten-pound note is called a *tenner*, but there is no special word for a 20-pound note.
- 3 **a** Students do the exercise on their own before checking in pairs. Check answers with the class.
b Put students into small groups to discuss the sentences.

10 Success and failure p185

Language

go back to square one, sail through, get by, scrape through, get off to a flying start, fall behind, let something slip through your fingers, be a natural, go from strength to strength

When to use and time

Use at any time after lesson 10B. 20–25 minutes.

Procedure

- 1 Ask students about their experience of receiving school reports.
- 2 Students do the exercise on their own before checking in pairs. Check answers with the class.
- 3 **a** Students do the exercise on their own.
b Put students into small groups. Students take turns to ask each other the questions in **3a**.

1 Vague language

- 1 Read both messages from Julia. Who do you think she is writing to? What problems can you predict?



A Hey!
Sorry I haven't replied before. I've been really busy with party **stuff**. I invited **50-odd** people and **40 or so** have said they'll come, so that's not bad. Even a couple of old school friends I haven't seen for **ages**! How weird will that be! So now all I've got to do is get it all sorted!! I'm just going to do **tons** of bread and cheese and salad. **Loads** of my friends are vegetarians so I won't have to do **masses** of meat **or anything**, which means it'll be cheaper ☺. Shame you have to catch the 11 o'clock train 'cos the party will probably go on till **the early hours**. I hope I can stay awake – I usually go to bed at **12ish**. I wonder if anyone would notice?!
Anyway, great that you can come. See you on the 18th.
J

B Dear Mr and Mrs Chenery,
I am writing to let you know that I am having a party here on Saturday 18th May. There will only be **in the region of 25** people and we are planning to finish the party at **11 or thereabouts**, so I do hope we will not disturb you this time.
Best wishes,
Julia (no. 43)

- 2 Julia uses a lot of vague language, where she doesn't want to or can't be precise. Complete the table with words/phrases in bold from 1.

meaning 'approximately'	for imprecise nouns	exaggeration
	<i>stuff</i>	

- 3 Match the words/phrases in bold from 1 to precise words/numbers 1–12 that Julia did not use.

1 53	<u>50-odd</u>
2 41	_____
3 11.55	_____
4 24	_____
5 11.10	_____
6 preparations	_____
7 or fish	_____
8 4 a.m.	_____
9 10 years	_____
10 15 loaves	_____
11 70%	_____
12 20 kilos	_____

- 3 Answer these questions for yourself. Be vague or precise.

- How many cousins have you got?
- How old is your oldest relative?
- What time do you usually go to bed?
- How many kilometres do you travel in an average week?
- What's the population of your home town?
- What are you going to do this weekend?
- What kind of music don't you like?
- Do you know what time of day you were born?
- When did you last see your favourite primary school teacher?

1 The email is to a friend and the note is to her neighbours. The neighbours may be angry if the party continues after 11 and there are more than 25 people. 2 meaning 'approximately' 50-odd; 40 or so; 12-ish; in the region of 25; 11 or thereabouts for imprecise nouns or anything; the early hours exaggeration ages; tons; loads; masses 3 2 40 or so 3 12ish 4 in the region of 25 5 11 or thereabouts 6 stuff 7 or anything 8 the early hours 9 ages 10 tons 11 loads 12 masses

2 Guessing the meaning of unknown words

- 1 Read the article about a little-known English tradition. Do not use a dictionary. Which picture matches the tradition?

A



B



An ancient tradition

Perhaps every country has its little-known local traditions and rural England is certainly no exception. Even most British people will be **baffled** if you ask them what **dwile flonking** is. But for the inhabitants of some villages in Eastern England, **dwile flonking** is a part of their tradition, one that some say dates back 400 years. So how do you play?

There are two teams and a '**jobanowl**' to look out for cheating and keep the score. The '**jobanowl**' tosses a sugar beet from a nearby field to decide which team '**flonks**' first. One member of this team, the first '**flonker**', stands holding a '**driveller**' which has a beer-soaked '**dwile**' on the end of it. The opposing team join hands in a circle around him and start '**girting**' in a clockwise direction. The man in the middle spins anti-clockwise and '**flonks**' his '**dwile**' at them. The higher on the body the rag hits somebody, the more points the '**flonker**' scores; for example, a '**Wonton**' earns the flonker's team three points, a '**Morther**' two and a '**Ripper**' only one. And if he is new to the game or just a poor shot, he may find himself drinking a lot of beer. If he is unfortunate enough to get two '**Swadgers**' – this gives zero points – in a row he has to drink a pot of beer before the opposing team can pass the '**dwile**' hand-to-hand around the circle. Presumably the score of the losing team rapidly deteriorates from then on!

- 2 Choose the most likely definition for these words.

- 1 baffled
 - a confused ✓
 - b pleased, flattered
- 2 dwile
 - a a soft ball
 - b a rag or piece of cloth
- 3 flonk
 - a a player in a team
 - b throw wildly
- 4 jobanowl
 - a a referee
 - b a hidden camera
- 5 beet
 - a directly
 - b a root vegetable
- 6 driveller
 - a a wooden pole
 - b a cloth seller
- 7 girting
 - a dancing
 - b facing
- 8 Wonton
 - a a hit on the face
 - b a hit on the stomach
- 9 Swadger
 - a a hit on the legs
 - b a complete miss

- 3 a Read this guide to guessing the meaning of unknown words. Choose the correct words.

We can use different methods for guessing the meaning of unknown words:

- use ¹*your knowledge of the world/descriptions* to help you (e.g. *sugar beet from a nearby field*).
- look for a ²*synonym/description* of the word elsewhere in the text (e.g. *dwile* and *rag*).
- look for the ³*purpose/result* of something elsewhere in the text (e.g. *a 'jobanowl' to look out for cheating and keep the score*).
- look for the ⁴*purpose/result* of something in the text (e.g. *'Swadger' – this gives zero points*).
- look for the ⁵*function/appearance* of something (e.g. *a 'Wonton' earns*).
- look for ⁶*pronouns/connecting words* that show there is a similarity or contrast (e.g. *Even most British people will be baffled ... But for the inhabitants of some villages in Eastern England ...*).
- look for a ⁷*pronoun/connecting word* that indicates whether the word relates to a person or an object (e.g. *'driveller' which has a beer-soaked 'dwile' on the end of it*).
- look for a ⁸*synonym/description* of how something is done to help guess the meaning of a verb (e.g. *join hands in a circle around him and start 'girting' in a clockwise direction*).

- b Which methods did you use to guess the meanings in 2?

3 Health idioms

- 1 Read the questionnaire. Do you think you are a hypochondriac?



Because of medical advice on the Internet, we are better informed about our health. However, if looking up treatment for a mouth ulcer sends you running to a doctor with a list of possible diseases, maybe you should do our not-so-serious questionnaire. If you have more 'yes's than 'no's, you may be a hypochondriac – but you probably don't need to go to the doctor to check!

Are you a hypochondriac?

- Do you go to the doctor's if you feel **run-down**?
- If you wake up with **pins and needles** in your arm, do you think you're about to have a heart attack?
- Whenever you are feeling **under the weather**, do you take the day off work, just in case it's something serious?
- When other people **are** jumping around **full of beans**, do you think to yourself "If I did that I'd probably **black out**"?
- When you've got a cold, do you tell people you've got **full-blown** 'flu?
- Which words sound sweeter: "Oh, poor you! You look **like death warmed up**" or "I'm glad you're **over the worst**. You'll soon **be back on your feet**"?
- Have you ever **thrown a sickie** because you didn't want to go to work, and then actually decided during the day that you are ill?
- Do you **get the runs** if you even *think* about going abroad and eating foreign food?

- 2 Match the idioms in **bold** in the questionnaire to definitions a–k.

- slight sharp pains, usually felt just after you have moved from being still in one position for a long time pins and needles
- become unconscious suddenly but for a short period _____
- have a lot of energy and enthusiasm _____
- fully developed _____
- have experienced the worst stage of the illness and are now improving _____
- slightly ill _____
- be healthy again after a period of illness _____
- tired and not healthy, especially because of working too much _____
- told your employer you are ill when you are not so you do not have to go to work that day _____
- have diarrhoea _____
- look or feel very ill _____

- 3 Complete the sentences so they are true for you.

- When I get run-down, I ...
- I get pins and needles if I ...
- If a friend looks under the weather, I ...
- The last time I was full of beans was ...
- If someone blacks out, you should ...
- The best way to avoid full-blown arguments with people is to ...
- As soon as you're over the worst of an illness, you should ...
- The first thing I want to do when I get back on my feet after an illness is ...
- The trouble with throwing a sickie is ...
- The last time I felt like death warmed up was ...
- If you have the runs, you shouldn't ...

2 b black out c are full of beans d full-blown e are over the worst f under the weather g be back on your feet h run-down i thrown a sickie j get the runs k like death warmed up

4 Words used in news headlines

1 What do you think these headlines are about?

1 Camera **boom** has not **slashed** crime

2 **Cops quiz** gang after huge heroin **haul**

3 Shares set to **plunge** after \$2bn **bid** is withdrawn

4 Dove doctors **dash**

5 Footy fans **brawl** on jet

6 Greedy MPs call for huge pay **hike**

7 Breast milk **boosts** IQ

2 Match headlines 1–7 to these first lines from newspaper articles.

A Babies who are fed by their mothers grow up to be more intelligent than those who are bottle-fed, scientists claim. 7

B Detectives seized drugs with an estimated street value of over £20m at a UK port yesterday.

C Politicians are demanding a 22% pay rise – saying their current salary does not compensate for the stress involved in their job.

D Rock singer Candy Dove was rushed to hospital after returning home to London from a week's partying in New York.

E Shares in a supermarket chain are expected to fall sharply today after it refused an improved \$2.2 billion takeover approach from US store giant, Supermarty.

F Terrified air passengers described how 25 drunken football supporters started a free-for-all fight on a London-bound flight.

G The billions of pounds spent on CCTV equipment have failed to have an impact on crime figures, a senior police officer claimed today.

3 Match the words in bold in the headlines in 1 to definitions a–k.

- a a period of sudden growth boom
- b an offer or attempt
- c improves or increases something
- d fight
- e police officers
- f run somewhere very quickly
- g a large amount of something that has been stolen or is illegal
- h an increase in the cost of something, especially a large or unwanted increase
- i suddenly fall in value or level
- j ask someone questions about something
- k greatly reduced

4 Write the first sentence of a newspaper article for each of these headlines.



- 1 Cops pay hike bid
- 2 Privileges slashed after prison brawl
- 3 Interest rate plunge boosts spending
- 4 Savers dash to withdraw funds
- 5 MP quizzed about expenses

2 b2 c6 d4 e3 f5 g1 3 b bid c boosts d brawl e cops f dash g haul h hike i plunge j quiz k slashed 4 Possible answers 1 Police officers are calling for a large increase in their salaries to reflect the dangers they face at work. 2 Prisoners at a high-security jail are facing sanctions after violence broke out last night in protest at overcrowded conditions. 3 High-street spending has increased by 5% following the significant drop in interest rates announced by the government last week. 4 Customers of the GCI Bank queued outside their local branches yesterday to withdraw their savings after news of the bank's difficulties broke on Tuesday. 5 A leading Member of Parliament has been interviewed about the money she paid her sister for providing her with accommodation in London.

5 Phrasal verbs with *out*, *back* and *down*

1 Match sentence beginnings 1–10 to sentence endings a–j.

- 1 After disappointing Christmas sales,
- 2 Sorry, we've **sold out** of the Xi53s,
- 3 We've got too many options,
- 4 JBS have **bought out** Howletts,
- 5 If we **knock down** the price to match our competitors',

- a we'll lose money and go out of business.
- b so we need to **narrow** them **down**.
- c the retail industry is starting to **bounce back**.
- d but we should get a delivery next week.
- e so I wonder if they'll change the name to JBS now.

- 6 The rubber belt has **worn out**,
- 7 The PR department is trying to **play down** the scandal,
- 8 Most of their problems **date back**
- 9 We're allowed to **dress down** on Fridays,
- 10 It would be good if we could **claw back**

- f and they're focusing on the new product launch.
- g so most people wear jeans instead of suits.
- h so we'll have to have it replaced.
- i some of the market share we lost last year.
- j to when Gordon was in charge of human resources.

2 Match the phrasal verbs in bold in 1 to definitions a–j.

- a regain possession of something with difficulty **claw back**
- b purchased a part of a company from someone else so that you own all of it _____
- c wear informal clothes _____
- d make a list of things smaller, by removing the things that are least important or desirable _____
- e make something seem less important or less bad than it really is _____
- f sold all of the supply that you have of something _____
- g lower _____
- h start to be successful again after a difficult period _____
- i have existed since a particular time _____
- j used so much that it has become too damaged to use any more _____

3 The phrasal verbs in 1 use the particles *out*, *back* and *down*. In these phrasal verbs, which particle has the general meaning of:

- a reducing? _____
- b returning or referring to an earlier time? _____
- c completed or finished? _____

4 a Fill in the gaps with the correct form of the phrasal verbs from 1.

- 1 Never let failure stop you; just be determined to **bounce back**.
- 2 In order to prioritise, I always _____ long lists of things to do.
- 3 It's a great idea to allow staff to _____ once a week.
- 4 It's best to buy expensive shoes that don't _____ quickly.
- 5 In my country lots of small shops have been _____ by big companies.
- 6 I like people who _____ their problems and concentrate on the positive.
- 7 If a shop has _____ of something I want, I ask them to order one for me.
- 8 High-street shops will never be able to _____ customers they have lost to the internet.
- 9 I think most phobias _____ to childhood experiences.
- 10 When I need to buy something expensive, I always try to _____ the price.

b Work in groups. Which sentences in 4a do you agree with?

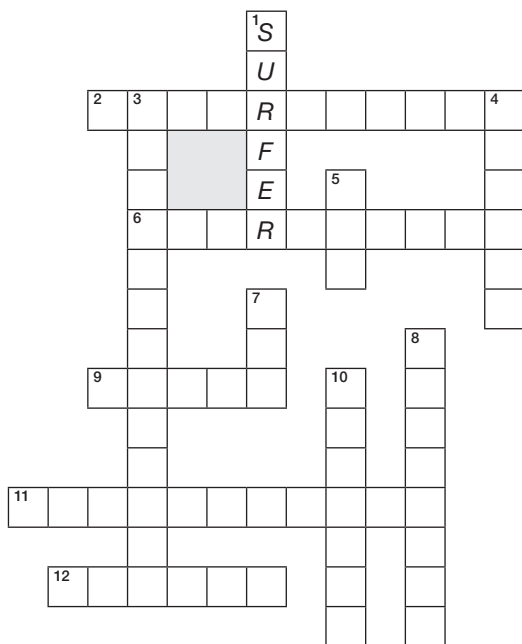
1 2d 3b 4e 5a 6h 7f 8j 9g 10i 2 b bought out c dress down d narrow down e play down f sold out g knock down h bounce back i date back j worn out 3 a down b back c out 4 a 2 narrow down 3 dress down 4 wear out 5 bought out 6 play down 7 sold out 8 claw back 9 date back 10 knock down

6 New words

1 Read the advertisement for Web-Savvy, a company providing internet solutions. How would you describe the company?

- a young ✓
- b dynamic
- c traditional
- d flexible
- e knowledgeable
- f creative

2 Complete the crossword with the words/phrases in bold from the advertisement.



ACROSS

- 2 The position of a website in search engine listings.
- 6 Encouraging people via the internet to buy a product or service.
- 9 A type of advertising in which viewers like an advertisement (e.g. a video) so much that they talk about it to others.
- 11 Someone who uses computers widely is ...
- 12 Do something to achieve a particular goal.

WEB-SAVVY

online marketing that knows its stuff!

How would you like over one billion customers? That's how many internet users there are in this **cyberactive** world. But how can you direct your share of that traffic to *your* site?

Web-Savvy **emarketing** provides real results. We turn a **surfer** into a customer – yours! How?

- **SEO** – when you **google**, you'll be found. We can raise your **page ranking** pretty much instantly.
- **Banner ads** – be visible, be noticed, be clicked.
- **Viral advertising** – is everyone talking about you? We make your **advertainment** the one everyone wants to see.
- **Webinars** – show your product in all its glory and let your customers interact from the comfort of their own computer.

We can provide complete emarketing campaigns, from sourcing you a memorable and unique **URL** to complete technological support. Or maybe you know exactly what you want and you'd just like us to **action** it.

DOWN

- 1 A person who searches for information or entertainment on the internet.
- 3 Advertisement of a product or brand that is also entertaining.
- 4 Use a search engine to find information on the internet (named after a popular search engine).
- 5 A process of making a website appear high in search engine listings (an abbreviation of 'search engine optimisation').
- 7 A website address.
- 8 An advertisement on a web page.
- 10 An interactive web-based seminar or presentation.

3 Complete descriptions 1–6 of how new vocabulary is formed with examples from 1.

- 1 An old word is used with a new meaning.
(e.g. surfer , viral)
- 2 A new prefix is added to an existing word.
(e.g. _____ , _____)
- 3 Two existing words are joined to make a new compound. (e.g. _____ , _____)
- 4 Two existing words are blended to make a new word. (e.g. _____ , _____)
- 5 An abbreviation becomes more well known than the words that it stands for. (e.g. _____ , _____)
- 6 An existing word takes on new grammar, for example, a noun becomes a verb. (e.g. _____ , _____)

1 b d e f 2 Across 2 page ranking 6 emarketing 9 viral 11 cyberactive 12 action Down 3 advertainment 4 google 5 SEO 7 URL 8 banner 9 banner ad 10 webinar 11 cyberactive; emarketing 12 action 13 banner ad 14 banner ad 15 banner ad 16 banner ad 17 banner ad 18 banner ad 19 banner ad 20 banner ad 21 banner ad 22 banner ad 23 banner ad 24 banner ad 25 banner ad 26 banner ad 27 banner ad 28 banner ad 29 banner ad 30 banner ad 31 banner ad 32 banner ad 33 banner ad 34 banner ad 35 banner ad 36 banner ad 37 banner ad 38 banner ad 39 banner ad 40 banner ad 41 banner ad 42 banner ad 43 banner ad 44 banner ad 45 banner ad 46 banner ad 47 banner ad 48 banner ad 49 banner ad 50 banner ad 51 banner ad 52 banner ad 53 banner ad 54 banner ad 55 banner ad 56 banner ad 57 banner ad 58 banner ad 59 banner ad 60 banner ad 61 banner ad 62 banner ad 63 banner ad 64 banner ad 65 banner ad 66 banner ad 67 banner ad 68 banner ad 69 banner ad 70 banner ad 71 banner ad 72 banner ad 73 banner ad 74 banner ad 75 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7 Law and crime

1 a Look at the chart. Why do you think the number of murders in New York has fallen so dramatically in the last two decades?

b Read the article. Were any of your ideas the same?

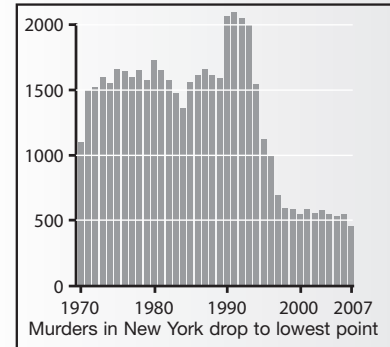
Cracking down on broken windows

As ¹crime figures cause increasing concern in our cities, the question of ²zero tolerance is once again on the agenda. When such a policy was adopted in New York in the mid-1990s, it seemed to cause a dramatic reduction in violent crime. As police ³cracked down on minor crimes, such as vandalism, littering and ⁴fare dodging on the subway, the number of more ⁵serious offences, like murder, also declined.

Zero tolerance is based on the 'broken window theory' of James Wilson and George Kelling. They suggested that a broken window in a neighbourhood gave the impression that nobody cared about it and very soon more windows would be smashed. Whereas, if the broken window was repaired quickly, this was less likely to happen. They believed that by dealing with people who ⁶flout the law in relatively minor ways the rate of more serious crimes

could also be reduced. Often, people arrested for ⁷petty theft or public disorder were seen as those most likely to commit dangerous crimes. And it seemed to work for New York.

But did it? Critics claim that similar decreases were seen in other US cities which did not ⁸enforce the law so strictly. They suggest that other factors such as more ⁹community policing and increased ¹⁰video surveillance has made the US a safer place to live.



2 Match phrases 1–10 in the article to definitions a–j.

- a a crime with a severe effect 5
- b a system in which officers work with the residents of a neighbourhood to prevent crimes
- c make people obey rules
- d statistics about criminal activity
- e the act of dishonestly taking something which is relatively unimportant or inexpensive
- f intentionally disobey the rules of the country
- g start dealing with bad or illegal behaviour in a more severe way
- h travelling on public transport without paying for a ticket
- i the use of cameras to watch a person or place
- j when all criminal behaviour, even if not very serious, is punished severely

3 a Match sentence beginnings 1–10 to sentence endings a–j.

- 1 People should be arrested for fare c
- 2 The trouble with zero _____
- 3 The police should crack _____

- 4 The rapport that can be built through community _____
- 5 Crime _____
- 6 Someone who goes to prison for petty _____
- 7 Police should enforce the _____
- 8 If kids see their relatives flouting _____
- 9 There's too much video _____
- 10 Prison is the only place for people who commit serious _____
- a figures in my country have got worse recently.
- b the law, they will learn to do the same.
- c dodging on public transport.
- d law, even if it sometimes means inconveniencing innocent people.
- e policing is more valuable than arresting petty criminals.
- f down on littering in my home town.
- g surveillance in public places nowadays.
- h offences.
- i tolerance is that it can lead to police brutality.
- j theft will probably learn to be a better thief!

b Work in groups. Which sentences in 3a do you agree with?

8 Stress patterns in long words



- 1 a What do you think are the qualities of a hero?
b Read the blog. Are your ideas the same?

I watched a documentary on television tonight about everyday heroes and it got me thinking – what really makes somebody **heroic**? The programme suggested that people who found themselves in awful situations and didn't give up were heroes. But I think that's a **romantic** view. So here's my list of qualities that I think **typify** heroes:

- willingness to **sacrifice** something they value highly for something even more valuable
- the **determination** to do what they feel is necessary, even if other people think there is little **possibility** of success
- the **courage** to act, even in the face of **rational** fear
- the **dedication** to do what is right
- the **creativity** and **imagination** to find a solution when it seems impossible
- **dependability** – your hero will never let you down!

Do you agree? Leave your comments here.

4 comments

- 2 Fill in gaps 1–12 with the words in bold from the blog.

noun	verb	adjective
hero	–	1 <u>heroic</u>
romance	a _____	2 _____
type	3 _____	b _____
sacrifice	4 _____	c _____
5 _____	determine	d _____
6 _____	–	possible
7 _____	–	courageous
rationalisation	e _____	8 _____
9 _____	dedicate	f _____
10 _____	create	g _____
11 _____	imagine	h _____
12 _____	depend	i _____

- 3 Fill in gaps a–i in 2 with these words.

creative determined imaginative typical
dependable romanticise dedicated
sacrificial rationalise

- 4 Where is the stress on words with these suffixes? Write A if the stress is on the second from last syllable (●●) or B if the stress is on the third from last syllable (●●●).

1 -tion	A	6 -cial	_____
2 -ity	_____	7 -ible	_____
3 -ical	_____	8 -able	_____
4 -ic	_____	9 -ous	_____
5 -ify	_____	10 -ive	_____

- 5 Add the stress marks to these words.

1 clarify	2 responsive	3 likeable
4 sympathetic	5 curiosity	6 incredible
7 enormous	8 logical	9 official
10 examination		

- 6 Answer these questions for yourself. Try to use words from 2 and 5.

- 1 What are the qualities of a good student?
- 2 What does a good teacher need to do?
- 3 What do you look for in a good friend?

2 romantic 3 typify 4 sacrifice 5 determination 6 possibility 7 courage 8 rational 9 dedication 10 creativity 11 imagination 12 dependability 3 a romanticise b typical c sacrificial d determined e rationalise f dedicated g creative h imaginative i dependable 4 2B 3B 4A 5B 6A 7B 8B 9A 10A 5 2 responsive 3 likeable 4 sympathetic 5 curiosity 6 incredible 7 enormous 8 logical 9 official 10 examination

9 Money expressions

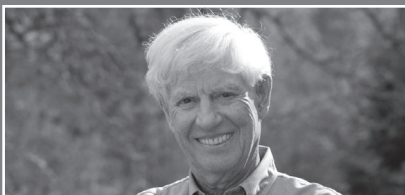
1 Read the three opinions. Who thinks it's OK to borrow money? Why?

This week's hot question – is it OK to be in debt?



Jimmy Poole, builder

Debt? Ha, you're talking to the right man, mate! It's the kids, you know, they see something they want and you get it because you don't want to be **stingy**. So you end up borrowing a bit more, but then that's what the banks are there for, isn't it? Live for today, that's what I say. Hey, you couldn't lend us a **tenner**, could you?



Monty Frears, retired accountant

Borrowing money is expensive, so if people are **experiencing cash-flow problems**, they should first arrange to pay off any **outstanding debts** little by little. Then they should draw up a budget of their essential **outgoings**. Any remaining money may be used for luxury **purchases** or investment for the future.



Frances Pearson, teacher

It's all very well to say people shouldn't spend money they haven't got, but for some folks it's the only way they can live. They're **skint** most of the time because they're on benefits. Or if they are working, they get **paid peanuts**. They have to borrow a few **quid** just to feed their families. It's not like they **splash out** on expensive holidays or anything like that.

2 Fill in gaps 1–10 with words/phrases in bold from 1.

more formal	less formal
poor, lacking funds	1 <u>skint</u>
2 _____	not having enough money to pay the bills
3 _____	money you owe people
pound(s)	4 _____
ten-pound note	5 _____
spend money extravagantly	6 _____
unwilling to spend money	7 _____
on a low salary	8 _____
9 _____	money that has to be regularly spent
10 _____	things you buy

3 a Complete these sentences with words/phrases in bold from 1.

- If you are experiencing cash-flow problems, you should inform those to whom you owe money.
- I can't stand _____ people – you know, the ones who buy you a pencil for your birthday!
- I'm always _____ at the end of the month.
- I never buy really cheap clothes because the people who make them are _____ for working in awful conditions.
- Sometimes I _____ on something really expensive to cheer myself up.
- If a taxi costs, say, £8.50, I give the driver a _____ and tell him to keep the change.
- If your _____ exceed your income, you should work out how to live more cheaply.
- It is advisable to pay off _____ before starting to save.
- I usually make major _____ on a credit card.
- I wouldn't pay nine _____ to see a film.

b Work in groups. Which sentences in 3a are true for you? Which do you agree with?

1 Jimmy (live for today) and Frances (people have to borrow to feed their families) 2 experiencing cash-flow problems 3 skint 4 quid 5 tinner 6 splash out 7 stingy 8 paid peanuts 9 outgoing 10 purchases 1 a 2 stingy 3 skint 4 paid peanuts 5 splash out 6 tinner 7 outgoing 8 outstanding debts 9 purchases 10 quid

10 Success and failure

1 Read Thomas Wonder's school report. Fill in gaps a–e with these grades.

1 4 6 10 10



Montgomery School
for Boys

Report for
Thomas Wonder Year 10



Subject	Comments	Grade/10
English	Thomas has a lot of difficulty spelling. He does not seem to realise that letters have to go in a certain order to make a word. He really needs to ¹ go back to square one and learn the basics again.	a <u>1</u>
Mathematics	Thomas truly is a 'Wonder' at Maths. He ² sails through all his tests, getting 100% every time. He's on course for a very high grade in his exam next month.	b ____
French	French is not Thomas's strongest subject, but he does try hard. He ³ gets by in speaking but has great difficulty with written French. If he works very hard, he may ⁴ scrape through his exam in June.	c ____
Biology	Thomas ⁵ got off to a flying start at the beginning of term and I was expecting great things from him. But then he got distracted by other things and he started to ⁶ fall behind . He has great potential to pass the exam so it would be a shame to ⁷ let it slip through his fingers for lack of concentration.	d ____
Chemistry	Thomas ⁸ is a natural in the science lab. He started well and his work ⁹ goes from strength to strength . With his parents' permission, we would like to put him in for his final exam one year early. It would challenge him but we are sure he could manage it.	e ____

2 Match idioms 1–9 in bold in 1 to definitions a–i.

- a be able to deal with a situation, usually by having just enough of something you need 3
- b begin an activity very successfully ____
- c be born with a skill or talent ____
- d fail to do something fast enough or on time ____
- e gradually become increasingly successful ____
- f miss an opportunity through lack of care or effort ____
- g narrowly succeed in something but with a lot of difficulty ____
- h start working on something from the beginning because your previous attempt failed ____
- i succeed very easily in something, especially a test or examination ____

3 a Complete these questions with the correct form of the idioms in 1.

- 1 Can you think of a famous person who has gone from strength to strength in their career?
- 2 And what about someone who got off to a _____, but then disappeared from the scene?
- 3 Do you get stressed if you _____ with your work?
- 4 Do you know anyone who _____ through all their exams easily although they don't do much work?
- 5 Do you know someone who's a _____ at something? Do you admire or envy them?
- 6 Have you ever just _____ through something that you thought you'd fail?
- 7 Have you ever let something _____ through _____?
- 8 How many languages can you _____ by in?
- 9 When might going _____ to _____ be a positive thing?

b Work in groups. Answer the questions in 3a for yourself.

1 b10 c4 d6 e10 2 b5 c8 d6 e9 f7 g4 h1 i2 3 a 2 flying start 3 fall behind 4 sails 5 natural 6 scraped 7 slip; your fingers 8 get 9 back; square one

Help with Listening

Instructions

There are 10 Help with Listening worksheets (p192–p201). The aim of these worksheets is to help students to develop their ability to understand advanced spoken English. The worksheets use recordings from the Student's Book, and focus on how fluent speakers of English structure their discourse in a variety of genres.

These Help with Listening worksheets are designed to be used in class, offering a change of pace and focus for both teacher and students. You will need to photocopy one Help with Listening worksheet for each student, and prepare the relevant Student's Book recording.

1 Monologues p192

Aim

To help students understand spoken monologues.

When to use and time

Use any time after lesson 1C. 30–40 minutes.

Preparation

You will need to prepare **CD1** 4, SB p164.

Procedure

- 1 **a** **CD1** 4 Remind students of the five sayings from lesson 1C (*If you fly with the crows, you get shot with the crows*, etc.). Play the recording. Students listen and do the exercise on their own before comparing answers in pairs.
- b** Students do the exercise on their own before comparing answers in pairs.

a b b 2 W 3 P 4 P 5 P (Pete talks about work, but not about a work relationship.)

- 2 Play the recording again. Students do the exercise on their own before comparing answers in pairs.

1 basically means 2 basically means 3 what it means 4 this basically means 5 Basically

- 3 Students do the exercise in pairs.

- 1 basically
- 2 It is used to introduce the explanations by giving key information about them.
- 3 It can be removed without affecting the grammar or changing the meaning.
- 4 Used in this way, *basically* is more common in spoken English.

- 4 Students do the exercise on their own before checking in pairs. Check answers with the class.

- 2 So, basically, we could argue for hours about who said what, but it was a **basically** misunderstanding.
- 3 It's quite a **basically** complicated-looking machine and basically the way it works is ...
- 4 It's basically a rip-off. Their promises of accountability and **basically** all that don't mean a thing.
- 5 Basically, what you do first is peel **basically** the potatoes.
- 6 It's basically a good film, but I didn't like the **basically** lead actor's performance.

- 5 Check answers with the class.

- 1 It can give you some idea of the content and help you predict what speakers will say.
- 2 Listening for key words/phrases can help work out the type of spoken language. *For example* might be used when someone is giving an explanation; *a few years ago* might be used when someone is telling a story.
- 3 Yes.
- 4 Usually it won't. Many words common in spoken English, such as *basically*, are redundant.
- 5 Yes. It is very helpful to recognise these words. When non-native speakers (such as Claudia) use these words, it can help make them sound fluent.
- 6 If you are having a conversation with a fluent speaker, you can ask that person once they have finished talking. Alternatively, if you hear a word in another context, you can note it down and check with a fluent speaker or your teacher later.

2 Taking part in a conversation p193

Aim

To help students develop strategies for active listening.

When to use and time

Use any time after lesson 2B. 30–40 minutes.

Preparation

You will need to prepare **CD1** 11 SB p165.

Procedure

- 1 **a-b** **CD1** 11 Play the recording. Students do the exercises before comparing answers in pairs.

- a a**
- b** I went to Ireland last summer expecting to see **lush, green** hills. We thought we would be staying in a lodge that we rented from friends of **friends**. It took 18 hours of driving in terrible **rain** to get to where we were staying. The house turned out to be a **stark, modern log cabin**. The beach was half an hour's **sail** away.

- 2** Play the recording again. Students listen and answer the questions on their own.

a 3 (Melissa) **b** 6 (Brendan) **d** 4 (Brendan)
e 2 (Brendan) **f** 5 (Melissa)

- 3** Students do the exercise and check in pairs.

- 1 Right, OK; Oh, OK
- 2 No rustic charm then; Which is something that you don't want to be doing in bad weather
- 3 Oh, dear.

- 4** Students work in pairs and complete the conversation. Point out that there is more than one way of completing the conversation.

- 5** Put students into small groups to discuss their answers. Check answers with the class.

c Providing some kind of feedback shows we're interested and supports the speaker. All the strategies used by Brendan are useful ways of responding to someone's story.

3 ▶ Leaving things out p194

Aim

To help students develop awareness of ellipsis and substitution as natural features of spoken language.

When to use and time

Use any time after lesson 3A. 30–40 minutes.

Preparation

You will need to prepare **CD1 ▶ 16**, SB p166.

Procedure

- 1** **CD1 ▶ 16** Play the part of the recording where Richard speaks. Students choose the best description.

c

- 2** Students do the exercise and check in pairs.

- 1 F He's only just heard about it from the interviewer.
- 2 F He doesn't want to sound arrogant to the interviewer.
- 3 T 4 T

- 3** **a** Students listen and do the exercise on their own before checking in pairs.

- 2 Why, no. ~~I haven't had any experience of it.~~
- 3 ... I think I'm good enough ~~at my job~~ that most of the time ...
- 4 ... when I make a mistake, only ~~I realise I've made a mistake one.~~
- 5 No, I don't think ~~I have this sort of self doubt~~ so.

- b** Students do the exercise on their own before checking in pairs. Check answers with the class.

b 4 **c** 3 **d** 5 **e** 2

- c** Students do the exercise on their own before checking in pairs. Check answers with the class.

1 one 2 so

- 4** Students work in pairs and rewrite the conversations. Remind students to use ideas from **3** where possible. Write the conversations on the board. Elicit ideas from the class and make changes to the conversations with a different-coloured pen.

- 5** Students work in pairs and rewrite the conversation. Write the conversation on the board. Elicit ideas from the class and make changes to the conversation with a different-coloured pen.

- 6** Put students into small groups to discuss their ideas.

Possible answers

- 1 No, the reason they do this is to make their speaking sound more natural and fluent.
- 2 Yes, there are grammar rules about this. *The Cambridge Grammar of English* has useful information on ellipsis and substitution.
- 3 No, it is very hard to listen and work out what omissions and changes fluent speakers make when they are talking. Being aware that fluent speakers make changes is enough. It is better to listen out for key content words that convey meaning.
- 4 Yes, this is a useful strategy if you are listening to a fluent speaker. It is normal for two fluent speakers to ask for clarification when they are communicating with each other.

4 ▶ Disagreeing p195

Aim

To highlight strategies that native speakers use to disagree with someone they know well.

When to use and time

Use any time after lesson 4A. 30–40 minutes.

Preparation

You will need to prepare **CD1 ▶ 21**, SB p167.

Procedure

- 1** **a** **CD1 ▶ 21** Play the recording. Students listen and do the exercise. Students compare answers in pairs.

b

b Students do the exercise on their own before checking in pairs. Check answers with the class.

2 Sue 3 Dan 4 Sue 5 Sue

- 2 a** Play the recording again. Students listen and do the exercise on their own before checking in pairs.

c Both speakers are direct in expressing their opinions and use almost no language of agreement. This suggests they know each other reasonably well.

b Students do the exercise on their own before checking in pairs. Check answers with the class.

well

- 3** Students do the exercise on their own before checking in pairs. Remind students that they can see the examples in context in **Audio script 1.21**, SB p167.

1c 2a 3b

- 4 a** Tell students to think of possible replies but not to write them. Students work in pairs using their own ideas. Encourage students to use language from **3**. Point out that there is more than one possible way of completing the conversation.

b Students practise the conversation, taking turns to be Alex and Kim. Ask one or two pairs to role-play their conversations for the class.

- 5 a-d** Put students into small groups to discuss their answers. Check answers with the class.

- a** 1 Yes, if you know the other person well, for example, a friend or colleague.
2 Put forward contrasting ideas to counter the other person's argument.
3 No, typical expressions of agreement and disagreement are not always used in a discussion between two people who know each other well.
4 Yes, this is preferable to saying *Well, I don't agree*.
b-c *Well* has a great variety of uses and is not only used as a filler in a conversation. It can signal doubt, surprise, shock and indignation.
d The intonation of *well* changes the way it is used by fluent speakers.

5 Problems and solutions p196

Aim

To raise awareness of and provide practice in problem-solution discourse patterns in spoken English.

When to use and time

Use any time after lesson 5B. 30–40 minutes.

Preparation

You will need to prepare **CD2** 5, SB p168.

Procedure

- 1 a-b CD2** 5 Play Claire's extract of the recording.

a teaching, publishing, charity work
b 2a 3a 4b

- 2** If students are unfamiliar with listening to recordings in this way, play part 1 and elicit the answer.

1 part 3 2 part 1 3 part 2

- 3** Focus students on Claire's extract in **Audio script 2.5**, SB p168.

1 struggled 2 trying 3 working

- 4** Focus students on Will and Charlie's extracts in **Audio script 2.5**, SB p168.

- 1 Will's extract:** **problem** is first signalled by *not really* (an easy decision); **solution** is first signalled by *chose*; **comment** is first signalled by *options*.
2 Charlie's extract: **solution** is first signalled by *I do now* (know what to do); **problem** is first signalled by *but* (that decision came after a lot of change); **solution** is restated and signalled by *and that's when*; **comment** is first signalled by *confident*.

- 5** Tell the class your own personal example using the pattern 'problem > solution > comment'. Invite the class to ask follow-up questions. Students then work alone to make notes on their story. Students work in pairs to tell their stories.

- 6** If you have a multilingual class, group different nationalities together.

- 1** Not all languages use problem-solution patterning as commonly as English. For example, Mandarin and Arabic speakers tend to talk around a problem and not mention it so directly.
2 People who use problem-solution patterning usually don't do so consciously.
3 It can help you to know what kind of information to expect next.

6 Asides p197

Aim

To raise awareness of how asides are used in narratives.

When to use and time

Use any time after lesson 6A. 30–40 minutes.

Preparation

You will need to prepare **CD2** 11, SB p169.

Procedure

- 1 **a–b** **CD2** 11 Play the recording. Students listen and do the exercises. Students compare answers in pairs. Check answers with the class.

a Yes, they do.
b 1d 2a 3b 4c
- 2 Play the recording again. Pause after each story to allow students to write their answers. Students can compare answers in pairs.

a Not so strange in itself ...
b And the thing that I will never forget ...
c I mean, I've been travelling for two years now.
d and you've just reminded me actually ...
e I've only just remembered this.
f 'cos we're British ...
g It's obviously the height of fashion.
- 3 Students do the exercise on their own before checking in pairs. Check answers with the class.

1 Yes, it is.
2 They comment on the story.
3 They show both. For example, a) is an example of the speaker's reaction, while d) is an example of the speaker's spontaneous thought.
4 Asides.
- 4 Ask students to prepare their own story. Give them time to think and make notes. Ask them to tell their story to a partner. Conduct feedback with one or two pairs and ask them what the asides were.
- 5 Put students into small groups to discuss their answers.

1 It is likely that asides are in most languages.
2 No, it isn't. Point out that it is useful if students realise that fluent speakers will probably use asides when they speak.
3 In general, asides have a low tone (the pitch drops slightly). Knowing this may help students recognise an aside.

7 Opinions p198

Aim

To develop awareness of language used to give opinions.

When to use and time

Use any time after lesson 7B. 30–40 minutes.

Preparation

You will need to prepare **CD2** 21, SB p171.

Procedure

- 1 **a–b** **CD2** 21 Play the recording. Students listen and do the exercises before comparing answers in pairs.

a c
b 1 No, he thinks it would be harmful for others. 2 Yes, because stopping them would mean too much state intervention. 3 She thinks it's fair that people pay for what they throw away. She also suggests this might be an effective way of reducing the amount of rubbish thrown away. 4 The fact that only married people are eligible for a tax exemption, which could result in people feeling pressured to get married to qualify for the tax exemption.
- 2 **a–b** Students read the words and think about a possible order. Students compare answers in pairs.

1 I think that, basically, if the state intervenes, for example, to ban smoking ...
2 In the case of rubbish, there clearly has to be more state intervention ...
3 ... when it comes to the state intervening in people's lifestyles ...
- 3 **a** Students do the exercise in pairs. Check answers with the class. Elicit other expressions used to give opinions (e.g. *I believe, I understand, I'm of the opinion, In my opinion/view*).

1 The first four words introduce the opinion.
2 I think that basically
3 In the case of; when it comes to
- b** Students do the exercise on their own before comparing answers in pairs.
- 4 Give students time to think and make notes, particularly about the ideas and examples that support their opinion. Put students into small groups of three or four. Students take turns to state their opinion and then discuss each other's ideas.

- 5 Put students into small groups to discuss their answers. Check answers with the class.

- 1 Yes, they normally do.
- 2 They use phrases such as the underlined examples in **2a**, or phrases such as *I believe, I understand, I'm of the opinion, In my opinion/ view*. These phrases usually come before the opinion.
- 3 Yes, otherwise the opinion could be perceived as a kind of factual claim that is not backed up by any evidence.

8 Small words p199

Aim

To raise awareness of *and* and *so* as discourse markers in spoken text, with multiple meanings.

When to use and time

Use any time after lesson 8A. 30–40 minutes.

Preparation

You will need to prepare **CD3** 1, SB p172.

Procedure

- 1 a **CD3** 1 Play the recording until 'fell in love, married, had a family'. Students listen and do the exercise on their own before checking in pairs.

1 T 2 F She was born into an ordinary family.
3 T 4 F She hated school. 5 T 6 T 7 F She worked as a hotel receptionist. 8 F She applied for a job in a New York hotel. 9 T

b Give an example by playing the extract from the recording again and highlighting the first appearances of *and* and *so*. Students then do the exercise on their own before checking in pairs.

1 ten 2 three

- 2 Write the first example on the board. Students do the exercise on their own before checking in pairs.

2d 3a 4e 5b

- 3 Write the first example on the board. Students do the exercise on their own before checking in pairs.

2a 3b 4a 5e 6b 7c 8d 9c 10a 11e 12b

- 4 Put students into small groups to discuss their answers. Check answers with the class.

- 1 They are used as signposts. In general, *and* is used to indicate extra or new information is following; *so* is used to indicate a result.
- 2 Yes, it is. Although they are small words and sometimes difficult to hear, it can be useful to listen out for these words as they can help make sense of what follows, i.e. after *and* there is likely to be new information and after *so* there is likely to be a result of what has been previously mentioned.
- 3 We can write down examples of different uses in vocabulary notebooks, or look up different meanings in the *Cambridge Advanced Learner's Dictionary*.

9 Different uses of *that* p200

Language

To raise awareness of *that* as a referring word.

When to use and time

Use any time after lesson 9A. 30–40 minutes.

Preparation

You will need to prepare **CD3** 6, SB p173.

Procedure

- 1 a **CD3** 6 Play the recording. Students listen and do the exercise on their own before checking in pairs.

- 1 They can't buy you happiness.
- 2 Because they haven't taken advantage of the opportunities that having money provides to find out what makes them happy.
- 3 He worked hard to buy a home-entertainment system, but wasn't any happier when he finally got it.
- 4 It can make you feel miserable.
- 5 It can shorten your life expectancy.

b Play the recording again. Students do the exercise on their own before checking in pairs.

- 2 a–b Students discuss the questions in pairs. Check answers with the class.

- a 1 4, 6
2 1, 2, 3, 5
- b Both examples are correct. The linking is closer in ii) where *this* is used, giving the impression that the speaker feels the idea of not having to worry about money is more strongly connected to the idea of being able to do things.

3 Check answers with the class.

- 1 Yes, she is. 2 The first sentence refers to just one idea in the discussion. 3 Example ii) includes *that* and sounds more natural. In this example, the speaker is referring back to one specific idea in the discussion rather than referring to the main topic that runs through the discussion.

4 Write the first example on the board and refer to the rule discussed in **2b**. Students then do the exercise on their own before checking in pairs.

1 that 2 It's 3 That's 4 that's 5 it 6 that

5 Put students into groups to discuss their answers.

- 1 *That* is used more frequently to refer back to an idea that has been previously mentioned in the discussion.
2 A strong form.
3 *That* used in this way is more common in discussion, where speakers refer to different ideas they have mentioned. *That* is sometimes used to refer back to previously mentioned ideas in narratives, but because narratives tend to be monologues, there is less referring between speakers.

10 Presenting information p201

Language

To raise awareness of ways of organising information.

When to use and time

Use any time after lesson 10C. 30–40 minutes.

Preparation

You will need to prepare **CD3** 17, SB p175.

Procedure

1 **CD3** 17 Play the recording. Students listen and do the exercise on their own before checking in pairs.

2 words 3 sociable 4 professional 5 magazines
6 acquire 7 films 8 effort 9 interact
10 reading

2 **a–b** Students work in pairs to predict the order before listening to the recording again.

a 4 b 2 c 5 e 3

3 **a–b** Students discuss the answers in pairs.

a 2b 3e 4a 5c

b Yes, they do. The general statements for each section are as follows: **reading** *What's been really useful for me is reading ...* **listening** *I also like to listen a lot ...* **grammar & vocabulary** *... having said that, you know, I do feel I ought to do more grammar exercises ...*

4 Give the class your own personal example. Students then work alone making notes before talking in pairs, presenting their explanations. Ask two or three students to share with the class interesting things they found out about other students.

5 Put students into groups to discuss their answers.

- 1 Yes, it is.
2 Students should try to listen for key content words that signal a change in topic in longer explanations. For example, when Bruce changes from giving details on classroom experience to the general statement about reading, it helps to listen to the key content word (*reading*) that signals the change.
3 Yes, there is flexibility in this way of presenting information. The key point is that fluent speakers usually back up a general statement with some kind of detail to support the general statement.

1 Monologues



1 a **CD1** → 4 Listen to five people talking about sayings they like. In all the monologues, what is the speaker doing? Choose the best description.

- a describing something and explaining
- b explaining something and narrating
- c discussing something and narrating

b Do the speakers talk about a personal relationship (P) or a work relationship (W)?

- 1 Claudia P
- 2 Chris _____
- 3 Claire _____
- 4 Lynn _____
- 5 Pete _____

2 Listen again and notice how the speakers explain their favourite sayings. Fill in each gap.

- 1 CLAUDIA It _____ that you can't always plan ahead ...
- 2 CHRIS ... which kind of _____ that the less money you pay ...
- 3 CLAIRE And _____ is that if you hang about with ...
- 4 LYNN And _____ there's no need to bother ...
- 5 PETE _____, different horses are involved in ...

3 Work in pairs. Answer the questions.

- 1 What word is used in the explanations by everyone except Claire?
- 2 What is this word used for in the explanations?
- 3 If this word is removed, are phrases 1–5 in **2** still grammatically correct?
- 4 Do you think this word is used more in spoken or written English?

4 Cross out the example of *basically* which is in the wrong position.

- 1 I'd been awake all ~~basically~~ night and basically, I was exhausted.
- 2 So, basically, we could argue for hours about who said what, but it was a basically misunderstanding.
- 3 It's quite a basically complicated-looking machine and basically the way it works is ...
- 4 It's basically a rip-off. Their promises of accountability and basically all that don't mean a thing.
- 5 Basically, what you do first is peel basically the potatoes.
- 6 It's basically a good film but I didn't like the basically lead actor's performance.

5 Work in groups. Discuss these questions.

- 1 Why can it be useful to think about the type of spoken language that you listen to?
- 2 What can help you work this out?
- 3 Will fluent speakers of English use some words that are not common in written English?
- 4 If you don't understand these words, does it stop you from understanding the speaker?
- 5 Is it useful to learn these words? Why?/Why not?
- 6 If you want to find out about these words, what can you do?

2 Taking part in a conversation



- 1 a **CD1** ▶ 11 Listen to the conversation between Melissa and Brendan. What is Melissa doing? Choose the best description.

- a telling a story and describing something
- b telling a story and explaining something
- c describing and explaining something

- b Read this summary of Melissa's holiday. Find and correct the mistakes.

I went to Ireland last summer expecting to see remote, desolate (*lush, green*) hills. We thought we would be staying in a lodge that we rented from friends of relatives. It took eight hours of driving in terrible wind to get to where we were staying. The house turned out to be an old run-down cottage. The beach was half an hour's drive away.

- 2 Listen again. Put words/phrases a–f in the correct order. Who says each one: Melissa or Brendan?

- a log cabin _____
- b oh, OK _____
- c but a very stark, modern 1 Melissa
- d no rustic charm then _____
- e right, OK _____
- f primitive _____

- 3 Look at Audio script 1.11, p165 in the Student's Book. Read from 'We then arrived very late' to the end. What does Brendan say to:

1 give feedback?

2 add information to what Melissa is saying?

3 sympathise with Melissa?

- 4 Work in pairs. Complete the conversations using the ideas in brackets and language from 3.

1

A So, by the time I got home it was after midday.

B ¹ _____ (give feedback)

A And I put the key in the door.

B ² _____ (give feedback)

A And I couldn't get it in.

B ³ _____ (add information)

A My flatmate had changed the lock and forgotten to tell me!

B ⁴ _____ (sympathise)

2

A I'd been expecting to go to a really smart restaurant.

B ⁵ _____ (give feedback)

A So I got all dressed up.

B ⁶ _____ (add information)

A And I was looking forward to a great night out.

B ⁷ _____ give feedback)

A Then I found out we were just going to a cheap and cheerful place down the road.

B ⁸ _____ (sympathise)

- 5 Work in groups. When you listen to a story that someone is telling you, which of these things should you do? Choose the best answer and say why.

- a listen quietly, and tell the other person what you have understood at the end
- b listen as quietly and politely as possible
- c listen and respond in some way while the other person is talking

3 Leaving things out

- 1** **CD1** 16 Listen to Richard talking about his work. Which personality adjectives best describe the way he sounds? Choose the best description.

- a pleasant but vague
- b arrogant and annoyed
- c confident and calm
- d courteous but cold



- 2** Tick the true sentences. Correct the false ones.

- 1 Richard has heard a lot about impostor syndrome.

- 2 He thinks sometimes it's useful to come across as being arrogant.

- 3 He admits that he occasionally makes mistakes.

- 4 He believes that people in the media are afraid of showing doubt.

- 3** **a** Listen again. Delete or change words/phrases in 1–5 so they are the same as Richard's.

- 1 No, I hadn't ~~heard of it~~, not until you explained it to me.
- 2 Why no, I haven't had any experience of it.
- 3 ... I think I'm good enough at my job that most of the time ...
- 4 ... when I make a mistake, only I realise I've made a mistake.
- 5 No, I don't think I have this sort of self-doubt.

- b** Match descriptions a–e to 1–5 in 3a.

- a the past participle and the object are deleted 1
- b a noun is replaced _____
- c a prepositional phrase is deleted _____
- d a clause is replaced _____
- e a clause is deleted _____

- c** What word can be used to replace:

- 1 a noun? _____
- 2 a clause? _____

- 4** Work in pairs. Delete or replace words in the conversations to make them sound more natural. Try to use ideas from 3.

1

- A Have you ever been on TV?
- B Yes, I've been on TV once.
- A When was that?
- B It was a couple of years ago. I was interviewed on the TV news about my work.
- A Did you feel nervous?
- B No, I don't think I felt nervous. It was only for a regional channel. It wasn't for a national channel.

2

- A What are you doing tonight?
- B I'm going to the cinema tonight.
- A What are you going to see at the cinema?
- B I'm going to see the latest James Bond film. Have you seen it?
- A No, I haven't seen it.
- B Would you like to come to the cinema to see the film?
- A Yes, I would like to come to the cinema.

- 5** Work in pairs. Too much language has been removed from the conversation. Add enough to make it sound more natural.

- A Ever wanted to try another job?
- B Yes.
- A What?
- B Teacher.
- A Really? Interesting!
- B You?
- A Photographer.

- 6** Work in groups. Do you agree with these statements? Why?/Why not?

- 1 Fluent speakers leave out some words or replace others because they are lazy.
- 2 It can help your listening if you know what kinds of things fluent speakers leave out or change.
- 3 As I listen, I should try to focus on all the changes fluent speakers make.
- 4 If I am listening to a fluent speaker, I can check if I am not sure what they have left out or replaced.

4 Disagreeing



1 a **CD1** ▶ **21** Listen to Dan and Sue discussing reality TV. Choose the best summary of their discussion.

- a Sue thinks reality TV is a fascinating insight into human nature while Dan thinks it is really boring.
- b Sue thinks reality TV is entertaining, while Dan thinks it insults viewers' intelligence.

b Who talks about these topics first, Sue or Dan?

- 1 youth culture Sue
- 2 facing challenges _____
- 3 becoming famous _____
- 4 costume dramas _____
- 5 intellectual stimulation _____

2 a Listen again. How do Dan and Sue show that they disagree? Choose the best answer.

- a They use a lot of agreeing and disagreeing expressions in their discussion (e.g. *I don't think I agree with you ... ; I'm not sure I share your view ...*).
 - b They speak loudly and show their feelings.
 - c They constantly introduce new ideas that contradict the other person's ideas.
- b** What word do they both use frequently at the beginning of a statement?

3 Match examples of *well* 1–3 from **CD1** ▶ 1.1 to uses a–c.

- 1 SUE Well, I think it's fun.
 - 2 DAN Well, I'd like to watch more sport and more comedy, frankly.
 - 3 SUE Well, each to their own.
- a *Well* is used to show the speaker is thinking.
 - b *Well* is used as a way to finish off a conversation.
 - c *Well* is used to emphasise a point.

4 a Work in pairs. Complete the conversation so that Kim disagrees with Alex. Try to use language from **3**.

ALEX English is a really easy language to learn.

KIM _____.

ALEX Well, everyone speaks it, so there are lots of chances to practise.

KIM _____.

ALEX I think the grammar is really straightforward.

KIM _____.

ALEX And it's not as though there's that much vocabulary to learn.

KIM _____.

b Practise the conversation. Take turns to be Alex and Kim.

5 a Work in groups. Discuss these questions.

When you disagree with someone you know well ...

- 1 ... is it OK to use direct language?
- 2 ... what is one possible strategy from Dan and Sue's conversation that you could use?
- 3 ... will they always say *Well, I don't agree*?
- 4 ... should you share your own ideas?

b Do you agree with this statement? Why?/Why not?

"It is often said that *well* is used when a speaker wants to pause to think at the beginning of a sentence."

c Can you think of or find any other uses of *well*?

d What aspect of pronunciation helps change the way *well* is used?

5 Problems and solutions



1 a **CD2** ▶ **5** Listen to Claire. What jobs has she thought about or tried?

b Which is the best ending for sentences 1–4?

- 1 She has been thinking about her future ...
 - a only recently.
 - b for a while. ✓
- 2 The reality of the working world is ...
 - a difficult to imagine.
 - b easy to imagine.
- 3 She has been talking to different people in different jobs ...
 - a to find out what's involved with each one.
 - b to find out the pay for each one.
- 4 She is ...
 - a very keen on a publishing career.
 - b considering a publishing career.

2 There are three parts to Claire's conversation. Part 1 begins with 'Not really – it's something'; part 2 begins with 'Well, recently, I've been'; part 3 begins with 'Yes and no'. Listen again and answer these questions.

- 1 In which part does Claire comment on her actions? _____
- 2 In which part does Claire talk about problems? _____
- 3 In which part does Claire suggest solutions? _____

3 Look at Audio script 2.5 on p168 in the Student's Book and read Claire's answers. Answer these questions.

- 1 What is the first word that Claire uses to indicate there is a problem? _____
- 2 What is the first word that Claire uses to signal a solution? _____
- 3 What word does the interviewer use to ask Claire for an evaluation of the solution? _____

4 Work in pairs. Look at Audio script 2.5 on p168 in the Student's Book and read Will and Charlie's answers. Then answer these questions.

- 1 Whose extract follows the pattern 'problem > solution > comment'? _____
- 2 Whose extract changes the pattern and describes the solution before talking about the problem? _____

5 Work in pairs. Follow these instructions.

- 1 Think of a problem you have recently had. It can be something small or important. Make notes on the solution you found for the problem and how effective it was.
- 2 Take turns to talk about your problem and the solution and then make your comment. Alternatively, you can talk about the solution, then describe the problem and follow up with a comment. Ask follow-up questions.
- 3 As you listen to your partner, make notes on what they say. When they have finished speaking, tell them what you understood was the problem, solution and comment.

6 Work in groups. Discuss these questions.

- 1 Do you think people from your country sometimes explain problems in a similar way in their first language?
- 2 Do you think they do this consciously?
- 3 How can being aware of this pattern help your understanding of fluent speakers of English?

6 Asides

- 1 a **CD2** 11 Listen to four people talking about strange behaviour. Do they mix narration with a comment or criticism?

b Match the person with the strange behaviour.

- a Keith's daughter
- b Martina
- c a couple
- d a commuter

- 1 walks up and down looking for the perfect seat
- 2 collects pebbles and brings them home
- 3 takes two pet rabbits everywhere
- 4 arranged stuffed toys on the train so they could look out of the window

- 2 Listen again and fill in gaps a–g.

1 PETE

I have a friend called Martina and she owns two rabbits. ^a _____
 _____ but she's got a habit of taking them ...
 ... to stop the rabbits eating her books.
^b _____ is the first time I met her.

2 NATALIE

I guess that's what he's looking for,
^c _____

 And I've sort of ...

3 ALEX

... to Liverpool Street for ten years
^d _____
 there was a couple who used ...
 ... to get them out and line them up. ...
^e _____

 KEITH How very strange.
 ALEX ... to sit there just, ignoring them and nobody, you know, nobody
^f _____
 nobody would say anything.

4 KEITH

Yeah, she wanted to put on different colour socks. ^g _____

 NATALIE Oh no, wow!



- 3 Answer these questions.

- 1 Is it possible to understand the story without the phrases in gaps a)–g)?
- 2 Do the phrases in gaps a–g add information to the story or do they comment on the story in some way?
- 3 Do these words show the speakers' reactions, the speakers' spontaneous thoughts or both?
- 4 What do we call this type of language?

- 4 Work in pairs. Follow these instructions.

- 1 Think of something interesting or strange that happened to you recently.
- 2 Tell your partner this story.
- 3 Listen for the asides in your partner's story.

- 5 Work in groups. Discuss these questions.

- 1 Do people use asides when they speak in your first language?
- 2 Is it necessary to try and understand asides when listening to fluent English speakers?
- 3 In general, do you think the intonation of asides is in a high or low tone?

7 Opinions



1 a **CD2** ▶ 21 Listen to Stefano, Hiltrud and Justyna talking about state intervention. What are they doing? Choose the best description.

- a outlining arguments for and against state intervention
- b responding to different opinions on state intervention
- c stating their own opinions on state intervention

b Answer these questions.

- 1 Does Stefano want people to be able to smoke inside?
- 2 Does he want them to be able to smoke outside?
- 3 Why does Hiltrud think people should pay for rubbish?
- 4 What current issue concerning people's lifestyles does Justyna not agree with?

2 a Put these words in the correct order and add punctuation where necessary.

- 1 STEFANO if / I / that / the / example / state / for / to / basically / ban / smoking / think / intervenes

- 2 HILTRUD more / the / in / rubbish / there / of / has / case / to / be / state / clearly / intervention /

- 3 JUSTYNA people's / it / to / state / ... when / intervening / the / in / comes / lifestyles

b Listen and check your answers.

3 a Underline the first four words in each extract in 2. Answer these questions.

- 1 Do these words introduce the opinion or do they give the opinion?
- 2 Which phrase is followed by a clause?
- 3 Which phrases are followed by a noun?

b Complete the sentences with your own opinions.

- 1 Genetic modification? I think that, basically, _____.
- 2 When it comes to car ownership, _____.
- 3 In the case of care for the elderly, _____.
- 4 The arts are inadequately funded. I think that, basically, _____.
- 5 When it comes to building new houses, _____.
- 6 In the case of taxes on higher-income earners, _____.

4 Work in groups. Follow the instructions.

- 1 Think of a topic that you feel quite strongly about. Make notes and think of some details and information to back up your opinion.
- 2 Take turns to share your opinions and respond to your partners' ideas. Try to use the underlined phrases from 2a.
- 3 Make notes about what your partners say. Did you agree with their opinions?

Topic _____

Opinion _____.

Details _____

5 Work in groups. Discuss these questions.

- 1 In a discussion, do fluent speakers normally signal that they are about to give an opinion?
- 2 How do they do this?
- 3 Should you do the same when you give an opinion?

8 Small words



1 a **CD3** 1 Listen to the first part of the recording where Eddy speaks about Hazel's background. Tick the true sentences. Correct the false ones.

1 Eddy admires Hazel Henderson.

2 Hazel was born into a famous family.

3 She was born in the 1930s.

4 She was a hard-working student at school.

5 She left school without any kind of certificate or diploma.

6 She was not content to stay working in a dress shop.

7 Her second job was as a waitress in a hotel.

8 The hotel she worked for transferred her to New York.

9 She met her husband in New York.

b Listen again and answer these questions.

1 Eddy uses the word *and* frequently. How many times?

2 Eddy uses the word *so* more than once. How many times?

2 Match examples 1–5 to uses a–e.

1 One person that I think is very inspirational is a woman called Hazel Henderson **and** the reason her story has struck me ... c

2 ... her story has struck me **so** strongly ... ____

3 She was born before the Second World War **and** she had a very typical upbringing ... ____

4 **So**, she took a job in a hotel as a receptionist ... ____

5 ... **and** then realised that because hotels are around the world ... ____

a *And* is used to join two phrases or clauses together.

b *And* introduces the next event in a narrative.

c *And* is used to introduce a new topic or new information in a narrative.

d *So* is used to make an adverb or an adjective stronger and means *very*.

e *So* is used to introduce the result of a previously mentioned idea.

3 Match examples 1–12 to uses a–e in 2.

... married, had a family. ¹**And** one day she noticed that her, her young child who would play every day in a, in a local park in New York was covered in soot ²**and** in fact it was quite typical that she would come home very dirty, ³**and** she'd have to put her in a bath ⁴**and** scrub her to, to get this dirt off her. ⁵**So**, she went to investigate where the soot was coming from ⁶**and** saw that all of the equipment in the, the playground was covered in soot. ⁷**And** the reason for this was because the, the quality of the air in New York was ⁸**so** poor from the pollution of the cars ⁹**and** also there were lots ¹⁰**and** lots of incinerators that burnt rubbish. ¹¹**So**, she started to talk to some of the other mothers whose children played in the park ¹²**and** they also saw this was a, a problem.

1 c 2 ____ 3 ____ 4 ____ 5 ____ 6 ____

7 ____ 8 ____ 9 ____ 10 ____ 11 ____ 12 ____

4 Work in groups. Discuss these questions.

1 In general, how are the words *and* and *so* used in Hazel's life story?

2 Is it useful to listen for these words? Why?/Why not?

3 What can we do to help remember all these different meanings?

9 Different uses of *that*



1 a CD3 ▶ 6 Listen to Cate, Maureen and Peter talking about money. Answer these questions.

- 1 What is Maureen's attitude towards possessions?
- 2 Why doesn't she have any sympathy for rich people who aren't happy?
- 3 What was the problem with the man Peter knows who worked in the money markets?
- 4 How does Cate describe the feeling of being without any money?
- 5 Maureen suggests that living in a poor country can have a negative effect. What is that effect?

b Listen again. Fill in the gaps in these extracts from the conversation.

MAUREEN I know a lot of people say ¹_____, Cate, but then they're thinking of ...

MAUREEN So, in ²_____ way, I think money really can buy you happiness.

CATE You mean, if you don't have to worry about money, ³_____ in itself allows you to do some things ⁴_____ might contribute towards your happiness. Is ⁵_____ what you're saying, Maureen?

PETER Well, what about things ⁶_____ don't necessarily take a lot of money ...

2 a Work in pairs. Discuss these questions.

- 1 In which examples in **1b** is *that* used as a relative pronoun?
- 2 In which examples is *that* used to refer back to an idea previously mentioned?

b Look at these examples. Are both correct? In which example is the idea of 'not having to worry about money' linked more closely to the idea of 'allowing someone to do things'?

- i If you don't have to worry about money, **that** in itself allows you to do some of the things ...
- ii If you don't have to worry about money, **this** in itself allows you to do some of the things ...

3 Look at examples i) and ii) then answer questions 1–3.

- i that in itself allows you to do some of the things that might contribute towards your happiness. Is it what you're saying, Maureen?
 - ii that in itself allows you to do some of the things that might contribute towards your happiness. Is **that** what you're saying, Maureen?
- 1 In the first sentence of both i) and ii), is Cate rephrasing something that Maureen has said?
 - 2 Is the topic of the first sentence the topic of the whole discussion or just one idea in the discussion?
 - 3 Which example sounds more natural, i) or ii)?

4 Choose the best words in this extract from the second half of the conversation.

CATE As I said earlier, I think we need *some* money. I would agree with ¹*this/that*. Yeah. And not having money can really make you miserable but ...

PETER Yeah, I've been there, worrying about where the next penny's coming from. ²*That's/It's* no joke. So yes, money can free you from worries, but the question was, can it buy you happiness? ³*This is/That's* different.

MAUREEN For me it isn't. And it's like when they say money can't buy you health – well, ⁴*it's/that's* not true, either. You just have to look at how long people live in poor countries. I can't remember where it was, but I recently read about a place where the average life expectancy is 40 something.

PETER I'm with you on that one.

MAUREEN And when they say money can't buy you love? Again I think ⁵*that/it* can sometimes.

CATE Oh, I don't know about ⁶*that/this*!

5 Work in groups. Discuss these questions.

- 1 *That* can be used to refer back to an idea previously mentioned or as a relative pronoun. How is *that* more frequently used here?
- 2 Used in this way, do you think *that* will usually be pronounced with a strong or a weak form?
- 3 Do you think you are more likely to hear *that* used in this way in narratives or discussions?

10 Presenting information

- 1 **CD3** 17 Listen to Bruce talking about his experience of learning languages. Fill in each gap with one word.

Grammar + Vocabulary

- grammar ¹ exercises help understand rules
- use a dictionary + keep record of high-frequency ² _____

Classroom experience

- ³ _____ learning environment
- instruction from a ⁴ _____

Reading

- range of ⁵ _____, novels, newspapers
- helps you to ⁶ _____ new grammar + vocabulary

Listening

- CDs, iPod + ⁷ _____ but not dubbed ones
- takes time + ⁸ _____

Learning outside the classroom

- ⁹ _____ with people
- do ¹⁰ _____ and listening by yourself

- 2 **a** Work in pairs. Put the extracts a–e from what Bruce says in the correct order.

- I think once you've got to an advanced level, you need to leave the classroom behind, really. I mean, language learning doesn't stop there. ____
 - I think when starting out, I found the classroom experience very helpful. ____
 - ... there's a whole load of things to learn, but you have to go out and do it by yourself. ____
 - Yes, I've tried to learn various languages at different points in my life, including French, Italian, Mandarin and Arabic, all with rather different levels of success. 1
 - I enjoy the sort of, the sociable nature of learning in a group, and being instructed by, by, you know, a professional. ____
- b** Listen again and check.



- 3 **a** Match descriptions 1–5 to sentences a–e in 2a.

- General statement about learning languages d
- General statement about classroom experience ____
- Detailed statement about classroom experience ____
- General statements about learning outside the classroom ____
- Detailed statement about learning outside the classroom ____

b Look at Audio script 3.17 on p175 in the Student's Book. Do the sections on reading, listening, and grammar and vocabulary follow a similar pattern of a general initial statement followed by more details?

- 4 **Work in pairs. Follow the instructions.**

- Think about a learning experience you have had, not related to languages.
- Make notes on something you did that was successful and helped you learn.
- Think of some advice you would give to another person trying to learn the same thing.
- Explain your learning experience and give advice to your partner.

- 5 **Work in groups. Discuss these questions.**

- Bruce's explanation moves from giving general information to more detailed information. When fluent speakers explain or describe an experience, is this a typical way of presenting information?
- What kinds of words should you listen for in this kind of explanation?
- Is it possible that fluent speakers will give details and then follow up with a general, summarising statement?



Video 1 ▶ Let's talk!

INTERVIEWER In this first unit we're looking at language, the English language and in particular, pronunciation. Somebody who has done a great deal of research into this area is Jonnie Robinson, who has the fascinating title of 'Curator of Accents and Dialects' at the British Library. Thank you for joining us Jonnie.

JONNIE It's a pleasure.

I Can you identify features of any particular accents?

J Absolutely. I mean the, um, the probably the most noticeable feature in, in British, er, spoken English is the difference between northern English and southern English and anybody who's a native speaker of UK English will instantly recognise as a northerner somebody who says a word like 'grass' or 'bath' or 'ask' or 'dance' with a short 'a' vowel. Ah, and that's a result of, ah, a historic sound change that was the pronunciation across the whole of the UK till about 400 years ago. So instantly anybody who says 'grass' or anybody who says 'grass,' ah, would be recognisable within the UK as either Northern or a Southerner. And there are lots of little features like that that would pick out people from Scotland or Wales or Ireland or the Midlands or the West Country and so on and so forth.

CAROLYN I don't feel I have an accent, but when I work in a holiday shop and holidaymakers think I've got an accent.

DENISE I don't feel that I have an accent at all, no. I think you have an accent.

ANDREW Well, I can get you a bit more Norfolk if you want, does that sound a bit better, does it? That's how they talk in Norfolk, in a broad Norfolk. Is that all right?

SHENIZ Um, people always tell me that I have an accent from North London but I always disagree with them, but um, yeah, I think I do have a slight north London accent.

SUSAN It's a ... Oxfordshire country accent.

INTERVIEWER Well can you tell me what your accent is?

JANE Central Highlands, Perth, Perthshire.

INTERVIEWER Can you identify certain accents that are more popular than others?

JONNIE Most recent surveys tend to suggest that, um, the Celtic accents are very popular and it tends to be urban accents that seem to be less popular, um, so for instance, a Liverpool accent, a Birmingham accent, often scores very badly on these kind of surveys in terms of attractiveness.

SUSAN My worst accent's got to be Birmingham. Sorry, Birmingham.

BETTY Certain ones can be very annoying ... grating on you.

SHENIZ Um, any I dislike, I'd probably have to say from Liverpool just because I don't really understand most of the time what they're saying.

INTERVIEWER What's the connection between class and accent?

JONNIE It's a very close relationship I mean, uh, we're almost unique in the UK where we have, uh, uh, a class accent and an upper and middle class accent called 'received pronunciation' which is actually a very young accent in linguistic terms. It's probably only been around about 150–200 years, and it emerged in the public schools of, of the 19th century and spread from that point. It was adopted by the BBC in 1922 as the broadcast voice, uh, uh, of English worldwide.

DENISE I think in Australia the accents are more, um, likely to be different because of the class of the people. Um, and if you come from certain areas maybe in the Western suburbs of Sydney and you haven't got any money you will sound very, um, the word we use is 'ocker.' Um, if you come from the North shore where everybody has lots of money, your accent will be different and probably a little bit closer to being 'English'.

I How do you see spoken English changing in the future?

J Most people would accept that accents will remain. The fact that, er, despite a thousand years of evolution, there is still a big difference between, say, a Yorkshire speaker and a London speaker. Erm, in another 100, 200 years' time, I suspect there will still be a large difference because, language tends to only to change when people come into face to face contact with each other.

Video 2 ▶ Remarkable!

SHENIZ It is a beautiful building, you know, it's got a lot of history to it, um, it's got a lot of culture behind it.

BETTINA I think it's an historical place you have to, uh, see when you come to London because we are tourists and we want to see also this, uh, monuments of the history here in London, and it's, uh, yeah, on the one hand, an amazing view to look at and on the other hand, we want to find out a little bit more of the history.

INTERVIEWER Today, we're looking at remarkable buildings, and we've come to one of London's most iconic and historic sites, The Tower of London. Daniel is the Education Officer here. He's agreed to show us around. Daniel, shall we go and have a look?

DANIEL Let's go.

I So Daniel, can you give me a potted history of the Tower of London?

D Yes, absolutely, um, the tower is just over 900 years old. Um, the first part of the tower to be built was the White Tower just behind me here which, um, would have stood alone 950 years ago. It was built by, um, King William the First or King William the Conqueror as he was known. Um and it was really built to subdue the city of London, which in those days would have been just to our west over here. So, to make a real statement that the new power has arrived, William set about building castles up and down the country. This one behind me here is one of the last castles that he built and certainly one of the most grand, because as you can see it's made of stone and very few buildings in London, very few buildings in the country, in fact, at that time were built of stone and it was by far the tallest building in London as well, standing roughly 90 foot tall when most of the Anglo-Saxon housing here was made of wood, was made of mud and was a single storey high.

INTERVIEWER So how does design and function marry in the Tower of London?

DANIEL That's a very interesting question especially in relation to the White Tower, because we can look at it today and it looks fairly functional. It looks like a keep or a fortress, um, really used for repelling invaders, but when it was built, it was very much, um, the most magnificent royal palace in the country. Just little things like the, um, the, ah, arches over the windows were, um, very much considered unnecessary decoration.

I What's the big pull for tourists when they come here? What's the most exciting area for them?

D Um, the Tower of London, although it has a fascinating past as a royal palace and a fortress, the thing that draws visitors here most often is the Tower's function as a prison and as an occasional place of execution as well.

INTERVIEWER What's the most famous event that took place between these walls?

DANIEL The most famous event was probably the trial and execution of Henry the Eighth's second wife, Queen Anne Boleyn. Uh, she married the King in 1533, um and the night before her coronation in fact, she spent the night here at the tower. Ah, three years later she was brought back to the same great hall, this time for her trial. And eventually, in May 1536, she was taken up to Tower Green, where she was the first Queen of England ever to be executed.

DENISE I only just arrived and I think it's just fascinating. It's just amazingly old and just to see something that has been around for so long is unbelievable, because, you know, Captain Cook didn't come to Australia until 1770, so to see something that's just centuries old is unbelievable.

AMIL It is remarkable. It's ... for the age that it was built in and for what the people must have been through to build such a thing, yeah, it is remarkable.

Video 3 ▶ Well-being

INTERVIEWER In this unit we're looking at well-being. Do we eat the right foods? Do we take enough exercise? Well, today we're really lucky to have nutritionist, Esther Mills, who's also the editor of three popular health magazines. Esther?

ESTHER Hi, hello.

I Thank you for joining us. What's your top tip for a healthy lifestyle?

E Uh, I think the most important thing is really to realise that it has to be something you have to consider every single day.

I OK.

E And long-term for the rest of your life. That includes things like having a very good diet full of positive things like fruit and veg, good wholegrains. Look at the things you might need to take out of your diet. Things like bad fats, too much salt, too much sugar.

I OK.

E Um ... having a good amount of sleep.

I Mmhm ...

E We don't do it, at least 8 hours a day, um and also exercise, you can't do it without exercise as well. At least 3 times, um, you know of 30 minutes a week.

I OK and what question would you like to ask people today?

E Yeah, I'd really like to find out whether people feel they have a healthy diet and lifestyle.

I Right.

E Um and really help them to try to understand a little bit more about it.

I OK.

E OK.

I Great.

NOEL The food I think that is healthy is, uh, fruits, vegetable... and for me personally, the only type of meat I eat is ... is, um, chicken and fish, you know what I mean.

MICHAEL I'm not sure I do healthy actually. Ha, I like apples, I ate an apple – when was it – ah, two months ago. Yeah.

ANTHONY I like tagliatelle with cherry plum tomatoes.

MARTIN I take in, like, quite a lot of pasta, er, lot of fruits.

KATE Tuna.

MARTIN Not a big tuna fan but fresh fish, salmon, it's quite nice.

JASMINE I like to cook Indian curries.

TASMIN Any fresh seafood I love, lobsters, prawns anything like that.

MARTIN I love ice cream.

ANDREW Kebabs.

CATHERINE Yeah pizza, chips, that kind of thing.

FAY Chocolate.

ANDREW Chocolate, yeah, chocolate's a biggie.

LEONIE I advocate healthy eating at all times. I eat a lot of fruit and vegetables, but it's not the fruit and vegetables that you know about. I do a lot of West Indian fruits and vegetables.

INTERVIEWER So Esther, tell me, what made you interested in health?

ESTHER Very personal reasons actually, um, the first reason was that my dad had, uh, heart disease when he was in his late 30s, early 40s.

For me that was a really important thing to try and understand and the second reason was I was really overweight as a child, so I had to try and re-educate myself about food, about the positive benefits of eating for my health, rather than just because I like the taste of it all the time.

I Um, and why is it so important for us to care about what we eat and our lifestyle?

E Well, the research is really clear. Unless we are actually really diligent on a daily basis with what we eat, whether we exercise and, you know, whether we look after our minds and our emotions, you know, we have a higher instance of the main Western diseases such as heart disease, cancers, bone problems, you know, um, all of the typical ageing conditions that can actually add years onto our life. Diet and health and nutrition, um, and exercise can play a really positive part in helping with that in later life.

I So we've spoken to quite a few people today. Do you think ... are we a healthy nation?

E Well, I've actually been really encouraged by what I've seen on the streets today. Lots of people are saying ... they know the message about fruits and vegetables. They also know, or seem to know, that they should have things in moderation and they've been put on ... on the spot a little bit, but I suspect behind the scenes they probably sit and watch television late at night and have the occasional, uh, snacks and things.

I Yeah there was lots of ice cream and pizza.

E Well, again, it's all about healthy choices, uh, ice cream can be good for you if you choose a low-fat version and have it once in a while; we've got to enjoy our food as well, so once in a while is fine, but not every day.

Video 4 ▶ TV addicts

DAN Currently, in my house, we have one television.

SEB I have two TVs.

JOSH One.

JAMES Two.

KATE I own one television in my house, although I have lived in a house with three televisions before.

JAMIE I own three televisions.

JOSHUA I own about seven.

INTERVIEWER In this unit, we're looking at television. Love it or hate it, TV plays a very large part in many people's lives nowadays and everyone's a critic. But do we really know as much about what goes into making a TV programme as we think we do? Now, who comes up with the ideas for TV programmes?

LISSA Well, you have, um, development departments in most TV production companies and those people will sit around and they will brainstorm ideas and it's usually ideas that are related to what's been in the press recently, um, or otherwise sometimes, uh, people at the channel, who are the people who commission the programs to be made will say we want something specifically about ... say, people learning to drive.

I Is there such a thing as a fresh idea in TV these days?

L It's very, it's very difficult. So many ideas are pitched every single day by every independent production company to each TV channel, most of which are turned down. Occasionally, some are accepted and they go on to be programmes, um, so it's kind of, it's throwing a lot of things at them and seeing what sticks, as they say.

I So do you think that ideas are often recycled in programme making?

L Absolutely. Recycling programmes is one of the best ways of, of doing things really in terms of scheduling, because it's a guaranteed way of getting viewers. If viewers recognise, say, the name of the programme that they've seen before that's been brought back, or if they recognise a format that they've seen before – certainly fam, family-orientated programmes – um, that's definitely the case, it's kind of almost guaranteed way of getting lots of people to watch it.

EMILY Um, on TV, I like watching, uh, entertainment shows, reality TV, um, a bit of sports.

JAMIE Uh, music channels mainly. I ... I don't really watch anything else.

JOOLZ Like sort of DIY sort of things, creative, 'cause I'm quite creative. I do, sort of, like interior designing and all the rest of it ... so.

AZIN I prefer watching things like sport on TV like, cricket matches or football matches. If I'm not watching that I'll watch something like a comedy show. I tend not to watch too much television I've ... got some work to do and things like that.

INTERVIEWER Do you think TV has a positive influence on us in general?

LISSA I would say it's neither a positive or a negative influence, really, um, you know, you can equate it to people sort of blaming films for violent crime and things. I think there are both positive and negative things that come out of all TV programmes and all films.

I So, do you feel that TV programme makers have a responsibility to educate viewers?

L I think it depends what sort of programmes you're talking about.

Um, we have, probably as much responsibility to entertain the nation as we do to educate, um, obviously there are lots of programmes made for people who are in school and their job obviously is ... is to educate. The programmes I make, I make a lot of documentaries and so that's a form of education, I suppose, it's telling the story of something that has actually happened and it's telling it in the most engaging way, in a way that people will hopefully, sort of remember. So that's, I suppose, a form of education and certainly, you know, if, if people go away having learnt something, then that's fantastic.

JOSH We should get rid of reality television because it's pointless.

JOOLZ Bit more educational programmes for children really, 'cause there's not enough, it's all violence and that at the moment ... so.

JAMIE Um, I'd like to see more of, ah, sort of programmes in Africa and things like that to get across poverty and things 'cause I'm a bit big on that.



Video 5 ▶ It's just a job!

INTERVIEWER Today we're looking at work and careers. What do you want to do? What do you want to be? Or what do you wish you had done?

OLIVER I want to be a submarine driver.

SONGU I would like to be, um, a shopkeeper.

MEGAN When I grow up, I'd like to be a ... author and I'd also like to illustrate my own books.

BINNIE When I grow up, I want to be an actress.

NICOLA When I grow up, I'd like to be a hairdresser.

EDDIE I'd like to be an engineer.

LENNIE I'd like to, um, own a pet shop.

I In your opinion, does school adequately prepare pupils for the real world?

NICK We try very hard to prepare everybody for the real world and, and what we say is that, is that we hope that they will leave the school with a set of values and a, and a, and a, and a way of behaving that will take them through adult life.

I Did you get any career advice at school?

N No, I got no careers advice at school, as far as I can remember. I think there was a careers advice service at Cambridge when I was doing my Certificate in Education, uh, but I didn't use it. But at school now we do put children through a huge range of different careers tests. There is a form of psychometric testing and it comes back and they're all very excited to read about what they're going to do, um, uh and, and for the vast majority, what they actually do bears very little resemblance to what comes out of those tests.

LUCY Ultimately, I think I'd like to be a barrister, but um, I'm thinking perhaps I might go headhunter route, think it's more sociable, bit more, bit more fun, really.

CONNOR Uh, well, at the moment, my goals would probably, um, be continuing on in, um, college and trying to get as far as I can hopefully, um ... getting a doctorate at the end of it. I, I think it's ...very good to have some idea of where you're heading in life and I think probably goals do allow people to solidify ... um ... their life.

INTERVIEWER Looking back are you happy with the career decisions you made?

NICK I, I don't think there's any stage of it that I regret. I enjoyed it all enormously, but I suppose the bit that I was least enthusiastic about was actually teaching the subject, uh, in class. I was much better at the pastoral side, the management side and that's why I became firstly a housemaster and then a headmaster.

ROBERT I worked in the university department.

MARY I wanted to do horticulture, my parents persuaded me to do a secretarial course, which I did.

CHRISTOPHER I've just done, various things. University, um, I went into local government, uh, in law, um, worked in ... for a pressure group.

MICHAEL I work too hard. I work much too hard and I don't get rewarded enough for it either. I should be earning at least £10,000 more every year for the amount of work that I do. I get up every morning at 4am and I'm absolutely exhausted. But I enjoy what I do at the same time, so it's a balance, isn't it?

Video 6 ▶ Ask the public

NATASHA Um, I've never complained yet ... about a product.

SUSAN Yes, I do complain if something isn't up to what I think it should be.

JOHN I am a complainer. I, I have my moments.

JAZ I always complain if I get, uh, because I'm polite, and when I'm polite to somebody I expect that politeness back. There's no need for rudeness, really.

INTERVIEWER Today we're asking you to have your say. Do you get a chance to express your views? Do these large supermarkets listen to you? Well, we're joined by someone who spends their life talking to the public. Hi Martin. Great to meet you.

MARTIN Thanks for inviting me along.

I So, what makes a successful market research question?

M The question shouldn't lead the person you're interviewing, it shouldn't bias them in any particular way and it should get to the heart of the issue so they concentrate on the area you're trying to find out about.

I Once you've gathered the information, what do you do with it?

M Well, what I'm trying to do is solve problems for my clients. They often need to know the answers to particular questions, they need to know about particular products, how members of the public are using those products and the only way for them to do this is not to guess, or just have a hunch, but really to go out and talk to real people about the products in real situations and find out how exactly how they use them at home.

NATASHA The products that I buy in the supermarket are everyday things that I need for the house.

SHEILA Well, I choose the products I buy based on how they look, um, if I've seen them on a magazine, if, um, if one of my friends has, uh, seen something they like that they think I like and I go in there, that's how basically I choose my products.

NIC Supermarkets are quite clever how they price things, and, um, usually at eye level is the more expensive and the better quality, ah, which is what, what makes you buy more.

SUE Well, I choose the products I buy by whether I actually like them or not, they've got to jump off the shelf and say "buy me, buy me!"

CONNOR Being a student, price would be, um, a factor, when it comes to deciding something to buy, um, but I would like to get the best of some thing.

NICHOLAS I think a lot of people like myself look for quality items, as opposed to cheap rubbish.

INTERVIEWER How valuable is the information you gather for your clients?

MARTIN It is the, probably, the only way they can find out, in an independent way. Because you must appreciate that clients and manufacturers, they're prejudiced, they're biased towards their own product so they do need someone who's independent of them to go out and try and find out the information. Otherwise, they'll only hear what they want to hear.

I You use the term 'professional consumer'. Is this a new term and what does it mean?

M Well, what it means is the fact that on television now, there are so many programmes which review products, which talk about products, which also explain to people how the manufacturing industry works, how the advertising industry works and as a consequence of that people now know a lot more about how these products are made and how, most importantly, how the products are sold.



Video 7 ▶ Laying down the law

LAWRENCE I think there are ... too many laws in this country, yeah. Um, it's bureaucracy gone mad.

EMILY Don't think there are too many laws at all really, no.

SIMON I don't think there's too many laws in this country, no. I think there's, um, not enough of the right laws.

CONNOR In, in terms of the UK, it does seem to be that, um, it's turning into a bit more of a nanny state and laws are multiplying.

FRANCIS There are far, far too many laws. Stop, stop, stop regulating motorists, stop regulating, give, give, give the responsibility to them.

INTERVIEWER Can you tell me what the difference is between a solicitor and a lawyer?

JENNY I can. Um, it's a common misperception that solicitors aren't lawyers. In fact anyone who practises in the area of the law is a lawyer. And there are two types of lawyer in this country: a solicitor, who is office based and a barrister who is, uh, a person mostly likely to be found in court.

I Do countries across the world have laws in common or are we all different?

J Some, um, countries sign up to treaties and conventions where they ... actually promise to have in their domestic law, um, certain things in common, for example, in child abduction cases, they will recognise family law agreements that are made in this country so that they can be enforce, enforced abroad.

TOM As musicians, I think there's a lot of regulations with, within music that don't necessarily make sense. Um...

MIKE Licensing.

T ... licensing, noise regulation.

SUE I think I would reintroduce the Sunday Trading Law because I don't like having shops open every Sunday. I think it's nice to have a day off, a day with your family and frankly, if you can't buy it six days of the week I don't see, but that's ... I'm, I'm very old-fashioned.

INTERVIEWER Have you always been a solicitor?

JENNY I can't say that I grew up with a burning desire to be a lawyer, I think my wish to be a lawyer comes from personal experience and, uh, experience as being an employee was mine. And I felt, um, I was being asked by an employer to try and stop, um, somebody in my team from making a claim because they had actually injured themselves at work and I felt that was morally wrong, and I looked into the, uh, legislation about this and I realised there was a whole, new area in life that I could look at and perhaps take forward which would provide justice for people and that's when I first started getting interested.

I When you made your career change, how long did it take to train to be a solicitor?

J Well, for me, it was the first time I'd done a degree, so I had to go to University and study three years, where I studied law. And you then have to do a practical course, that's when you have to decide whether to be a barrister or a solicitor and that course is one year and then you have to do two years actually working alongside solicitors before you fully qualify.

CONNOR Um, I wouldn't say I've ever broken the law to any major extent. I've probably walked across the road, um, when the red man was on but I, I can't remember anyway, any major crimes.

EMILY No, aside from the occasional parking ticket, I've never really had much to do with being the wrong side of the law.

INTERVIEWER Have you ever broken the law?

LUCY No! Apart from speeding.

TOM No more than every other teenager has broken the law. That's about as much as I'll say about that.

BEN Never been arrested so ...

T Never been arrested.

B So, I assume I've never broken the law.

T We're very good. We're good boys.

B Yeah, we are.

VIDEO SCRIPT:
Photocopiable

Video 8 ▶ What's stopping you?

INTERVIEWER Today we ask 'What's stopping you?' We all say we're going to write a book, run a marathon or work for a charity but we don't. We put it off until next week, next month, next year. Well, we're about to meet someone, who unlike the rest of us, has made that brave step towards a new life.

I So Rachel, can you tell me what your job is now?

RACHEL Yep. So here at Oxfam I'm the Head of Marketing Intelligence and my team look at researching the way the general public in the UK think about Oxfam, how they would like to support us, what they'd like to know about us in the future and we build our strategy for communicating with the UK public based on that research.

I And what were you doing before?

R So, before I worked for Oxfam I worked in marketing for a big multinational company. I lived in Geneva. It was quite a stressful life. I had to work really long hours for something I didn't really enjoy.

I And were there any specific triggers that prompted you to change your career?

R There was one specific event. There was a growing sense of really not feeling very satisfied with just selling products that were making money for shareholders, but then in 2007, I went to the *Live 8* concert in London, so, big event to raise awareness to end poverty and injustice in Africa. And that just felt like an amazing event, lots of people coming together, lots of attention focused on issues that I really cared about, and there was a real sense of optimism that we could change things and I just thought "I want to be part of something like this ... that's big and important and really means something."

DAN I knew from a young age that, um, I wanted to be involved with the media somehow and, uh, because I already had experience in music production and sort of sound generally, um, I decided that being a sound engineer would be the natural job for me to do.

FRANCIS I started teaching but teaching didn't pay very much money, and didn't let me go overseas so yes I've, I've, I changed then, I joined the foreign service and I spent 31 years in the foreign service.

SHEILA At the moment I work in a ... bookies so I would like to change that. I would like to set up, my, start up my own business.

INTERVIEWER So, can you describe for me a typical day now?

RACHEL Um, my daily life is incredibly varied: I work on so many different projects within Oxfam. It's really great, 'cause I'm very nosy, so I get to be nosy into everybody's projects. It can still be stressful, but in a very different way to my old life.

I Can you pinpoint for me any particular project that you've worked on that you found really rewarding?

R I worked on the Oxfam Unwrapped gift catalogue, which is a scheme by which you can buy gifts, so if it's your friend's birthday, instead of buying them some socks or bubble bath, you can buy something like a goat or a toilet. They get a fridge magnet and a card, so it's a nice funny gift for them and the money actually goes to buy that item for a poor country, where, where Oxfam works, so it actually makes a real difference to the lives of people in poverty.

JAMIE The army's the only thing, sort of, career that I've ever really considered. And they do a lot of charity work themselves in Africa and things like that, so I, I'd like to be a big part of that as well.

JAZ In my career, I, um, do make a difference – that's my job – and, um, I make a difference as to the type of people that I recruit, 'cause they make a difference to the organisation that I work for.

KATE I try to make a difference by occasionally donating to charities, um, occasionally doing a bit of voluntary work for charities, especially Hospices.

NICHOLAS Unfortunately, I had an accident several years ago and it changed my outlook completely. I'd never considered anybody else before but now I think of other people all the time.

FRANCIS In whichever job you're in, you can actually make a contributions to, to society and so you should be. You should be part of it.



Video 9 Cash

INTERVIEWER What's the thing that we can't live without and we always want more of? Brass, bread, dosh, dough ... cash!

I Doctor Singh, can you tell me, is money the same as cash?

DR SINGH Cash is only one form of money. Money has had various forms, money can be in gold, it can be cheque, it can be bond, it can be shares. Anything which has a value is, is money.

I Can you give me a brief history of money?

DS Money originated when human beings needed to exchange things between themselves and they needed something to express the value of things which they were exchanging. And, uh, the forms which money has taken over history are enormous and there are, ah, historical accounts of even feather, stones, even women being used as a kind of, form of money and anything which had a value or considered having value was used as a source of exchange and that was called money.

I Which country invented money?

DS Some accounts will say that China probably had the first forms of money but there are, there are, there are doubts about that because even in Greek civilisation there will be similar examples of money.

CHRISTOPHER Being a pensioner, money saving or keeping money or anything like that, as a pensioner, it is becoming more and more difficult for obvious reasons things are going up the price of fuel ...

CONNOR Um, in general though, I would, sort of, err on the side of caution knowing that it's important that I can also buy things in the future, so in general, I would tend to be reasonably sort of careful about money.

SUE I'm fairly easy going about money. If I've got it, I enjoy having it. If I haven't got it, I know how to economise because I was brought up in the 1950s and so ... I just get on with it. Yes.

JAZ My relationship with money is a good one, 'cause I spend it, 'cause that's what it's there for!

INTERVIEWER So do you think that money is the root of all evil?

DR SINGH I would not say money is the root of all evil because money has different purposes. Money is a store of value, because you have to express the value of different goods, because there are millions of goods. If you look into this room, just in this room, you can count something like thousands of items. And how do you exchange between themselves, so there has to be something common and the, the need for money came just because of this, that you need some common measure of value ... value. If money is considered as a measure of value, it's not an evil. But when acquisition of money becomes the source of power and wealth and domination, then it does become an evil. So, money by itself is not evil, it's the use to which money is put, it can become evil.

I We all enjoy spending money. Is there any harm in spending money?

DS Well, I would put the, uh, uh, people's spending habits and, and spending money in the larger context of the biggest crisis humanity is facing, which is global warming. And that's because we are spending too much, and then we are getting waste and waste leads to pollution and global warming is directly linked up with the amount of waste which we produce and the pollution which results from that waste.

LUCY I think some people do have too much money, but I think too much is what you do with it. Like, if you're really lavish and you know sort of the Abramovichs with, uh, six yachts or whatever they've got. I think that's a bit extreme.

AZIN I think there's a sort of middle ground where you can be comfortable and sort of have dispense, disposable income but not, sort of over the top.

ALASTAIR I don't think anybody can ever have too much money.

JOOLZ Money's the root of all evil.

MELISA I think I actually earn, er, an amount of money that, um, I can live very comfortably on, um, the money goes into my bank account and I don't spend it by watching the money going out. I actually can spend what I wanna to spend and I think that means you're comfortable.

Video 10 Languages

INTERVIEWER The benefits of learning a language are obvious. It empowers us and it enables us to communicate with people all over the world – surely a positive thing. However, just how much work are we prepared to put in to achieve this?

HANNAH French is, is a great language to, to listen to, but I have a particular soft spot for German.

VERITY I speak English, Italian and German.

SEB English.

JOSH Yeah, English.

JAMES English, yeah.

NIC I go to, um, France probably about three or four times a year and to actually get by, ha, English wasn't enough.

JAMIE Just English, but I'm going to learn Spanish.

JOSHUA I learnt German in school and English is my first language.

SHEILA Um, I speak English, Swahili, Gikuyu and Swedish.

I Do young people want to learn a language in general?

RENE Generally yes, most of the language classes are full of excited students.

I Are girls often more keen to learn a language than boys?

R I think we've got lots of motivated girls and lots of motivated boys, um, if, I think it depends on the language, if you go further up, ah, our school, for example, you will find that in German, we have got considerably more boys doing German than girls. In Spanish it's considerably more, um, girls.

I Why do you think people are reluctant to learn languages?

R I think it has to do in particularly in, in, in England possibly with the fact that, um, English is spoken, ah, widely. Languages are perceived as quite difficult, um, and, um, possibly, um, people do find, um, the vocabulary learning quite difficult as well.

NIC We're not that great at it, no.

NATASHA I've tried learning French and German.

JOSHUA Yeah, I do like learning languages, it's just, kind of a new challenge ... that I enjoy.

SEB I've tried to learn German before, but, er, failed miserably.

JOSH Yeah, me too.

JAMES German and French, but I wasn't very good at them.

JOSH You know, English is so widely spoken across the world English people don't have to learn languages like other people do.

CHRISTOPHER I'm afraid the British are the laziest people in the world, as, when it comes to foreign languages. We shout at people rather than learn their language.

INTERVIEWER Do you think that, um, having worked here that, that others countries are better at learning language than, than in the UK?

RENE I don't think we can, um, say that countries are doing better or, um ... Seeing it from the Austrian point of view, um, lots of people say, here in England, Austrian students, um, speak really, uh, good English but, um, we don't meet all these other students who possibly never come to this country and I think, um, we've got also kind of ... I would say you will, will find exactly the same amount of unmotivated students in Austria as you would find them here in, in language learning, yeah.

I Which languages are the most popular to learn worldwide?

R Well, I've if, if you just ah do a Google search you will find, er, it's still Spanish which is, uh, but I think it's not very clear whether that is, because, um, so many people have actually Spanish as the native language. Um, the other one is definitely English as, as, a lingua franca from the business terms point of view.

Progress Tests

Instructions

The Progress Tests (p212–p231) are designed to be used after students have completed each unit of the Student's Book. Each Progress Test checks students' knowledge of the key language areas taught in the unit. The final exercise of each Progress Test also tests students' knowledge of language taught in previous units. It is helpful for students to have done the Review section at the end of each unit before doing a Progress Test. You can also encourage students to revise for the test by reviewing the relevant Language Summary in the back of the Student's Book and by doing exercises for that unit in the Workbook. Note that Progress Test 5 also reviews items from Units 1–4, and Progress Test 10 reviews the whole of Units 1–10.

- Allow students 40 minutes for Progress Tests 1–4 and 6–9, and 60 minutes for Progress Tests 5 and 10. You may wish to adjust this time depending on your class.
- Photocopy one test for each student. Students should do the tests on their own. You can either check the answers with the whole class at the end of the test or collect in the tests and correct them yourself. Keep a record of the test scores to help you monitor individual students' progress and for report writing at the end of the course.
- Progress Tests can also be given as homework.

Listening tests

There is a listening section in Progress Tests 5 and 10 only. The corresponding recording scripts (**CD2** 10 and **CD3** 18) are in the Answer Key for the tests. Both **CD3** 18 listening tests have two separate sections. Focus on one section of the recording at a time. Allow students time to read through the questions for that section in the Progress Test before you start. Play that section of the recording without stopping and allow students to answer the questions. Then play the recording again without stopping. Repeat this procedure for the other section.

Answer Key and Recording Scripts

1 ▶ Progress Test p212

- 1 (2 marks each) 2 chatting her up 3 overheard
4 butt in 5 wittering on 6 gossiping 7 had a row
8 will bicker 9 intervene
- 2 2 at 3 at 4 on 5 on 6 at 7 on 8 at 9 on 10 on
- 3 (2 marks each) 2 Once bitten, twice shy 3 Nothing ventured, nothing gained. 4 Rome wasn't built in a day. 5 Don't make a mountain out of a molehill. 6 better late than never 7 One man's meat is another man's poison
- 4 (4 marks each) 2 spoke; was 3 have been going; have decided 4 went; were 5 hasn't had; changed 6 've been peeling; 've ruined 7 Has ... done; has ... been staring
- 5 2 during the last couple of weeks 3 On Saturday 4 last night 5 Since 6 this term 7 Over the past few months 8 during the lesson

- 6 (2 marks each) 2 What makes me angry is when people show no respect for others. 3 It was in 2007 that things started going wrong for Tom. 4 The person who left me these paintings was my great-grandmother. 5 What happened was that the weather worsened when they reached the summit. 6 It wasn't until Will was 40 that he left home. 7 It was Stuart I liked the best.
- 7 2 is 3 which 4 means 5 What 6 trying 7 in 8 it 9 way 10 put 11 simply
- 8 3 ✓ 4 ✓ 5 since you gave 6 on the increase 7 have ever had 8 ✓ 9 I've spoken 10 It's her 11 didn't come was 12 ✓

2 ▶ Progress Test p214

- 1 (2 marks each) 2 bitterly disappointed 3 highly unlikely 4 distinctly remember 5 thoroughly enjoys 6 firmly believed
- 2 (2 marks each) 2 in a charming rustic stone cottage 3 some amazing old white houses with tiny windows 4 a small ancient temple 5 some wonderful tiny black olives 6 some delicious traditional fish soup
- 3 2 hustle (and) bustle 3 golden 4 snow-clad 5 winding 6 high-rise 7 spectacular/stunning
- 4 (2 marks each) 2 ... know the woman Tom's chatting to? 3 ... the file you were looking for? 4 ... Ben accused of? 5 ... the party she was invited to. 7 The family with whom we stayed were extremely hospitable. 8 James was unhappy about the story on which he was working. 9 Kate works with people in whom she has no interest. 10 That is the experiment to which I referred earlier.
- 5 (2 marks each) 2 the best of which 3 all of which 4 both of whom 5 neither of which 6 none of whom
- 6 (2 marks each) 2 Having opened 3 opened 4 Opening 5 Writing 6 writing 7 written 8 Having written
- 7 (2 marks each) 2 Cooked 3 Not wanting to 4 Not having lived 5 Going 6 Shot in black and white 7 Having no food 8 Having walked 9 Looking through
- 8 2 while 3 Ever since 4 Afterwards, 5 The moment 6 Meanwhile, 7 As soon as 8 Afterwards,
- 9 3 ✓ 4 ✓ 5 which/that everyone 6 with whom 7 at which point 8 which I haven't got 9 Having told a lie 10 ✓ 11 a stunning large red balloon 12 eavesdropping on 13 ✓

3 ▶ Progress Test p216

- 1 (2 marks each) 2 innocent; naïve 3 decisive; forceful 4 courageous; reckless 5 modest; reserved 6 spontaneous; impetuous 7 thrifty; tight-fisted 8 deferential; submissive
- 2 (2 marks each) 2 going down with something 3 going around 4 picked up 5 is blocked up 6 come out in 7 flaring up 8 putting me on
- 3 2 economical with 3 better days 4 under ... weather 5 on ... bit 6 the times 7 of ... handful 8 hard ... hearing 9 challenging 10 on ... chilly side

- 4 (2 marks each) 2 wonder that 3 to understand
4 not a book 5 can't stand it when 6 it difficult to
7 concerned most of us to hear 8 appears that
9 It's obvious
- 5 (2 marks each) 2 Only once have I broken 3 Under no
circumstances will I support 4 Not for a minute did
I think 5 Only when ... did he begin to 6 Not only
was Eva overworking
7 Seldom has there been
- 6 2 may be 3 anyone 4 every day 5 six-day-old
6 any way 7 two-metre wide
- 7 (2 marks each) 2 I enjoy my job whereas he hates his.
3 Although she's already had a holiday this year, she's
planning another one! 4 Tom finished the test quickly
whereas Sue ...
- 8 2 better 3 sort 4 Unfortunately 5 suits 6 better
7 could 8 with 9 bit 10 go 11 on 12 side 13 Quite
14 planning
- 9 3 like it that 4 It's no good 5 nor does she enjoy 6 ✓
7 to whom I applied 8 Trying not to 9 in which case
10 What I like is 11 Have you enrolled on 12 ✓

4 ▶ Progress Test p218

- 1 (2 marks each) 2 suing 3 ran 4 made 5 received
6 to seek 7 is holding 8 will hit
- 2 2 man 3 growth 4 increase 5 huge
6 developments 7 village 8 enjoy 9 obstinate
10 kids 11 rural inhabitants 12 villagers
13 unexpectedly
- 3 (2 marks each) 2 are unlikely to use 3 is set to do
4 is due to star 5 am about to cook 6 is on the verge
of taking over 7 is to sign 8 is bound to have 9 are
likely to want 10 is on the brink of completing
11 is sure to be
- 4 (2 marks each) 2 was supposed to be 3 was to meet
4 would have 5 was about to leave 6 were not going
to worry 7 were going to be 8 wasn't supposed to hit
9 was just about to burst 10 were going to enjoy
11 wouldn't do 12 would have to be
- 5 (2 marks each) 2 Nevertheless, 3 Despite 4 in spite
of 5 nevertheless, 6 However, 7 Despite 8 Even
though 9 In spite of 10 Nonetheless,
- 6 3 ✓ 4 to run the victim's 5 is likely to 6 exam the
following day 7 huge problems 8 are to face 9 will
have finished 10 find it hard 11 ✓ 12 really furious
13 neither do I like 14 the best of which 15 ✓
16 having slept very badly

5 ▶ Progress Test p220

CD2 ▶ 10 See p208 for Listening Test instructions.

1a

INTERVIEWER So, Theresa, you must be happy that your
exhibition is opening next week.

THERESA In some ways, yes, I am. It's great to see the result of
all my months of painting, but at this stage I don't know how

people will respond to my work. The critics have always been
enthusiastic about it, but until I see it hanging up and being
enjoyed by others, then I'm stressed. This exhibition might be
compared unfavourably with my previous ones, and if that
happens, it's tempting to think that people have lost their
judgement but ...

1 Being a painter is a very insecure way of earning a living,
isn't it?

T Yes, it is. I mean, I'm now quite well known and I earn a
living from it, but for many painters it's not like that. It's hard
to get yourself recognised in the art world. We've all had to
work out our own individual ways of reaching our goals and
have all had to give up going to restaurants or having holidays,
but not to paint would be unthinkable.

b

JOE I'm glad we're both going to university. I think it'll be
great.

TIM Yeah, me too. I mean, university is about people as well as
what you learn there, isn't it? It gives you opportunities you'd
never have otherwise. And with a bit of luck you come out with
a better understanding of what you want in life and who you
are. I really want to do medicine, but whether I turn out to be a
surgeon like my father remains to be seen.

J How long's your course?

T Five years, but then I have to do a year of postgraduate
training before I'm a registered doctor. The cost of it all will be
pretty massive, but it's an investment. I know it's what I want
to do, so I'm prepared to put everything into it. Everyone's told
me it's intense and you don't have much time to socialise – at
least at the beginning, which might not be that much fun.

J Sounds a bit scary to me.

2

First of all, let me tell you a bit about myself and how I became
a pilot. Well, I've had a varied career but my present job as a
commercial airline pilot is the best one I've had. I fly passengers
and cargo all round the world and see some amazing places.
Being a pilot requires a great deal of technical knowledge and
I've always been fascinated by engines. In fact, that's what
made me go for this job. That and the fact that I knew I had
to make a decision about my working life. I'd been a secretary,
a waitress and finally a fitness instructor, which I enjoyed,
but just wasn't very exciting, so I began to explore the idea of
becoming a pilot. The more I thought about it, the keener I was
to do it and get started on the training. Some of the theoretical
bits of the flying exams I was able to do through a mixture
of distance learning and classroom-based courses at a flying
school in Scotland. And obviously I had to build up my flying
hours in order to get my licence.

I work for a large airline that does both short- and long-haul
flights. The advantage of flying to somewhere far away means
that you get two days there to look around and recover before
flying back to Heathrow Airport where we're based, and for
me that's much better, even though if you're only flying from
Heathrow to Madrid and back you can be home and sleeping
in your own bed the same night.

Before a flight, I need to be at Heathrow at least 90 minutes
before take-off as there are a series of things we need to do
on the ground before boarding the plane 45 minutes before
departure. With my first officer, I check the flight plan and make
sure there aren't any changes to normal procedure.

One thing we can never be sure of, of course, is the weather.
Naturally, we have to take it into account before take-off.

There's often time to chat with the guys on the flight deck when
we're up at cruising height. I know them all quite well now.

Unlike me, they all have families so the conversation is usually about them. I must say crew catering is not exciting. We often don't get what the passengers get and I don't eat the same food as my co-pilot – just in case.

Up in the air, we constantly have to monitor all the instruments, and we have to be prepared to alter course if necessary. It's inevitable that on some flights we will encounter turbulence which passengers can find alarming, but it's not necessarily anything to worry about. Storms, on the other hand, can be very hazardous, and we keep away from them.

Then when we arrive at our destination ...

- 1 (2 marks each) 1a 2b 3c 4b
- 2 (2 marks each) 2 fitness instructor 3 distance learning 4 long(-)haul/long 5 45 minutes 6 the weather 7 food 8 turbulence
- 3 2 inter 3 counter 4 under 5 pseudo 6 over 7 semi 8 under
- 4 (2 marks each) 2 not getting 3 not studying 4 having 5 going out 6 to go 7 to do 8 to keep
- 5 (2 marks each) 2 doing; going on 3 make; come to 4 gained; got 5 decide; work out 6 do; get
- 6 (2 marks each) 2 eyes in 3 career ladder 4 stuck ... rut 5 dead-end 6 against ... clock 7 high-powered 8 self-employed 9 take ... easy 10 team player
- 7 2 – 3 myself 4 himself 5 ourselves 6 yourselves 7 itself 8 – 9 yourself 10 – 11 themselves
- 8 2 All 3 saying 4 with 5 on 6 Not 7 mention 8 By 9 about 10 got 11 there
- 9 3 to each other 4 snowed under 5 ✓ 6 with her 7 on a regular basis 8 I'll be lying 9 her charming Spanish 10 forget going on 11 ✓

6 Progress Test p222

- 1 2 top 3 branch 4 plain 5 heavy 6 odd 7 break 8 flat 9 heavy 10 break 11 branch 12 flat 13 plain 14 top
- 2 (2 marks each) 2 take it or leave it 3 back and forth 4 in leaps and bounds 5 Each and every 6 over and over again 7 on and off 8 part and parcel 9 hit and miss
- 3 (2 marks each) 2 accidentally 3 politely 4 Clearly 5 expectantly 6 uncertainly 7 meekly 8 adoringly
- 4 (2 marks each) 2 pretty much the same as 3 loads more people than 4 decidedly less safe than 5 way higher than 6 somewhat smaller than 7 anywhere near as funny as 8 marginally more expensive than
- 5 (2 marks each) 2 I'll probably go; there any more 3 ✓; has always been 4 the violin beautifully; ✓ 5 completely mystifying; doesn't quite 6 ✓; even enjoy 7 ✓ Only Jim and Sarah worked
- 6 (2 marks each) 2 knows; will be 3 to have; to practise 4 would understand/understand; could ask 5 to take; to help 6 could/would read; to save
- 7 2 earlier, showed 3 Unfortunately, 4 Gary said, "I'm ... 5 *The Guardian, The Times* and ... 6 a kind, creative person 7 25th April, 2003 8 deadline," said the receptionist 9 Paris, Texas 10 video, I won't 11 25 Hanover Avenue, Maida Vale
- 8 3 I've hardly spoken 4 ✓ 5 house more or less 6 highly qualified 7 ✓ 8 talk shop 9 team player 10 would be taken up 11 ✓ 12 went on to found 13 to issue a press release

7 Progress Test p224

- 1 (2 marks each) 2 got away with 3 get out of 4 got into 5 get round 6 get through to 7 get his own back on
- 2 (2 marks each) 2 onset 3 breakdown 4 get-together 5 Kick-off 6 downpour 7 outlook 8 outcry
- 3 2 fly 3 bright 4 freeze 5 flood 6 warm 7 grill 8 crack
- 4 (2 marks each) 2 the river to rise; would be flooded 3 wouldn't be; had slept 4 had planned; wouldn't be panicking 5 the performance be cancelled 6 didn't have; would have come 7 we not called; wouldn't be 8 had paid; wouldn't be cancelling 9 let us know; would have booked
- 5 (2 marks each) 2 is expected to be 3 was believed to have been destroyed 4 is ... argued 5 is thought to be making 6 is rumoured to be leaving 7 has been predicted that 8 are estimated to be over 10,000 people going
- 6 (2 marks each) 2 appears that the government has made 3 seems to have become obsessed 4 seems to be 5 definitely appears to have made 6 appears/ appeared that the riot started 7 seem to be many schools using
- 7 (2 marks each) 2 Imagine 3 unless 4 providing 5 in case 6 Whether 7 Otherwise
- 8 2 falling 3 falling 4 rising 5 falling 6 falling
- 9 3 found to be false 4 ✓ 5 wouldn't go 6 There appears 7 the same as 8 probably won't be 9 ✓ 10 occupy myself

8 Progress Test p226

- 1 (2 marks each) 2 made time for 3 had time to spare 4 giving me a hard time 5 for the time being 6 in plenty of time 7 took his time 8 have no time for
- 2 (2 marks each) 2 Whoever left the door unlocked mustn't do it again. 3 Whatever you've done, I forgive you. 4 However hard I practise, I will never become a great guitarist. 5 Wherever he goes, Rob takes lots of photos. 6 Whoever told you about Emma is wrong. 7 Whenever I see Anya she's always smiling. 8 Whichever number you ring, you'll get through. 9 Please ask for the name and address of whoever phones. 10 However did you manage to carry all that shopping home! 11 I tried to include whatever was relevant. 12 Buy whichever of them you like.
- 3 2 widely 3 widen 4 rationally 5 rationalise 6 disturbance 7 remarkable 8 courageous 9 possibility 10 sympathetic 11 survival 12 dependent/dependable 13 failure 14 talented 15 pride 16 cowardly 17 division 18 happiness 19 recovery 20 creative 21 excitement
- 4 (2 marks each) 2 stay 3 to stop 4 to do 5 I didn't cook 6 we went 7 you'd asked 8 Jo decided 9 she thought
- 5 (2 marks each) 2 due to 3 so that 4 leads to 5 Owing to 6 resulted in 7 owing to 8 in order to 9 lead to 10 so that
- 6 3 There's no time 4 whichever of our 5 sooner book 6 ✓ 7 the government listened 8 sounded strange 9 ✓ 10 is understood 11 ✓ 12 ✓

9 ▶ Progress Test p228

- 1 2 cost a fortune 3 cost-effective 4 priceless 5 half price 6 price tags 7 over-priced 8 reasonably priced
 2 2 led 3 conscious 4 proof 5 free 6 minded 7 able 8 ish 9 related
 3 (2 marks each) 2 economic superpower 3 gender discrimination 4 mass-produced 5 record levels 6 economic recession 7 economic growth 8 renewable energy 9 housing market 10 overseas aid
 4 2 one 3 one 4 a 5 little 6 quite a few 7 Very few 8 a little 9 a few 10 very little 11 one
 5 (2 marks each) 2 'm expecting 3 do ... come 4 'm having 5 see 6 looks 7 are ... seeing 8 are coming 9 are ... thinking 10 expect 11 is looking 12 have
 6 (2 marks each) 2 so 3 As 4 Therefore, 5 Due to 6 Because of 7 Since
 7 2 lovable 3 destructible 4 visible 5 noticeable 6 edible 7 believable 8 sensible 9 acceptable 10 understandable 11 incredible
 8 2 leaving that aside 3 First of all 4 To go back to 5 So to sum up 6 let's move on 7 And finally
 9 3 I imagine 4 ✓ 5 at any price 6 one day 7 rather live 8 ✓ 9 we left/to leave

10 ▶ Progress Test p230

CD3 ▶ 18 See p208 for Listening Test instructions.

- 1
 INTERVIEWER Colin, this TV series you've made, it's all about singing, isn't it?
 COLIN Yes, we wanted to show how wonderful singing with other people is and how much fun it is. In fact, singing in the UK is second only to sport in the number of people involved in it. Someone's estimated that there are over 25,000 choirs and half a million singers in this country. That shouldn't really be a surprise. It is, after all, a free and immediate way to get across what you're feeling. It improves your fitness – it increases lung capacity and gives you better posture. And nothing beats the sheer joy you get from singing with a group of friends.
 1 And for the programme you trained a group of novice singers to sing in a choir.
 c Right. We called ourselves Abacus, and the series follows the choir's progress from the auditions through rehearsals up to our performance in the competition 'Champion Choir'.
 1 And how did you do?
 c Well, I don't want to give too much away, but we did very well. The singers' timing improved hugely, as did their confidence. But what's given me the most pleasure is the fact that many of them say that singing is a necessary part of their lives now. You know, I've always worked with professional musicians, and these people aren't. They've got jobs and busy lives outside singing, so working with them in the choir was a great experience for me.
 1 Can everybody sing?
 c Ah, yes we can all sing in that we've all got the physical equipment to do it. As children we do it naturally but we can't seem to keep that up, you know, singing with the same freedom and lack of embarrassment. The other day, for example, I asked this 30-year-old guy to sing a line from his favourite song and, like most people, he tried to sing it in the style of the artist who'd recorded it. When I eventually got him to sing something

in his own real voice, he clearly felt as if he'd revealed a side of himself that was meant to be private. But that's what you have to do – and it's scary.

- 1 So what is it about singing in a choir that's so good?
 c I guess if you asked most choral singers they'd say you can hide better in a group. It's not the end of the world if you sing a wrong note, as the collective sound will probably drown it. When you're in a choir, you get to sing lots of different kinds of music – some of it may not be to your own personal taste but somehow when you're doing it in a group, it doesn't seem to matter as much. The job of singing takes over.
 1 What about you? Do you have any plans for future choirs?
 c Yes, I want to form a choir of teenagers. Now with them, I know I won't be able to get away with the methods I've adopted with Abacus. People tell me they won't listen to me but I'm confident we'll be able to work together. What the end result will be is anyone's guess, but it'll be exciting.

2
 A To be honest, I haven't worked out how I feel yet and what might happen. A new career perhaps? I only sent it in because Dave made me. It was one of a series I'd taken of water on our holiday last year and it was quite an unusual interpretation according to the judges. Dave thinks my success is all down to him. Maybe there wasn't much competition. Who knows?

B I only took it up so I could play something with my kids. They'd learnt it at school but I had to start from scratch, and it's not easy. At first, it took me ages to remember the rules about how each piece can move and I was very hesitant, which must have annoyed everyone. So I think it's quite a triumph to win a prize at my age – I beat loads of younger people. My kids can't believe it.

C I was stuck for what to do for my end-of-year project at college. Then I happened to see a photo in a magazine of a woman wearing an interesting dress and I thought I could use that and add my own touches to it. I've never told anyone that that's what I did. It's not something you boast about, especially after it won a prize and was seen by everyone in college. As a result of winning, my future is looking full of promise.

D I was reading a magazine in the garden one day and came across the competition. I'd had some things swirling about in my head for ages so I just put it all down and sent it off. I'd no idea whether it was any good or not so imagine how I felt when I saw it printed in a magazine a few months later. Nobody had told me I'd won so I rang them up and asked them to send me any comments from the judges because I thought it would be useful to know what they thought.

- 1 (2 marks each) 1b 2a 3a 4b 5c
 2 (2 marks each) 1d 2b 3a 4e 5f 6b 7e 8c
 3 2 clear 3 strong 4 dark 5 rough 6 gentle 7 smooth 8 weak 9 rich 10 patterned 11 heavy
 4 2 was 3 are 4 are 5 is 6 was 7 is 8 were 9 is 10 were 11 is
 5 (2 marks each) 2 should have told 3 was able to fix 4 didn't need to work 5 will try 6 wouldn't come 7 should/ought to go 8 mustn't/can't smoke 9 had to send 10 needn't have got up 11 could swim
 6 (2 marks each) 2 must have got 3 might be working 4 may have forgotten 5 must be 6 wouldn't have known 7 can't have left 8 'll be lying 9 could be switched 10 shouldn't be
 7 3 low building 4 ✓ 5 you to give 6 ✓ 7 ✓ 8 What happens is 9 economic decline 10 but do you see 11 in plenty of time 12 did he realise how cold 13 ✓ 14 for myself 15 As a rule I buy/the market as a rule 16 ✓ 17 will have been 18 ✓

1 Progress Test 40 minutes

1 Fill in the gaps with the correct form of these verbs.

grumble gossip butt in overhear have a row
wither on intervene chat her up bicker

- 1 Anna never grumbles about all the extra work she has to do.
- 2 Luke thought Claire looked gorgeous and spent all evening _____.
- 3 On the train yesterday, Jo _____ a woman talking about losing her job.
- 4 David, you can't just _____ to our conversation like that!
- 5 I couldn't stop _____ about my cat even though nobody looked interested.
- 6 Andrea had a great time at the party _____ to an old friend.
- 7 After Mike and his mother _____, they didn't speak for days.
- 8 Give *both* kids a toy to play with, otherwise they _____ about it all morning.
- 9 How often do you _____ in family arguments that have nothing to do with you?

16

2 Fill in the gaps with *on* or *at*.

- 1 I'm on good terms with my ex-boss.
- 2 It was a tragic accident. No one was _____ fault.
- 3 Although I get on really well with my new boss, it's probably better to keep her _____ arm's length.
- 4 It's been hard moving away from my family, but we still see each other _____ a regular basis.
- 5 Jo and Sam found it hard to agree as they were not _____ the same wavelength.
- 6 Can I come to the cinema with you tonight? I'm _____ a loose end.
- 7 May sees her grandma three times a week _____ average.
- 8 The flat's perfect! I knew I wanted to live there _____ a glance.
- 9 She can't stop mothering all her kids even though they're all grown up! She does whatever they ask _____ demand!
- 10 Did Natalie say those hurtful things _____ purpose?

9

Name

Score 100

3 Fill in the gaps with the complete sayings.

Actions speak ... Rome wasn't ... Better late ...
Don't make a mountain ... Once bitten, ...
One man's meat ... Nothing ventured, ...

- 1 John's promises sound good, but actions speak louder than words, don't you think?
- 2 Emma's not going rock-climbing again after her bad experience. _____, she says.
- 3 Ben was anxious about asking Gina out but then he thought "_____"
- 4 You have to learn some basic cooking techniques before you tackle a four-course meal for 30 people. Remember, _____
- 5 Why are you so worried? They were only cheap. You can easily get another pair of gloves. _____
- 6 Ah, _____. What kept you? We've been waiting ages.
- 7 Modern art does nothing for me but Tim really loves it. _____, I guess.

12

4 Complete the sentences with the correct form of the verbs in brackets. Use the Present Perfect or Past Simple.

- 1 What time did you have (have) dinner, or haven't you eaten (not eat)?
- 2 The last time I _____ (speak) to Kate she _____ (be) really excited about going abroad.
- 3 James and Nikki _____ (go) out for ages and now they _____ (decide) to get married.
- 4 We _____ (go) swimming every day when we _____ (be) on holiday.
- 5 Dan _____ (not do) much exercise since he _____ (change) jobs last month.
- 6 I'm crying because I _____ (peel) onions. I bet I _____ (ruin) my make-up.
- 7 Look at Paul! _____ he _____ (do) any work today or _____ he _____ (stare) out of the window all morning?

24

5 Choose the correct time expressions.

- 1 Nobody's given me any feedback *last week* / *up to now*.
- 2 Lucy's been away a lot *during the last couple of weeks* / *two weeks ago*.
- 3 *On Saturday* / *This is the first time* Erica played tennis with us.
- 4 Why didn't you phone me *last night* / *so far*?
- 5 *Once* / *Since* Dimitri came to this country, he's been learning the language.
- 6 How much have you done *this term* / *yet*?
- 7 *Over the past few months* / *In 2005* Mark has lived in Spain.
- 8 Kenji was ill *during the lesson* / *until now*.

7

6 Rewrite these sentences starting with the words in brackets.

- 1 Eva falls asleep in front of the TV every night.
(What) *What Eva does is fall asleep in front of the TV every night.*
- 2 It makes me angry when people show no respect for others. (What) _____
- 3 In 2007, things started going wrong for Tom. (It) _____
- 4 My great-grandmother left me these paintings.
(The person) _____
- 5 The weather worsened when they reached the summit. (What happened) _____
- 6 Will didn't leave home until he was 40. (It) _____
- 7 I liked Stuart the best. (It) _____

12

7 Fill in the gaps in the teacher's welcoming speech with these words.

what means which way simply in is it
put trying what

Welcome to the pottery course. Before we start, I'd like to run through some things with you. As you can see, the room is quite small and ¹ what that means ² _____ we all have to work tidily. Unfortunately, we don't have enough wheels for all of you to be working at the same time, ³ _____ basically ⁴ _____ that you'll have to take it in turns. Now, clay. Take some from the bench. If you don't like what you make, please don't put the clay back on the bench. It goes in the bin by the door. ⁵ _____ I'm ⁶ _____ to say it's important not to mix up new and old clay. Clay must be kept in a workable condition, ⁷ _____ other words, don't let it get too dry. Making a pot on a wheel can take a bit of practice, or to put ⁸ _____ another ⁹ _____ don't expect miracles too soon. Health and safety rules in a pottery studio are complicated, but to ¹⁰ _____ it ¹¹ _____, work tidily. Anyway, let's get started.

10

8 Tick the correct sentences. Change the incorrect ones.

- 1 Sometimes it's uncomfortable to make ~~an~~ eye contact with a stranger.
- 2 What I mean by that is it's better not to discuss it until you know the facts. ✓
- 3 When you travel, you come into contact with all kinds of interesting people.
- 4 We can go for a walk after we've had our meal.
- 5 I've worn this jumper a lot since you've given it to me.
- 6 It's a fact that unemployment is at the increase almost everywhere.
- 7 This particular dictionary is the best one I ever had.
- 8 As soon as I heard the news, I rang my mum.
- 9 I'll email you once I spoke to Matt.
- 10 It's she that wrote it – not me.
- 11 The reason why Elliot didn't come is because he was ill.
- 12 The thing I love most about Jack is his optimism.

10

2 Progress Test 40 minutes

1 Fill in the gaps with words from both boxes.

absolutely distinctly
firmly highly
thoroughly bitterly

impossible remember
disappointed believed
unlikely enjoys

- It's absolutely impossible for Adam to come.
- Matt was _____ by his team's defeat.
- It's _____ that we'll ever have a better holiday.
- I _____ the first time I saw Niagara Falls.
- Joe _____ his job as a pilot.
- Jane's father _____ that she would succeed in her career.

10

2 Put the words in the correct order.

On our holidays we stayed

- an / Greek / idyllic / on / island
on an idyllic Greek island
- stone / a / charming / in / cottage / rustic

we saw

- houses / some / white / with tiny windows / old / amazing

- ancient / a / temple / small

and we ate

- black / some / wonderful / olives / tiny

- fish / soup / traditional / delicious / some

10

3 Complete the words in this description.

Are you looking for the perfect place for a city break? Try heading to Barcelona, which offers attractions ranging from the cultural ¹ heritage of Gaudi's architecture to the ² h _____ and b _____ of some of the best food markets in Europe. How many cities have easy access to plenty of ³ g _____ beaches as well as being a few hours' drive from ⁴ s _____ mountains? Such contrasts also exist within the city itself, with narrow ⁵ w _____ roads barely wide enough for cars nestling almost at the foot of ⁶ h _____ tower blocks. And if you want a moment's peace, head up the city's mountain, Tibidabo, and have a coffee while enjoying the ⁷ s _____ views over the city and sea.

6

Name _____

Score 100

4 Complete the sentences so the preposition is at the end.

- I work with some young people. I like them.
I like the young people I work with.
- Tom's chatting to a woman. Do you know her?
Do you _____?
- You were looking for a file. Is this the one?
Is this _____?
- Ben was accused of something. What was it?
What was _____?
- Lucy was invited to a party. She enjoyed it.
Lucy enjoyed _____.

Rewrite the phrases in bold using a preposition + *which* or *whom*.

- This is the house **which Mozart was born in**.
This is the house in which Mozart was born.
- The family **that we stayed with** were extremely hospitable.

- James was unhappy about the story **that he was working on**.

- Kate works with people **who she has no interest in**.

- That is the experiment **that I referred to earlier**.

16

5 Fill in the gaps with *neither*, *both*, *the best*, *none* or *all* + *of which/whom*.

- There are two books on the floor, neither of which belongs to me.
- The album has great tracks on it, _____ is 'Calling You'. It's magic.
- In the evening we sang a lot of songs, _____ we'd learnt together at school.
- I have two brothers, _____ live in Canada.
- Rob suggested meeting on Friday or Saturday, _____ was convenient for me, unfortunately.
- Leah talked to various people at the party, _____ she particularly liked.

10

6 Complete these sentences with a present, past or perfect participle.

open

- 1 Meg felt very proud, opening her own shop.
- 2 _____ all his presents, my son promptly burst into tears.
- 3 Caves restaurant, _____ in 1967, is still popular with students.
- 4 _____ the door, I felt a sudden blast of heat. write
- 5 _____ to Josh, Donna remembered all the good times they had had.
- 6 I had a busy morning, _____ lots of emails.
- 7 Carefully _____ in Gothic script, the manuscript made fascinating reading.
- 8 _____ my report on the situation, I decided I needed a break.

14

7 Rewrite the phrases in bold using a present or past participle clause.

- 1 **Because we didn't like** indie music, we left the gig before the end.
Not liking indie music, we left the gig before the end.
- 2 **If it's cooked slowly** at a low temperature, it will be very tender.
_____ slowly at a low temperature, it will be very tender.
- 3 **I didn't want to appear** anxious so I didn't ask Max about his interview.
_____ appear anxious, I didn't ask Max about his interview.
- 4 **Because Anna hadn't lived** in a hot country before, she was unprepared for the humidity.
_____ in a hot country before, Anna was unprepared for the humidity.
- 5 **As I was going** into the supermarket, I tripped over a basket.
_____ into the supermarket, I tripped over a basket.
- 6 **Because the film is shot in black and white**, it feels quite sinister.
_____, the film feels quite sinister.
- 7 We decided to eat out as **we had no food** in the fridge.
_____ in the fridge, we decided to eat out.

- 8 **Because Tess had walked** home in uncomfortable shoes, her feet were hurting.
_____ home in uncomfortable shoes, Tess's feet were hurting.

- 9 Matt **looked through** the window and saw a fox in the garden.

_____ the window, Matt saw a fox in the garden.

16

8 Choose the correct connecting word.

- 1 Originally/From then on we were going to build a four-bedroom house, but we ran out of money.
- 2 She became good friends with Jenny *while*/*meanwhile* she was doing her Master's.
- 3 *Ever since*/As soon as she started learning Spanish she's wanted to move to Spain.
- 4 I accepted the job immediately. *From then on*,/ *Afterwards*, I knew I'd made a big mistake.
- 5 *The moment*/*Ever since* I hear from them I'll let you know.
- 6 I've applied for three jobs but haven't heard anything yet. *Meanwhile*,/Then I'll keep looking.
- 7 *While*/As soon as they get here, please call me.
- 8 At first it seemed disastrous. *Afterwards*,/ *Meanwhile*, we realised it might turn out well.

7

9 Tick the correct sentences. Change the incorrect sentences.

- 1 Fortunately, the dog was *entirely* really friendly.
- 2 The village had many quaint thatched cottages. ✓
- 3 Ray deeply regrets not trying harder at school.
- 4 The hotel was slightly further from the centre than I'd expected, but it was fine.
- 5 You must watch that new series on TV what everyone is talking about.
- 6 The person with who he had the closest relationship was his brother.
- 7 The delegates moved on to discuss the budget requirements, in which point I left.
- 8 Madonna's first album, that I haven't got, is meant to be her best.
- 9 Telling a lie, Rosie then felt guilty.
- 10 Sitting on the train, Ben thought about Sarah.
- 11 A large stunning red balloon floated over the water.
- 12 Maria is always eavesdropping with our conversations to see what she can find out.
- 13 This is the second time I've been skiing.

11

3 Progress Test 40 minutes

1 Complete the table with positive and negative character adjectives.

Someone who	(+)	(-)
1 pays great attention to detail	<u>meticulous</u>	<u>fussy</u>
2 has no knowledge or experience of the unpleasant or evil things in life	i _____	n _____
3 is able to make decisions quickly and easily	d _____	f _____
4 does risky things without regard for any danger	c _____	r _____
5 talks little about their skills or achievements	m _____	r _____
6 does things in a natural, often sudden way	s _____	i _____
7 is careful with money and tries to avoid waste	t _____	t _____
8 is respectful and polite	d _____	s _____

14

2 Fill in the gaps with the correct form of these phrasal verbs.

swell up block up put (somebody) on flare up
come out in pick up go down with something
go around

- SUE Oh, Fran, your face looks a bit ¹ swollen up
- FRAN I don't feel very well. I think I must be ² _____.
- SUE Well, there's a nasty infection ³ _____ at the moment. My 15-year-old ⁴ _____ something at school last week.
- FRAN I can't breathe. My nose ⁵ _____ and I've ⁶ _____ a rash on my chest.
- SUE Sounds familiar. I think what you had before is ⁷ _____ again. You'd better go to the doctor.
- FRAN I don't want him ⁸ _____ antibiotics.
- SUE Why not? You'll get over whatever it is much quicker.
- FRAN I guess so, but I just don't like antibiotics.

14

Name _____

Score 100

3 Complete the euphemisms.

- an old person: a senior citizen
- not tell the truth: be _____ the truth
- be old and in bad condition: see _____
- be or feel ill: be/feel _____ the _____
- getting old: getting _____ a _____
- old-fashioned: behind _____
- a lot to look after: a bit _____ a _____
- a bit deaf: a bit _____ of _____
- very difficult: _____
- cold: a bit _____ the _____

9

4 Complete the sentences.

- James was shocked when he realised that the police were looking for him.
It shocked James to realise that the police were looking for him.
- Sofia practised every day, so naturally she won the tournament.
It's no _____ Sofia won the tournament as she practised every day.
- I don't understand why Chloe doesn't express her ideas more.
It's hard _____ why Chloe doesn't express her ideas more.
- I read the book and I wouldn't recommend it.
It's _____ I'd recommend.
- Our dog can't stand us tickling her ears.
Our dog _____ we tickle her ears.
- To cut down on caffeine is difficult.
I find _____ cut down on caffeine.
- Most of us were concerned when we heard that our company was relocating.
It _____ that our company was relocating.
- Apparently, eating chocolate is sometimes good for you.
It _____ eating chocolate is sometimes good for you.
- Everyone must follow the emergency procedure.
That's obvious.
_____ that everyone must follow the emergency procedure.

6

5 Fill in the gaps with these words/phrases and the correct form of the verbs.

Rarely Only once Not for a minute Seldom
Under no circumstances Not only Only when

- 1 You hardly ever see athletes eating junk food.
Rarely do you see athletes eating junk food.
- 2 I've only broken my leg once when skiing.
_____ my leg when skiing.
- 3 I will not support it under any circumstances.
_____ it.
- 4 I never thought I'd enjoy jogging.
_____ I'd enjoy jogging.
- 5 It wasn't until Greg gave up eating fatty foods that he began to feel better.
_____ Greg gave up fatty foods _____ feel better.
- 6 Eva wasn't just overworking, she was also taking no exercise.
_____, she was also taking no exercise.
- 7 There has not often been so much interest.
_____ so much interest.

12

6 Choose the correct word.

- 1 I love ~~everyone~~ every one of you here.
- 2 There ~~maybe~~ may be a way to solve this problem.
- 3 Is there ~~anyone~~ any one who can help?
- 4 This doesn't happen ~~everyday~~ every day.
- 5 They have a ~~six-day old~~ six-day-old baby.
- 6 Is there ~~anyway~~ any way you can finish your essay?
- 7 It was a ~~two-metre wide~~ two-metre-wide track.

6

7 Rewrite the sentences with the connecting words.

- 1 I love it but I've decided to move. (even though)
Even though I love it, I've decided to move.
- 2 I enjoy my job but he hates his. (whereas)

- 3 She's already had a holiday this year but she's planning another one!
(although) _____
- 4 Tom finished the test quickly but Sue needed to ask for more time. (whereas)

6

8 Fill in the gaps in the conversations.

could go better side planning sort suits
could unfortunately on quite better bit with

- JO What did you think of the film?
SEB Well, it ¹ could have been ² _____.
JO The ending was a bit feeble, wasn't it?
SEB Yeah, the whole thing was ³ _____ of left unresolved.
JO Coming for a coffee?
SEB Not tonight. ⁴ _____, I've got to go back to work.
- LENA Do you like my hair longer like this?
JULIE Well, actually, I think shorter hair ⁵ _____ you ⁶ _____.
LENA Really? Perhaps it ⁷ _____ do ⁸ _____ being a ⁹ _____ shorter at the front.
JULIE Yeah, I'd ¹⁰ _____ for a shorter fringe if I were you.
- MAX Do you fancy going for something to eat?
TOM Good idea, but not to the Grill House. The last steak I had there was definitely ¹¹ _____ the tough ¹² _____.
MAX OK. ¹³ _____ honestly, I think they overcharge anyway, so how about the Thai on the High Street?
TOM Fine. Oh, I was ¹⁴ _____ to meet Tony tonight. Is it OK if I invite him along?
MAX Sure, no problem.

13

9 Tick the correct sentences. Change the incorrect sentences.

- 1 There my money goes. goes my money
- 2 I've had better meals. ✓
- 3 I don't like that he's a bad loser.
- 4 There's no good asking Alex.
- 5 Claire doesn't eat much fruit and nor she enjoys vegetables.
- 6 Only recently has the whole story become clear.
- 7 She's the woman to who I applied.
- 8 Not trying to laugh, Gina asked a question.
- 9 The front door may be locked, in that case go to the neighbours for a key.
- 10 What I like it's having lunch with my friends at the weekend.
- 11 Did you enrol on any courses yet?
- 12 I completely agree with you.

10

4 Progress Test 40 minutes

- 1 Fill in the gaps with the correct form of these verbs.

issue hold sue seek run receive hit make



Gloria Gray's agent ¹ issued a press release yesterday in which it was announced that the singer would be ² _____ a magazine for libel over a recent story they ³ _____ about her. The news of her intentions ⁴ _____ the front page of the tabloids the following day, and astonishingly even ⁵ _____ a lot of coverage in the quality press. Most of the articles were critical of Gray's seeming desire ⁶ _____ publicity for everything she does. The tone of the articles has not pleased the singer and she ⁷ _____ a press conference tomorrow to explain her reasons for going to court. No doubt this ⁸ _____ the headlines, and so we go on.



14

Name _____

Score 100

- 2 Complete the table with near synonyms.

humans	¹ p <u>people</u>	² m _____
rise	³ g _____	⁴ i _____
large	⁵ h _____	
improvements	⁶ d _____	
a settlement	a ⁷ v _____	
like	⁸ e _____	
determined	⁹ o _____	
children	¹⁰ k _____	
country folk	¹¹ r _____ i _____	¹² v _____
suddenly	¹³ u _____	

12

- 3 Complete the sentences with the correct form of the words in brackets.

- Jane is about to leave (about/leave) the city and move to the countryside.
- I think we _____ (unlikely/use) cash as a means of payment in the future.
- The governing party _____ (set/do) well at the next election.
- Dino _____ (due/star) in a new TV sitcom early next year.
- Do you want to stay for supper? I _____ (about/cook) some pasta.
- Max _____ (verge/take over) from his father as head of the family firm, which is a bit scary for him.
- We've just heard that Goldberg _____ (sign) a new agreement.
- The way Jon drives the car he _____ (bound/have) a crash sooner or later.
- Our twins _____ (likely/want) a pet when they're older.
- The company _____ (brink/complete) a major new deal.
- Your party _____ (sure/be) a great success.

20

4 Fill in the gaps with the correct form of the word or phrase in brackets.

Saturday ¹ was to be (be) the day of our annual family picnic in the park. This is always a major event as our family is huge! It ² _____ (supposed to be) a day of brilliant sunshine and fun. Everyone ³ _____ (meet) at 12.00 by the entrance to the park and then decide where we ⁴ _____ (will have) the picnic. At 11.30, I ⁵ _____ (about to leave) the house when it started raining. My son Jake complained loudly but I told him we ⁶ _____ (not going to worry) about a bit of rain. By the time we got to the park it had stopped. We set up our picnic under the trees. I'd forgotten there ⁷ _____ (going to be) so many kids. It was difficult to keep an eye on them all. I had to tell Jake he ⁸ _____ (not supposed to hit) his cousin Marta with a bat. Marta ⁹ _____ (just about to burst) into tears when her mother gave her some chocolate cake. It began raining a bit, but we decided we ¹⁰ _____ (going to enjoy) ourselves and we played some good games. However, we decided we probably ¹¹ _____ (will not do) a picnic again – it ¹² _____ (will have to be) an indoor event.

22

5 Choose the correct connecting words.

- 1 Although/Despite the series was a great success, she has decided to leave.
- 2 Jayne can't come to the meeting. *Even though/ Nevertheless*, she's sending us her ideas.
- 3 *Despite/However* having a great time away, Sally is coming home early.
- 4 They're planning to buy a new flat *although/in spite of* their money problems.
- 5 Not many people replied to the invitation; but *however/nevertheless*, Lee went ahead with the party.
- 6 I didn't enjoy his new novel very much. *However,/ Even though* I loved the earlier ones.
- 7 *Despite/Nonetheless* the fact that Saul is a good businessman, he couldn't make a success of his company.
- 8 *Even though/Nevertheless* we agreed to sign the contract, we're not going to be able to do it.
- 9 *Although/In spite of* being exceptionally clever, Callum hates school.
- 10 We enjoyed the story you sent us. *Nonetheless,/ In spite of* we are unable to publish it at present.

18

6 Tick the correct sentences. Change the incorrect sentences.

- 1 We are were supposed to hear from them last week.
- 2 Do you read the tabloids? ✓
- 3 Andy's tennis coach feels that he's on the point of giving up.
- 4 The paper decided not to hold the victim's story.
- 5 The president was likely to cancel next week's visit to the US.
- 6 Dan was quite anxious because he had an important exam tomorrow.
- 7 There were a number of large problems to deal with on my return.
- 8 We understand that the arrested men are face trial before being deported.
- 9 My course will finish by the end of July.
- 10 Most of Jane's friends find hard to understand her decision.
- 11 Only when I recovered did I realise how ill I'd been.
- 12 Jack was very furious about the way his story was reported in the paper.
- 13 I don't like soap operas and neither I like reality shows.
- 14 There were loads of good films at the festival, the best of whom was an Iranian one.
- 15 Grandad's not deaf – just a bit hard of hearing.
- 16 We were tired, sleeping very badly.

14

1 a CD2 10 Listen to an interview with a successful painter, Theresa Garrett. Choose the correct answers.

- 1 When Theresa has a new exhibition she feels ...
 - a anxious about the public reaction.
 - b critical of the work she has produced.
 - c disappointed that the paintings are finished.
- 2 Theresa says that being a painter ...
 - a is not a well-regarded job.
 - b involves making sacrifices.
 - c can be a lonely life.

b Listen to a conversation between two friends about going to university. Choose the correct answers. (Tim is the second speaker.)

- 3 Tim thinks that going to university ...
 - a guarantees you a good job afterwards.
 - b enables you to meet a wide variety of people.
 - c allows you to find out more about yourself.
- 4 What does Tim say about the course he's going to do?
 - a There will be boring parts to it.
 - b It will be hard work.
 - c The financial aspect of it is worrying.

8

2 CD2 10 Listen to Sarah White giving a talk to a group of students about her job as an airline pilot. Fill in the missing information.

Sarah's love of ¹ engines led her to become a pilot. It was while Sarah was working as a ² _____ that she decided to change careers.

Sarah combined ³ _____ and attending classes in order to pass her flying exams.

Sarah prefers ⁴ _____ flights.

Sarah doesn't get on the plane until ⁵ _____ before take-off.

According to Sarah, the factor most likely to cause a change of plan is ⁶ _____.

For safety reasons, the ⁷ _____ that Sarah has is different.

Sarah says that during a flight, ⁸ _____ cannot always be avoided.

14


3 Complete the words with prefixes.

- 1 You're in danger of overdoing the flattery. Just relax and be natural.
- 2 I don't have much social _____ action at work because we all work on our own.
- 3 The honey really _____ acts the sourness of the lemon, doesn't it?
- 4 I was late because I _____ estimated the time it would take to get there.
- 5 The article included a lot of _____-scientific research which was completely unreliable.
- 6 David _____ heard someone on the phone talking about redundancy plans.
- 7 The chairs were arranged in a small _____-circle facing the teacher.
- 8 We had _____ floor central heating installed which felt very luxurious.

7

4 Complete the email with the correct form of the verb in brackets.

Hi Suzy

I'm so sorry I forgot ¹ to reply (reply) to your invitation. I hope you had a great party. Actually, I've had a few things on my mind. Unfortunately, I didn't get the grades I wanted, which meant ² _____ (not get) the university place I wanted either. I really regret ³ _____ (not study) harder now, but I'll never forget ⁴ _____ (have) such a great time at college. I can't believe I went on ⁵ _____ (go out) even during my exams. Basically, I mean ⁶ _____ (go) back to college this year so I can repeat the exams and hopefully go on ⁷ _____ (do) better next time. Don't forget ⁸ _____ (keep) in touch, Suzy.

Li x

14

5 Choose the two verbs that collocate.

- 1 Ella got / achieved / applied for a place at college.
- 2 Jacob spent years doing / going on / gaining evening courses at the local college.
- 3 Marta has to do / make / come to a decision about what to study at university soon.
- 4 She gained / got / made a good insight into the business during her work experience.
- 5 I need time to decide / say / work out what to do.
- 6 Our students don't have the opportunity to do / get / take work experience.

10

6 Complete these work words/phrases.

- 1 ordinary, not special: run of the mill
- 2 be very busy doing something:
be up to your ears in sth
- 3 the sequence of job positions progressing upwards:
the career ladder
- 4 too fixed in one activity: steady in a routine
- 5 a job where there's no chance of progressing:
a death-end job
- 6 do something as fast as possible, before a certain time: ahead the clock
- 7 having a very important job: high -pressure
- 8 having your own business: self -employed
- 9 relax and not use much energy: take it easy
- 10 someone who's good at working with others: a
team player

18

7 Fill in the gaps with a reflexive pronoun. Write – if no word is possible.

- 1 I was occupied – with the children.
- 2 Do you feel – at home here?
- 3 I didn't buy any of the food. I made it all –.
- 4 Did you speak to Sam – or to his assistant?
- 5 We had to exert – to make conversation with our boring neighbours.
- 6 Prepare – for a big surprise! I've got something for you both!
- 7 I like the house – but not the location.
- 8 Relax – and you'll feel the tension in your shoulders disappearing.
- 9 Did you put these shelves up –?
- 10 You must try and concentrate – on what we're discussing.
- 11 Everybody really enjoyed –.

10

8 Fill in the gaps in these conversations using these words.

look by got not about there
saying with all mention on

- TOM You ¹ look shocked, Ann.
- ANN I can't believe you think we shouldn't teach foreign languages in school.
- TOM ² – I'm ³ – is there's little point forcing people until they're ready.
- ANN Oh, well, I'm ⁴ – you ⁵ – that. But that's true for everything, not just languages.
- SUE The food last night was brilliant.
- ZOE ⁶ – to ⁷ – the wine and the company.
- SUE ⁸ – company you mean Jack?
- ZOE Yes. I think he's really special, don't you?
- DAN There's no point asking John for his opinion. He hasn't got one.
- MAX Oh, I don't know ⁹ – that. I think he's just a quiet person.
- DAN If that's the case, why did he spend two hours telling me about his new dog?
- MAX Ah, you've ¹⁰ – me ¹¹ –. Maybe he's just dull.

10

9 Tick the correct sentences. Change the incorrect ones.

- 1 Wouldn't you prefer working to work in a small company?
- 2 For the work she does, Nadia feels she is underpaid. ✓
- 3 Rosie and I had offices next door to ourselves.
- 4 We're completely snowed on so we need to take on extra staff.
- 5 It was meant to be a joke – I'm sorry if I offended you.
- 6 Lucy always took her cat with herself when she went away.
- 7 Adam told lies in a regular basis.
- 8 I'll lie on a beach this time next week. I can't wait.
- 9 Spending time with her Spanish charming godson was a real pleasure for Julia.
- 10 I'll never forget to go on that holiday with you. It was perfect.
- 11 The elections are to be on November 6th.

10

6 Progress Test 40 minutes

- 1 Fill in the gaps with these words. Use each word twice.

odd plain flat heavy break branch top

- What was the matter with Sam last night? His behaviour was very odd.
- The view from the _____ of the mountain was breath-taking.
- The Manchester _____ of my favourite department store is closing down.
- I like my food _____, not drowning in sauces.
- Dan used to be a _____ smoker.
- Alice wore _____ earrings as a matter of choice.
- Aren't you going to take a _____ for lunch?
- This mineral water is _____ because someone left the top off the bottle.
- The _____ rain forced us to abandon our trip.
- I know Jim would never _____ the law.
- One _____ of our family lives in Canada.
- Have you got a big _____ dish to put the sandwiches on?
- When Jan saw her friends' glamorous clothes, she felt ashamed of her _____ dress.
- Jason is one of the country's _____ golfers.

13

- 2 Rewrite the words or phrases in bold using word pairs.

- This gig could **make** Josh a success or a failure.
make or break
- I quite like opera but actually I can **live without** it.

- My sister keeps moving **repeatedly** between Spain and England. She can't decide where to live.

- David's cooking skills have come on **rapidly** in recent months. _____
- Every single** one of you here must send in the form by tomorrow morning. _____
- We rehearsed the opening ceremony **many times** in order to get it perfect. _____
- I've been writing a novel **from time to time** for years. _____
- Dealing with dangerous people is **an inescapable part** of a police officer's life. _____
- The service here is very **unpredictable**.

16

Name _____

Score 100

- 3 Complete the story with these adverbs.

unbelievably accidentally meekly politely
uncertainly clearly adoringly expectantly

It was a cool winter's day in 1962 and they both happened to be on a train in South London; a tall, thin rather shy young man with glasses and an ¹ unbelievably beautiful young woman, on her way home. She ² _____ dropped her glove right at the feet of the young man, so he picked it up and asked ³ _____, "Is this yours?" ⁴ _____, it was hers; he could see an identically gloved hand, held out ⁵ _____, as she waited for him to give it back. But all she said was, "I think so," her voice wavering ⁶ _____ on the words as she looked rather ⁷ _____ into the eyes of the man gazing so ⁸ _____ at her. That, so I'm told, is the story of how my parents met.

14

- 4 Complete these sentences using the ideas in brackets to make comparisons.

- Most men are a good deal less interested in shopping for clothes than women. (a good deal/ interested)
- Our neighbourhood is _____ it's always been. (pretty much/the same)
- There were _____ I expected at the gig. (loads/people)
- Unfortunately, walking in the city centre is _____ it used to be. (decidedly/safe)
- Sue's IQ is _____ most other people's. (way/high)
- The committee are worried that membership is _____ it has been. (somewhat/small)
- Comedy programmes aren't _____ they used to be. (anywhere near/funny)
- Let's get the blue sofa. It's _____ the white one, but it's much nicer. (marginally/expensive)

14

5 Tick the adverbials shown in bold that are in a correct position. Change the incorrect ones.

- 1 A Sometimes, it's hard to find the time to see friends. I'm so busy. ✓
B I know, we **nowadays** have too much to do nowadays.
- 2 A **Probably** I'll go to London this weekend.
B I don't go any more **there**. It's too crowded.
- 3 A **Honestly**, I'm shocked by Tim's attitude.
B Why? He **always** has been like that.
- 4 A She played **beautifully** the violin, didn't she?
B Yeah. I'm **seriously** thinking of getting some lessons myself.
- 5 A I find that picture mystifying **completely**.
B It somehow **quite** doesn't work, does it?
- 6 A No chocolate ice cream for me, thanks. I **only** like vanilla.
B Really? I love all ice cream. I enjoy **even** carrot ice cream.
- 7 A They worked on that project **every day** for months and months.
B Jim and Sarah **only** worked every day; the others didn't.

12

6 Complete these sentences with the verbs in brackets in the correct form. Add a modal if necessary.

- 1 We have called a meeting so as to present (present) our new computer system.
- 2 In order that everyone _____ (know) how to use it, there _____ (be) a demonstration later today.
- 3 This will be followed by a workshop, in order for everyone _____ (have) an opportunity _____ (practise) using the system.
- 4 I invited an expert, Clare Buzan, along to explain the system so that you _____ (understand) clearly what to do and _____ (ask) any questions.
- 5 In order _____ (take) advantage of Clare's expertise, she will remain with us during the workshop _____ (help) with any problems.
- 6 As you know, I sent out the information pack last week in order that everyone _____ (read) this before the meeting today _____ (save) time.

10

7 Add one comma in the correct position to each sentence.

- 1 If you'd told me what you were planning(,) I wouldn't be upset now.
- 2 The man in a suit, who I'd spoken to earlier showed us into his office.
- 3 Unfortunately I left my bag in the bus this morning.
- 4 When I handed in my notice, Gary said "I'm very disappointed you're leaving."
- 5 I skim through lots of newspapers every day, including the *Guardian* *The Times* and the *Daily Mail*.
- 6 My sister is a kind creative person with beautiful long black hair.
- 7 My son was born on 25th April 2003 at 9 o'clock on a Sunday morning.
- 8 "I'm afraid you've missed the deadline" said the receptionist quietly.
- 9 Sorry, I thought we were talking about Paris in France rather than Paris Texas!
- 10 As you've already seen the video I won't show it again.
- 11 He lives at 25 Hanover Avenue Maida Vale in the blue house that's opposite mine.

10

8 Tick the correct sentences. Change the incorrect ones.

- 1 David spoke very well at the conference ~~very well~~ last week.
- 2 I regularly go swimming. ✓
- 3 I've spoken hardly to Joe in two months.
- 4 Maria hasn't felt well since she came back from her holiday.
- 5 My grandma kept her house the more or less the same as it was when she first got married.
- 6 He is very experienced and high qualified.
- 7 Each and every child is expected to be at school on time.
- 8 If we go to dinner with your boss, you're not to discuss shop.
- 9 Chris is a fantastic group player.
- 10 We didn't realise that our ideas will be taken up by the company.
- 11 The president is to open the new stadium on Friday.
- 12 After their first success, they went on founding two other successful businesses.
- 13 The company had to make a press release to explain the ongoing situation.

11

1 Fill in the gaps with the correct form of these phrases.

get round to get (my, your etc.) own back on
 get into get through to get round
 get away with get out of

- 1 We must get round to having a burglar alarm installed some time.
- 2 When she was younger, Jo regularly stole sweets and always _____ it.
- 3 I don't think you should try to _____ doing jury service. It will be an interesting experience.
- 4 Nick _____ petty crime at a very early age.
- 5 Don't worry. We can easily _____ the regulations if we study them carefully.
- 6 Jenny, how can I _____ you that your behaviour is unacceptable?
- 7 Fred was determined to _____ his colleague who had wrongly accused him of fraud.

12

2 Complete the phrasal nouns.

- 1 The council is facing a s etback in their plans.
- 2 The o _____ of the disease is marked by a stiffening of the muscles.
- 3 Stress at work caused Jim's nervous b _____.
- 4 The high school class of '98 had a g _____ in an Italian restaurant.
- 5 K _____ for the cup final is at 3.00.
- 6 Everyone got soaked in the d _____.
- 7 My whole o _____ on life is different now.
- 8 Surprisingly, there was no public o _____ when the government raised taxes.

14

3 Write these metaphors.

- 1 attack (a building): storm
- 2 pass very quickly: f _____
- 3 clever and quick to learn: b _____
- 4 stop moving and become still: f _____
- 5 fill a place in large numbers: f _____
- 6 affectionate and friendly: w _____
- 7 ask someone a lot of questions: g _____
- 8 become stressed under pressure: c _____

7

4 Complete the sentences.

- 1 I regret having a day off last week because now I have to work.
If I hadn't had a day off last week, I wouldn't have to work now.
- 2 It's unlikely that the river will rise any more, but we'll be flooded if it does.
Were _____ any more, we _____.
- 3 Joe is really tired today because he didn't sleep well last night.
Joe _____ so tired today if he _____ well last night.
- 4 I didn't plan things properly, which is why I'm panicking now.
If I _____ things properly, I _____ now.
- 5 In the event of the performance being cancelled, you will receive a full refund.
Should _____, you will receive a full refund.
- 6 Sarah's got exams next week, which is why she didn't come out with us on Friday.
If Sarah _____ exams next week, she _____ out with us on Friday.
- 7 We called the police and as a result the suspects are at the police station now.
Had _____ the police, the suspects _____ at the police station now.
- 8 You didn't pay the bill on time and as a result we are cancelling your order.
If you _____ the bill on time, we _____ your order.
- 9 You didn't let us know your requirements so we didn't book you a place on the course.
Had you _____ your requirements, we _____ you a place on the course.

16

5 Rewrite the sentences using impersonal report structures.

- We know that thieves operate in this area.
Thieves are known to operate in this area.
- People expect that there will be a big increase in the amount of car crime.
There _____ a big increase in the amount of car crime.
- The fire service believed that the building had been destroyed by a gas explosion.
The building _____ by a gas explosion.
- Sometimes people argue that chewing gum helps them concentrate.
It _____ sometimes _____ that chewing gum helps people to concentrate.
- People think that David Beckham is going to make an appearance here next week.
David Beckham _____ an appearance here next week.
- There are rumours that John is leaving.
John _____.
- Economists have predicted that there will be many job losses in the coming months.
It _____ there will be many job losses in the coming months.
- At a rough estimate, over 10,000 people are going to Saturday's concert.
There _____ to Saturday's concert.

14

6 Rewrite the sentences with the words in brackets.

- Public opinion is deeply divided. (seem)
Public opinion seems to be deeply divided.
- The government has made an unpopular decision. (appear)
It _____ an unpopular decision.
- Jon has become obsessed with the project. (seem)
Jon _____ with the project.
- What is the matter? (seem)
What _____ the matter?
- She definitely made the wrong choice. (appear)
She _____ the wrong choice.
- The riot started after an argument. (appear)
It _____ after an argument.
- Many schools are using CCTV cameras. (seem)
There _____ CCTV cameras.

12

7 Complete the sentences.

assuming whether imagine in case
otherwise providing unless

- Assuming we can save enough money, we will definitely buy the Ford Focus.
- _____ you could do any job you wanted, what would you do?
- She's not going to do very well _____ she starts working considerably harder.
- I'll pay all your bills _____ you try not to get into debt again.
- I'm going to write my essay now _____ I run out of time later.
- _____ you agree or not, you'll have to accept the situation.
- You need to make a budget for your trip.
_____ you'll run out of money.

12

8 Choose the usual intonation pattern.

- It's a beautiful day today, isn't it? rising/falling
- What's your email address? rising/falling
- A So you want it, do you? rising/falling
B Yes, it is mine, after all.
- A Isn't this where you were born? rising/falling
B Yes, that's right.
- A Why me? rising/falling
B Because you're the one who left the mess.
- Jan lives in Spain now, doesn't she? rising/falling

5

9 Tick the correct sentences. Change the incorrect ones.

- It was your valuable ~~output~~ input to the project that enabled us to secure the contract.
- It seems that Sam doesn't like the new house. ✓
- The rumour about the closure of the car factory was found false.
- I'd like to change the décor if I'm going to live in this flat for a long time.
- If everyone were to object, then we didn't go ahead.
- It appears to be no update planned.
- Living in London costs much the same like living in New York.
- I won't probably be at work tomorrow.
- I'm looking forward to doing my work experience.
- I can occupy me with knitting for hours.

8

8 Progress Test 40 minutes

1 Fill in the gaps with the correct form of these phrases.

have time to kill take (my/your/etc.) time
in plenty of time give me a hard time
make time for have time to spare
have no time for for the time being

- Josie had time to kill before her plane left, so she had a meal in a restaurant.
- Although Sam worked very long hours, he always _____ his family and close friends.
- I remember that if ever my gran _____, she'd always be working in the garden.
- I've decided not to go, so please stop _____ about it.
- I'm going to stay in this flat _____; I still love it.
- If we leave now, we'll get there _____.
- My father-in-law always _____ over things and refused to be rushed.
- I really _____ people who don't take climate change seriously.

14

2 Rewrite the sentences. Where possible, begin with the word in brackets.

- I don't know what made you buy those shoes. (whatever) Whatever made you buy those shoes!
- I don't know who left the door unlocked, but they mustn't do it again. (whoever) _____
- It doesn't matter what you've done, I forgive you. (whatever) _____
- I will never become a great guitarist even though I practise hard. (however) _____
- Rob takes lots of photos in every place he goes to. (wherever) _____
- I don't know who told you about Emma, but they're wrong. (whoever) _____

Name _____

Score 100

- It doesn't matter when I see Anya, she's always smiling. (whenever) _____
- It doesn't matter which number you ring, you'll get through. (whichever) _____
- Please ask for the name and address of anyone who phones. (whoever) _____
- I can't believe you managed to carry all that shopping home! (however) _____
- I tried to include anything that was relevant. (whatever) _____
- Buy any of them that you like. (whichever) _____

22

3 Complete the tables with nouns, verbs, adjectives and adverbs.

adjective	adverb	verb
clear	clearly	1 <u>clarify</u>
wide	2 _____	3 _____
rational	4 _____	5 _____
verb	noun	adjective
disturb	6 _____	
remark		7 _____
	courage	8 _____
	9 _____	possible
	sympathy	10 _____
survive	11 _____	
depend		12 _____
fail	13 _____	
	talent	14 _____
	15 _____	proud
	coward	16 _____
divide	17 _____	
	18 _____	happy
recover	19 _____	
create	creation	20 _____
excite	21 _____	excited

20

4 Fill in the gaps with the correct form of the words in brackets.

- 1 A Hurry up! It's time ¹ we left (we/leave). We're going to be late.
 B I wish we didn't have to go. I'd much rather ² _____ (stay) at home.
- 2 A It's time ³ _____ (stop) stretching and move on to push-ups.
 B I don't feel warmed up yet. I'd prefer ⁴ _____ (do) a few more stretches.
- 3 A Would you prefer it if ⁵ _____ (I/not cook) dinner tonight?
 B If I'm honest, I'd sooner ⁶ _____ (we/go) out for a pizza.
- 4 A I'd rather ⁷ _____ (you/ask) me before you borrowed it.
 B Sorry. I forgot.
- 5 A It's high time ⁸ _____ (Jo/decide) what she wants to do.
 B Why? I'd rather ⁹ _____ (she/think) about it carefully.

16

5 Fill in the gaps with the connecting words and expressions.

~~to~~ due to leads to so that

- 1 A ¹ To get there on time, we'll have to leave now.
 B Why so early?
 A Apparently the roads are bad ² _____ the heavy rain.
 B Oh! I wanted to leave later ³ _____ I could finish this work.
 A Yeah, it's annoying that bad weather always ⁴ _____ traffic jams.

resulted in in order to owing to (x2) so that lead to

- 2 ⁵ _____ last night's heavy rain, many roads in the south-east are flooded. This has ⁶ _____ traffic problems throughout the area, with some car owners abandoning their vehicles ⁷ _____ high water levels. Emergency services are asking the public not to drive ⁸ _____ avoid further problems. More rain is predicted tonight which is likely to ⁹ _____ severe flooding in the Hinksworth area. Residents are advised to look online ¹⁰ _____ they can keep up-to-date with the latest weather reports.

18

6 Tick the correct sentences. Change the incorrect ones.

- 1 It's hard to be ~~sympathy~~ sympathetic when Matt is so stubborn about things.
- 2 For the time being, Tom is working in his parents' shop. ✓
- 3 Tomorrow will be too late. It's no time like the present.
- 4 I hope you'll be very pleased whichever our products you decide to use.
- 5 I'd sooner to book the tickets now than wait till next week.
- 6 I'd have much preferred it if you'd never mentioned going on holiday.
- 7 Isn't it about time the government listen to public opinion?
- 8 The music sounded strangely to her.
- 9 It's taken me ages to get round to replying to Lee's email.
- 10 Leonardo da Vinci is understand to have invented a primitive helicopter.
- 11 It appears that the climbers left without saying where they were going.
- 12 If you should have any problems with it, come back to us.

10

1 Fill in the gaps with these words/phrases.

cost of living cost-effective over-priced
priceless cost a fortune reasonably priced
price tags half price

I don't earn much but the ¹ cost of living here is quite low so I decided to join a gym as a way of getting fit. Some gyms ² _____ but I hoped to find one that wasn't too expensive. I thought joining a gym would be ³ _____ in the long run. I mean, good health is ⁴ _____, isn't it? Anyway, I found a gym which was offering membership at ⁵ _____ so I joined for six months. Then I went into the gym's shop to get some clothes. When I saw the ⁶ _____ on the outfits I realised they were grossly ⁷ _____ and it'd be cheaper to find some ⁸ _____ shorts and T-shirts in a department store. I found some nice stuff, so now I'm ready to get fit!

7

2 Complete the words with suffixes.

- The study by Professor Davis is note worthy because it is the first to look at this topic.
- Two members of a Swiss-_____ expedition are missing.
- Emma is very health-_____ and never eats ready-made meals.
- All the important papers were stored in a fire-_____ cabinet.
- The gymnast gave an error-_____ performance and was awarded top marks.
- Not being particularly money-_____, Jan didn't want a better-paid but more stressful job.
- That coat's really dirty. I wonder if it's wash_____.
- She can be very child _____ at times and difficult to live with.
- Rob is suffering from a stress-_____ illness.

8

3 Write the news and economics collocations.

- a country with little industrial output:
developing country
- a country which has very great economic power:
e_____ s_____
- different treatment of somebody because of being male or female: g_____ d_____
- something which is made cheaply and in large numbers: m_____-p_____
- higher levels than ever achieved before:
r_____ l_____
- a period of economic decline: e_____ r_____
- an increase in a country's capacity to produce goods, etc.: e_____ g_____
- energy which can be produced as quickly as it is used: r_____ e_____
- the supply and demand of property: h_____ m_____
- the economic help which is provided to countries abroad: o_____ a_____

18

4 Choose the correct words or phrases.

- I wish there was *fewer/ (less)* traffic here.
- James left home *alone* day in June.
- There's only *alone* biscuit left.
- Have you got *alone* screwdriver I could borrow?
- Josh is so busy at work that he has *a little/little* time to spend with his family.
- I've been to Spain *few/quite a few* times so I know it quite well.
- Very few/A very few* tourists visit my town as it's very remote.
- Do you think you could lend me *a little/little* money? I'm broke.
- It takes just *a few/few* minutes to complete the survey.
- I have *very few/very little* time to study.
- When I was young, I moved from *alone* place to another.

10

- 5** Fill in the gaps with the correct form of these verbs. Use each verb once in the Present Simple and once in the Present Continuous.

have look expect see come think

- 1 Do you think you could help me with this?
- 2 I _____ a letter from the bank about my overdraft.
- 3 Which part of Italy _____ you _____ from?
- 4 I _____ a problem with this lid. Can you get it off?
- 5 OK, now I _____ what the problem was.
- 6 That restaurant _____ nice.
- 7 When _____ you _____ Ed next?
- 8 People _____ from all over the country for our wedding next month.
- 9 What _____ you _____ of doing for your holiday?
- 10 I _____ you'll have to pay a fortune for a seat in the front row.
- 11 The IT department _____ at a new computer system for the office.
- 12 Some friends of mine _____ a house by the sea that I go to occasionally.

22

- 6** Choose the correct words or phrases.

- 1 Janine missed the lesson. *Owing to/As a result*, she got confused.
- 2 They were sick *so/because* they cancelled the party.
- 3 *As/Consequently* you owe me some money, could you buy me a cup of tea?
- 4 I'm travelling tomorrow. *Therefore/Because* I'll email the results.
- 5 *Due to/Since* the attendance being so low, we'll cover this next week.
- 6 *Because of/As a result* my poor French, I didn't understand a word he said.
- 7 *Since/Because of* you need to leave early, let's discuss dates now.

12

- 7** Complete the words.

- 1 Something you can do is doable.
- 2 Someone that is easy to love is lovable.
- 3 Something you can destroy is destructible.
- 4 Something you can see is visible.
- 5 Something you notice is noticeable.
- 6 Something that you can eat is eatable.
- 7 Something you can believe is believable.
- 8 Something that makes sense is sensible.
- 9 Something you can accept is aceptable.
- 10 Something you can understand is understandable.
- 11 Something that is hard to believe is incbelievable.

10

- 8** Fill in the gaps in this speech with these phrases.

~~let's start by~~ first of all so to sum up
leaving that aside and finally to go back to
let's move on

Welcome, everyone, to tonight's meeting.

¹ Let's start by thanking Jack for all his fund-raising. However, I'm afraid that members are not paying their subscriptions on time. But ² _____ for a moment, I'd like to ask what you think about a recruitment drive. As you know, membership numbers are down. I think there are a couple of things we can do about this. ³ _____, we could improve our marketing, and secondly we could make the club more attractive. Liz, you have some ideas about that, I think. ⁴ _____ the late payment of subscriptions, I'd be grateful for any suggestions for dealing with this. Perhaps a discount of some kind? ⁵ _____, we need to attract more members and make everyone pay their subscriptions promptly. OK, ⁶ _____ to this summer's events. We have four big tournaments which Graham will tell you about later. ⁷ _____, let me pass on the news that Diane is doing well after her operation and hopes to be with us next time.

6

- 9** Tick the correct sentences. Change the incorrect ones.

- 1 ~~Do you think~~ Are you thinking of looking for a new job?
- 2 Have you worked out the cheapest way of getting to London? ✓
- 3 Every time I hear a noise I'm imagining someone's there.
- 4 We should give Ella the job. She's both responsible and flexible.
- 5 She loves that house so much. She'd buy it at any cost.
- 6 We can make an appointment a day next week.
- 7 Aren't you lonely? Wouldn't you rather living with your sister?
- 8 The upshot of the meeting was that we had to renegotiate the contract.
- 9 Come on! It's time we leave.

7

- 1 **CD3** 18 Listen to Colin Judge, who is a choirmaster, talking about singing. Choose the correct answer.

- 1 What does Colin say about singing?
 - a It's as beneficial as sport.
 - b It's an easy way of expressing yourself.
 - c Its popularity is growing.
- 2 Colin says he is very pleased with Abacus because ...
 - a they want to continue singing.
 - b they've worked so hard.
 - c they've achieved their goals.
- 3 Colin believes that when adults want to sing they should ...
 - a find their own individual style.
 - b sing as they did when they were younger.
 - c imitate someone else's voice.
- 4 According to Colin, why do people enjoy choral singing?
 - a They can produce a powerful sound together.
 - b They can get away with making some mistakes.
 - c They can sing a wider range of music.
- 5 What does Colin say about his next possible project?
 - a It will pose discipline problems.
 - b It will be similarly successful.
 - c It will need a new approach.

10

- 2 **CD3** 18 Listen to four people talking about the experience of winning something.

Task 1

Match speakers 1–4 to topics a–f.

- | | |
|-------------|-----------------------------|
| 1 Speaker 1 | a award-winning design |
| 2 Speaker 2 | b chess competition |
| 3 Speaker 3 | c tennis tournament |
| 4 Speaker 4 | d photography competition |
| | e prize-winning short story |
| | f cookery competition |

Task 2

What does each speaker feel about the experience?

Match speakers 1–4 to feelings a–f.

- | | |
|-------------|--|
| 5 Speaker 1 | a disappointed with the lack of rivals |
| 6 Speaker 2 | b proud of the achievement |
| 7 Speaker 3 | c surprised to be a winner |
| 8 Speaker 4 | d confused by the judges' comments |
| | e embarrassed at how it was done |
| | f unsure of what it could lead to |

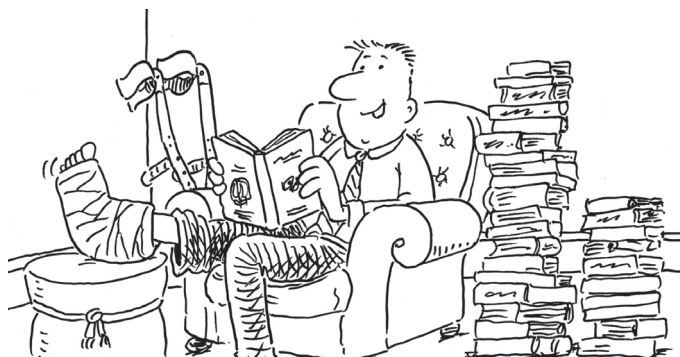
16

- 3 Write antonyms for the words in bold.

- 1 dry wine → sweet wine
- 2 a vague idea → a _____ idea
- 3 a vague possibility → a _____ possibility
- 4 light blue → _____ blue
- 5 calm sea → _____ sea
- 6 an aggressive manner → a _____ manner
- 7 rough material → _____ material
- 8 strong tea → _____ tea
- 9 plain food → _____ food
- 10 a plain scarf → a _____ scarf
- 11 a light meal → a _____ meal

10

- 4 Fill in the gaps with the correct singular or plural form of *be*.



- 1 Reading novels is great escapism for me at the moment.
- 2 The TV news _____ very depressing last night.
- 3 It's OK, the police _____ on their way.
- 4 A thousand people _____ in emergency accommodation at the moment.
- 5 Eight kilometres _____ a long way to walk to school if you're only 12 years old.
- 6 What concerned us most _____ the enormous number of people needing medical treatment.
- 7 If everyone _____ in agreement, then let's move on.
- 8 A couple of golden eagles _____ seen in the area last week.
- 9 Economics _____ not something I know much about.
- 10 Joe's cat and dog _____ looked after by his neighbour while he was away.
- 11 Their team _____ much better now than last season.

10

5 Complete the sentences with a modal verb and the correct form of the verb. Sometimes more than one modal is possible.

- 1 I was regularly taken to the zoo by my father.
My father would take me to the zoo regularly.
- 2 It was wrong of Kate not to tell you the news.
Kate _____ you the news.
- 3 Fortunately Fred had the necessary skill to fix our car which had broken down.
Our car broke down but fortunately Fred _____ it.
- 4 It wasn't necessary for Nick to work as he had loads of money.
Nick had loads of money so he _____.
- 5 It's typical of Ella to try to assemble something before she's read the instructions.
Ella _____ to assemble something before she's read the instructions.
- 6 Josh refused to come running with me.
Josh _____ running with me.
- 7 It'd be a good idea if you went to the dentist.
I think you _____ to the dentist.
- 8 Smoking is not allowed in here.
You _____ in here.
- 9 It was obligatory to send three photos.
I _____ three photos.
- 10 The flight was delayed for five hours so getting up early was a waste of time.
I _____ early because the flight was delayed for five hours.
- 11 Oliver had the ability to swim really well when he was ten years old.
When he was ten years old, Oliver _____ really well.

20

6 Choose the correct modal verbs and fill in the gaps with the correct form of the verbs in brackets.

- ZOE I wonder why Luke isn't here yet. He should be (be) here by now.
He ²must/can't _____ (get) stuck in traffic.
- BEN He ³might/should _____ (work) late.
- ZOE Did you tell him we'd changed the time to 8.30 instead of 9.00?

- BEN Yes – but he ⁴can/may _____ (forget).
He's been really busy. Did you know he's got his promotion?
- ZOE No! That's brilliant. He ⁵must/could _____ (be) really pleased. I wonder why he didn't tell me when I spoke to him.
- BEN He ⁶mustn't/wouldn't _____ (know) about it then. They only told him yesterday.
- ZOE Oh, right. Anyway, I'm going to call him to see what's happened. Oh, where's my mobile?
I ⁷can't/mustn't _____ (leave) it at home because I used it this morning.
- BEN It ⁸d'll be _____ (lie) on your desk, I bet. You're always leaving stuff at work.
- ZOE Could I use yours then?
- BEN Yeah, but remember his mobile ⁹could/can _____ (switch) off if he's in the car.
- ZOE You're right, it is. Let's order something to eat.
He ¹⁰shouldn't/wouldn't _____ (be) too much longer.

18

7 Tick the correct sentences. Change the incorrect ones.

- 1 I might ~~can~~ come if I finish early.
- 2 Jo never finished her degree. She can't have been that motivated. ✓
- 3 It was a short building with only two floors.
- 4 The public are interested in celebrities.
- 5 Ought you give him a ring if you're worried?
- 6 My dad would always read to me when I was little.
- 7 It wouldn't have been safe to have gone alone.
- 8 What happens it is that I get too tired and can't concentrate.
- 9 There has been a general economical decline in the past two years.
- 10 I know it's hard but are you seeing what I mean?
- 11 If we leave now, we'll arrive in a lot of time to see the film.
- 12 Not until Jamie went outside he realised how cold it was.
- 13 Taught with enthusiasm, maths can be fun.
- 14 I bought a coat for me in the sales.
- 15 I buy my vegetables as a rule from the market.
- 16 Ed has had many setbacks in his career.
- 17 By the end of this week the government will be in power for three years.
- 18 Whatever is that you're wearing!

16

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