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Navigate

Teacher's Guide

with Teacher's Support and Resource Disc
and Photocopiable Materials

B1+ Intermediate

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Introduction to *Navigate*

Navigate is an English language course for adults that incorporates current knowledge about language learning with concern for teachers' views about what makes a good course.

Many English language courses today are based on market research, and that is appropriate. Teachers know what works in their classrooms, out of the many kinds of materials and activities they have available. However, relying only on market research discourages innovation: it ignores the wealth of knowledge about language learning and teaching that has been generated. *Navigate* has been developed in a cycle which begins by calling on both market research and the results of solid experimental evidence; and then by turning back to classrooms once more for piloting and evaluation of the resulting materials.

A course for adults

This is a course for adults, whether they want to use English for study, professional or social purposes. Information-rich texts and recordings cover a range of topics that are of interest and value for adults in today's world. Learners are encouraged to use their own knowledge and experience in communicative tasks. They are seen as motivated people who may have very busy lives and who want to use their time efficiently. Importantly, the activities in the course are based on how adults best learn foreign languages.

Grammar: accuracy and fluency

Adults learn grammar best when they combine a solid conscious understanding of rules with communicative practice using those rules (Norris & Ortega, 2000; Spada & Lightbown, 2008; Spada & Tomita, 2010). *Navigate* engages learners in thinking about grammar rules, and offers them a range of communicative activities. It does not skimp on information about grammar, or depend only on communicative practice for grammar learning. Texts and recordings are chosen to exemplify grammar features.

Learners are invited, when appropriate, to consider samples from a text or recording in order to complete grammar rules themselves. Alternatively, they are sometimes asked to find examples in a text that demonstrate a rule, or to classify sentences that fall into different rule categories. These kinds of activities mean that learners engage cognitively with the rules. This means that they will be more likely to notice instances of the rules when they encounter them (Klapper & Rees, 2003), and to incorporate the rules into their own usage on a long-term basis (Spada & Tomita, 2010).

Navigate also offers learners opportunities to develop fluency in using the grammar features. Aspects of a grammar feature that may keep learners from using it easily are isolated and practised. Then tasks are provided that push learners to use the target grammar features in communicative situations where the focus is on meaning.

For more on *Navigate's* approach to grammar, see pages 24–25 of this book.

Vocabulary: more than just knowing words

Why learn vocabulary? The intuitive answer is that it allows you to say (and write) what you want. However, the picture is more complex than this. Knowing the most important and useful vocabulary is also a key element in reading and listening; topic knowledge cannot compensate for vocabulary knowledge (Jensen & Hansen, 1995; Hu & Nation, 2000), and guessing from context usually results in guessing wrongly (Bensoussan & Laufer, 1984). Focusing on learning vocabulary generates a virtuous circle in terms of fluency: knowing the most important words and phrases means that reading and listening are more rewarding, and more reading and listening improves the ability to recall vocabulary quickly and easily.

Navigate's vocabulary syllabus is based on the *Oxford 3000*. This is a list of frequent and useful vocabulary items, compiled both on the basis of information in the British National Corpus and the Oxford Corpus Collection, and on consultation with a panel of over seventy language learning experts. That is to say, an initial selection based on corpus information about frequency has been refined using considerations of usefulness and coverage. To build *Navigate*'s vocabulary syllabus, the *Oxford 3000* has then been referenced to the Common European Framework of Reference for Languages (CEFR; Council of Europe, 2001), so that each level of the course focuses on level-appropriate vocabulary. For more information on the *Oxford 3000*, see pages 26–27 of this book.

Adult learners typically take responsibility for their learning, and vocabulary learning is an area where out-of-class work is important if learners want to make substantial progress. *Navigate* focuses on giving learners tools to maximize the efficiency of their personal work on vocabulary. One way it does this is to teach not only individual vocabulary items, but also a range of vocabulary systems, for example how common prefixes and suffixes are used. Another is to suggest strategies for vocabulary learning. In this way, learners are helped to grow their vocabulary and use it with greater ease.

Speaking: putting it all together

Based on a synthesis of research about how adults learn, (Nation & Newton, 2009) demonstrate that different kinds of activities are important in teaching speaking. *Language-focused learning* focuses explicitly and in detail on aspects of speaking such as comprehensible pronunciation, appropriately polite language for a given situation or tactics for holding the floor in a conversation. *Fluency development* gives learners focused practice in speaking more quickly and easily. *Meaning-focused output* provides opportunities to speak in order to communicate meaning, without explicitly focusing on using correct language.

Navigate covers all three kinds of activities. The course systematically teaches aspects of pronunciation and intonation that contribute to effective communication; appropriate expressions for a range of formal and informal situations; and ways of holding one's own in a conversation.

It offers activities to help learners speak more fluently. Very importantly, it offers a wealth of meaning-focused activities. Very often, these activities are tasks: they require learners to do something together to achieve something meaningful. These tasks meet Ur's (1981) criteria for a task that works: straightforward input, a requirement for interaction, an outcome that is challenging and achievable, and a design that makes it clear when learners have completed the task. Learners are not just asked to discuss a topic: they are asked to do something with some information that involves expressing thoughts or opinions and coming up with a recognizable outcome.

Reading: not just a guessing game

Typical English language courses tend to test rather than teach reading; and they often concentrate on meaning-focused strategies that assume learners should be helped to puzzle out the meaning in the text on the basis of prior knowledge. There is a large body of evidence that shows why this is inefficient, discussed in the essay on reading on pages 20–21 of this book. Activities such as thinking about the topic of the text in advance or trying to guess unknown words have limited benefit in helping learners to understand the text at hand. These activities have even less benefit in helping learners understand the next text they will read, and as Paul Nation (2009) notes, that is surely the goal of the classroom reading activity. *Navigate* focuses on explicit teaching of things like sound-spelling relations, vocabulary that appears often in certain kinds of texts, the ways that words like pronouns and discourse markers hold texts together, and techniques for simplifying difficult sentences. These will give learners ways of understanding the text they are reading, but more importantly the next text they will read.

Listening: a very different skill

Too many books treat listening as if it were just another kind of reading, using the same sorts of activities for both. *Navigate* takes into account that listening is linear – you can't look back at the text of something you're hearing – and that listening depends crucially on understanding the sounds of English and how they combine (Field, 2008). Practice on basic elements of listening will lead to faster progress, as learners acquire the tools to hear English better. People who read can stop, read again, and go back in the text; but listeners can't do this with the stream of speech. For listening, language-focused learning means starting with building blocks like discriminating the sounds of the language, recognizing the stress patterns of words, distinguishing word boundaries, identifying stressed and unstressed forms of common words, and holding chunks of language in mind for short periods. Concentrating on knowledge and skills like these will pay off more quickly than only focusing on meaning, and will make listening for meaning much more efficient. Fluency development in listening is important too: this means activities that teach learners to understand language spoken at natural speed, and give them progressive practice in getting better at it. *Navigate* includes activities that focus systematically on each of these areas separately, as well as giving opportunities to deploy this knowledge and these skills in more global listening. John Field's essay, on pages 22–23 of this book, gives more detail on this.

Writing for different purposes

Adults learning English for professional, academic or leisure activities will need to write different kinds of texts at different levels of formality. The *Navigate* writing syllabus is based on a so-called *genre* approach, which looks at the characteristics of the different kinds of texts students may be called upon to write. It implements this syllabus by way of activities that allow students to express their own meanings in drafting, discussing and redrafting texts. This has been shown to be an effective means of developing writing skills for adults (Hyland, 2011).

Navigate offers an innovative approach to developing reading and listening skills. This, combined with a solid speaking and writing syllabus, gives learners a sound foundation in the four skills. Grammar and vocabulary have equal importance throughout the course and learning is facilitated through the information-rich and engaging texts and recordings. It is the complete course for the 21st-century adult learner.

Catherine Walter is the Series Adviser for the *Navigate* course. She is an award-winning teacher educator, materials developer and researcher. Catherine lectures in Applied Linguistics at the University of Oxford, where she convenes the distance MSc in Teaching English Language in University Settings, and she is a member of the Centre for Research and Development in English Medium Instruction.



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Navigate overview

Coursebook lesson 1

Unit topics

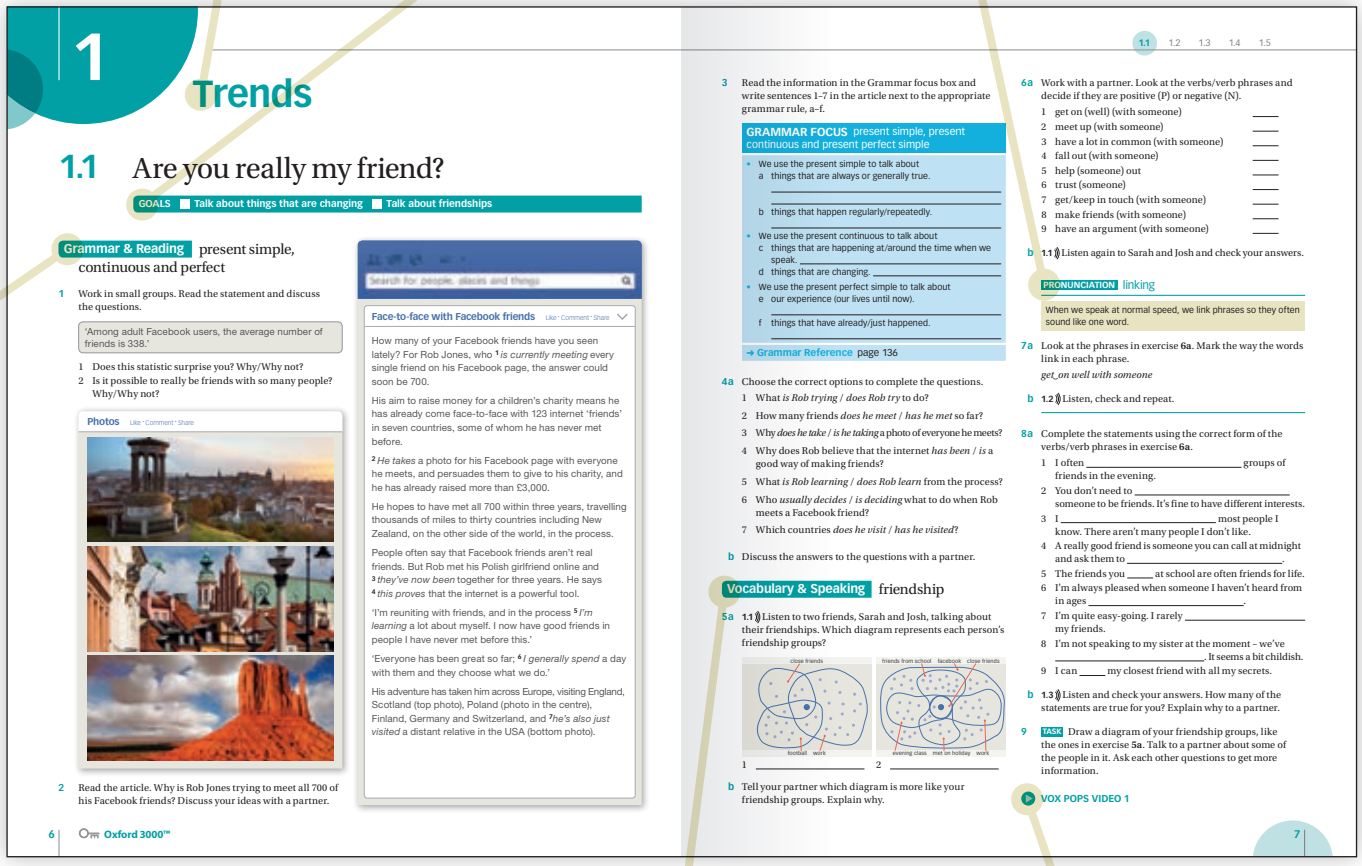
Navigate is created for adult students with content that appeals to learners at this level. The unit topics have been chosen with this in mind and vary from *Trends* and *Space* to *Compete and cooperate*.

Goals

The goals show students what they will be working on and what they will have learnt by the end of the lesson.

Pronunciation

Most units contain pronunciation work in either lesson 1 or lesson 2. Pronunciation in *Navigate* is always relevant to the grammar or vocabulary input of the lesson. The pronunciation exercises in the first two lessons focus mostly on speech production to improve intelligibility (for instance, linking). Pronunciation also appears in some Speaking and writing lessons, and there it focuses mostly on teaching aspects of pronunciation that cause problems and confusion for listening comprehension (pronunciation for receptive purposes).



1 Trends

1.1 Are you really my friend?

GOALS ☐ Talk about things that are changing ☐ Talk about friendships

Grammar & Reading present simple, continuous and perfect

1 Work in small groups. Read the statement and discuss the questions.

'Among adult Facebook users, the average number of friends is 338.'

1 Does this statistic surprise you? Why/Why not?
2 Is it possible to really be friends with so many people? Why/Why not?

Photos

Face-to-face with Facebook friends

How many of your Facebook friends have you seen lately? For Rob Jones, who [1] *is currently meeting* every single friend on his Facebook page, the answer could soon be 700.

His aim to raise money for a children's charity means he has already come face-to-face with 123 internet 'friends' in seven countries, some of whom he has never met before.

[2] *He takes* a photo for his Facebook page with everyone he meets, and persuades them to give to his charity, and he has already raised more than £3,000.

He hopes to have met all 700 within three years, travelling thousands of miles to thirty countries including New Zealand, on the other side of the world, in the process.

People often say that Facebook friends aren't real friends. But Rob met his Polish girlfriend online and [3] *they've now been* together for three years. He says [4] *this proves* that the internet is a powerful tool.

'I'm reuniting with friends, and in the process [5] *I'm learning* a lot about myself. I now have good friends in people I have never met before this.'

'Everyone has been great so far; [6] *I generally spend* a day with them and they choose what we do.'

His adventure has taken him across Europe, visiting England, Scotland (top photo), Poland (photo in the centre), Finland, Germany and Switzerland, and [7] *he's also just visited* a distant relative in the USA (bottom photo).

2 Read the article. Why is Rob Jones trying to meet all 700 of his Facebook friends? Discuss your ideas with a partner.

6 Oxford 3000™

1.1 1.2 1.3 1.4 1.5

3 Read the information in the Grammar focus box and write sentences 1–7 in the article next to the appropriate grammar rule, a–f.

GRAMMAR FOCUS present simple, present continuous and present perfect simple

- We use the present simple to talk about
  a things that are always or generally true.
  b things that happen regularly/repeatedly.
- We use the present continuous to talk about
  c things that are happening at/around the time when we speak.
  d things that are changing.
- We use the present perfect simple to talk about
  e our experience (our lives until now).
  f things that have already/just happened.

→ Grammar Reference page 136

4a Choose the correct options to complete the questions.

1 What *is Rob trying* / *does Rob try* to do?
2 How many friends *does he meet* / *has he met* so far?
3 Why *does he take* / *is he taking* a photo of everyone he meets?
4 Why does Rob believe that the internet *has been* / *is* a good way of making friends?
5 What *is Rob learning* / *does Rob learn* from the process?
6 Who *usually decides* / *is deciding* what to do when Rob meets a Facebook friend?
7 Which countries *does he visit* / *has he visited*?

b Discuss the answers to the questions with a partner.

Vocabulary & Speaking friendship

5a 1.1 Listen to two friends, Sarah and Josh, talking about their friendships. Which diagram represents each person's friendship groups?

close friends | football | work
friends from school | facebook | close friends | evening class | met on holiday | work

1 _____ 2 _____

b Tell your partner which diagram is more like your friendship groups. Explain why.

6a Work with a partner. Look at the verbs/verb phrases and decide if they are positive (P) or negative (N).

1 get on (well) (with someone) ____
2 meet up (with someone) ____
3 have a lot in common (with someone) ____
4 fall out (with someone) ____
5 help (someone) out ____
6 trust (someone) ____
7 get/keep in touch (with someone) ____
8 make friends (with someone) ____
9 have an argument (with someone) ____

b 1.1 Listen again to Sarah and Josh and check your answers.

PRONUNCIATION linking

When we speak at normal speed, we link phrases so they often sound like one word.

7a Look at the phrases in exercise 6a. Mark the way the words link in each phrase.

get_on well with someone

b 1.2 Listen, check and repeat.

8a Complete the statements using the correct form of the verbs/verb phrases in exercise 6a.

1 I often _____ groups of friends in the evening.
2 You don't need to _____ someone to be friends. It's fine to have different interests.
3 I _____ most people I know. There aren't many people I don't like.
4 A really good friend is someone you can call at midnight and ask them to _____.
5 The friends you _____ at school are often friends for life.
6 I'm always pleased when someone I haven't heard from in ages _____.
7 I'm quite easy-going. I rarely _____ my friends.
8 I'm not speaking to my sister at the moment – we've _____. It seems a bit childish.
9 I can _____ my closest friend with all my secrets.

b 1.3 Listen and check your answers. How many of the statements are true for you? Explain why to a partner.

9 TASK Draw a diagram of your friendship groups, like the ones in exercise 5a. Talk to a partner about some of the people in it. Ask each other questions to get more information.

VOX POPS VIDEO 1

7

Grammar & Reading

Grammar forms the 'backbone' of *Navigate*. Lesson 1 introduces the first grammar point of the unit. It is always combined with a skill, reading, listening or speaking. See page 24 of this book for more information.

Vocabulary & Speaking

Navigate has a strong emphasis on active vocabulary learning. The first lesson in each unit has a *Vocabulary & Speaking*, a *Vocabulary & Listening* or a *Vocabulary & Reading* section in which essential vocabulary for the unit is introduced and practised. The vocabulary in lessons 1 and 2 is taught in topic sets, allowing students to build their vocabulary range in a logical and systematic way.

Vox pops video

All units contain a prompt to the Vox pops videos. The videos themselves can be found on the Coursebook DVD or Coursebook e-book, and the Worksheets that accompany them are on the Teacher's Support and Resource Disc and Coursebook e-book. The videos themselves feature a series of authentic interviews with people answering questions on a topic that has been covered in the lesson. They offer an opportunity for students to hear real people discussing the topics in the Coursebook.

Coursebook lesson 2

Vocabulary & Listening

Navigate has a strong emphasis on everyday vocabulary that allows students to speak in some detail and depth on general topics. Here students work on activities about spending. All target vocabulary in the unit can also be found in the wordlists on the Teacher's Support and Resource Disc, the e-book and the DVD packed with the Coursebook.

Grammar & Speaking

Lesson 2 provides the second grammar point of the unit. It is always presented through a reading text or audio extract, and is practised through both controlled and freer exercises.



1.2 Why spending's #trending

GOALS ☐ Talk about spending ☐ Talk about states, thoughts and feelings

Vocabulary & Listening spending

1 Work with a partner. Look at the title of the lesson and discuss the questions.
1 What is happening in the photos?
2 What does it mean if something is 'trending'?
3 Why might spending be trending?

2a 1.4 Listen to a short radio news item about *Black Friday* and compare what you hear with your ideas from exercise 1.

b Does anything you heard surprise you?

3a 1.4 Read the statements. Then listen again and decide if the statements are true (T) or false (F). Correct the false statements.
1 The expression *Black Friday* has been used more than two billion times on Twitter recently.
2 *Black Friday* only happens in the USA.
3 Some people have queued overnight.
4 Shoppers around the world spent more than 11 billion dollars on *Black Friday* last year.
5 There have been five injuries in the last few years on *Black Friday*.

b Compare your answers with a partner.

4a Put the words and phrases in the box into the correct groups.

customer consumer deals discounts half-price items purchaser purchases special offers two for the price of one

b Check your ideas with a partner.

shoppers: people who buy
bargains: buy at a lower price
shopping: things we buy

5 Work with a partner or in small groups. Discuss the questions.
1 What have you bought recently that was a *bargain*?
2 Do you look for *special offers* such as *two for the price of one* in the supermarket? How important are they to you in choosing your *purchases*?
3 Have you ever bought something you didn't need because it was a good *deal*? If so, give an example.
4 Would you be willing to queue for hours to get a good *discount*? For what kind of *item*?

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1.1 1.2 1.3 1.4 1.5

Grammar & Speaking state verbs

6 Look at the posters. Do you agree with the message in them? Why/Why not?

7a 1.5 Listen to a radio interview with a supporter of *Buy Nothing Day*. Which of the following points does he mention?

Buy Nothing Day is important because it might encourage people not to ...
1 use shopping as a kind of therapy.
2 owe a lot of money.
3 support big companies.
4 consume more than their fair share of the world's resources.
5 buy goods where the workers are badly paid.
6 buy goods with unnecessary packaging.

b Which of the points would be most likely to make you think about buying less? Discuss with a partner.

8a Complete extracts 1–7 from the listening with the most appropriate form of the verbs in brackets.
1 Can you explain a little about what *Buy Nothing Day* _____ (mean)?
2 When you really _____ (think) about it, the idea of buying things as a way of spending your leisure time is crazy.
3 We _____ (believe) shopping makes us happy, but it doesn't.
4 Yes, I _____ (agree), that's a good point.
5 We all _____ (own) far too much.
6 Most of the time we _____ (prefer) people to buy locally ...
7 Most people _____ (not/understand) how difficult it is ...

b 1.6 Listen and check your answers.

9a What do all the completed verb forms in exercise 8a have in common? Read the information in the Grammar focus box and check.

GRAMMAR FOCUS state verbs

Some verbs are most often used in simple tenses, even if we mean 'just now'. These *state* verbs are often used to talk about:
- How we think: *know, mean, think,* 1_____, 2_____, 3_____
- What we feel: *like, want, hate, love, dislike, feel* 4_____
- What we possess: *have, belong,* 5_____
- What we experience: *be, see, hear, look, smell, taste, seem*

→ Grammar Reference page 137

b Put the verbs in exercise 8a into the correct category.

1

2

10a Look at the posters for *Buy Nothing Day* and complete the text with the best form of the verbs in brackets – present simple or present continuous.

In Poster 1 there are some people who 1_____ (stand) inside a shopping basket. I 2_____ (like) this one because I 3_____ (think) it shows the idea of being trapped by shopping very well. It 4_____ (seem) to be saying that we 5_____ (not/understand) that we are in a cage. It's simple but quite a powerful message. Poster 2 6_____ (look) quite good, but I'm not sure what it 7_____ (try) to say. It's obviously based on the *Tetris* video game, and the four blocks at the top that say 'buy' clearly 8_____ (fit), but I'm not sure it would make me want to stop shopping. I definitely 9_____ (prefer) the first one.

b Compare your answers with a partner.

11a TASK Work in small groups. Which of the posters do you think is more effective? Give reasons.

b Decide together on the design of your own poster to promote *Buy Nothing Day*. Which of the points in exercise 7a could you focus on? How will you make it effective? Present your ideas to the class.

9

Grammar focus box

At this level of *Navigate*, grammar is introduced inductively. Students are asked to complete the information in the Grammar focus box based on what has been introduced in previous exercises in the *Grammar & Speaking*, *Grammar & Listening*, or *Grammar & Reading* exercises. The Grammar focus box is followed by a number of spoken and written exercises in which the grammar is practised further.

Grammar Reference

At the end of the Coursebook, the Grammar Reference section offers more detailed explanations of grammar and a series of practice exercises. This can be set as homework and then reviewed in class.

Task

Each lesson ends with a task which allows students to practise with others what they have learnt in the lesson. They often work in pairs or groups to complete the task.

Navigate overview

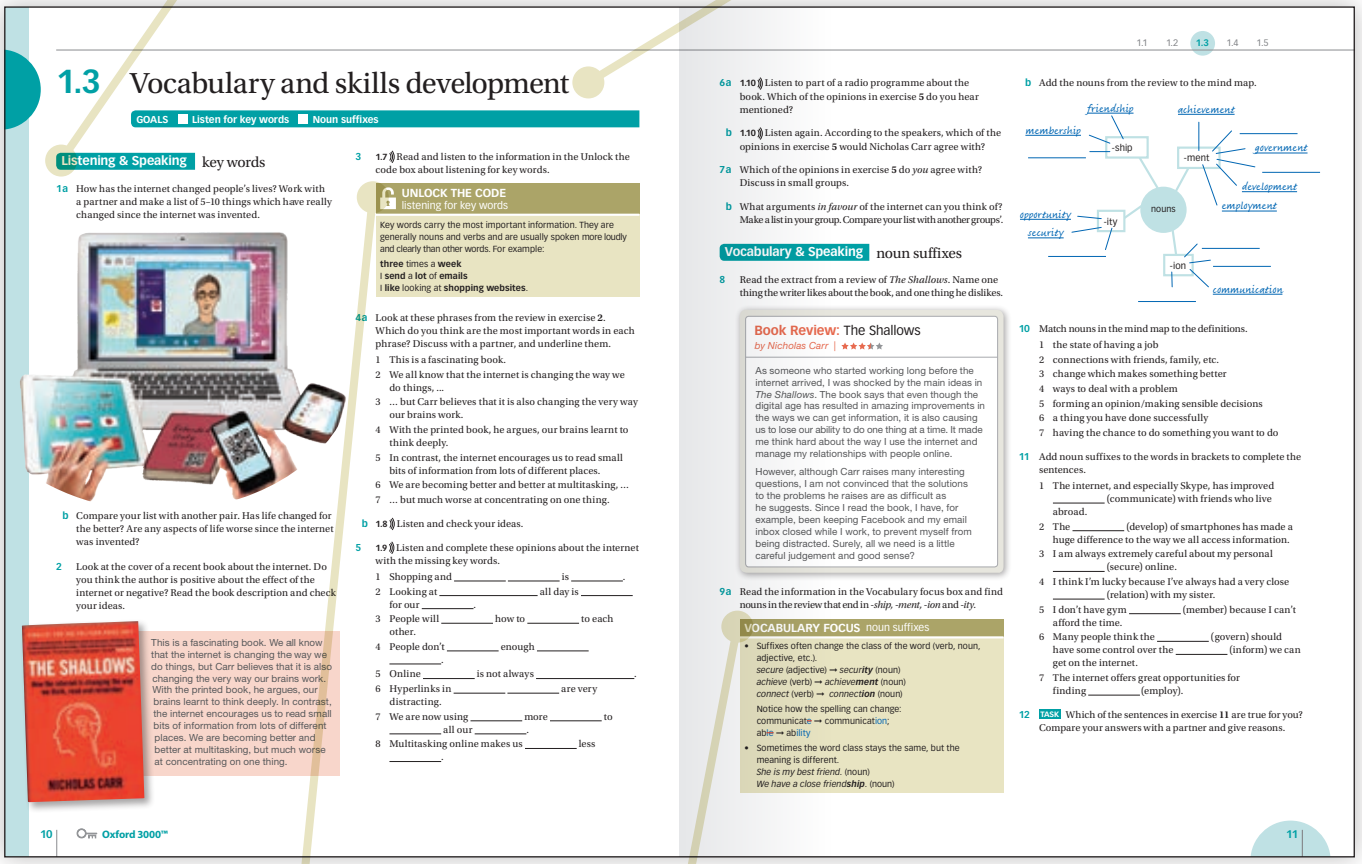
Coursebook lesson 3

Listening & Speaking

Navigate contains reading and listening texts covering a wide variety of topics, text types and sources. As well as comprehension of interesting reading and listening texts, in this section students work on decoding skills to develop their reading or listening. These decoding skills (for example, predicting, connected speech, linking words, referencing words, etc.), drill down to the micro level of reading and listening, and enable students to develop strategies to help them master these skills. See pages 20 and 21 of this book for more information.

Vocabulary and skills development

This lesson works on vocabulary and skills development. Students will, for instance, practise collocations, word building and word stress. The lesson also contains reading, writing, listening and/or speaking exercises.



1.1 1.2 1.3 1.4 1.5

1.3 Vocabulary and skills development

GOALS ☐ Listen for key words ☐ Noun suffixes

Listening & Speaking key words

1a How has the internet changed people's lives? Work with a partner and make a list of 5–10 things which have really changed since the internet was invented.

b Compare your list with another pair. Has life changed for the better? Are any aspects of life worse since the internet was invented?

2 Look at the cover of a recent book about the internet. Do you think the author is positive about the effect of the internet or negative? Read the book description and check your ideas.

This is a fascinating book. We all know that the internet is changing the way we do things, but Carr believes that it is also changing the very way our brains work. With the printed book, he argues, our brains learnt to think deeply. In contrast, the internet encourages us to read small bits of information from lots of different places. We are becoming better and better at multitasking, but much worse at concentrating on one thing.

3 1.7 Read and listen to the information in the Unlock the code box about listening for key words.

UNLOCK THE CODE listening for key words

Key words carry the most important information. They are generally nouns and verbs and are usually spoken more loudly and clearly than other words. For example:

three times a **week**
I **send** a **lot** of **emails**
I **like** looking at **shopping websites**.

4a Look at these phrases from the review in exercise 2. Which do you think are the most important words in each phrase? Discuss with a partner, and underline them.

1 This is a fascinating book.
2 We all know that the internet is changing the way we do things, ...
3 ... but Carr believes that it is also changing the very way our brains work.
4 With the printed book, he argues, our brains learnt to think deeply.
5 In contrast, the internet encourages us to read small bits of information from lots of different places.
6 We are becoming better and better at multitasking, ...
7 ... but much worse at concentrating on one thing.

b 1.8 Listen and check your ideas.

5 1.9 Listen and complete these opinions about the internet with the missing key words.

1 Shopping and _____ _____ is _____.
2 Looking at _____ all day is _____ for our _____.
3 People will _____ how to _____ to each other.
4 People don't _____ enough _____ _____.
5 Online _____ is not always _____.
6 Hyperlinks in _____ _____ are very distracting.
7 We are now using _____ more _____ to _____ all our _____.
8 Multitasking online makes us _____ less _____.

6a 1.10 Listen to part of a radio programme about the book. Which of the opinions in exercise 5 do you hear mentioned?

b 1.10 Listen again. According to the speakers, which of the opinions in exercise 5 would Nicholas Carr agree with?

7a Which of the opinions in exercise 5 do *you* agree with? Discuss in small groups.

b What arguments *in favour* of the internet can you think of? Make a list in your group. Compare your list with another groups'.

Vocabulary & Speaking noun suffixes

8 Read the extract from a review of *The Shallows*. Name one thing the writer likes about the book, and one thing he dislikes.

Book Review: The Shallows
by Nicholas Carr | ★★★★★

As someone who started working long before the internet arrived, I was shocked by the main ideas in *The Shallows*. The book says that even though the digital age has resulted in amazing improvements in the ways we can get information, it is also causing us to lose our ability to do one thing at a time. It made me think hard about the way I use the internet and manage my relationships with people online.

However, although Carr raises many interesting questions, I am not convinced that the solutions to the problems he raises are as difficult as he suggests. Since I read the book, I have, for example, been keeping Facebook and my email inbox closed while I work, to prevent myself from being distracted. Surely, all we need is a little careful judgement and good sense?

9a Read the information in the Vocabulary focus box and find nouns in the review that end in *-ship, -ment, -ion* and *-ity*.

VOCABULARY FOCUS noun suffixes

- Suffixes often change the class of the word (verb, noun, adjective, etc.).
  secure (adjective) → *secur**ity*** (noun)
  achieve (verb) → *achieve**ment*** (noun)
  connect (verb) → *connec**tion*** (noun)
  Notice how the spelling can change:
  communicate → communic**a**tion;
  able → ab**i**lity
- Sometimes the word class stays the same, but the meaning is different.
  She is my best friend. (noun)
  *We have a close friend**ship**.* (noun)

b Add the nouns from the review to the mind map.

10 Match nouns in the mind map to the definitions.

1 the state of having a job
2 connections with friends, family, etc.
3 change which makes something better
4 ways to deal with a problem
5 forming an opinion/making sensible decisions
6 a thing you have done successfully
7 having the chance to do something you want to do

11 Add noun suffixes to the words in brackets to complete the sentences.

1 The internet, and especially Skype, has improved _____ (communicate) with friends who live abroad.
2 The _____ (develop) of smartphones has made a huge difference to the way we all access information.
3 I am always extremely careful about my personal _____ (secure) online.
4 I think I'm lucky because I've always had a very close _____ (relation) with my sister.
5 I don't have gym _____ (member) because I can't afford the time.
6 Many people think the _____ (govern) should have some control over the _____ (inform) we can get on the internet.
7 The internet offers great opportunities for finding _____ (employ).

12 TASK Which of the sentences in exercise 11 are true for you? Compare your answers with a partner and give reasons.

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11

Unlock the code

This section describes the decoding skill that is being taught in the reading or listening skills lesson. They are general tips which can be used as tactics for understanding when reading or listening to texts. This Unlock the code box is about listening for key words.

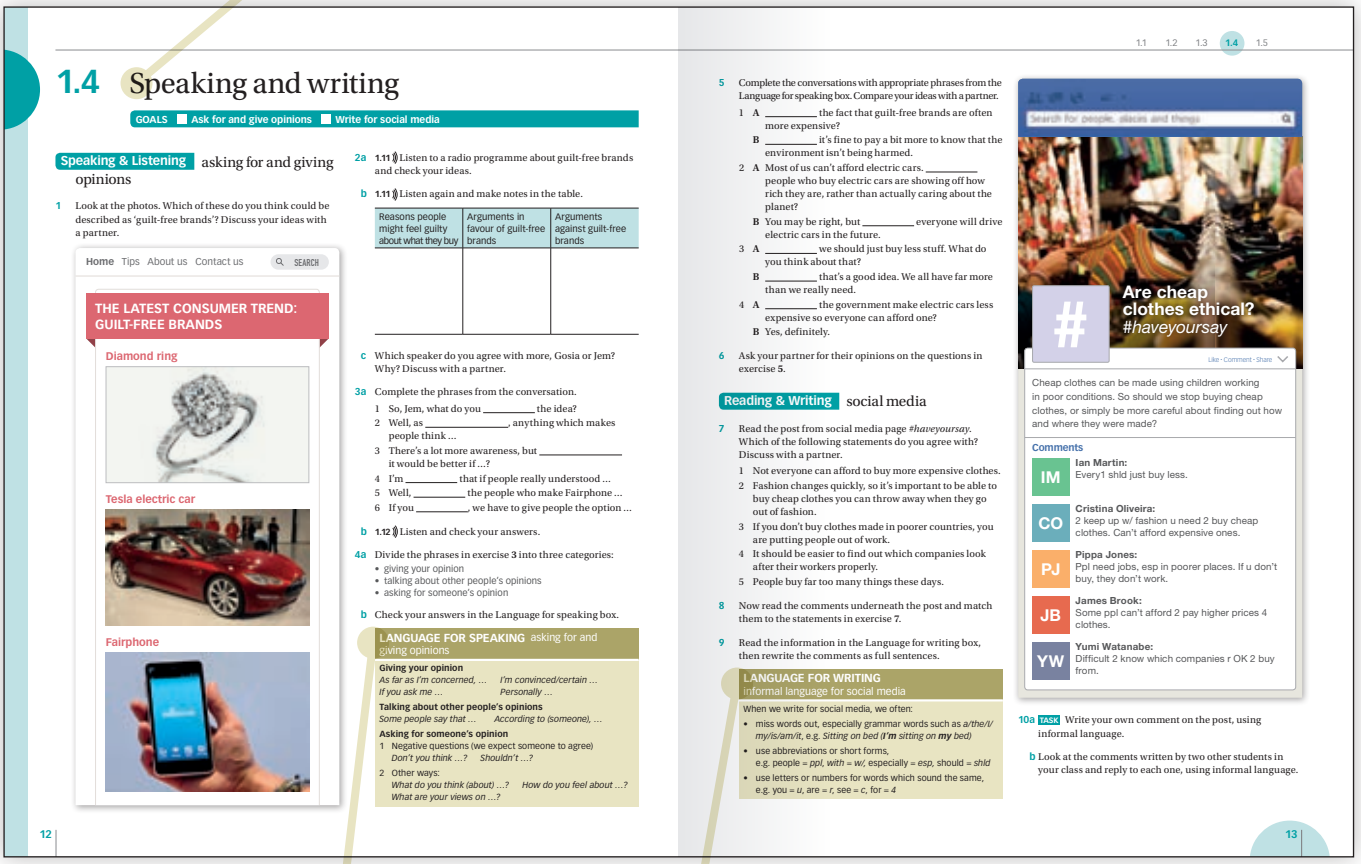
Vocabulary focus

Vocabulary focus boxes appear in this lesson to draw attention to a particular vocabulary area, in this case noun suffixes. The students go on to do some exercises where they use the information in this study tip. In other units, Vocabulary boxes deal with compound adjectives, idiomatic phrases, collocations, etc.

Coursebook lesson 4

Speaking and writing

Navigate understands that classes can be made up of adults learning English for many different reasons. In lesson 4 of every unit, *Speaking and writing*, *Navigate* provides appropriate communication practice for work, study or social life with an emphasis on language production. At the end of the speaking and writing sections, students complete a speaking or writing task. The lesson also contains two language focus boxes: *Language for speaking* and *Language for writing*.



1.1 1.2 1.3 1.4 1.5

1.4 Speaking and writing

GOALS ☐ Ask for and give opinions ☐ Write for social media

Speaking & Listening asking for and giving opinions

1 Look at the photos. Which of these do you think could be described as 'guilt-free brands'? Discuss your ideas with a partner.

Home Tips About us Contact us SEARCH

THE LATEST CONSUMER TREND: GUILT-FREE BRANDS

Diamond ring

Tesla electric car

Fairphone

2a 1.11 Listen to a radio programme about guilt-free brands and check your ideas.

b 1.11 Listen again and make notes in the table.

Reasons people might feel guilty about what they buy	Arguments in favour of guilt-free brands	Arguments against guilt-free brands

c Which speaker do you agree with more, Gosia or Jem? Why? Discuss with a partner.

3a Complete the phrases from the conversation.

1 So, Jem, what do you _____ the idea?
2 Well, as _____, anything which makes people think ...
3 There's a lot more awareness, but _____ it would be better if ...?
4 I'm _____ that if people really understood ...
5 Well, _____ the people who make Fairphone ...
6 If you _____, we have to give people the option ...

b 1.12 Listen and check your answers.

4a Divide the phrases in exercise 3 into three categories:

- giving your opinion
- talking about other people's opinions
- asking for someone's opinion

b Check your answers in the Language for speaking box.

LANGUAGE FOR SPEAKING asking for and giving opinions

Giving your opinion
As far as I'm concerned, ... *I'm convinced/certain ...*
If you ask me ... *Personally ...*

Talking about other people's opinions
Some people say that ... *According to (someone), ...*

Asking for someone's opinion
1 Negative questions (we expect someone to agree)
Don't you think ...? *Shouldn't ...?*
2 Other ways:
What do you think (about) ...? *How do you feel about ...?*
What are your views on ...?

5 Complete the conversations with appropriate phrases from the Language for speaking box. Compare your ideas with a partner.

1 A _____ the fact that guilt-free brands are often more expensive?
B _____ it's fine to pay a bit more to know that the environment isn't being harmed.
2 A Most of us can't afford electric cars. _____ people who buy electric cars are showing off how rich they are, rather than actually caring about the planet?
B You may be right, but _____ everyone will drive electric cars in the future.
3 A _____ we should just buy less stuff. What do you think about that?
B _____ that's a good idea. We all have far more than we really need.
4 A _____ the government make electric cars less expensive so everyone can afford one?
B Yes, definitely.

6 Ask your partner for their opinions on the questions in exercise 5.

Reading & Writing social media

7 Read the post from social media page *#haveyoursay*. Which of the following statements do you agree with? Discuss with a partner.

1 Not everyone can afford to buy more expensive clothes.
2 Fashion changes quickly, so it's important to be able to buy cheap clothes you can throw away when they go out of fashion.
3 If you don't buy clothes made in poorer countries, you are putting people out of work.
4 It should be easier to find out which companies look after their workers properly.
5 People buy far too many things these days.

8 Now read the comments underneath the post and match them to the statements in exercise 7.

9 Read the information in the Language for writing box, then rewrite the comments as full sentences.

LANGUAGE FOR WRITING informal language for social media

When we write for social media, we often:

- miss words out, especially grammar words such as *a/the/I/my/is/am/it*, e.g. *Sitting on bed (**I'm** sitting on **my** bed)*
- use abbreviations or short forms, e.g. people = *ppl*, *with* = *w/*, especially = *esp*, should = *shld*
- use letters or numbers for words which sound the same, e.g. you = *u*, are = *r*, see = *c*, for = *4*

Search for people, places and things

Are cheap clothes ethical? #haveyoursay

Like · Comment · Share

Cheap clothes can be made using children working in poor conditions. So should we stop buying cheap clothes, or simply be more careful about finding out how and where they were made?

Comments

IM **Ian Martin:** Every1 shld just buy less.

CO **Cristina Oliveira:** 2 keep up w/ fashion u need 2 buy cheap clothes. Can't afford expensive ones.

PJ **Pippa Jones:** Ppl need jobs, esp in poorer places. If u don't buy, they don't work.

JB **James Brook:** Some ppl can't afford 2 pay higher prices 4 clothes.

YW **Yumi Watanabe:** Difficult 2 know which companies r OK 2 buy from.

10a TASK Write your own comment on the post, using informal language.

b Look at the comments written by two other students in your class and reply to each one, using informal language.

12

13

Language for speaking

The *Language for speaking* box contains phrases that students can use to complete a task about a particular topic. Here they have to ask for and give opinions and they can use the phrases in the box. Other language for speaking boxes cover *Engaging the listener and showing interest*, *Giving instructions* and *Making enquiries*.

Language for writing

The *Language for writing* box contains suggestions which students can use to complete their task in the writing section. There are various topics in this box throughout the Coursebook; here, informal language for social media is dealt with. In other units, the boxes focus on topics such as *Time expresssions*, *Contrast linkers* and *Writing a professional email*.

Navigate overview

Coursebook lesson 5

Video

The Video page contains activities that accompany the unit video. This video is a documentary video or authentic interview. The video page starts with one or two warmer activities which set the scene before the students watch the video, followed by two activities which check understanding of the video. The final activity is a task based on what the students have just watched.

In B1+ the video topics are:

Unit 1: Social media marketing
Unit 2: Seven good stories
Unit 3: A woman's life
Unit 4: Songdo
Unit 5: Film studies
Unit 6: Mist catchers
Unit 7: Moving abroad to work
Unit 8: Happiness in Mexico
Unit 9: The selfie
Unit 10: Borussia Dortmund
Unit 11: Cyber crime
Unit 12: Starbucks



1.5 Video

Social media marketing

1 Match the two halves of the sentences.
a My company doesn't broadcast advertisements on
b Nowadays companies prefer posting advertisements on
c Online discussions show how advertisers engage
d Advertisers need to find a successful way of reaching
e I saw billboards advertising the product as I was walking
1 with consumers.
2 their target audience.
3 social media sites to advertising on TV.
4 through the city centre.
5 TV any more.

2 Work with a partner and discuss the different advertising methods you can see in the photos. Can you think of other ways companies could choose to advertise their products?

3 Watch the video. Which three things does the video talk about?
a the history of social media marketing
b how to get a job in advertising
c changes in the advertising industry
d more interaction with customers
e the process for creating a social media advertisement
f how to upload an advertisement on social media

4 Watch again. Correct the sentences.
a Most American advertising companies had an office in Madison Avenue in the 1950s.
b 'Mad Men' is a common name for people who work in advertising these days.
c *Madwell* designs and develops social media sites.
d It can take a whole month to write a short social media post.
e Advertisers will always engage in a conversation with clients these days.
f Nowadays, the principal effects of social media are well known.

5a TASK Work with a partner. Think about something you'd like to advertise on social media. It could be an event, product, company or charity. Note down five key points you want the public to know about it.

b Write an advertisement to go on Twitter. It must be no longer than 140 characters.

14

1.1 1.2 1.3 1.4 1.5

Review

1a Complete the advice about friendship with the correct form of the verbs in brackets. Use the present simple, present continuous or present perfect.
1 If your life _____ (change) recently, your friends might need to change too.
2 If you _____ (just/move) to a new area, it's a good idea to join some clubs.
3 People usually _____ (make) friends at work, so try inviting some work colleagues out socially.
4 Don't automatically say no to an invitation, even if you _____ (get) ready for bed when the phone rings. If you keep saying no, people will stop inviting you.
5 Try to meet your friend's friends. They _____ (like) them, so you probably will, too.
6 When someone _____ (refuse) your invitation, try again another time.

b Work with a partner. Which pieces of advice do you agree with? Why/Why not? Can you add one more piece of advice?

2a Choose the most appropriate form to complete each sentence. Sometimes both forms are possible.

Social networking sites [1] *do not seem / are not seeming* to help people make close friends, according to researchers who studied how the websites [2] *change / are changing* friendships.

Although social networking [3] *means / is meaning* that many people now [4] *have / are having* hundreds or even thousands of 'friends', the researchers [5] *believe / are believing* that to become a real friend, it is still important to actually meet up. Social networking [6] *has become / is becoming* very popular recently, but although people [7] *now keep in touch / are now keeping in touch* with more friends online, the researchers found that we still usually have only around five close friends. We only develop real friendships when we [8] *know / are knowing* we can trust someone.

b Work with a partner and explain why you chose each form.

3a 1.13 Listen to six questions and write them down.

b Work with a partner. Ask and answer the questions.

4a Choose the word which is different from the others.

1	purchaser	seller	consumer	customer
2	special offers	bargains	items	deals
3	full price	half-price	discount	two for the price of one

b Work with a partner and explain your answers.

5a Complete the sentences using the noun form with a suffix of one of the words from the box.

develop happy inform member relation secure

1 _____ is more important than having lots of money.
2 My _____ with my boss has never been very good.
3 How can you afford the _____ at the tennis club?
4 He gave me some very useful _____ about the new apps that are available for my phone.
5 Have you seen the new _____ of houses by the river?
6 I don't really like my job, but I need the _____ of a regular salary.

b Work with a partner. Try to think of at least one more noun that ends with each of the five suffixes used in exercise 5a.

6a Choose the correct word to complete each phrase.
1 *Personally / Definitely*, I think ...
2 *Shouldn't / Mustn't* people ...?
3 I really *ask / feel* that ...
4 ... if you *tell / ask* me.
5 *According / Along* to ...
6 As *far / long* as I'm concerned, ...

b Look at these quotations about friendship.

'A friend is someone who knows all about you and still loves you.' Elbert Hubbard

'It's the friends you can call up at 4 a.m. that matter.' Marlene Dietrich

Work with a partner. Discuss how you would define friendship, using the phrases in exercise 6a.

15

Task

The Task on the Video page is an outcome task which focuses on fluency. It can be a writing or speaking task. Here the students think about something they'd like to advertise on social media in pairs and then write an advertisement to go on Twitter. Other tasks on Video pages include, for instance, creating a general knowledge quiz about the film industry, doing a presentation about water shortages, and discussing reasons to move to a different country with a partner.

Review

The Review page contains revision of grammar, vocabulary and the skills practised in the unit. The Review activities can be set for homework, but are also specifically designed to be done in class incorporating pairwork and groupwork tasks to give learners additional opportunities to practise key language from the unit.

Workbook

Unit structure

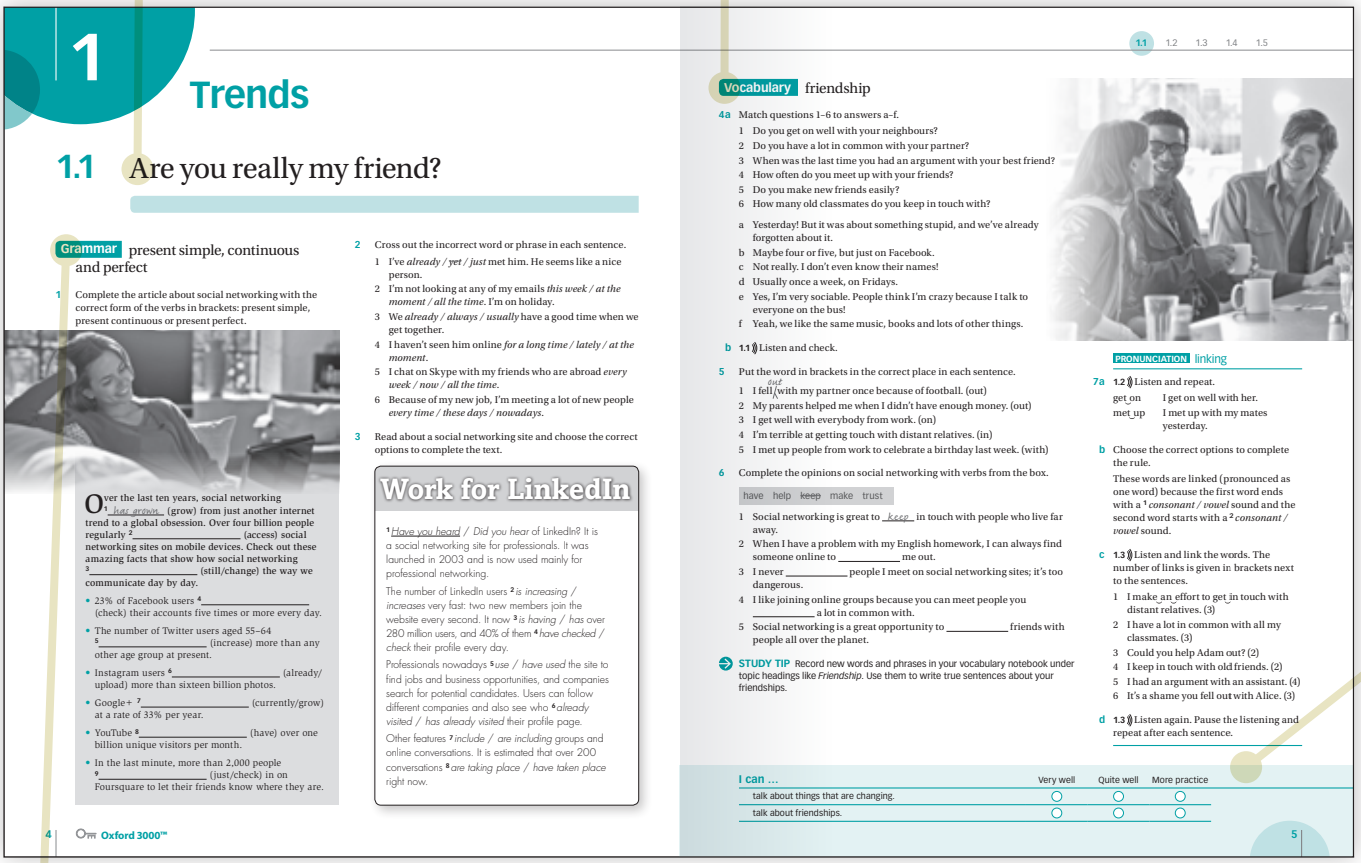
The Workbook follows the Coursebook lessons. The first two spreads each have two pages of exercises which correspond with the Coursebook contents of the same lessons. Spreads 3 and 4 of the Workbook each have a page of extra practice which corresponds to the material in lessons 3 and 4 of the Coursebook. The Workbook also contains lessons for extensive reading and listening, review exercises, audioscripts of the listening material in the Workbook and answer keys (with key version only).

Vocabulary

In the Workbook, students find further practice of the vocabulary which they learnt in the corresponding lesson of the Coursebook. They can do this individually and at their own pace. On this page students practise the use of expressions to describe friendship.

I can …

At the end of each Workbook spread, the *I can* statements remind students which goals they should have reached. If they feel they need more practice, they can use the Online practice materials (see page 19 of this book).



1 Trends

1.1 Are you really my friend?

Grammar present simple, continuous and perfect

1 Complete the article about social networking with the correct form of the verbs in brackets: present simple, present continuous or present perfect.

Over the last ten years, social networking [1] has grown (grow) from just another internet trend to a global obsession. Over four billion people regularly [2]_____ (access) social networking sites on mobile devices. Check out these amazing facts that show how social networking [3]_____ (still/change) the way we communicate day by day.

- 23% of Facebook users [4]_____ (check) their accounts five times or more every day.
- The number of Twitter users aged 55–64 [5]_____ (increase) more than any other age group at present.
- Instagram users [6]_____ (already/upload) more than sixteen billion photos.
- Google+ [7]_____ at a rate of 33% per year. (currently/grow)
- YouTube [8]_____ (have) over one billion unique visitors per month.
- In the last minute, more than 2,000 people [9]_____ (just/check) in on Foursquare to let their friends know where they are.

2 Cross out the incorrect word or phrase in each sentence.

1 I've *already / yet / just* met him. He seems like a nice person.
2 I'm not looking at any of my emails *this week / at the moment / all the time*. I'm on holiday.
3 We *already / always / usually* have a good time when we get together.
4 I haven't seen him online *for a long time / lately / at the moment*.
5 I chat on Skype with my friends who are abroad *every week / now / all the time*.
6 Because of my new job, I'm meeting a lot of new people *every time / these days / nowadays*.

3 Read about a social networking site and choose the correct options to complete the text.

Work for LinkedIn

[1] *Have you heard* / *Did you hear* of LinkedIn? It is a social networking site for professionals. It was launched in 2003 and is now used mainly for professional networking.

The number of LinkedIn users [2] *is increasing* / *increases* very fast: two new members join the website every second. It now [3] *is having* / *has* over 280 million users, and 40% of them [4] *have checked* / *check* their profile every day.

Professionals nowadays [5] *use* / *have used* the site to find jobs and business opportunities, and companies search for potential candidates. Users can follow different companies and also see who [6] *already visited* / *has already visited* their profile page.

Other features [7] *include* / *are including* groups and online conversations. It is estimated that over 200 conversations [8] *are taking place* / *have taken place* right now.

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1.1 1.2 1.3 1.4 1.5

Vocabulary friendship

4a Match questions 1–6 to answers a–f.

1 Do you get on well with your neighbours?
2 Do you have a lot in common with your partner?
3 When was the last time you had an argument with your best friend?
4 How often do you meet up with your friends?
5 Do you make new friends easily?
6 How many old classmates do you keep in touch with?

a Yesterday! But it was about something stupid, and we've already forgotten about it.
b Maybe four or five, but just on Facebook.
c Not really. I don't even know their names!
d Usually once a week, on Fridays.
e Yes, I'm very sociable. People think I'm crazy because I talk to everyone on the bus!
f Yeah, we like the same music, books and lots of other things.

b 1.1 Listen and check.

5 Put the word in brackets in the correct place in each sentence.

1 I fell (with my partner once because of football. (out)
2 My parents helped me when I didn't have enough money. (out)
3 I get well with everybody from work. (on)
4 I'm terrible at getting touch with distant relatives. (in)
5 I met up people from work to celebrate a birthday last week. (with)

6 Complete the opinions on social networking with verbs from the box.

have help ~~keep~~ make trust

1 Social networking is great to _keep_ in touch with people who live far away.
2 When I have a problem with my English homework, I can always find someone online to _____ me out.
3 I never _____ people I meet on social networking sites; it's too dangerous.
4 I like joining online groups because you can meet people you _____ a lot in common with.
5 Social networking is a great opportunity to _____ friends with people all over the planet.

STUDY TIP Record new words and phrases in your vocabulary notebook under topic headings like *Friendship*. Use them to write true sentences about your friendships.

PRONUNCIATION linking

7a 1.2 Listen and repeat.

get on — I get on well with her.
met up — I met up with my mates yesterday.

b Choose the correct options to complete the rule.

These words are linked (pronounced as one word) because the first word ends with a [1] *consonant* / *vowel* sound and the second word starts with a [2] *consonant* / *vowel* sound.

c 1.3 Listen and link the words. The number of links is given in brackets next to the sentences.

1 I make an effort to get in touch with distant relatives. (3)
2 I have a lot in common with all my classmates. (3)
3 Could you help Adam out? (2)
4 I keep in touch with old friends. (2)
5 I had an argument with an assistant. (4)
6 It's a shame you fell out with Alice. (3)

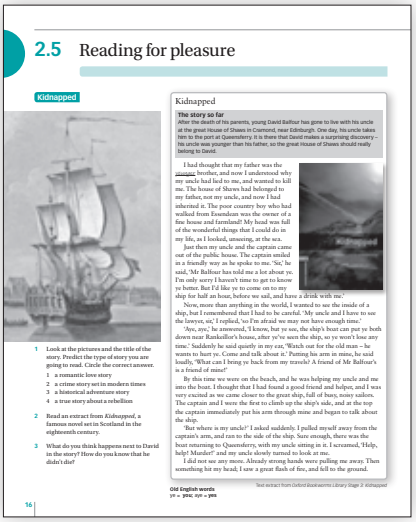
d 1.3 Listen again. Pause the listening and repeat after each sentence.

I can …	Very well	Quite well	More practice
talk about things that are changing.	○	○	○
talk about friendships.	○	○	○

5

Grammar

In the Workbook, students find further practice of the grammar which they learnt in the corresponding lesson of the Coursebook. This page contains more exercises on the present simple, present continuous or present perfect as introduced in the Coursebook.



2.5 Reading for pleasure

Kidnapped

Kidnapped

The story so far

After the death of his parents, young David Balfour has gone to live with his uncle at the great House of Shaws in Cramond, near Edinburgh. One day, his uncle takes him to the port at Queensferry. It is there that David makes a surprising discovery – his uncle was younger than his father, so the great House of Shaws should really belong to David.

I had thought that my father was the [younger] brother, and now I understood why my uncle had lied to me, and wanted to kill me. The house of Shaws had belonged to my father, not my uncle, and now I had inherited it. The poor country boy who had walked from Essendean was the owner of a fine house and farmland! My head was full of the wonderful things that I could do in my life, as I looked, unseeing, at the sea.

Just then my uncle and the captain came out of the public house. The captain smiled in a friendly way as he spoke to me, 'Sir,' he said, 'Mr Balfour has told me a lot about ye. I'm only sorry I haven't time to get to know ye better. But I'd like ye to come on to my ship for half an hour, before we sail, and have a drink with me.'

Now, more than anything in the world, I wanted to see the inside of a ship, but I remembered that I had to be careful. 'My uncle and I have to see the lawyer, sir,' I replied, 'so I'm afraid we may not have enough time.'

'Aye, aye,' he answered, 'I know, but ye see, the ship's boat can put ye both down near Rankeillor's house, after ye've seen the ship, so ye won't lose any time.' Suddenly he said quietly in my ear, 'Watch out for the old man – he wants to hurt ye. Come and talk about it.' Putting his arm in mine, he said loudly, 'What can I bring ye back from my travels? A friend of Mr Balfour's is a friend of mine!'

By this time we were on the beach, and he was helping my uncle and me into the boat. I thought that I had found a good friend and helper, and I was very excited as we came closer to the great ship, full of busy, noisy sailors. The captain and I were the first to climb up the ship's side, and at the top the captain immediately put his arm through mine and began to talk about the ship.

'But where is my uncle?' I asked suddenly. I pulled myself away from the captain's arm, and ran to the side of the ship. Sure enough, there was the boat returning to Queensferry, with my uncle sitting in it. I screamed, 'Help, help! Murder!' and my uncle slowly turned to look at me.

I did not see any more. Already strong hands were pulling me away. Then something hit my head; I saw a great flash of fire, and fell to the ground.

Text extract from Oxford Bookworms Library Stage 2: *Kidnapped*

1 Look at the pictures and the title of the story. Predict the type of story you are going to read. Circle the correct answer.
1 a romantic love story
2 a crime story set in modern times
3 a historical adventure story
4 a true story about a rebellion

2 Read an extract from *Kidnapped*, a famous novel set in Scotland in the eighteenth century.

3 What do you think happens next to David in the story? How do you know that he didn't die?

Old English words
yr = your, syn = sins

16

Also in the Workbook

Reading for pleasure and Listening for pleasure

The *Reading for pleasure* and *Listening for pleasure* pages appear once every two units in the Workbook. They offer students an opportunity for extensive reading or listening supported by a few exercises to ensure understanding. Here the students read an extract from *Kidnapped* by Robert Louis Stevenson.

Review

As well as a Review page in every unit of the Coursebook, *Navigate* Workbook offers another chance for students to check what they have learnt with a Review page once every two units.

Navigate overview

Teacher's Guide and Teacher's Support and Resource Disc

The Teacher's Guide and Teacher's Support and Resource Disc Pack is a complete support package for teachers. It is designed for both experienced and new teachers and offers a wealth of resources to supplement lessons with *Navigate*.

What's in the Teacher's Guide?

The Teacher's Guide contains thorough teaching notes for teachers to follow as they go through the Coursebook in their lessons. Answer keys are provided to all activities where appropriate and the audioscripts are embedded within the teaching notes for ease of reference.

As well as this, the Teacher's Guide offers numerous ideas and extra support in the shape of the following features, to be found throughout the teaching notes:

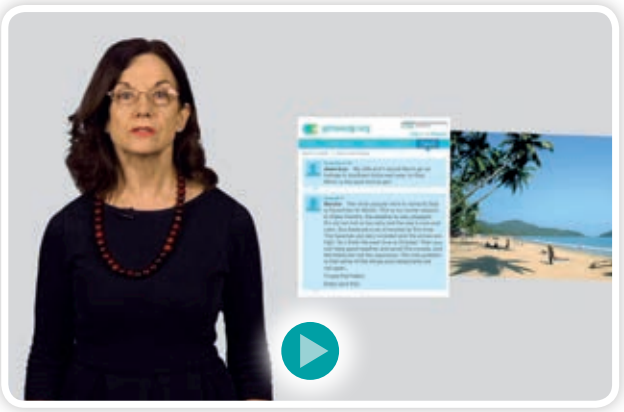
- **Lead-in:** an extra activity at the start of every unit to encourage engagement with the topic of the unit.
- **Extra activity:** an activity that offers an alternative approach to the one in the Coursebook for variety or to tailor the material to a specific teaching situation.
- **Extension:** an idea on how to extend the activity in the Coursebook, useful especially if students have shown a strong interest in that topic.
- **Extra support/Extra challenge:** these are alternative ways of doing an activity where more staging may be required for learners who are struggling, or to keep stronger learners occupied in mixed ability classes.
- **Pronunciation:** tips and notes for teaching pronunciation.
- **Watch out!:** potentially problematic language points or language that learners might ask about.
- **Feedback focus:** guidelines on what to monitor in an activity and how to give feedback.
- **Dictionary skills:** moments when it may be useful to develop learners' dictionary skills and ideas on how to do it.
- **Smart communication:** tips on small talk, appropriacy, and communication strategies.
- **Critical thinking:** strategies to analyse and evaluate what learners read and hear, their work and that of their peers.
- **Study tips:** tips to help learners assimilate what they have learnt.

The Teacher's Guide also includes the following features:

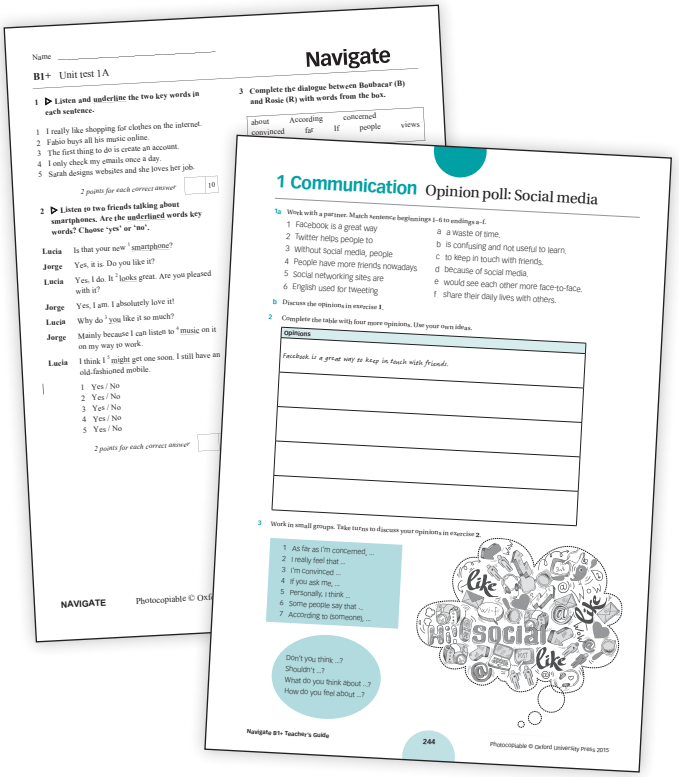
- Essays by influential authors and experts in the fields of reading, listening, grammar, the CEFR, testing and photocopiable materials. These essays have been written by people who have contributed to the development of material used in *Navigate*.
- Photocopiable materials: extra grammar, vocabulary and communication activities as photocopiable worksheets.
- Photocopiable worksheets to accompany the Vox pops videos found on the Coursebook DVD.

What's on the Teacher's Support and Resource Disc?

- **Lesson overview videos:** Catherine Walter, *Navigate* series adviser, offers one-minute overviews of each of the main lessons of the Coursebook, including the methodology behind it and the benefit to the learner.



- **Tests:** a full range of Unit, Progress and End-of-course tests to enable you and your students to monitor progress throughout their course. Available in PDF and Word format, and in A/B versions. See page 32 of this book for more details.
- MP3 audio for all of the tests.
- All of the photocopiable material that is found at the back of the Teacher's Guide as downloadable PDFs.
- Wordlists (A–Z and unit-by-unit) in PDF and Word format.
- Audioscripts in PDF and Word format of all Coursebook, Workbook and Test audio.
- Videoscripts of Coursebook and Vox pops videos.
- Student study record: a self-assessment form to be filled in by the student after each unit is completed.



e-Books

The *Navigate* e-books are digital versions of the Coursebooks and Workbooks. Learners study online on a computer or on a tablet, and their work is safely saved in the Cloud. The *Navigate* e-book Teacher's edition is the Coursebook with integrated teacher's notes as well as selected pop-up images. You can use it as a classroom presentation tool.

To access an e-book:

1 Go to **www.oxfordlearnersbookshelf.com**.

2 To use your e-books on a tablet, download the app, and register or log in.

To use your e-books on a computer, register or log in to the website.

3 **Note:** After you register, you can use your e-books on both a computer and a tablet.

4 Choose **Add a book**.

5 Enter your access code.

Watch this video for help on registering and using e-books: **www.brainshark.com/oup/OLBgetstarted**

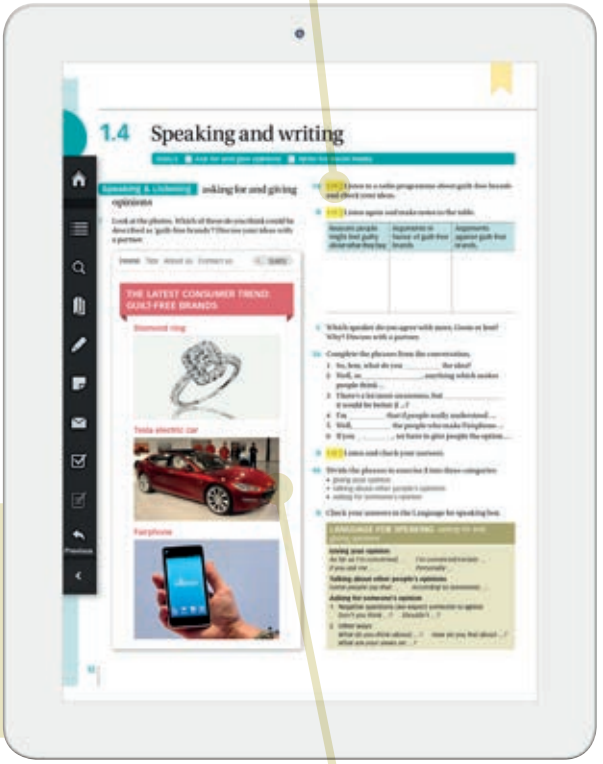
In the *Navigate* e-Book Teacher's edition, the teacher's notes from the Teacher's Guide can be called up on the page where the information is needed.

Draw on the page or highlight text.

Find units quickly, jump to a page, or bookmark a page.



The listening materials that go with the course play straight from the page and are placed with the exercise where they are needed. The user can slow the material down to hear each word clearly and then speed up again. In addition, learners can improve pronunciation by listening to the audio, record their own and then compare to the original. The e-books also contain video material which can be played straight from the Video lesson page. The video material can be played full screen, or split screen to move around the pages and complete activities as you watch.



Automatic marking helps learners check progress and learn from their mistakes. They can also email a page to you to mark or to add to their learning portfolio.

The sticky note can be used to place comments with an exercise. These comments can either be written or recorded and can be placed anywhere on the page.

This tool allows the user to move back to the original page. For instance, if the user has moved from a lesson page to a grammar reference page, clicking on this arrow will move the reader automatically back to the page they came from.

Many images in the *Navigate* e-Book Teacher's edition can be enlarged by clicking on the image. This functionality can be used in class to discuss particular images in detail or to aid completion of exercises that go with the photos.

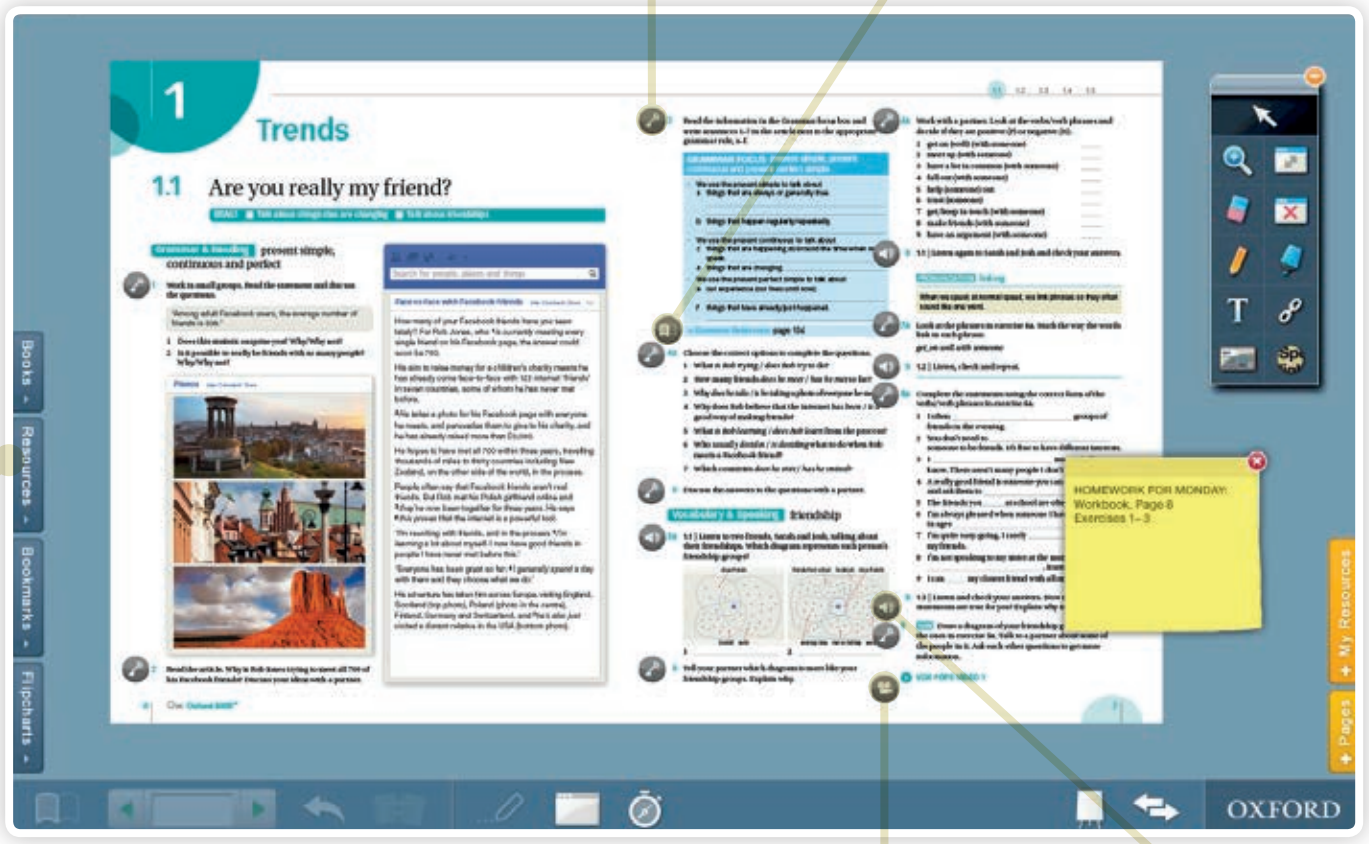
Navigate overview

iTools

Navigate iTools is a digital tool, specifically designed for use on whiteboards, that can also be used with data projectors, and PCs or laptop computers. Pages from the Coursebook and Workbook are seen on screen with various tools to help the teacher present the material in class.

This tool appears with each exercise and allows the teacher to discuss an exercise in class whilst calling up the answers. Clicking on the key will pop up a box containing the exercise rubric and spaces which can hold the answers when you click on the relevant buttons in the bottom of the box. There are three options: 'see next answer', 'see all answers', and 'hide all answers'.

The grammar reference page can be reached by clicking on the book icon placed near the Grammar focus box. The user jumps to the relevant grammar reference page and can return to the original page again by using the arrow button at the bottom of the page.



Resources

Navigate iTools includes a number of resources for use in the classroom:

- The Vox pops worksheets.
- Photocopiable materials from the Teacher's Guide are available to download here.
- A–Z and unit-by-unit wordlists.
- New Grammar Powerpoint presentations for display on your whiteboard help you teach the grammar from the Coursebook in a more interactive way.

Video can be played on your whiteboard by clicking the icon.

This tool allows the teacher to play the audio material that is relevant to the exercise. The teacher can also reveal the audioscript so that students can read along whilst they listen.

Online practice

Our online practice courses give your learners targeted extra practice at the level that's right for them. Supported by the online Learning Management System, teachers and administrators can assign media-rich activities for the classroom or at home, and measure learners' progress.

Each learning module uses a step-by-step process, engaging learners' interest, then encouraging them to explore, practise and reflect on their learning.

Learners can study independently with a wide range of support materials: Cultural glossaries, Language models, Wordlists, Grammar and Vocabulary Reference, hints and tips, automatic marking and instant feedback.

You can monitor your learners' progress with a variety of management tools, including a Gradebook and User Progress statistics.

Create your own new content to meet the needs of your learners, including speaking and writing tasks, tests, discussions and live chat. You can also upload videos, audio and Powerpoint® presentations.

Oxford Online Skills

(General English, Bundle 2)

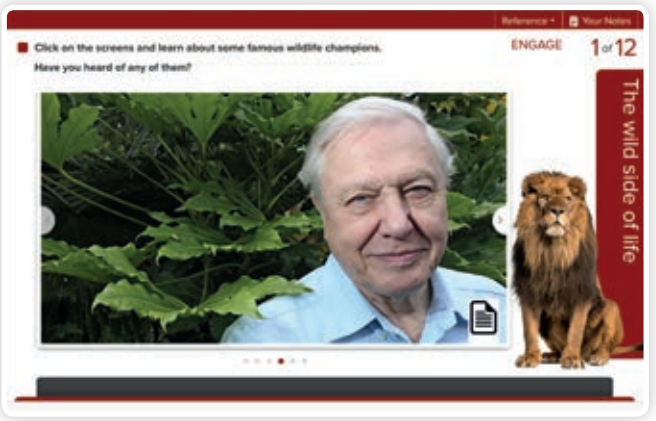
Helps learners focus on developing their Listening, Speaking, Reading and Writing skills, in the classroom or at home



- Engage learners with 30 hours of media-rich activities per level, including videos, interactive infographics and striking photography, on culturally diverse topics.
- Topics complement those found in *Navigate*. For example: My family, the past, giving opinions, writing emails or blog posts.
- Learners' access codes come on a special card included with their Coursebook.
- Variety of top-up materials if you'd like more skills practice for your learners. Choose more modules for general English with General English Bundle 1, or focus on Academic English, all four skills or paired skills (Reading & Writing, Listening & Speaking). The choice is yours. Find out more at **www.oup.com/elt**.

Oxford Online Language Practice

Puts the spotlight on building up learners' vocabulary and grammar



- With a topic-based approach, grammar and vocabulary is integrated in a meaningful and contextualized learning journey.
- Topic areas reflect those commonly found in Adult general English courses, and include Education, Personality, Work, Holidays, Storytelling, Crime and Entertainment.
- Comprehensive support for learners in every Module, with printable grammar and vocabulary references and wordlists, and notes on key differences in American and British English.
- Each CEFR level includes 12 Modules and 25 hours of learning and practice material.

Learners' access codes come on a special card included with *Navigate* Pack 3. If you do not have Pack 3, you can buy this course online from **www.oup.com/elt**.

Oxford English for Work

Telephoning, Socializing and Writing Skills



- Each level includes three skills: Telephoning, Socializing and Writing.
- Activities are highly practical and immediately transferable to the workplace.

Learners' access codes come on a special card included with *Navigate* Pack 3. If you do not have Pack 3, you can buy this course online from **www.oup.com/elt**.

The *Navigate* approach – Reading

Reading tomorrow's text better – Catherine Walter

Learning to play beautiful music does not start with playing beautiful music. No one would expect to start learning the cello by trying to play a concerto; rather, they would learn how to use the bow and to finger the notes, to transition quickly and accurately from one note to another, to relate the musical notation on the page with the physical movements needed to play, and to work on making all that happen smoothly.

In the same way, becoming skilled at reading comprehension in a second language is not best achieved solely by practising comprehension. Of course, the goal of reading activities in an English language course is to help learners achieve better comprehension of the English language texts that they read. However, this does not mean that all of the activities in the classroom should be comprehension activities.

To read well in a second language, readers need to decode written text accurately and fluently (Grabe, 2009). Accurate decoding means being able to make a connection between the words on the page, how they sound and what they mean. Making a connection between the written words and how they sound is important because readers of alphabetic languages immediately convert what they read to silent speech in their minds, using that silent speech to build a mental representation of the text (Gathercole & Baddeley, 1993).

- *Second language readers need practice in matching common spellings and the way they sound, and they need to recognize common words that are spelt irregularly.*

Just as fluent playing of a piece of music is not only achieved by playing it again and again, but by playing scales and doing other exercises, fluency in reading comprehension is not best achieved only by extensive reading – although this has a part to play. Fluency development activities can help (Nation, 2009).

- *Second language readers need to focus on reading fast and without hesitation.*

Knowing how the words sound is useless if the reader does not know what the words mean. Contrary to popular myth, skilled readers who are reading a text for information or pleasure do not spend a lot of time guessing unknown words, because they already know all the words. Skilled readers do not sample bits of the text and deduce what the rest of the text means; they process the entire text, rapidly and automatically (Grabe, 2009). Skilled readers do not use context to infer meaning as often as less-skilled readers do: they do not need to, because they know the words (Juel, 1999). Second language readers who guess unknown words usually guess them wrongly (Bensoussan & Laufer, 1984). To read a text comfortably without using a dictionary, second language readers need to know the meanings of 98% of the words in a text (Hu & Nation, 2000). Note that topic familiarity cannot compensate for second language proficiency (Jensen & Hansen, 1995).

- *Second language readers need to learn the most common and useful words at their level, and they need to be able to recognize them quickly and automatically.*
- *They need to be aware of vocabulary systems, such as how prefixes and suffixes work, so that they can recognize word families, and can learn more vocabulary independently.*
- *More time should be spent on learning vocabulary than on learning to guess unknown words; teaching about guessing unknown words should be strategic.*
- *Activating learners' prior knowledge about a text they are about to read has a very limited effect on how well they will understand it.*

To read well, second language readers need to be able, accurately and fluently, to break down the grammar of the sentences they are reading. They also need to know how these sentences are put together to make a text. Recognizing how sentences are assembled in a text means, for example, recognizing the uses of determiners like *this* and *that*, of words like *which* that link one part of a sentence to another, of expressions like *on the other hand* that say what the writer thinks about what follows.

- *Texts for language learners should contain high-frequency grammatical features in natural contexts.*
- *Second language readers should learn how ideas are linked within texts, e.g. with pronouns, lexical links and discourse markers.*

Paul Nation (2009) points out that what happens in many second language reading activities is that the learners are helped to understand the text in front of them. Nation says that the question for the teacher of reading should rather be:

How does today's teaching make tomorrow's text easier to read?

This is the aim of many of the teaching activities in *Navigate*. Some of the activities that contribute to better reading are not specifically labelled as reading activities. For example, there is work on matching spelling and sounds. There is a carefully staged vocabulary syllabus based on the Oxford 3000™ list of frequent and useful words (Oxford University Press, 2014). There is regular work on vocabulary systems.

In addition, each reading text

- has intrinsic interest, so that learners will want to read it
- contains high-frequency, useful vocabulary
- contains useful grammatical features in natural contexts
- exemplifies features of natural connected texts.

Generally, the reading texts in *Navigate* are the starting point for intensive language-focused learning of reading skills. That is to say, the activities surrounding them are part of a structured programme which aims to prepare learners to read the next text they will encounter more skilfully.

The activities do this by

- helping learners to read more accurately and/or more fluently
- focusing on aspects of the current text that commonly occur in other texts
- prompting learners to understand and reflect upon the ways in which important grammar and discourse features are exemplified in the text
- concentrating on working with features that occur more often in written than spoken language
- providing activities that help learners to understand the text as a whole
- providing teacher and learner with information about the learner's performance, as a basis for future work.

All these teaching activities contribute to a structured programme which will move learners more efficiently towards becoming better readers of English.

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Reading in *Navigate*

Navigate includes micro-skills work on reading, helping learners to identify common aspects of reading texts, which in turn enables them to develop their reading skills in general. These *Unlock the code* boxes identify some specific areas of reading skills that are exploited in lesson 3 in six of the units.

UNLOCK THE CODE
understanding references

- We use reference words (e.g. *she, us, those, one, so*) to refer to a word or group of words in a text. Sometimes these words refer to a noun or phrase that came before them.
  We all ate the pizza, but none of us liked it.
  The boss left early and so did we.
- Sometimes they refer to something after them.
  When they arrested the men, the police were very satisfied.

UNLOCK THE CODE
recognizing complex noun phrases (1)

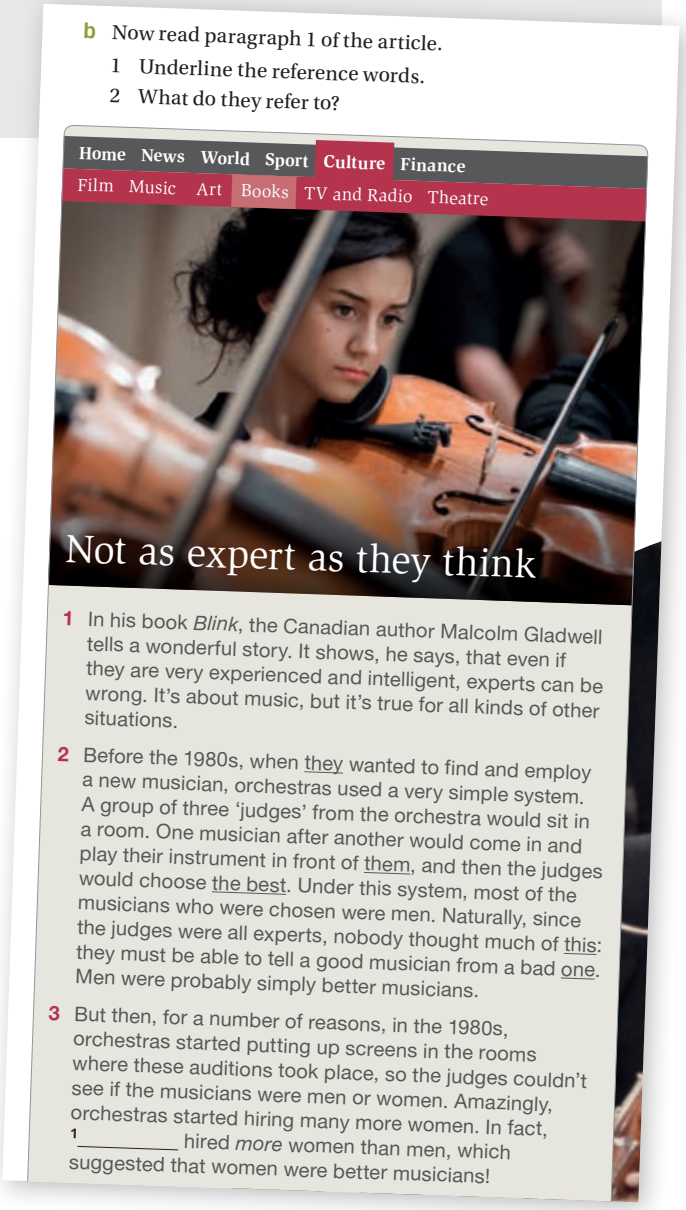
Sometimes the subject of a sentence can be very long or contain another verb.

Subject	Main verb	
Making a speech	is	sometimes hard to do.
Learning these new techniques	helps	in later life.
One of the test groups	experienced	symptoms of stress.
One group who took part in the experiment	were told	nothing.

When you read, it is important to be able to identify the subject and the main verb quickly.

UNLOCK THE CODE
linkers

We use linkers to organize information when we speak and write. They are like signposts and have different purposes:
- adding information: *as well, what's more*
- saying two things happen at the same time: *meanwhile*
- emphasizing: *above all, especially*
- giving both sides of the argument: *on the one hand*



b Now read paragraph 1 of the article.
1 Underline the reference words.
2 What do they refer to?

Home News World Sport Culture Finance
Film Music Art Books TV and Radio Theatre

Not as expert as they think

1 In his book *Blink*, the Canadian author Malcolm Gladwell tells a wonderful story. It shows, he says, that even if they are very experienced and intelligent, experts can be wrong. It's about music, but it's true for all kinds of other situations.

2 Before the 1980s, when they wanted to find and employ a new musician, orchestras used a very simple system. A group of three 'judges' from the orchestra would sit in a room. One musician after another would come in and play their instrument in front of them, and then the judges would choose the best. Under this system, most of the musicians who were chosen were men. Naturally, since the judges were all experts, nobody thought much of this: they must be able to tell a good musician from a bad one. Men were probably simply better musicians.

3 But then, for a number of reasons, in the 1980s, orchestras started putting up screens in the rooms where these auditions took place, so the judges couldn't see if the musicians were men or women. Amazingly, orchestras started hiring many more women. In fact, [1]_____ hired *more* women than men, which suggested that women were better musicians!

This approach is used in combination with a more top-down approach to reading where students read content-rich texts as vehicles for grammar or vocabulary learning, and to stimulate discussion on a topic of general interest to adults. All reading texts have been carefully graded. Vocabulary level in the texts is checked against CEFR levels to ensure that only a minimum number of words are above the level expected to be understood by learners at the level of the Coursebook.

The *Navigate* approach – Listening

Training better listeners – John Field

In the early days of ELT, listening was mainly employed as a means of presenting new language in a dialogue context. In time, teachers and teacher trainers came to recognize the importance of teaching the four skills for their own sake, but there remained the problem of precisely how to do it. For listening, they fell back on a method widely used in L1and L2 reading, as well as in early listening tests – namely the comprehension question. More enlightened teachers played short sections of a recording and asked oral comprehension questions; but coursebook materials often relied on a conventional lesson format where the teacher sets comprehension questions in advance of listening, plays a three- or four-minute recording and then checks answers.

This approach became very entrenched in ELT methodology, but it was not without its critics. The most commonly expressed reservation was that it *tested* listening rather than *teaching* it. Other drawbacks were less often mentioned. The method is very teacher centred. The comprehension questions are often in written form so that the task taps into reading as well as listening. The focus on 'comprehension' diverts attention from the fact that there is much more to listening than just the end-product. Above all, if a learner gives the right answer to a question, it tells us nothing about the way in which they arrived at that answer, so we cannot help them to listen better.

Today, listening instruction has moved on. Current approaches treat listening as a form of expertise, like driving a car or learning chess. A novice trying to acquire expertise in any skill starts out by needing to focus a lot of attention on the basic processes that make up the skill (in the case of listening, an L2 learner might need to concentrate on just recognizing words). With time and practice, however, these basic processes become more and more automatic and demand less attention. This enables the novice to perform more efficiently – in the case of the L2 listener, to switch attention from word recognition to building up a wider picture of the speaker's purpose and the conversation as a whole.

This perspective suggests the need to practise the fundamentals of the listening skill as intensively as possible in the early stages of a teaching programme. It also suggests the wisdom of reserving some of the more complex processes associated with context, interpretation or line of argument for higher-level learners.

L2 listeners' needs can be tackled in three ways

Exposure to the input

Learners need to hear short clips which illustrate some of the phonetic features of English that prevent listeners from recognizing words. Words in connected speech do not have standard forms like they do in writing. Because speakers take short cuts in producing them, they are often subject to elision (*didn't* → *'dint'*), assimilation (*ten pounds* → *'tem pounds'*), liaison (*tie up* → *'tieyup'*, *go out* → *'gowout'*) or resyllabification (*find out* → *'fine doubt'*). Words that are of lesser importance in an utterance are often reduced. Function words in English have weak forms (*have*, *of*, *a* and *are* can all be represented by the single weak sound schwa /ə/), and words in commonly occurring chunks of language often get downgraded in prominence (*Do you know what I mean?* can be reduced to as little as '*Narp mean?*').

The best way of dealing with these perceptual problems is by using small-scale exercises that focus on examples of just one of the features mentioned. The teacher reads aloud these examples or plays a recording of them and learners transcribe them. But this is no conventional dictation exercise: it employs speech that is as natural as possible, not read-aloud; and learners are not penalized for spelling errors. For examples, see Field, 2008: Chap. 9.

Training in expertise

Psycholinguistic models of listening have demonstrated that the skill demands five distinct operations:

- Decoding: matching the signals that reach our ears to the sound system of the language
- Lexical search: matching groups of sounds to words in our oral vocabulary
- Parsing: combining groups of words into grammatical units to obtain a simple point of information
- Meaning construction: interpreting the information in terms of context and the goals of the speaker
- Discourse construction: adding the information to what has gone before.

All five can be practised by means of small-scale exercises. In terms of lexical search, a major challenge when listening to any language is that there are no consistent gaps between words in connected speech like those in writing. It is the listener who has to decide where one word ends and the next begins (Field, 2003). A useful exercise is therefore for the learner to listen to a short passage of natural speech and write down any words that he/she has recognized, then to replay the passage several times, each time adding more words. This kind of task is best done at the learner's own pace – for homework or in a listening centre. Parsing can be practised by playing half of a sentence and asking learners to use what they have heard so far to predict the rest. Discourse construction can be practised by asking learners to fill in a blank Table of Contents form. For multiple examples of these exercise types, see Field 2008: Chaps. 10–13.

Compensating for gaps

It has been suggested that lower-level L2 learners need a great deal of practice in cracking the code of speech before they can move on to building more complex meanings. This

takes time, and learners feel frustrated when, despite their listening instruction, they find they understand little of what they hear on the internet or on TV, DVD and film. There is thus a further need to train learners (especially adults) in strategies which enable them to make the most of the little they are able to extract from a piece of real-world speech, at least until their listening improves. In one type of strategy practice, they listen to a short recording, try to work out the gist of what they have heard, share ideas in pairs, and then listen again (perhaps more than once) in order to check if they were right and to add new information. This type of task helps learners who dislike the uncertainty of not recognizing every single word, by encouraging them to make guesses. It also helps those who are more willing to take risks, by making them check their (sometimes rash) guesses against what comes next. The fact is that listening to speech (even in one's first language) is always a highly approximate process. Because words in speech vary so much, all listeners keep having to form hypotheses about what they have heard and revising those hypotheses as they hear more.

The tasks that have been suggested in this three-pronged approach focus on particular components of listening and are mainly small scale (some constituting just 5 minutes of intensive practice). So where does that leave the conventional comprehension task? Well, we do still need it. We need it in order to integrate many of the processes that have been mentioned. They do not operate in isolation and a listener has to learn to use them in conjunction with each other. The traditional comprehension recording also provides exposure to a wide range of voices, either in conversation or monologue. Adjusting to unfamiliar voices is a part of listening that we take for granted in our first language; but it can be demanding when the speaker is talking in a second language.

But we should perhaps rethink some aspects of the traditional comprehension task. Teachers and materials providers need to draw more heavily on authentic material – or at least use studio material that resembles natural speech in its pausing patterns, hesitations, overlaps, false starts, etc. Careful thought also needs to be given to the role of the comprehension question. It is quite possible to design questions that tap specifically into one of the five levels of processing identified above. This should be done in a way that reflects the capabilities of learners, with an emphasis at lower levels on questions that target word-level cues and factual information.

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John Field is Senior Lecturer in the CRELLA research unit at the University of Bedfordshire, UK. He is especially known for his work on second language listening; and his *Listening in the Language Classroom* (CUP, 2008) has become a standard work in the field. His background in psycholinguistics (on which he has also written widely) informs much of his thinking. He is currently applying it to the notion of cognitive validity in L2 testing; and is developing new types of listening test which more accurately reflect the components of the skill. In another life, John was a materials writer and teacher trainer: writing coursebook series for Saudi Arabia and Hong Kong, radio programmes for the BBC World Service, and TV programmes for the Open University of China. He continues to advise publishers on materials design.

Listening in *Navigate*

The approach to listening in *Navigate* draws significantly on John Field's research, through a carefully graded listening skills syllabus focusing on features of the spoken language. These decoding skills for listening can be found in the skills development lessons and include the following areas:

UNLOCK THE CODE
listening for key words

Key words carry the most important information. They are generally nouns and verbs and are usually spoken more loudly and clearly than other words. For example:

three times a **week**
I **send** a **lot** of **emails**
I **like** looking at **shopping websites**.

UNLOCK THE CODE
understanding consonant-vowel linking

When one word finishes in a consonant, and the next word begins with a vowel (or the other way round), the consonant often becomes 'attached' to the vowel. This means that it is difficult to hear the correct words:

The person you are listening to actually said: *I'll ask her* /ælæskə/, but you hear: *Alaska.*

While you are listening, you have to check that what you hear makes sense in the situation.

UNLOCK THE CODE
linkers in conversation

We use linkers to show how ideas are connected and to help listeners to follow the conversation. For example:

- to get someone's attention we may say *actually, in fact*
- to paraphrase we may say *in other words, to put it another way, what I mean is*
- to return to a previous topic we may say *as I was saying, anyway, anyhow*

The *Navigate* approach – Grammar

Grammar: What is the best way to learn it? – Catherine Walter

Attitudes towards planned grammar teaching vary across the world. Some attitudes derive from theoretical stances that have not stood the test of time; yet they persist, here and there, in teacher education programmes, in national advice to teachers and in some language teaching materials.

One of the problems here may well be memories of classrooms where students learnt grammar rules, but didn't use them in communicative activities. It became clear that this was not a good way for learners to become good communicators in their second language. This led to proposals in which learning of grammar rules was seen as counterproductive.

One idea that emerged was that grammar should be taught only when the need for a particular grammar feature emerged spontaneously. The idea was that in the course of a communicative activity, the learner would want to say something, but lacked the necessary grammar. This was seen as the perfect time for the teacher to offer that grammar. However, there are three problems here. Firstly, in a classroom, different learners may be ready for a grammar point at different times. Secondly, it is not possible to construct a series of tasks from which every important grammar feature will emerge. Thirdly, classrooms are unpredictable. If the teacher is depending on what emerges in class for the whole grammar syllabus, they need to be able to give a clear, accurate, level-appropriate explanation of any feature that happens to emerge. This is not an easy task, and the chances of a teacher's improvising consistently good rules are small.

Some writers have proposed eliminating the teaching of grammar altogether. Krashen (1982) held that learners only need *comprehensible input*, a bit more advanced than the language they can already produce. He claimed that this would lead learners progressively towards proficiency. This approach has been clearly shown not to work, in careful studies by researchers such as Swain (1985) and Genesee (1987).

Another proposal is the Natural Order Hypothesis (Miesel, Clahsen & Pienemann, 1981): the idea that there is a natural developmental sequence for acquiring second language grammar features, no matter the order of teaching. This hypothesis has some evidence behind it, although only for a very few structures of the language. Even for those few structures, Goldschneider and DeKeyser (2005) demonstrated in a rigorous meta-analysis that the developmental order is strongly predicted by salience – how much the feature stands out in the language. Given this finding, it is clear that making a grammar feature more salient to the learner, for example by explicit teaching, should be a way of fostering learning.

It has also been claimed that peer-peer support, where students in a class help one another to learn, is an effective way of teaching grammar. This is based on a sound framework (Vygotsky, 1978), but the framework supposes an expert-novice pair, not two novices. Research has described some interesting interactions; but the peers almost always come up with a non-standard grammar form.

One respected framework for language acquisition that supports explicit grammar teaching is the input-interaction-output framework, in which the learner is gradually pushed to restructure their internal second language grammar so it approaches standard grammar more closely. Here, explicit grammar teaching is seen as valuable because it

- helps learners to notice grammar features in the input
- encourages learners to notice the differences between how they say something and how proficient speakers say it
- provides information about what *doesn't* happen in the language.

Another strong current approach, *task-supported instruction*, holds that it is important for learners to use their language in tasks, where the main focus is on meaning, but where the learners need to interact in their second language to reach an outcome. Early on, it was hoped that tasks would be enough to make grammar emerge. However, all serious scholars working in this paradigm (e.g. Skehan, 2003; Willis & Willis, 2007) now agree that pre-task and post-task explicit focus on grammar is necessary.

In a skills-based approach, where language learning is seen like learning to drive or to play a musical instrument, teaching grammar rules is highly valued. Learning the rules is seen as a precursor to being able to use those rules. As DeKeyser (1998) says, while you are learning to walk the walk, the rule is a crutch to lean on.

However, these are theories. What about the evidence? There have been rigorous meta-analyses finding that:

- explicit teaching of grammar rules yields better results than implicit teaching (Norris & Ortega, 2000)
- explicit teaching yields better results for both simple and complex forms (Spada and Tomita, 2010)
- explicit teaching of rules, combined with communicative practice, leads to unconscious knowledge of the grammar forms that lasts over time (Spada and Lightbown, 2008)
- there is no difference in results between integrating the teaching of rules with a communicative activity and teaching them separately (Spada and Tomita, 2010). In other words, presentation-practice-production works just as well as more integrated methods.

To summarise: there is theoretical support and hard evidence that teaching grammar rules, combined with communicative practice, is the best way for adults in classrooms to learn to use the grammar of their new language.

Navigate often teaches rules 'inductively': learners are given a bank of examples of the rule. Then they see part of the rule and are guided to think about how to complete it. There is evidence that for appropriate rules this works as well, and perhaps better, than giving the rule first (e.g. VanPatten & Oikkenon, 1996; Ming & Maarof, 2010).

Navigate also provides a wealth of communicative activities where the focus is on meaning, but which are structured so as to encourage the use of the rules that have been taught. This provides the second ingredient of the recipe that has been shown to be the best way for adults to learn to become more proficient users of second language grammar.

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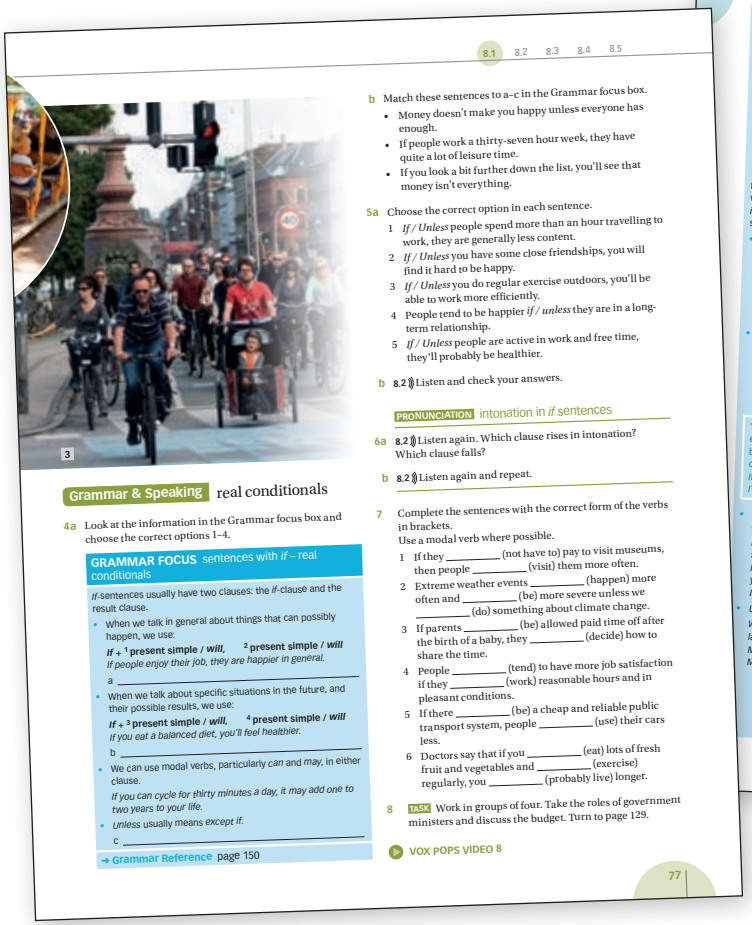
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Grammar teaching in *Navigate*

Grammar is taught in context through texts and audio recordings, and then followed up with Grammar focus boxes which offer the rules of the grammar point in a succinct and level-appropriate way.

Exercises to practise the grammar point offer controlled practice, and a speaking task gives learners the opportunity to reproduce the grammar point in a semi-controlled way.

The Grammar reference section at the back of the Coursebook offers more detailed grammar explanations and further controlled practice, to give learners as much opportunity as possible to assimilate the grammar point.



8.1 8.2 8.3 8.4 8.5

3

Grammar & Speaking real conditionals

4a Look at the information in the Grammar focus box and choose the correct options 1–4.

GRAMMAR FOCUS sentences with *if* – real conditionals

if-sentences usually have two clauses: the *if*-clause and the result clause.

- When we talk in general about things that can possibly happen, we use:
  If + [1] **present simple / will,** [2] **present simple / will**
  If people enjoy their job, they are happier in general.
  a _____
- When we talk about specific situations in the future, and their possible results, we use:
  If + [3] **present simple / will,** [4] **present simple / will**
  If you eat a balanced diet, you'll feel healthier.
  b _____
- We can use modal verbs, particularly *can* and *may*, in either clause.
  If you can cycle for thirty minutes a day, it may add one to two years to your life.
- *unless* usually means *except if*.
  c _____

→ Grammar Reference page 150

b Match these sentences to a–c in the Grammar focus box.

- Money doesn't make you happy unless everyone has enough.
- If people work a thirty-seven hour week, they have quite a lot of leisure time.
- If you look a bit further down the list, you'll see that money isn't everything.

5a Choose the correct option in each sentence.

1 *If / Unless* people spend more than an hour travelling to work, they are generally less content.
2 *If / Unless* you have some close friendships, you will find it hard to be happy.
3 *If / Unless* you do regular exercise outdoors, you'll be able to work more efficiently.
4 People tend to be happier *if / unless* they are in a long-term relationship.
5 *If / Unless* people are active in work and free time, they'll probably be healthier.

b 8.2 Listen and check your answers.

PRONUNCIATION intonation in *if* sentences

6a 8.2 Listen again. Which clause rises in intonation? Which clause falls?

b 8.2 Listen again and repeat.

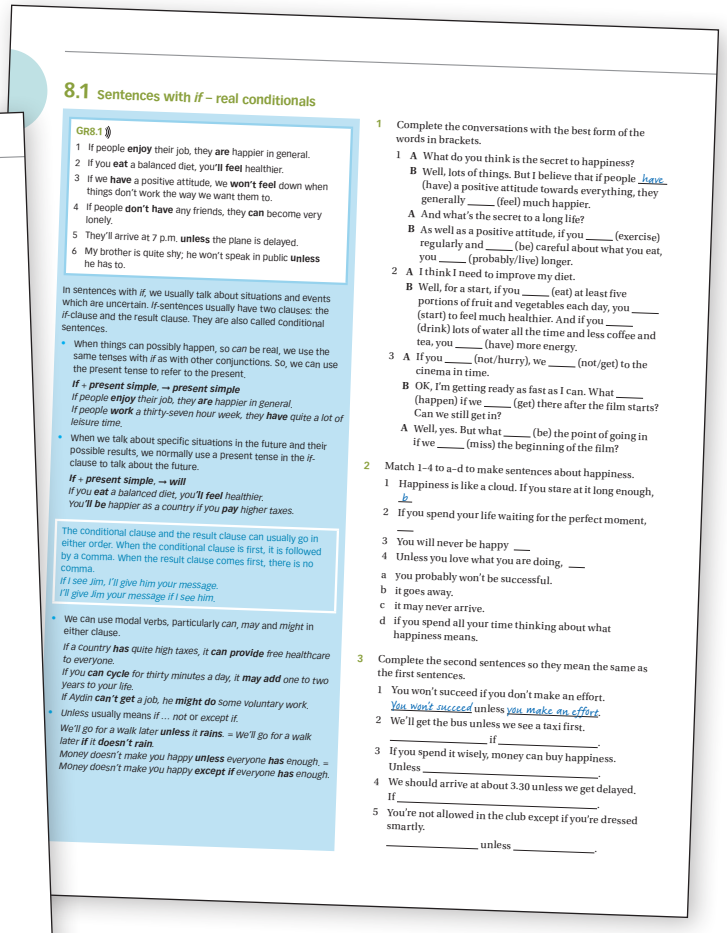
7 Complete the sentences with the correct form of the verbs in brackets.
Use a modal verb where possible.

1 If they _____ (not have to) pay to visit museums, then people _____ (visit) them more often.
2 Extreme weather events _____ (happen) more often and _____ (be) more severe unless we _____ (do) something about climate change.
3 If parents _____ (be) allowed paid time off after the birth of a baby, they _____ (decide) how to share the time.
4 People _____ (tend) to have more job satisfaction if they _____ (work) reasonable hours and in pleasant conditions.
5 If there _____ (be) a cheap and reliable public transport system, people _____ (use) their cars less.
6 Doctors say that if you _____ (eat) lots of fresh fruit and vegetables and _____ (exercise) regularly, you _____ (probably live) longer.

8 TASK Work in groups of four. Take the roles of government ministers and discuss the budget. Turn to page 129.

VOX POPS VIDEO 8

77



8.1 Sentences with *if* – real conditionals

GR8.1

1 If people **enjoy** their job, they **are** happier in general.
2 If you **eat** a balanced diet, you'**ll feel** healthier.
3 If we **have** a positive attitude, we **won't feel** down when things don't work the way we want them to.
4 If people **don't have** any friends, they **can** become very lonely.
5 They'll arrive at 7 p.m. **unless** the plane is delayed.
6 My brother is quite shy; he won't speak in public **unless** he has to.

In sentences with *if*, we usually talk about situations and events which are uncertain. *If*-sentences usually have two clauses: the *if*-clause and the result clause. They are also called conditional sentences.

- When things can possibly happen, so *can* be real, we use the same tenses with *if* as with other conjunctions. So, we can use the present tense to refer to the present.
  If* + *present simple*, → *present simple
  *If people **enjoy** their job, they **are** happier in general.*
  *If people **work** a thirty-seven hour week, they **have** quite a lot of leisure time.*
- When we talk about specific situations in the future and their possible results, we normally use a present tense in the *if*-clause to talk about the future.
  If* + *present simple*, → *will
  *If you **eat** a balanced diet, you'**ll feel** healthier.*
  *You'**ll be** happier as a country if you **pay** higher taxes.*

The conditional clause and the result clause can usually go in either order. When the conditional clause is first, it is followed by a comma. When the result clause comes first, there is no comma.
If I see Jim, I'll give him your message.
I'll give Jim your message if I see him.

- We can use modal verbs, particularly *can*, *may* and *might* in either clause.
  *If a country **has** quite high taxes, it **can provide** free healthcare to everyone.*
  *If you **can cycle** for thirty minutes a day, it **may add** one to two years to your life.*
  *If Aydin **can't get** a job, he **might do** some voluntary work.*
- *Unless* usually means *if … not* or *except if*.
  *We'll go for a walk later **unless** it **rains**. = We'll go for a walk later **if** it **doesn't rain**.*
  *Money doesn't make you happy **unless** everyone **has** enough. = Money doesn't make you happy **except if** everyone **has** enough.*

1 Complete the conversations with the best form of the words in brackets.

1 A What do you think is the secret to happiness?
B Well, lots of things. But I believe that if people *have* (have) a positive attitude towards everything, they generally _____ (feel) much happier.
A And what's the secret to a long life?
B As well as a positive attitude, if you _____ (exercise) regularly and _____ (be) careful about what you eat, you _____ (probably/live) longer.
2 A I think I need to improve my diet.
B Well, for a start, if you _____ (eat) at least five portions of fruit and vegetables each day, you _____ (start) to feel much healthier. And if you _____ (drink) lots of water all the time and less coffee and tea, you _____ (have) more energy.
3 A If you _____ (not/hurry), we _____ (not/get) to the cinema in time.
B OK, I'm getting ready as fast as I can. What _____ (happen) if we _____ (get) there after the film starts? Can we still get in?
A Well, yes. But what _____ (be) the point of going in if we _____ (miss) the beginning of the film?

2 Match 1–4 to a–d to make sentences about happiness.

1 Happiness is like a cloud. If you stare at it long enough, *b*
2 If you spend your life waiting for the perfect moment, _____
3 You will never be happy _____
4 Unless you love what you are doing, _____
a you probably won't be successful.
b it goes away.
c it may never arrive.
d if you spend all your time thinking about what happiness means.

3 Complete the second sentences so they mean the same as the first sentences.

1 You won't succeed if you don't make an effort.
You won't succeed unless *you make an effort*.
2 We'll get the bus unless we see a taxi first.
_____ if _____.
3 If you spend it wisely, money can buy happiness.
Unless _____.
4 We should arrive at about 3.30 unless we get delayed.
If _____.
5 You're not allowed in the club except if you're dressed smartly.
_____ unless _____.

The *Navigate* approach – Vocabulary

Vocabulary and the Oxford 3000

Vocabulary is a crucial area of adult language learning and *Navigate* puts a strong emphasis on it. As well as useful and transferable vocabulary sets that allow students to speak in some detail and depth on general topics, there is a dedicated page in every unit on vocabulary development which covers areas like word families, prefixes or suffixes, collocations and fixed expressions.

In developing the vocabulary syllabus across the six levels of *Navigate*, special attention was paid to the Oxford 3000 – a tool to help teachers and learners focus on the key vocabulary needed to become proficient in English. The Oxford 3000 is integrated into the vocabulary syllabus and items from the coursebook that appear in the Oxford 3000 are indicated by a key symbol in the wordlists found on the Student's DVD, the Coursebook e-book, and on the Teacher's Support and Resource Disc. As you would expect, at the lower levels of *Navigate* a high proportion of words on these wordlists are in the Oxford 3000, and as students progress through the course to higher levels they will learn more vocabulary that sits outside this core 3000.

But what exactly is the Oxford 3000? Read on to find out.

The Oxford 3000 – The words students need to know to succeed in English

Which words should students learn to succeed in English?

The English language contains literally thousands of words and, as language teachers or language learners, it is often difficult to know which words are the most important to learn. To help with this, Oxford University Press's ELT dictionary team created the Oxford 3000 – a list of the 3,000 words that students really need to know in English. It was drawn up in collaboration with teachers and language experts. The Oxford 3000 words are included in most OUP learner's dictionaries, including the Oxford Advanced Learner's Dictionary.

The Oxford 3000 words are marked with a key in OUP's learner's dictionaries, and are available on the **www.oxfordlearnersdictionaries.com** website. You can look up the entry for each word, and hear it pronounced in either British or American English. At elementary level OUP learner's dictionaries focus on the Oxford 2000, which includes 2000 of the words on the Oxford 3000 list.

How was the Oxford 3000 created?

There were three key requirements in creating the Oxford 3000:

1 sources – to provide evidence of how the English language is actually used

2 criteria – to use when analysing the sources

3 expertise – to provide insights into the vocabulary needs of learners of English.

1 Sources

The Oxford 3000 is a corpus-based list. A corpus is an electronic database of language from different subject areas and contexts which can be searched using special software. When lexicographers analyse a particular word in the corpus, the corpus shows all of the occurrences of that word, the contexts in which it is used, and the grammatical patterns of the surrounding words.

The Oxford 3000 is informed by the:

- British National Corpus (100 million words)
- Oxford Corpus Collection (developed by Oxford University Press and including different types of English – British English, American English, business English, etc.).

By using this combination of corpora, we can understand how English is currently used, and which words are used most frequently.

2 Criteria

When deciding which words should be in the Oxford 3000, corpus frequency alone was not used as a guide to inclusion. Three core criteria were identified:

- frequency – the words which appear most often in English
- range – the words which appear frequently AND across a broad range of different contexts
- familiarity – words that are not necessarily used the most frequently, but are important in general English.

The combination of frequency, range and familiarity means that the Oxford 3000 is more pedagogically informed than a list of words based on frequency alone. For example, when the corpus was analysed, it was found that we talk about 'Friday' and 'Saturday' more frequently than 'Tuesday' or 'Wednesday'. However, when learning the days of the week, it is useful to learn all of them at the same time – not just the most frequent ones. For this reason, all the days of the week appear in the Oxford 3000.

3 Expertise

A group of lexicographers and around 70 English language teachers from English language schools all over the world worked together on the Oxford 3000, bringing classroom experience and linguistic expertise together to create a list that truly supports the needs of language learners.

Why use the Oxford 3000?

When the research team looked at the corpora using the criteria mentioned above, they found that around 3,000 words covered 80–85% of vocabulary in a general English text.

Here are the results of the research into frequency and coverage – that is, how much text is covered by the thousand most frequent words, the next thousand most frequent words, the third thousand most frequent words, and so on.

most frequent word families	coverage	total
1st 1,000	74.1%	
2nd 1,000	7.2%	2,000 = 81.3% coverage (74.1% + 7.2%)
3rd 1,000	3.9%	3,000 = 85.2% coverage (81.3% + 3.9%)
4th 1,000	2.4%	4,000 = 87.6% coverage (85.2% + 2.4%)
5th 1,000	1.8%	5,000 = 89.4% coverage (87.6% + 1.8%)
12,500 word families cover 95% of text.		

By learning the first 3,000 words, students build a very strong vocabulary base which covers a significant majority of the words they will see in texts. The Oxford 3000 therefore provides a useful springboard for expanding vocabulary and is a valuable guide in vocabulary learning. If a learner comes across a new word and it is in the Oxford 3000, they can be sure that it is important to learn it.

Beyond the Oxford 3000

As students advance in their learning, the vocabulary they need will depend on the areas of English that they are interested in. The Oxford 3000 will give them a good base for expanding their lexical knowledge.

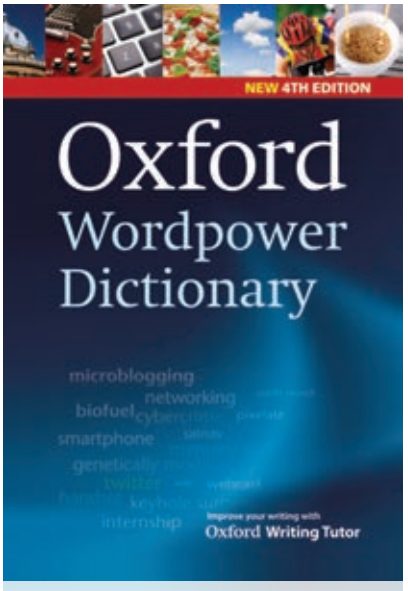
Dictionaries and the Oxford 3000

The Oxford 3000 app

Oxford 3000 is a list of the most important and useful words to know in English informed by corpus-based research. In a recent survey, over 60% of teachers told us they believe that learning the Oxford 3000 expands their students' vocabulary. The new Learn the Oxford 3000 app for iPad/iPhone™ helps students learn the Oxford 3000 with practice exercises and tests to check progress.

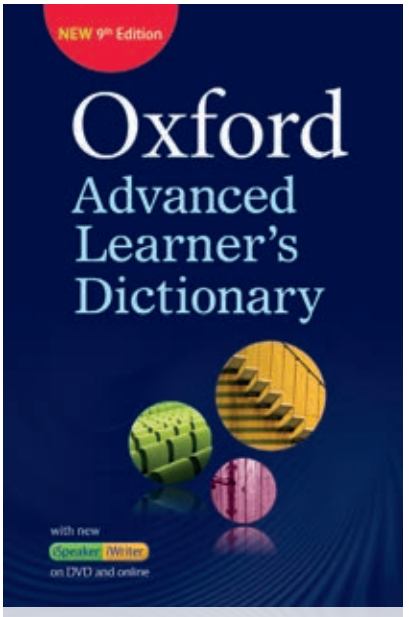
Oxford Wordpower Dictionary 4th edition

Updated with over 500 new words, phrases and meanings, *Oxford Wordpower Dictionary* is a corpus-based dictionary that provides the tools intermediate learners need to build vocabulary and prepare for exams. Oxford 3000 keyword entries show the most important words to know in English. This edition includes Topic Notes, Exam Tips and Writing Tips, and a 16-page Oxford Writing Tutor. Students can search the A–Z dictionary by word or topic on the CD-ROM, and use the exercises to practise for international exams.



Oxford Advanced Learner's Dictionary 9

The *Oxford Advanced Learner's Dictionary* is the world's best-selling advanced learner's dictionary. The new ninth edition, featuring 185,000 words, phrases and meanings, develops the skills students need for passing exams and communicating in English. It is the ultimate speaking and writing tool, with brand new resources including the Oxford iSpeaker and Oxford Speaking Tutor.



The *Navigate* approach – Photocopiables

Photocopiable Teacher's Resource Materials – Jill Hadfield

What are photocopiable resource materials?

The resource materials in *Navigate* Teacher's Guide are one-page photocopiable activities that can be used to provide further practice of the target language in this book. There are 36 activities, divided into three sections: Grammar, Vocabulary and Communication, and they practise the target grammar, lexis and functions in the book.

What types of activity will I find?

There are two main types of activity in the photocopiable materials: linguistic activities and communicative activities.

Linguistic activities focus on accuracy and finding the right answer, inserting the correct word in a gap-fill, for example. These are familiar exercise types and require correct answers which are given in the Answer Key in the Teachers' Notes.

Communicative activities have non-linguistic goals: solving a puzzle or finding differences in two pictures, for example. The emphasis is more on fluency and on using the target language as a means to an end. The communicative activities in this book fall into two types: open-ended activities such as discussions or role plays with no fixed end-point or goal, and closed-task, game-like activities, such as board games or guessing games with a fixed goal.

Why use them?

The activities can be used to provide extra practice or revision in speaking, reading and writing the target language in each unit. The different types of activity provide different types of practice, which will appeal to different learner preferences. The linguistic activities provide practice in recalling the target language and using it accurately, and the communicative activities provide practice in recalling the target language and using it, integrated with other language, to complete a task. Some of these activities are designed with a game-like element: that is, they have a goal such as guessing or solving a problem, which students have to work together to achieve. This provides variety and a change of focus for the students and makes the practice fun and enjoyable. The element of play is also relaxing and lowers the affective filter (Krashen 1987) which makes learners less inhibited and more willing to use the language, and the fact that the activities have a goal is motivating for the learners and gives them a sense of satisfaction when they have achieved the goal. Other activities have a personalization element which is also motivating for the learners and leads to positive affect. Both personalized and playful activities involve the learners in investing more of themselves in the language, leading to deeper processing which helps retention of language items (Schmitt 2000).

When should I use them?

The activities can be used immediately at the end of each relevant section in the book for extra practice. Alternatively, they could be used later in the course for revision or review.

How should I use them?

The activities are for pair, group or whole class mingling work. This means you will have to think carefully about:

- how to arrange the groupings
- how to set up the activities and give instructions
- what your role will be during the activities
- what the different requirements of the 3 different activity types will be regarding monitoring, finishing off the activity and giving feedback.

Classroom layout

If you have desks arranged in groups of tables, you probably will have 4–6 students at each group of tables. This makes pairwork and groupwork easy. Mingling activities can be done in the spaces between the tables, or in a space at the front of the class if tables are pushed back a bit.

If you have desks in a U-shape, adjacent pairs can easily work together. Groups of three and four are best arranged by asking one or two students to move and sit opposite another pair of students. This makes it much easier for students to listen and talk to each other than if they are sitting in a line. Whole class mingling activities are easily arranged by asking students to move to the space in the centre of the U.

Even if you have fixed and immovable desks arranged in rows, you can adapt the arrangement to pair and group work by asking adjacent students to work with each other, or those in the row in front to turn around and work with the students behind them. Whole class mingling activities may cause more of a problem if space is limited, but you can adapt the activities so that only half the class is standing up and moving while the other half remain seated.

Setting up the activities

The activities often have several stages. This means you will have to be very clear in your own mind about how the stages follow each other. Here are some tips for giving instructions:

- Use simple language: simple vocabulary and simple sentence structure.
- One step, one sentence, then pause and make sure they have understood. Very often you may have to give an instruction, then wait for each group or pair to carry it out, before going on with the next, e.g. *Take a counter each … OK … have you all got a counter? … Place your counter on the START square …*
- Use checking questions, for example, *Are you working in pairs or on your own?*
- Use demonstration: show how to carry out an activity by doing it yourself for the class to watch, or by playing the first round of the game with one group while the class watches.

Teacher's role

Your role during the activity will vary. At the start you will be an Instruction Giver. During the activity you will have to be a Monitor, circulating and listening to the students in order to monitor progress, give help where needed, and note errors for feedback at the end of the activity. Depending on your class you may also have to be an Explainer if students have misunderstood what to do (if a number of them have misunderstood, you will need to stop the activity and give the instructions again), or a Controller, if students are off-task or not speaking English. Finally, you will need to stop the activity and give feedback. Your exact role during and at the end of the activities will vary according to the type of activity.

Linguistic activities

Some of these activities are to be done in pairs and some individually. If students are working individually (e.g. for a gap-fill), get them to check their answers in pairs before you give feedback. If they are working in pairs, get them to check with another pair. These activities are accuracy based and have one right answer. This means that you will need to go through the correct answers with the class at the end and explain any problems. It is a good idea to have visual support in the form of answers on the board or on a handout for students who may misunderstand the oral answers.

Communicative activities – open-ended

These activities do not have an outcome or come to a pre-arranged end. You will therefore have to keep a close eye on students to see when they are running out of ideas. If they come to a stop early while you feel the activity has more mileage, you may have to encourage them, or suggest new ideas. You will have to decide when to stop the activity – make sure students have come up with enough ideas, but don't let it go on so long that they get bored. There are no 'right answers' to these activities, so feedback is a matter of 'rounding off' the activity by asking students to share ideas.

Communicative activities – closed task

These game-like activities will come to an end automatically when the goal has been achieved. Some groups may achieve their goal earlier than others. You can keep them occupied by putting groups together and asking them to compare solutions. These activities often have an answer or 'solution,' so feedback will involve going through solutions and checking answers in much the same way as for the linguistic activities.

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Hadfield, J *Elementary Communication Games* Pearson 1987.

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Schmitt, N. *Vocabulary in Language Teaching* Cambridge: Cambridge University Press, 2000



Jill Hadfield has worked as a teacher trainer in Britain, France and New Zealand and worked on development projects with Ministries of Education and aid agencies in China, Tibet and Madagascar. She has also conducted short courses, seminars and workshops for teachers in many other countries. She is currently Associate Professor on the Language Teacher Education team in the Department of Language Studies at Unitec, New Zealand and has been appointed International Ambassador for IATEFL. She has written over thirty books, including the *Communication Games* series (Pearson), *Excellent!*, a 3 level primary course (Pearson), the *Oxford Basics* series, *Classroom Dynamics* and *An Introduction to Teaching English* (OUP). Her latest book, *Motivating Learning*, co-authored with Zoltan Dornyei, was published in 2013 by Routledge in the *Research and Resources in Language Teaching* series, of which she is also series editor.

Photocopiable Teacher's Resource Materials in *Navigate*

The photocopiable Teacher's Resource Materials for *Navigate* can be found at the back of this Teacher's Guide, as well as on the *Teacher's Support and Resource Disc*, packaged with the *Teacher's Guide*, as downloadable PDFs. They are also available to download from the *Navigate iTools* classroom presentation software product.



The *Navigate* approach – The CEFR

The CEFR – Anthony Green

The *Common European Framework of Reference for Languages* (or CEFR), published by the Council of Europe in 2001, is intended to help teachers and others to develop and connect language syllabuses, curriculum guidelines, examinations and textbooks. It takes what it describes as an 'action-oriented approach' to language education: the purpose of learning a language is to enable the learner to communicate increasingly effectively in a growing range of social situations that are relevant to his or her individual needs.

For many educational systems, the CEFR's concern with effective communication represents a shift in emphasis. Instead of focusing on what learners know about a language – how many words they know or how accurately they can apply grammar rules – the key question for the CEFR is what learners might actually want to do with the language or languages they are learning – the activities they might need to carry out and the ideas they might want to express. Achievement in language learning is measured by the learner's degree of success in using languages to negotiate their way through the world around them.

Although practical communication is seen to be a fundamental goal, the CEFR does not try to suggest how this goal should be reached. It is not a recipe book that tells course designers what to include or that tells teachers how to teach. Instead, it offers a common set of terms that can apply to learners of different languages in different countries within a variety of educational systems. These common terms make it easier to draw comparisons and connect what happens in language education in one setting to what happens elsewhere.

It is part of the Council of Europe's educational philosophy of lifelong learning that learners should be able to move easily between informal learning, schools, universities and workplace training courses in different places to pick up and keep track of the practical skills that they need. This is much easier if everyone shares the same basic terms for talking about teaching and learning. If a 'Beginner' level class in one school is like an 'Elementary' level class in another school, or a 'Preliminary' class in a third and the 'Getting Started' book in textbook series X is like the 'Grade 2' book in series Y, life in the English classroom can soon get very confusing.

Having a shared descriptive language is very useful for course designers because it helps us to see how a particular course can fit into a learner's individual language learning career. In the CEFR, levels of language ability are set out – running from *Basic* (A1 and A2), through *Independent* (B1 and B2) up to *Proficient* (C1 and C2). These levels are based on teachers' judgements of the relative difficulty of 'Can Do' statements describing how learners are able to use language. For example, at the A1 level a learner, 'can use simple phrases and sentences to describe where he/she lives and people he/she knows', but at B2 'can present clear, detailed descriptions on a wide range of subjects related to his/her field of interest'. The system helps learners to monitor their progress, find suitable learning materials and identify which qualifications might be within their reach.

Of course, not every learner will need or want to 'present clear, detailed descriptions on a wide range of subjects'. The framework is not a specification of what learners ought to know, it simply provides examples of what is typically taught and learned at each level. Users are free (in fact they are encouraged) to add to the comprehensive, but far from exhaustive range of Can Do activities presented. People do not all choose to learn languages for the same reasons: they prioritise different skills and aspire to reach different objectives. Nor does everyone progress in their language learning in quite the same way. Someone who has learned a language informally while living in a country where that language is spoken may chat confidently with friends and colleagues, but find it more difficult to read a novel. On the other hand, someone who has learnt from books may read and translate with assurance, but struggle to keep up with the dialogue in films.

The framework captures such differences by providing a terminology for the range of social situations where learners may need to use languages and the kinds of knowledge, skills and abilities – competences – they might bring into play to achieve effective communication. Developing language abilities can involve 'horizontal' growth – coping with new contexts for language use – as well as 'vertical' progression through the CEFR levels. Horizontal progress could include shifts in the focus for learning between the written and spoken language, between more receptive language use (reading and listening) to more interactive (exchanging text messages and emails or participating in conversation) as well as shifts between different social domains (such as shifting from more academic to more occupational, workplace related language use).

Increasingly, English language textbooks include Can Do objectives derived from the CEFR in each unit. However, unlike *Navigate*, most have only incorporated the CEFR retrospectively, often after publication. This can certainly help to situate them in relation to other courses and systems of qualifications, but using the framework in the development process can bring much greater benefits. This is because in addition to providing a shared terminology, the framework poses challenging questions that help designers and other users to think about, describe and explain why they choose to learn, teach or assess language abilities in the way that they do. These questions keep the language learner at the heart of every decision. Examples of the wide range of issues that developers are invited to consider include, 'the communicative tasks in the personal, public, occupational and/or educational domains that the learner will need to tackle', 'how communicative and learning activities relate to the learner's drives, motivations and interests' and the 'provision … made for learners to become increasingly independent in their learning and use of language'.

Although the CEFR can provide us with shared terms, it is clear that people working in different places may sometimes understand the framework in quite different ways. The Can Do statements are inevitably open to a range of interpretations. For example, phrases and sentences that are considered 'simple' by one teacher may seem rather 'complex' to another. There have been complaints that the A2 level represented in one text book is as difficult as the B1 level in another. This has serious implications: if there is not at least a similar understanding of the levels among users of the framework, many of the potential benefits of the CEFR will be lost.

Recognizing the need to build shared interpretations and to provide more concrete guidance, the Council of Europe has called for the production of 'Reference Level Descriptions' which can show in much greater detail how the CEFR applies to specific languages. For English, a good deal of work has already been done. *Threshold* (first published in 1975, but updated in 1990) is effectively a specification of B1 level objectives. Other books cover CEFR A1 (*Breakthrough*), A2 (*Waystage*) and B2 and above (*Vantage*). All of these are available in print or as free e-books via the English Profile website at www.englishprofile.org. At the same site, you can find information about the ongoing work of English Profile which aims to further build our shared understanding of the CEFR as it applies to English.

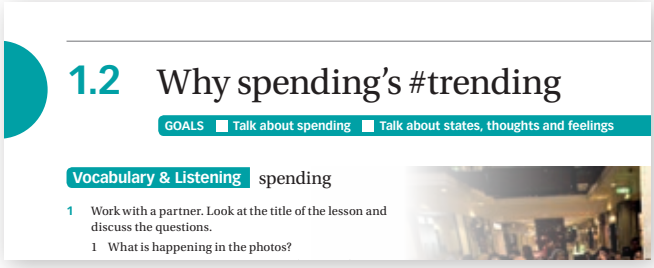
To make the most of the CEFR and its place in the *Navigate* series, I would encourage teachers to learn more about the framework and the ways in which it can help to guide the teaching and learning process (as well as some of the many criticisms that have been made of its use). It is worth taking the time to find out about the overall descriptive scheme as well as the more familiar levels. The best place to start is the Council of Europe Language Policy Division website (**www.coe.int/t/dg4/linguistic**) where the rather more reader-friendly *Guide for Users*, the CEFR itself and many related resources can be downloaded free of charge.

Anthony Green is Professor of Language Assessment at the University of Bedfordshire, UK. He has published widely on language assessment issues and his recent book *Language Functions Revisited* (2012) sets out to fill the gap between the broad descriptions of levels provided in the CEFR and the level of detail required for applications such as syllabus or test design. His main research interests concern the design and use of language assessments and relationships between assessment, teaching and learning.

Reference to the CEFR in *Navigate*

The contents pages of *Navigate* Coursebook show not only what language points are taught in each unit, but also what the communicative goals are. Teachers and learners can relate their learning to real world situations and see at a glance what Can-do activities they will become competent in.

Each lesson shows clear communicative goals.



1.2 Why spending's #trending

GOALS ■ Talk about spending ■ Talk about states, thoughts and feelings

Vocabulary & Listening spending

1 Work with a partner. Look at the title of the lesson and discuss the questions.
1 What is happening in the photos?



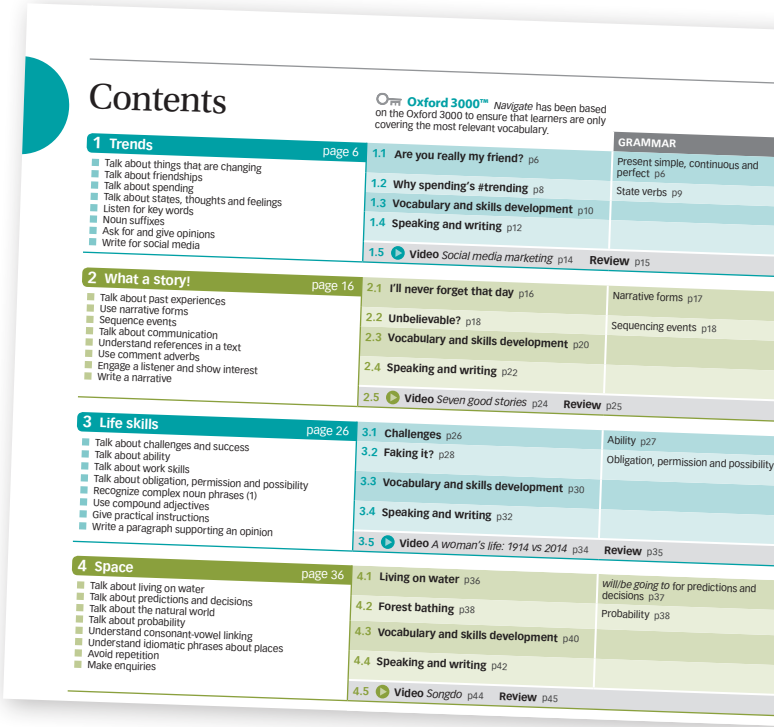
3 Life skills

3.1 Challenges

GOALS ■ Talk about challenges and success ■ Talk about ability

The *Navigate* Workbook allows students to self-assess on Can-do statements at the end of every spread, giving them the opportunity to check their progress and manage their learning.

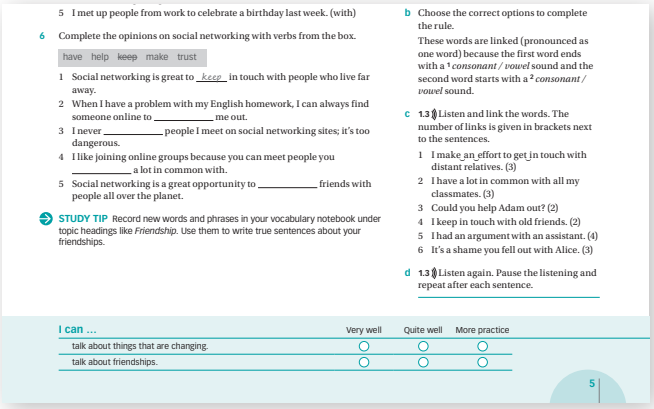
Teachers can also download a CEFR mapping document from the *Navigate* Teacher's website (**www.oup.com/teacher/navigate**) to see full details of how the competencies from the CEFR are covered in each level of *Navigate*.



Contents

Oxford 3000™ *Navigate* has been based on the Oxford 3000 to ensure that learners are only covering the most relevant vocabulary.

			GRAMMAR
1 Trends	page 6	1.1 Are you really my friend? p6	Present simple, continuous and perfect p6
■ Talk about things that are changing ■ Talk about friendships ■ Talk about spending ■ Talk about states, thoughts and feelings ■ Listen for key words ■ Noun suffixes ■ Ask for and give opinions ■ Write for social media		1.2 Why spending's #trending p8 1.3 Vocabulary and skills development p10 1.4 Speaking and writing p12 1.5 Video *Social media marketing* p14 Review p15	State verbs p9
2 What a story!	page 16	2.1 I'll never forget that day p16	Narrative forms p17
■ Talk about past experiences ■ Use narrative forms ■ Sequence events ■ Talk about communication ■ Understand references in a text ■ Use comment adverbs ■ Engage a listener and show interest ■ Write a narrative		2.2 Unbelievable? p18 2.3 Vocabulary and skills development p20 2.4 Speaking and writing p22 2.5 Video *Seven good stories* p24 Review p25	Sequencing events p18
3 Life skills	page 26	3.1 Challenges p26	Ability p27
■ Talk about challenges and success ■ Talk about ability ■ Talk about work skills ■ Talk about obligation, permission and possibility ■ Recognize complex noun phrases (1) ■ Use compound adjectives ■ Give practical instructions ■ Write a paragraph supporting an opinion		3.2 Faking it? p28 3.3 Vocabulary and skills development p30 3.4 Speaking and writing p32 3.5 Video *A woman's life: 1914 vs 2014* p34 Review p35	Obligation, permission and possibility
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■ Talk about living on water ■ Talk about predictions and decisions ■ Talk about the natural world ■ Talk about probability ■ Understand consonant-vowel linking ■ Understand idiomatic phrases about places ■ Avoid repetition ■ Make enquiries		4.2 Forest bathing p38 4.3 Vocabulary and skills development p40 4.4 Speaking and writing p42 4.5 Video *Songdo* p44 Review p45	Probability p38



5 I met up people from work to celebrate a birthday last week. (with)

6 Complete the opinions on social networking with verbs from the box.

have help keep make trust

1 Social networking is great to *keep* in touch with people who live far away.
2 When I have a problem with my English homework, I can always find someone online to _____ me out.
3 I never _____ people I meet on social networking sites; it's too dangerous.
4 I like joining online groups because you can meet people you _____ a lot in common with.
5 Social networking is a great opportunity to _____ friends with people all over the planet.

STUDY TIP Record new words and phrases in your vocabulary notebook under topic headings like *Friendship*. Use them to write true sentences about your friendships.

b Choose the correct options to complete the rule.
These words are linked (pronounced as one word) because the first word ends with a [1] *consonant / vowel* sound and the second word starts with a [2] *consonant / vowel* sound.

c 1.3 Listen and link the words. The number of links is given in brackets next to the sentences.
1 I make an effort to get in touch with distant relatives. (3)
2 I have a lot in common with all my classmates. (3)
3 Could you help Adam out? (2)
4 I keep in touch with old friends. (2)
5 I had an argument with an assistant. (4)
6 It's a shame you fell out with Alice. (3)

d 1.3 Listen again. Pause the listening and repeat after each sentence.

I can ...	Very well	Quite well	More practice
talk about things that are changing.	○	○	○
talk about friendships.	○	○	○

5

The *Navigate* approach – Testing

The *Navigate* Testing Package – Imelda Maguire-Karayel

As all teachers know, assessment is central to effective syllabus design and is an essential part of effective teaching and learning. It not only allows learners to recognize their achievements and make progress, but it enables instructors to shape and adapt their teaching to specific needs. This is especially true in the case of busy adult learners who often have limited time for attending language courses. Two of the main constructs in modern language testing are validity and practicality. Validity is key, a test has to measure what it claims to, and practicality is essential as tests should be easy both for teachers to administer and learners to take.

The *Navigate* course comes complete with its own testing package. This is included in the Teacher's Guide and is published in both Word and PDF formats. At each of the six levels, the teacher is provided with a complete set of tests designed to test learners' understanding and proficiency: twelve Unit tests, four Progress tests and one End-of-course test. Reflecting the course ideology, the tasks in the tests present learners with content that is both information rich, and international in flavour, while allowing them to practise newly acquired language in a range of contexts.

Unit tests

The Unit tests measure learners' understanding of the key grammar, vocabulary and decoding skills presented in the unit, the latter being tested in a similar context to the one in the unit. Unit tests are intended to last up to sixty minutes and comprise ten tasks. Greater weight is given to vocabulary and grammar which is tested across five different task types. Vocabulary is typically tested through tasks such as multiple-choice questions, matching sentence endings, gap fill, word formation or first letter tasks. Grammar is tested through tasks such as multiple-choice cloze, open cloze, or right/wrong questions, sentence transformation. The reading and listening decoding skills covered in the third lesson of each unit are tested across two tasks so that teachers and learners can see how effectively they have attained a command of potential blockages to comprehension. The functional language taught in the fourth lesson is also tested in an authentic context.

Each Unit test also includes two exam-style tasks, modelled on those in Cambridge Main Suite exams or IELTS. Tasks include those found in Cambridge English: Key, Preliminary and First, and have been especially written to reflect the theme of the unit. As they give exposure to task format and simulate exam conditions to some extent, the inclusion of the exam-style tasks is likely to be very beneficial for learners who go on to take certificated exams. The exam-type tasks learners will do in the Unit tests include multiple matching, matching headings, note-taking, true/false/not given, sentence transformation, multiple-choice reading comprehension, gapped text, short answer questions and open cloze. The accompanying Answer Key to each test allows busy teachers to mark unit tests quickly and accurately, thereby reducing demands on teachers' time.

Learners take Unit tests once they have completed the corresponding unit, and teachers and learners alike can evaluate if the learning objectives for that particular unit have been achieved. Teachers can then, if necessary, spend more time covering language points which need more attention. If they think it is more appropriate for their learners, teachers may also administer certain sections of the test only to match the sections of the unit that have been covered in class. Times can be adjusted accordingly.

Progress tests

There are four Progress tests in the *Navigate* testing package, each one intended to last approximately 60 minutes and to be administered after every three units. Progress tests are designed to test learners' proficiency. The content of each Progress test relates to the material covered in the units, but the Progress tests differ from the Unit tests in that they more closely resemble established international English Language exams. The vocabulary and grammar of the three units is tested by task types such as open or multiple-choice cloze. All four language skills are tested in the Progress tests. The Listening tasks comprise two question types, such as true/false, gap fill and multiple choice questions, and it can also cover some of the functional language from the three units. The Reading tasks also comprise two different task types, such as multiple matching, true/false/not given or multiple choice. Writing is tested through two tasks; the first is a short task testing discrete language items and the second is a longer task which requires the learner to produce a piece of extended written discourse. Writing tasks are authentic in that they reflect the real-world communication likely to be undertaken by learners. Genres include emails, text messages, form completion and social media posts. The Speaking task also assess learners' grasp of the units' functional language by asking them to carry out a transactional role-play based on a set of prompts. It appears at the end of the Progress test on a separate page and can be done at a later time than the rest of the test, either in pairs or with the teacher acting as one of the speakers in the task.

General mark schemes are provided to assist teachers in marking both the Speaking and Writing tasks. Care has been taken to ensure that the topic in each of the tested skills relates to as many units, thereby keeping the face validity of the Progress test high. For example, the content of the Listening section will usually relate to a different unit to the content of the Reading task. The same usually applies in the case of the Speaking and Writing skills.

End-of-course test

The End-of-course test also focuses on the four skills and tests target language from the entire course. As vocabulary and grammar are at the heart of the *Navigate* syllabus, these language systems are rigorously tested in the End-of-course test through task types such as gap-fill, open cloze and

multiple-choice questions, with the course's functional language incorporated across tasks. The main part of the test covers tasks on Vocabulary, Grammar, Reading and Listening. There are 100 points available for the main test. Teachers are also provided with optional Speaking and Writing tests worth 20 points each, so if students take all parts of the test, they can achieve a maximum score of 140. The Writing task can easily be set along with the main test, but this will increase the time needed to complete the test, so teachers may prefer to set that part on a separate occasion. The Speaking tasks can be done at a time that is convenient for the teacher and students. This could be during normal class hours, by giving the class an extended task to do, and then taking pairs of students to a quiet space to do the Speaking test. Or the teacher may wish to set aside a different time for the Speaking test. It is advisable to do the Speaking test as soon as possible after the main test. As in the Progress tests, all tasks are exam-like in nature and general mark schemes are provided.

The *Navigate* tests are written by experts in the field of language assessment, many of whom also have years of EFL-teaching experience. As the test writers have extensive experience of writing for leading exam boards or assessment bodies, they bring knowledge of good practice in language assessment. The use of assessment experts also means that a consistent approach has been applied throughout the production of the tests. The test writers also contribute a deep understanding of aligning language to the CEFR. The result is a reliable, robust end-to-end testing package, which we are confident teachers and students using *Navigate* will find useful and rewarding as they work their way through the various levels of the course.



Imelda Maguire-Karayel has over twenty years' experience in ELT. She is an EFL/EAP teacher and teacher-trainer, a materials writer, and an educational consultant for adapting a BBC language education series for television.

She has taught in private language schools, ECIS-accredited schools and universities in Hong Kong, Greece, Turkey and the UK.

She has worked for Cambridge English and now works as an English language assessment consultant in the production of exam materials, exam practice materials, course-based assessment materials, and coursebooks.

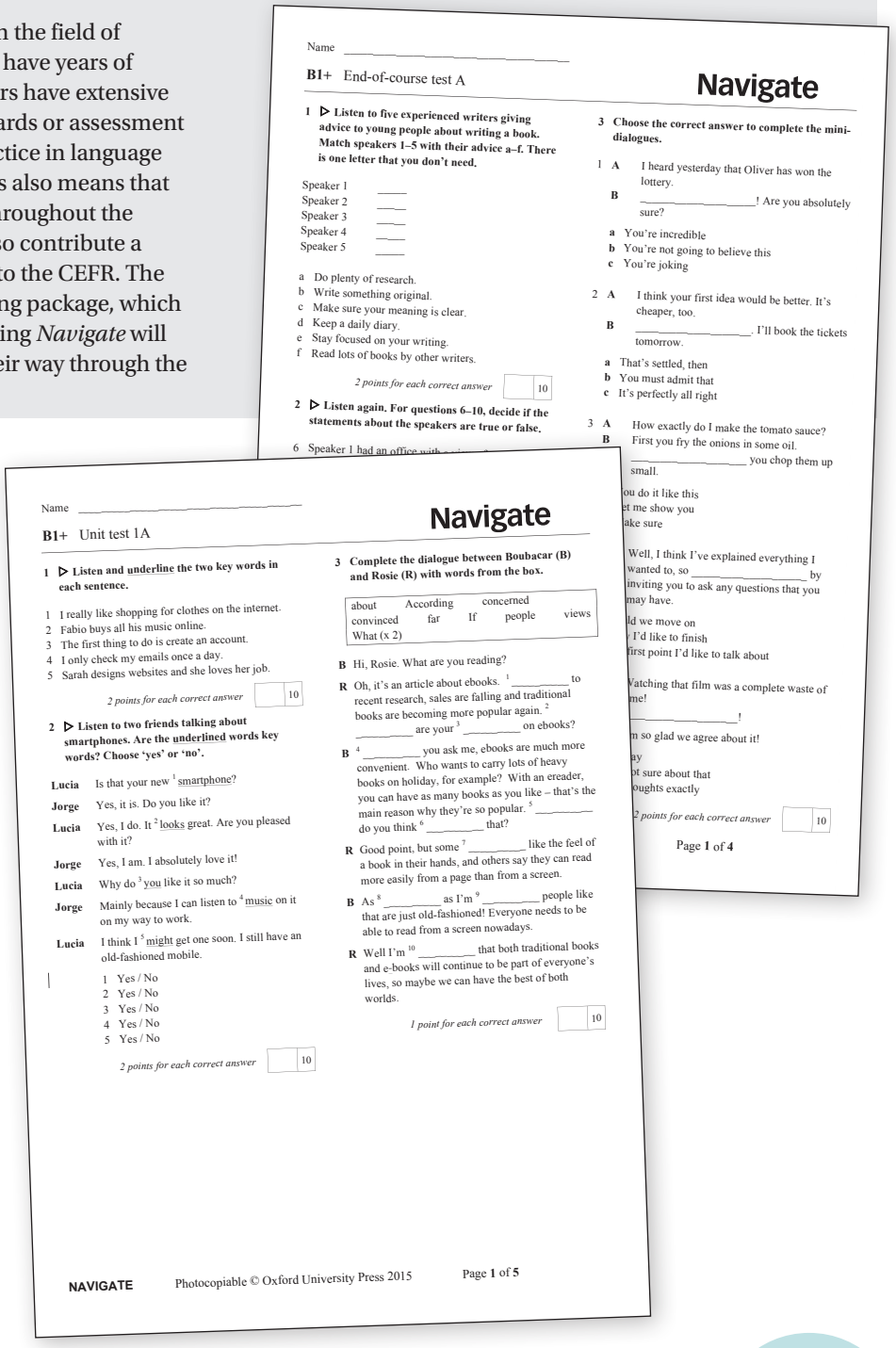
She has written course-based assessment and exam practice materials for *New Headway* (OUP), *English File* (OUP), *Touchstone* (CUP), and *Foundation IELTS Masterclass* (OUP)

The *Navigate* tests

All the tests for *Navigate* can be found on the Teacher's Support and Resource Disc that is packaged with the Teacher's Guide.

Tests are supplied as PDFs and as Word documents for those occasions where teachers may wish to edit some sections of the tests. There are A and B versions of each test – the B version containing the same content as the A version but in a different order, to mitigate potential cheating if learners are sitting close to each other whilst doing the test.

Audio MP3 files for the tests are also available on the Teacher's Support and Resource Disc. All tests that contain a listening task begin with this task so that there are no timing issues with the listening during a test.



Name _____

B1+ End-of-course test A

Navigate

1 ▷ Listen to five experienced writers giving advice to young people about writing a book. Match speakers 1–5 with their advice a–f. There is one letter that you don't need.

Speaker 1 ____
Speaker 2 ____
Speaker 3 ____
Speaker 4 ____
Speaker 5 ____

a Do plenty of research.
b Write something original.
c Make sure your meaning is clear.
d Keep a daily diary.
e Stay focused on your writing.
f Read lots of books by other writers.

2 points for each correct answer 10

2 ▷ Listen again. For questions 6–10, decide if the statements about the speakers are true or false.

6 Speaker 1 had an office with

3 Choose the correct answer to complete the mini-dialogues.

1 A I heard yesterday that Oliver has won the lottery.
B _____! Are you absolutely sure?
a You're incredible
b You're not going to believe this
c You're joking

2 A I think your first idea would be better. It's cheaper, too.
B _____. I'll book the tickets tomorrow.
a That's settled, then
b You must admit that
c It's perfectly all right

3 A How exactly do I make the tomato sauce?
B First you fry the onions in some oil. _____ you chop them up small.

ou do it like this
et me show you
ake sure

Well, I think I've explained everything I wanted to, so _____ by inviting you to ask any questions that you may have.

ld we move on
I'd like to finish
first point I'd like to talk about

Watching that film was a complete waste of me!
_____!
m so glad we agree about it!
ay
ot sure about that
oughts exactly

2 points for each correct answer 10

Page 1 of 4

Name _____

B1+ Unit test 1A

Navigate

1 ▷ Listen and underline the two key words in each sentence.

1 I really like shopping for clothes on the internet.
2 Fabio buys all his music online.
3 The first thing to do is create an account.
4 I only check my emails once a day.
5 Sarah designs websites and she loves her job.

2 points for each correct answer 10

2 ▷ Listen to two friends talking about smartphones. Are the underlined words key words? Choose 'yes' or 'no'.

Lucia Is that your new [1] smartphone?
Jorge Yes, it is. Do you like it?
Lucia Yes, I do. It [2] looks great. Are you pleased with it?
Jorge Yes, I am. I absolutely love it!
Lucia Why do [3] you like it so much?
Jorge Mainly because I can listen to [4] music on it on my way to work.
Lucia I think I [5] might get one soon. I still have an old-fashioned mobile.

1 Yes / No
2 Yes / No
3 Yes / No
4 Yes / No
5 Yes / No

2 points for each correct answer 10

3 Complete the dialogue between Boubacar (B) and Rosie (R) with words from the box.

about	According	concerned			
convinced	far	If	people	views	
What (x 2)					

B Hi, Rosie. What are you reading?
R Oh, it's an article about ebooks. [1] _____ to recent research, sales are falling and traditional books are becoming more popular again. [2] _____ are your [3] _____ on ebooks?
B [4] _____ you ask me, ebooks are much more convenient. Who wants to carry lots of heavy books on holiday, for example? With an ereader, you can have as many books as you like – that's the main reason why they're so popular. [5] _____ do you think [6] _____ that?
R Good point, but some [7] _____ like the feel of a book in their hands, and others say they can read more easily from a page than from a screen.
B As [8] _____ as I'm [9] _____ people like that are just old-fashioned! Everyone needs to be able to read from a screen nowadays.
R Well I'm [10] _____ that both traditional books and e-books will continue to be part of everyone's lives, so maybe we can have the best of both worlds.

1 point for each correct answer 10

NAVIGATE Photocopiable © Oxford University Press 2015 Page 1 of 5

1 Trends

Unit overview

Language input

Present simple, continuous and perfect (CB p6)	• *He takes a photo of everyone he meets.* • *I'm learning a lot about myself.* • *They've now been together three years.* • *He's also just visited a distant relative in the USA.*
State verbs (CB p9)	• *We all own far too much.* • *We believe shopping makes us happy, but it doesn't.*
Grammar reference (CB pp136–7)	

Vocabulary development

Friendship (CB p7)	• *get on (well) (with someone), have a lot in common (with someone), fall out (with someone), …*
Spending (CB p8)	• *customer, consumer, purchaser, …* • *deals, discounts, half-price, two for the price of one, …*
Noun suffixes (CB p11)	• *happiness, security, achievement, …*

Skills development

Listening: Key words (CB p10)
Speaking: Asking for and giving opinions (CB p12)
Writing: Social media (CB p13)

Video

Documentary: Social media marketing (Coursebook DVD & CB p14)
Vox pops (Coursebook DVD & TG p259)

More materials

Workbook	• Language practice for grammar, vocabulary, pronunciation, speaking and writing
Photocopiable activities	• Grammar: My life now (TG p209 & TSRD) • Vocabulary: Special offer (TG p226 & TSRD) • Communication: Opinion poll: Social Media (TG p244 & TSRD)
Tests	• Unit 1 test (TSRD)
Unit 1 wordlist (TSRD)	

1.1 Are you really my friend?

Goals

- Talk about things that are changing
- Talk about friendships

Grammar & Reading present simple, continuous and perfect

Lead-in

If you are meeting this group for the first time, do a getting-to-know-you activity before using the book.

- Write the following words on the board: *family, English, other languages, sports, work, hobbies*.
- Put students into pairs. Ask them to tell each other their names, and then find out as much about each other as possible, using the words on the board. Elicit possible questions, e.g. *Have you got any children/brothers or sisters? How long have you been learning English?,* etc.
- Don't worry now about accurate use of language; focus on letting the students communicate.
- Then ask each student to introduce their partner to the class with one or two pieces of information.

Exercise 1

- Before doing this exercise, ask the class how many of them use Facebook and how many friends they have on it.
- Then focus students' attention on the statistic, and the two questions.
- Ask them to work in pairs and to discuss the question.
- Elicit some of their answers together.

EXTENSION Ask the students to discuss how you meet new friends, e.g. at work/university, online, playing sport, etc. You could write a list on the board.

Exercise 2

Text summary: The text explains how Rob Jones decided to travel all over the world to meet his Facebook friends. He is raising money – taking a photo with each of his Facebook friends, posting it online, and asking them to give to the charity.

- Ask students to then read the article to find out why Rob Jones is trying to meet all his Facebook friends.
- Ask students to check answers with a partner.
- Check the answers together.
- Check *persuade*.

SUGGESTED ANSWER

Rob Jones is trying to raise money for charity: he takes a photo with everyone he meets for his Facebook page, and persuades them to give money to his charity.

EXTENSION Ask students what they think of Rob's idea, and if they would ever consider doing the same. Why/Why not?

Exercise 3

- Read the Grammar focus box together. Check that students are familiar with the tenses by eliciting examples of each.
- Ask students to work alone or in pairs to find the corresponding sentence in the text in *italics* to match each rule. Do the first one together.
- Point out that one rule has two example sentences.

EXTRA SUPPORT Check students know the meaning of the adverbs used in the Focus box (e.g. *repeatedly*, *already*, etc.).

ANSWERS

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

- Refer students to *Grammar reference* on p136. There are two more exercises here students can do for homework.

Exercise 4a

- Ask students to work alone to choose the correct option to complete each question. Do the first example together.
- Ask students to check their answers with a partner.
- Check the answers together, asking students to give a reason for using the tense in each case.

WATCH OUT! Remind students that verbs ending with '-e' drop the '-e' before *-ing* in the continuous form.

EXTRA SUPPORT If students need extra help, refer back to the Grammar focus box. Use concept questions based on the rules, e.g. *Is it always, or generally true?* (present simple); *Is it happening around 'now'?* (present continuous), etc.

ANSWERS

1 is Rob trying
2 has he met
3 does he take/is he taking
4 is
5 is Rob learning
6 usually decides
7 has he visited

- In 3, both answers are possible: present simple for a repeated action; present continuous for 'happening around the time we speak'.

Exercise 4b

- Ask students to work in pairs to answer the questions.
- Do the first one together.
- Ask them to find the part in the text where the answer is.
- Check the answers together.

ANSWERS

1 meet all his Facebook friends
2 123
3 to put on his Facebook page
4 he met his Polish girlfriend online
5 about himself
6 his friends
7 England, Scotland, Poland, Finland, Germany, Switzerland, the USA

EXTENSION Give students extra practice by carrying out a class survey about social networks (e.g. *How many friends do you have on Facebook? Have you met all of them?*). Ask students in pairs to write three more questions, using the tenses in the Grammar focus box. Ask students to then stand up, ask as many people as possible, and then report back to the class.

Vocabulary & Speaking friendship

Exercise 5a 1.1

Audio summary: In the conversation, Josh and Sarah talk about their circles of friends. Sarah has a lot of Facebook friends, but also friends from work and other activities. Josh doesn't use Facebook much. His friends are mostly from work and football.

- Check *close friend*, *best friend* and *to socialize*.
- Look at the diagrams with the students. Ask them how many friends each person has, and where they met them. Check they understand that some groups overlap (e.g. in diagram 2 all of their close friends are also Facebook friends).
- Check *evening class*.
- Tell students that they are going to listen to two people talking about their friendship groups. Ask them which of the diagrams represents each speaker's group.
- Play track 1.1.
- Ask students to listen and label the diagrams with each person's name. Ask them to explain their reasons.
- If necessary, play the listening again.

ANSWERS

1 Josh's friends
2 Sarah's friends

AUDIOSCRIPT 1.1

S = Sarah, J = Josh

S So, how many friends would you say you had?
J Well, it all depends what you mean by friends, doesn't it? I mean, I get on well with a lot of people at work – that's maybe twenty people I'd say were friends …
S Do you socialize outside work?
J Oh, yes. Maybe not that often, but we meet up after work from time to time … Then there are the friends I play football with. I guess I don't have a lot in common with them apart from football, but I'd say they were friends all the same.
S But how many of those friends would you ask to help you out if you were in trouble?
J Ah, well, that's different. Friends you can really trust … there aren't so many of those. Maybe five or six?
S And what about online? Do you have a lot of Facebook friends?
J No, not really. I can't be bothered with it, really. I guess I've got about fifteen to twenty, but I don't use it much. What about you?
S Oh, I have a lot of friends on Facebook, about 150, I think.
J 150?! Do you keep in touch with all of them?
S Yes, well, kind of – you know, we send the occasional message to each other.
J And have you actually met all of them, face-to-face?
S No. Some of them are people I've met on holiday or something, and we wanted to keep in touch. Some of them are old friends from school. But there are quite a lot of friends who are people I've never actually met at all. I just made friends with them on Facebook.
J I don't see how you can be friends with someone you've never met.
S Of course you can. I probably chat to some of them more than you talk to your friends from football!
J Hmm. And what about in the real world? How many friends do you have in real life?
S Well, a lot of the friends I see often in real life are on Facebook, too, actually. I've got friends from work like you, and then there are the people in my evening class. I'm learning German …
J And what about really close friends?
S I've only got a couple of really close friends that I share everything with. Actually, if I'm honest, recently just one, because I've fallen out with one of my best friends. We're not speaking to each other at the moment.
J Did you have a big argument?
S Not exactly. It all started when …

Exercise 5b

- Ask students to decide which diagram is more like their own friendship groups, and to explain why to each other.
- Ask them how it's the same or different, e.g. *Do you regularly meet a group of friends? What do you do together? Have you got a lot of friends from work?*, etc.

CRITICAL THINKING Ask students to discuss the following in small groups: *Is it better to have a small or large group of friends? What are the pros and cons? How do friendship groups change over your lifetime?*

Exercise 6a

- Ask students to work in pairs. Ask them to read the verbs and verb phrases, and decide if they are positive or negative.
- Do the first one together (*get on well with* = positive).

Exercise 6b 1.1

- Ask students to listen again to the conversation between Josh and Sarah to check their answers to exercise 6a.
- Play track 1.1.
- If necessary, pause the listening after each phrase.

ANSWERS

All the phrases are positive (or neutral) except the following, which are negative: *fall out (with someone)*; *have an argument (with someone)*.

EXTRA SUPPORT Students may need more help with the meaning of some of the verb phrases. Explain them and elicit personal examples, e.g. *have a lot in common* = to share interests, or details (e.g. *Jana and I both like watching soap operas./They both have one brother.*).

EXTRA CHALLENGE Ask the students to choose three phrases, and tell their partner about three different situations, using one of the verb phrases in each case, e.g. *I keep in touch with my cousin in Australia on Facebook.*

Pronunciation linking

Exercise 7a

- Ask students to read the information about linking.
- Demonstrate the example from exercise 6a, exaggerating the links. Ask students to repeat two or three times.
- Get students to work alone to mark the links in the phrases in exercise 6a.
- Ask them to check their ideas with a partner.

Exercise 7b 1.2

- Play track 1.2.
- Ask students to listen and check their answers to exercise 7a.
- Play track 1.2 again, pause the listening after each verb phrase, and ask students to repeat.

PRONUNCIATION Check word stress in these phrases. The stress usually falls on the particle, or the second (or third) word, e.g. *get* ***on****; get on* ***well*** *with someone; meet* ***up****; help (someone)* ***out****; keep in* ***touch****; make* ***friends***, etc. Ask them to underline the stressed words, and practise saying each verb phrase with a partner.

AUDIOSCRIPT 1.2

get_on_well with someone
meet_up_with someone
have_a_lot_in common with someone
fall_out_with someone
help someone_out
trust_someone
get_in_touch_with someone
keep_in_touch_with someone
make_friends_with someone
have_an_argument with someone

Exercise 8a

- Ask students to work alone. Ask them to read the sentences, and complete them with phrases from exercise 7a.
- Check *childish*.
- Ask students to check their answers in pairs.

Exercise 8b 1.3

- Ask students to listen and check their answers.
- Play track 1.3.
- Play the listening twice if necessary.
- Check the answers together.
- Ask students to read the sentences again, and tick the ones which are true for them.
- Ask students to then work in pairs to discuss the sentences.

ANSWERS/AUDIOSCRIPT 1.3

1 I often meet up with groups of friends in the evening.
2 You don't need to have a lot in common with someone to be friends. It's fine to have different interests.
3 I get on well with most people I know. There aren't many people I don't like.
4 A really good friend is someone you can call at midnight and ask them to help you out.
5 The friends you make at school are often friends for life.
6 I'm always pleased when someone I haven't heard from in ages gets in touch.
7 I'm quite easy-going. I rarely fall out with my friends.
8 I'm not speaking to my sister at the moment, we've had an argument. It seems a bit childish.
9 I can trust my closest friend with all my secrets.

Exercise 9

- Ask students to draw their own friendship diagram, similar to the ones in exercise 5a.

EXTRA SUPPORT Draw your own friendship group diagram, as in exercise 5, on the board, and elicit questions from the students about your friends, e.g. *How often do you see your friends from school? Who is your oldest friend?* etc.

- Ask students to compare diagrams in pairs.
- Encourage them to ask each other questions to find out as much information as possible about the friendship groups. Remind them to check which tense to use, and to try to use the new phrases.

EXTRA ACTIVITY Put each phrase from exercise 6a on a slip of paper and give each group a set. Ask students to take turns to talk for two minutes about their friends. Tell them to use as many of the phrases as possible, turning them over as they use them. Students earn a point for each phrase used.

EXTENSION If your students are interested, you could set up a class Group Facebook page. You do this with the 'Create Group' function.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 are
2 is increasing
3 has changed
4 look
5 has become
6 include
7 know
8 have never met
9 have lost
10 are now able
11 are connecting
12 means
13 need

Exercise 2

1 do you work, work, 'm working
2 Do (you) know, 've known
3 Do (you) live, 've lived
4 's having, has
5 Have (you) emailed, 'm emailing
6 have (you) got, 've got
7 'm looking, Have (you) looked
8 see, haven't seen
9 'm reading, Have (you) read it, 've read

1.2 Why spending's #trending

Vocabulary & Listening spending

Goals

- Talk about spending
- Talk about states, thoughts and feelings

Lead-in

- Write 'shopping' on the board.
- Add a list of question words as prompts, e.g. *what, when, where, why, how*.
- Ask students to discuss their shopping habits, especially when buying presents for other people (e.g. at Christmas or for birthdays): *do they shop online, or in shops? Do they enjoy the experience? Why/Why not? Do they try to buy cheaper options, or do they shop when and where it is easiest?*
- Give students a few minutes to share their ideas in pairs.
- Elicit their ideas together. Find out if there any students who especially love shopping, or hate it.

Exercise 1

- Ask students to work in pairs. Ask them to look at the title of the lesson and the pictures, and to discuss the questions.
- Ask what 'trending' means (= an event, idea or person that is getting a lot of online searches, retweets on Twitter, etc.). These are sometimes labelled on Twitter with the hashtag (#) sign.
- Check the answers together and elicit relevant vocabulary, e.g. *sales, discount, bargain, customer*, etc.

EXTENSION Ask students if they enjoy shopping in the sales. Why/Why not?

Exercise 2a 1.4

Audio summary: The presenter explains what *Black Friday* is, when and where it takes place, and why it might be dangerous. It's the fourth Friday in November, when shops have special offers in the run up to Christmas. It was originally a US idea, but has now spread to other countries.

- Ask students to listen to a radio news item, and compare it with their ideas from exercise 1.
- Play track 1.4.
- Play the listening twice if necessary.
- Check *the run up to Christmas, to queue, to get a bargain, to buy on credit* and *purchases*.

AUDIOSCRIPT 1.4

P = Presenter

P And now, in our regular look at what's trending on social media, and why: right now, it's something called *Black Friday*. This term has been used more than two million times on Twitter in the last 48 hours. *Black Friday* is the fourth Friday in November, when the shops have amazing special offers in the run up to Christmas. Many items are half price or two for the price of one, and it's now the busiest shopping day of the year in some countries. It started in the USA, but it's spreading round the world now, to the UK, Australia and more recently to shoppers in Brazil, Mexico and other Latin American countries.

Many shops have been opening very early in the morning, and in some places people have been so keen to get a bargain that they have started queuing outside the shops the night before. Last year it is estimated that shoppers in the USA spent over eleven billion dollars on *Black Friday*. However, while you may get a good discount on your purchases, you should be careful. Firstly, there's the real danger of spending more than you intended or can really afford, buying things on credit, and owing a lot of money. And secondly, it may be dangerous, with over fifty injuries in the past five years, caused by people fighting over things in the sales.

Exercise 2b

- Ask students to check their ideas with a partner and then together.

EXTENSION Ask if *Black Friday* happens in their country. When does their country have sales?

Exercise 3a 1.4

- Ask students to read the statements.
- Check *expression*, *overnight* and *injury*.
- Ask students to listen again and decide if the statements are true or false and to correct the false statements.
- Play track 1.4.

Exercise 3b

- Tell students to check their answers in pairs.
- Check the answers together.

ANSWERS

1 False: more than two million
2 False: in the UK, Australia, South America, etc.
3 True
4 False: shoppers in the USA
5 False: over 50

Exercise 4a

- Check pronunciation of *customer* /ˈkʌstəmə(r)/ and *consumer* /kənˈsjuːmə(r)/, focussing on the difference in word stress.
- Ask students to work alone and write the words next to the appropriate circle, according to their meaning.

Exercise 4b

- Ask students to check their answers with a partner.
- Check by eliciting answers to a 'mind map' on the board.

ANSWERS

buy at a lower price: bargains, deals, discounts, half-price, special offers, two for the price of one
people who buy: shoppers, customer, consumer, purchaser
things we buy: shopping, items, purchases

EXTENSION Ask students to think of other words used in their country for bargains, e.g. in the UK, BOGOF stands for 'buy one, get one free'; '3 for 2' is also common.

CRITICAL THINKING Special offers encourage customers to buy more. There are campaigns to ban this sort of offer as they may cause food waste. What do they think?

EXTRA ACTIVITY Before doing this exercise, ask students to guess who in the class is the 'biggest shopper', or who likes shopping the least. Prompt with questions about how often they shop, who they shop with, and what things they buy.

Exercise 5

- Ask students to work in pairs to discuss the questions. Give students time to read the questions before they begin.
- Elicit a few ideas together.

Grammar & Speaking state verbs

Exercise 6

- Focus students' attention on the posters promoting the idea of a *Buy Nothing Day*.
- Ask students to work in pairs and discuss whether they agree with the message expressed in the posters. Check vocabulary items related to the posters (e.g. *shopping basket* (poster 1), *Tetris* (poster 2)).
- Elicit a few ideas together.

Exercise 7a 1.5

Audio summary: The presenter interviews Lewis, a campaigner, at a shopping centre about the *Buy Nothing Day* campaign (= a day spent without buying anything). Lewis says that shopping is now a leisure activity, that people in rich countries own too much, and that this is harmful to people in developing nations and the environment.

- Before listening, ask students to read the six statements. Check *therapy*, *to consume*, *more than their fair share*, *resources* and *packaging*.
- Ask students to choose which statements they think will illustrate *Buy Nothing Day*.
- Ask students to listen and tick the ideas which are mentioned.
- Play track 1.5.
- Ask students to compare their ideas with a partner.
- If necessary, play the listening a second time.
- Check the answers together.

ANSWERS

The listening mentions statements 1 ('we believe shopping makes us happy') and 4 ('20% of the world population is consuming over 80% of the Earth's natural resources').

AUDIOSCRIPT 1.5

P = Presenter, I = Interviewer, L = Lewis

P Let's go over to a busy shopping centre and find out what shoppers there think.

I Today is one of the busiest shopping days of the year, and this shopping centre is full of people shopping. However, today something different is happening here. It's *Buy Nothing Day*, and some people are here to try to persuade the rest of us to do just that … to buy nothing. Lewis Castle is one of them. He's standing here in the main entrance of the shopping centre, holding a big sign saying 'Stop Shopping, Start Living.' Lewis, can you explain a little about what *Buy Nothing Day* means?

L Yes, of course. It's pretty simple, really. We're asking everyone to think about their spending habits and buy nothing at all for just one day.

I And what difference will that make?

L Well, the idea is to make people stop and think about what they're buying. When you really think about it, the idea of buying things as a way of spending your leisure time is crazy. We are all buying more things than we really need. We believe shopping makes us happy, but it doesn't. In fact, it can do the opposite if people end up owing a lot of money.

I Yes, I agree, that's a good point. People often buy things they don't really need or want.

L Exactly, it's amazing to realize that only 20% of the world's population is consuming over 80% of the Earth's natural resources. Does that seem fair to you? In countries like the UK, we all own far too much.

I Does it make any difference what you buy?

L Yes, that's part of it, too. We're trying to get people to think about the effect their buying choices have on the rest of the world. Something might seem a great bargain, but that could be because it's been made in a country where the workers aren't paid enough. In addition, most of the time we prefer people to buy locally because transporting goods by air has a harmful effect on the environment.

I But will it really make a difference if we stop shopping for just one day?

L Actually, most people don't understand how difficult it is to last 24 hours without spending any money. But you'll feel great if you achieve it.

I Are a lot of people taking part in *Buy Nothing Day* this year?

L Yes, and more and more do every year. I think it started in Canada more than twenty years ago, but now there are *Buy Nothing Day* movements in over 65 countries.

Exercise 7b

- Ask students to work in pairs to discuss the question. Ask them to choose two points which would have the strongest effect, giving reasons for their choices.

EXTRA CHALLENGE Encourage stronger students to think of other reasons, e.g. (*not to*) *consume food from abroad which can be bought locally; buy quantity over quality*; etc.

Exercise 8a

- Ask students to work alone or in pairs. Ask them to read the sentences, and complete them with the correct verb form.

Exercise 8b 1.6

- Ask students to listen to check the answers.
- Play track 1.6.
- Check the answers together.

ANSWERS/AUDIOSCRIPT 1.6

1 Can you explain a little about what *Buy Nothing Day* means?
2 When you really think about it, the idea of buying things as a way of spending your leisure time is crazy.
3 We believe shopping makes us happy, but it doesn't.
4 Yes, I agree, that's a good point.
5 We all own far too much.
6 Most of the time we prefer people to buy locally.
7 Most people don't understand how difficult it is …

Exercise 9a

- Ask students in pairs to discuss what the verb forms in exercise 8 have in common.
- Then, ask them to check their answer by reading the information in the Grammar focus box.

SUGGESTED ANSWER

All the verbs are state verbs and are in the present simple.

Exercise 9b

- Ask students to add the verbs from exercise 8a to the relevant sections of the Grammar focus box. The verb 'think' in question 2 is already in the box.

WATCH OUT! Explain that some verbs used for 'experiences' (*smell, taste,* etc.) can also be action verbs, and can be used in the continuous. Write on the board *It smells strange./ He's smelling the milk to see if it's still OK.* and *It tastes delicious./ She's tasting the soup to check if it needs more salt*. Point out the difference in meaning in the examples.

ANSWERS

1 believe
2 agree
3 understand
4 prefer
5 own

STUDY TIP If these state verbs are new to your students, ask them to note down the four groups as a mind map in their notebooks. Illustrate this on the board. Mind maps are useful for recording groups of words and ideas. Then ask students to write example sentences for each group, e.g. *I think I understand everything from this section!*

- Remind students of the *Grammar reference* on p137. There are three more practice exercises here.

Exercise 10a

- Get students to work alone. Ask them to read the text about the posters, and put the verbs in the correct form. Do the first example together.
- Check *trapped* and *shopping cart*.

Exercise 10b

- Ask students to check their answers with a partner.
- Check the answers together.

ANSWERS

1 are standing
2 like
3 think
4 seems
5 don't understand
6 looks
7 is trying
8 fit
9 prefer

WATCH OUT! Some students may find the use of 'say' in 7 strange; if so, explain that in this context it means 'to express an opinion'.

EXTRA SUPPORT If students need extra help with the tenses, use concept questions based on the rules in the Grammar focus box, e.g. *Does it describe what we think, feel or experience? Is it happening 'about now'? Does it describe what we possess? Is it a state verb?*

Exercise 11a

- Before grouping students, ask them if they agree with the text in exercise 10a. Give them time to form their own opinions.
- Check by asking, e.g. *Do you ever feel 'trapped' when shopping? Why? How do shops make us buy?*
- Then put students into groups of three to share their ideas about the posters, explaining which they prefer and why.

FEEDBACK FOCUS Monitor and make note of good use of verb forms, as well as any which need correcting later. Conduct brief feedback together on their preferences. Do they agree with the text? What other ideas do they have? Put sentences for correction on the board for group work.

Exercise 11b

- In their groups, ask students to work together to design a poster to illustrate *Buy Nothing Day*.
- Ask them to decide which of the points in exercise 7a are the most important: how can they highlight them?
- Depending on your group, provide paper, or let them draft their ideas in their notebooks.
- Ask each group to present their ideas to the class. Then, ask students in groups to discuss each poster briefly, and decide which is the most effective, and why. This will give them a chance to use language from this section.

EXTRA ACTIVITY Write up the following list: *online shopping*, *markets*, *local shops*, *supermarkets*, *shopping malls*. Ask students to think about where they shop most, and why. Does shopping online or in supermarkets harm local businesses? How? Students could come up with a list of ways to support local businesses, as well as ways to minimize unnecessary shopping.

STUDY TIP If your group is new, brainstorm good study tips. Give them a few ideas to start, e.g. drawing pictures to make associations with new words; writing down words with similar meanings together; writing new phrases on paper and putting them on the bathroom mirror, etc.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 sounds
2 Do you have
3 don't understand, do you mean
4 'm trying, isn't working, think, looks, 's causing

Exercise 2

1 comes
2 's coming
3 see, don't agree
4 are you thinking
5 do you think
6 imagine
7 's having
8 Does anybody have
9 belongs
10 tastes, looks
11 'm looking, Do you know

Exercise 3

1 seems
2 prefer
3 know
4 include
5 is increasing
6 are
7 is
8 make
9 agree

1.3 Vocabulary and skills development

Goals

- Listen for key words
- Noun suffixes

Listening & Speaking key words

Lead-in

- Ask students to write down a list of what they have used the internet for in the last 24 hours. Start them off with an example, e.g. *checking emails*.
- Give them a time limit (e.g. one minute).
- Ask students to compare their lists with a partner.
- The person with the longest list reads it out. Then other pairs can add their ideas.

Exercise 1a

- Ask students to work in pairs to discuss and make a list of 5–10 things which have changed since the internet was invented.
- Elicit an example to start with, e.g. *written communication*.

- Give students a few minutes to brainstorm their ideas.

EXTRA SUPPORT Write general topics on the board to help structure their thoughts, such as *communication*, *entertainment*, *business/work*, etc.

Exercise 1b

- Ask students to compare their lists with another pair.
- Get students to also discuss whether life has changed for the better, or if any aspects are worse, since the internet was invented.

SUGGESTED ANSWERS

There are no specific answers, but you can expect the following:

Availability of huge amounts of information
Easier and quicker communication
Less face-to-face contact
Lower book sales, leading to bookshops closing
Easier access to films, music and other media

EXTENSION Ask students in pairs to come up with one example of their own for each of the ideas you elicit from the class, e.g. *I can find out information by searching online, without going to the library.*

Exercise 2

Text summary: A book summary describing the author's view that using the internet is changing how our brains work, making us better at multitasking but worse at concentrating on a single thing.

- Focus students' attention on the cover of the book.
- Ask them to read the instruction, and decide if the author is positive or negative about the effects of the internet.
- Ask students to read the book description to check their ideas.
- Get students to discuss their ideas with a partner and then check together.
- Check *to multitask*.

SUGGESTED ANSWER

The author's views are mixed. He says the internet is changing the way our brains work: we are better at multitasking, but we are becoming worse at concentrating on just one thing.

EXTENSION Ask students if they agree with the author. Do they have any examples of ways in which they often multitask using digital devices, or examples of not being able to concentrate well on one thing at a time?

Exercise 3 1.7

- Focus students' attention on the Unlock the code box about listening for key words. Ask them to read it as they listen.
- Play track 1.7, while students read the information.
- Play the phrases twice if necessary so that students can focus on the stressed words.

PRONUNCIATION Point out that some of the words not stressed have a weak form, e.g. in these examples, *a*, *of* and *at* are all pronounced with a schwa /ə/.

EXTRA CHALLENGE For stronger students, highlight how the emphasis changes if we stress different words, e.g. *I like going to* ***shopping malls.*** vs *I* ***like*** *going to shopping malls.*

AUDIOSCRIPT 1.7

Listening for key words
Key words carry the most important information. They are generally nouns and verbs and are usually spoken more loudly and clearly than other words. For example:
three times a **week**
I **send** a **lot** of **emails**
I **like** looking at **shopping websites**

Exercise 4a

- Focus students' attention on the phrases from the text in exercise 2.
- Ask what we call a text which gives someone's opinion about a book or film (*a review*), and what we call the person who wrote it (*a reviewer*).
- Say phrase 1, and ask students which word is stressed (*fascinating*).
- Then ask them to work in pairs to underline the stressed words in the other phrases.

Exercise 4b 1.8

- Tell students they will hear the sentences. They should listen, and check their answers to exercise 4a.
- Play track 1.8.
- Play the recording again if necessary.
- Go through the answers, and then get students in pairs to practise saying the phrases, stressing the underlined words.

EXTRA SUPPORT If students need more help with stressing words, you could suggest they tap the desk whenever they say a stressed word. Some students may initially find this easier, and then later be able to use their voice.

SUGGESTED ANSWERS

1 fascinating
2 all, internet, changing, do
3 Carr, believes, work
4 printed, brains, deeply
5 contrast, internet, small (bits), information, lots, different places
6 better, better, multitasking
7 worse, concentrating, one thing

AUDIOSCRIPT 1.8

This is a fascinating book. We all know that the internet is changing the way we do things, but Carr believes that it is also changing the very way our brains work. With the printed book, he argues, our brains learnt to think deeply. In contrast, the internet encourages us to read small bits of information from lots of different places. We are becoming better and better at multitasking, but much worse at concentrating on one thing.

Exercise 5 1.9

- Before playing the listening, ask students to read each sentence.
- Check *hyperlink* (= a link to an electronic document within another electronic document) and *distracting*.
- Then tell them to listen and fill in the missing key words.
- Play track 1.9. Ask students to listen.
- If necessary play the listening again.
- Ask students to check their answers with a partner.
- Check the answers together.

AUDIOSCRIPT 1.9

1 Shopping and banking online is unsafe.
2 Looking at screens all day is bad for our eyes.
3 People will forget how to talk to each other.
4 People don't spend enough time outside.
5 Online information is not always reliable.
6 Hyperlinks in online texts are very distracting.
7 We are now using far more electricity to power all our screens.
8 Multitasking online makes us work less effectively.

Exercise 6a 1.10

Audio summary: The presenter interviews someone about Nicholas Carr's book *The Shallows*, which is about how new technology is changing how we think and work.

- Tell students to listen, and tick which opinions in exercise 5 are mentioned.
- Play track 1.10.
- Ask students to compare answers with a partner.
- If necessary, play the listening again.
- Check the answers together. Encourage students to give reasons for their answers.

SUGGESTED ANSWERS

The following are mentioned:
2 Looking at screens all day is bad for our eyes.
5 Hyperlinks in online texts are very distracting.
7 Multitasking online makes us work less effectively.

AUDIOSCRIPT 1.10

A So, this week we're going to be talking about *The Shallows*, a book by Nicholas Carr, in which he argues that using the internet is actually changing the way our brains work. How is that?
B Well, it's actually a very interesting book because, rather than just talk about all the ways people say the internet is bad for us … you know, that staring at a screen is affecting our eyesight or making our children fat because they don't go outside and play any more, Carr takes quite a scientific approach. He isn't exactly saying that the internet is bad for us, but he is saying that it is making our brains work differently, and that the changes may be permanent.
A In what way?
B Well, he starts off by talking about when people started writing and reading books. That was a huge change as well, and lots of people felt it was a bad idea. What would happen, they argued, if people didn't have to memorize everything because it was all written down in books? Sounds a bit like the arguments people make today about people looking facts up online – that they don't remember things any more. But Carr says that in fact books taught us to really focus on one thing at a time, whereas now we are constantly looking at lots of different things at the same time. Hyperlinking, where we are encouraged to click on an underlined word or phrase and we go off to a different website, is a particular problem.
A But isn't multitasking good for the brain?
B Well, according to Carr, no. The studies show that when we try to do two things at once, we do both of them less well. We are also less likely to remember what we've done or read. There are some obvious benefits to the internet, but all the same, it is changing our culture so that we are less able to concentrate or make deep connections in our brain, and that can't be a good thing, can it?

Exercise 6b 1.10

- Before students listen again, ask them to read the statements in exercise 5 again.
- Ask students to listen again to decide which statements Nicholas Carr, the author, would agree with.
- Play track 1.10.
- Ask students to compare answers with a partner.
- Check the answers together. Encourage students to give reasons for their answers.

SUGGESTED ANSWERS

Nicholas Carr would agree with these statements:
5 Hyperlinks in online texts are very distracting.
7 Multitasking online makes us work less effectively.

EXTRA SUPPORT If students need more help, ask them to find the part in the audioscript at the back of the book which supports their idea.

Exercise 7a

- Ask students to discuss in small groups which of the statements in exercise 5 they agree with.
- Encourage them to come up with reasons and examples for their opinions.
- Elicit their ideas together.

Exercise 7b

- Ask students to work again in groups. Ask them to come up with a list of arguments in favour of the internet.
- When they are ready, elicit ideas together. Decide which are the strongest arguments, and why.

EXTRA CHALLENGE Make this competitive: give students a time limit, and see which group can come up with the most arguments.

EXTRA ACTIVITY Ask students if and how we should restrict access to the internet in order to promote face-to-face communication. (E.g. ban mobile phones in schools, only check emails at certain times.) They could carry out a class survey to assess people's views and then take a vote.

Vocabulary & Speaking noun suffixes

Exercise 8

Text summary: This is a review of *The Shallows*. The reviewer is shocked by Carr's findings. However, he believes the author exaggerates and points to some simple solutions to some of the issues raised.

- Before students read the review, ask them if they would like to read the book, *The Shallows*, discussed previously. Why/Why not?
- Ask students to read the text, and find one thing the reviewer likes and one thing he dislikes about the book.
- Ask students to check their ideas with a partner.
- Check the answers together.

SUGGESTED ANSWERS

He says it raises many interesting questions.
He does not agree with the solutions Carr offers to the problems he raises.

Exercise 9a

- Before students read the information in the Vocabulary focus box, write two of the noun endings on the board in a circle, as in the mind map in the book, e.g. *-ment,* and *-ion.*
- Elicit one or two words with these endings.
- Ask students to read the information in the box.
- Ask students to find examples in the review of nouns with the suffixes mentioned.

Exercise 9b

- Focus students' attention on the mind map: each part deals with a different suffix.
- Ask students to add the nouns from the review to the mind map.
- Tell students to check their answers in pairs.
- Check the answers together.

ANSWERS

-ship: relationship
-ment: improvement, judgement
-ity: ability
-ion: information, question, solution

WATCH OUT! Point out the spelling sometimes changes when we add suffixes. Other words which change in the same way as *communication* and *able* include *educate, locate, available* and *visible.*

PRONUNCIATION Highlight the stress on these words. It is never on the suffix, but sometimes shifts when we add the suffix, e.g. *com**mun**icate – communi**ca**tion.* It will help to ask students to repeat the words, exaggerating the stress.

DICTIONARY SKILLS Students can also be encouraged to check nouns with suffixes in a dictionary. They will also be able to see if the stress is different from the base word (i.e. the verb or adjective).

Exercise 10

- Ask students to work alone to match words from the mind map in exercise 9 to the definitions, and then check with a partner.
- Check the answers together.

ANSWERS

1 employment
2 relationship
3 improvement
4 solution
5 judgement
6 achievement
7 opportunity

EXTENSION Ask students to choose three words from exercise 10 which they can use to talk about themselves, (e.g. a problem to which they found a *solution*; a recent *achievement*). Ask them to work in small groups to share their ideas.

Exercise 11

- Ask students to work alone to complete the sentences by adding a suffix to the nouns in brackets, and then check with a partner.
- Check the answers together.

ANSWERS

1 communication
2 development
3 security
4 relationship
5 membership
6 government, information
7 employment

Exercise 12

- Ask students to read the sentences again, and tick the ones which are true for them.
- Put students into pairs to compare their ideas.
- Monitor for good use of nouns.
- Elicit a few ideas together.

EXTRA ACTIVITY Put students into small groups. Write nouns or adjectives from exercises 9–11 on slips of paper. Give a set to each group. Ask them to add a suffix to each word, and then to write a sentence for each. Set a time limit. When the time is up, the group with the most sentences reads out their list. Then elicit other examples from other groups.

EXTRA CHALLENGE Dictate, or write on the board, these words: *appoint, arrange, decide, inform, partner, possible, probable.* Ask them to guess the suffix for each word, and then to check their answers in a dictionary.

1.4 Speaking and writing

Goals

- Ask for and give opinions
- Write for social media

Lead-in

- Closed books. This aims to raise awareness of the wide range of social networks available on the internet.
- Ask students to work in pairs to brainstorm a list of online social network sites, e.g. *Facebook, Twitter, Instagram,* etc. Which pair can come up with the longest list? Give them two minutes, then check their ideas together.
- Then ask students to say which ones they use, and what for. Don't spend long on this.

Speaking & Listening asking for and giving opinions

Exercise 1

Background note: This section looks at eco-friendly and fairtrade products. The *Fairphone* does not contain 'conflict materials' (= natural resources taken from war zones and sold to continue the fighting), and is made with fair labour conditions for employees. *Tesla cars* are electric, and use sustainable energy sources that do not harm the environment. *Conflict-free diamonds* are not mined from conflict zones.

- Focus students' attention on the pictures.
- Check *guilt* and *brand*. Elicit or explain that *guilt-free brands* are products which, when consumed or used, do not have any negative effects on people, the planet or society.
- Ask students what the products are.
- Ask them to discuss in pairs how they could be used or made so that they do not cause harm to anyone.
- Elicit their ideas together (e.g. *the car in the picture does not use up energy resources or cause pollution; the diamonds are mined and sold fairly*).

Exercise 2a 1.11

Audio summary: In the radio programme, the presenter interviews Jem and Gosia about guilt-free products.

- Ask students to listen to a radio programme about guilt-free brands, and compare what they hear with their own ideas.
- Play track 1.11.
- Ask students to compare their ideas with those of a partner.
- Play the listening twice if necessary.
- Elicit their ideas together.
- Check *manufacturer*.

AUDIOSCRIPT 1.11

P = Presenter, J = Jem Norris, G = Gosia Szlachta

P It seems like every day we find another reason to feel guilty about what we buy. Maybe it's food that we know isn't good for us, or clothes which are made by poorly paid workers, or products which are damaging the environment. Manufacturers know we feel this way, and the latest trend is for so-called 'guilt-free brands' – brands which claim to be better for us, for workers and for the planet – so that we can buy them and not feel guilty. Sounds great, but is it as good as it sounds? With us today we have Gosia Szlachta and Jem Norris, both members of the same environmental group but with very different views on the idea of guilt-free brands. So, Jem, what do you think about the idea?

J Well, as far as I'm concerned, anything which makes people think more about what they're buying is a good idea. Take the Fairphone, for example. Until that was produced, most people didn't even realize how bad conditions were for electronics workers in many parts of the world. Now there's a lot more awareness …

G There's a lot more awareness, but don't you think it would be better if people understood that there is no need at all to keep buying new phones? There seems to be an idea that you have to have a new phone every two years. I'm convinced that if people really understood how much damage this causes, to workers and to the planet, they wouldn't do this. I think people should feel guilty. Producing guilt-free brands just gives people an excuse not to think about these issues, and just keep buying more and more stuff …

J Well, according to the people who make Fairphone, their phones will last longer and be easier to repair. If you ask me, we have to give people the option of buying something which is better for the planet, not just say they shouldn't buy something at all.

EXTENSION Ask students if they own, or know anyone who owns, any 'eco-friendly' products, such as an electric or *hybrid car* (= a car that uses both petrol and electricity).

Exercise 2b 1.11

- Before listening again, ask students to look at the table and the three headings.
- Tell them they should take notes in the table, e.g. column one: *some workers are badly paid*.
- Ask them to listen, and to take notes.
- Play track 1.11 again.
- Ask students to check their answers with a partner.
- Play the listening twice if necessary.
- Check the answers together.

SUGGESTED ANSWERS

Reasons people might feel guilty about what they buy: We know the food isn't good for us; we know that those who make these things are very badly paid; some of the products cause harm to the environment.
Arguments in favour of guilt-free brands: They provide customers who feel guilty about some products with an alternative; they make us think about what we are buying.
Arguments against guilt-free brands: If more products are available, customers are going to buy even more new products (e.g. phones), when it doesn't seem necessary; if people are more aware of the harm these products cause, they might buy fewer newer items. Producing guilt-free brands helps people not to think about the problems.

Exercise 2c

- Ask students to decide which speaker they agree with more, Jem (for guilt-free products), or Gosia (against them).
- Ask students to give reasons for their answers.
- Elicit their ideas, and reasons, together. You could make a note of any phrases they use to 'give their opinion': you can draw on this information in the next exercise.

EXTENSION Ask students if they feel guilty about any products they own or buy. Why/Why not? What changes could they make to their lifestyle to make it 'guilt-free'?

Exercise 3a

- Ask students to read the extracts from the conversation in exercise 2 and to guess what words are missing.
- Ask students to check their answers with a partner.

Exercise 3b 1.12

- Get students to work alone. Ask them to listen and check their answers to exercise 3a.
- Play track 1.12.
- Play the listening twice if necessary.
- Ask students to check their answers with a partner.
- Check the answers together.

ANSWERS

1 think about
2 far as I'm concerned
3 don't you think
4 convinced
5 according to …
6 ask me

WATCH OUT! Point out that when giving a negative opinion using 'I think …', we usually say 'I don't think …' and put the rest of the sentence in the positive, e.g. *I don't think it's a good idea* (NOT ~~*I think it's not a good idea*~~).

AUDIOSCRIPT 1.12

1 So, Jem, what do you think about the idea?
2 Well, as far as I'm concerned, anything which makes people think …
3 There's a lot more awareness, but don't you think it would be better if …
4 I'm convinced that if people really understood …
5 Well, according to the people who make Fairphone, …
6 If you ask me, we have to give people the option …

Exercise 4a

- Tell students to put the six phrases from exercise 3a into the three categories mentioned.
- Ask students to check their answers with a partner.

ANSWERS

Giving your opinion: as far as I'm concerned; I'm convinced; if you ask me
Talking about other people's opinions: according to
Asking for someone's opinion: what do you think about; don't you think

Exercise 4b

- Ask students to read the Language for speaking box to check their answers to exercise 4a.
- Draw students' attention to the information and phrases in the Language for speaking box. They will be using these phrases to ask for and express their opinions in exercise 5.
- Encourage students to say each phrase out loud, even if only to themselves.

EXTRA CHALLENGE Ask students if they can think of any other phrases they could add to the categories.

Exercise 5

- First, ask students to read the conversations.
- Then ask them to complete the conversations with appropriate phrases from the Language for speaking box.
- Ask students to then work in pairs, and compare what they have written.

SUGGESTED ANSWERS

Note that there are several answers for some of these sentences.

1 A What do you think of
  B As far as I'm concerned,/If you ask me,
2 A Don't you think
  B I'm convinced/I'm certain/some people say that/according to (someone)
3 A As far as I'm concerned/I'm convinced/I'm certain
  B If you ask me/As far as I'm concerned/I'm convinced/I'm certain
4 A Shouldn't

Exercise 6

- Draw students' attention to the questions in exercise 5, (i.e. speaker A's turns).
- Ask students to work in pairs, and ask and answer the questions.
- Encourage students to give full answers, and to give examples or opinions, too.

FEEDBACK FOCUS Pay attention to students' use of phrases from the Language for speaking box. Suggest they tick off each phrase in the box as they use them. At the end, ask students to count up the phrases.

Reading & Writing social media

Exercise 7

- Focus students' attention on the illustration, and the post from a social media page.
- Ask them not to read the comments below the post as they will look at them later.
- Check *ethical*.
- Ask students to read the statements, 1–5, from a social media page. The five statements are about clothes and the clothes industry.
- Ask students to work in pairs and discuss which statements they agree with. Ask them to tick the ones they agree with.
- Encourage them to give reasons for their opinions.

EXTENSION Ask students if they know of any shops where clothes are made through cheap labour abroad. Do they think it is ethical to shop there? Why/Why not?

Exercise 8

- Ask students to read the comments beneath the post, and match them to the statements in exercise 7. Explain that these statements include some abbreviations that people often use in texts, emails, etc.
- Ask students to check their answers with a partner.

ANSWERS

1 James Brook: Some ppl can't afford 2 pay higher prices 4 clothes.
2 Cristina Oliveira: 2 keep up w/ fashion u need 2 buy cheap clothes. Can't afford expensive ones.
3 Pippa Jones: Ppl need jobs, esp in poorer places. If u don't buy, they don't work.
4 Yumi Watanabe: Difficult 2 know which companies r OK 2 buy from.
5 Ian Martin: Every1 shd just buy less.

Exercise 9

- Ask students to read the Language for writing box. Point out that it explains the abbreviations used in the comments.
- Ask students to then rewrite the comments underneath the post as full sentences.
- Ask students to check their ideas with a partner.
- Check the answers together.

EXTRA CHALLENGE Ask students what other abbreviations they know. You could elicit and/or mention the following: b/c = *because*, BTW = *by the way*, F2F = *face to face*, FYI = *For Your Information*; LOL = *laughing out loud*, Thx/Tx = *thanks*, TBC = *to be confirmed*, NB = *nota bene* (Latin) = *note well*.

SMART COMMUNICATION Remind students that it's important to be sure the receiver will understand the abbreviations. Most people use a small selection which everyone knows.

SUGGESTED ANSWERS

Ian Martin: Everyone should just buy less.
Cristina Oliveira: To keep up with fashion you need to buy cheap clothes.
Pippa Jones: People need jobs, especially in poorer places. If you don't buy, they don't work.
James Brook: Some people can't afford to pay higher prices for clothes.
Yumi Watanabe: It is difficult to know which companies are OK to buy from.

Exercise 10a

- Ask students to write their name and their own comment in response to one or more of the statements in exercise 7.
- Remind them to use the abbreviations and informal language for social media.
- Allow three to four minutes for them to write their comments on a piece of paper or sticky note. It will probably work best if the comments on each statement are on separate pieces of paper.
- Monitor and help, as necessary.
- Collect in the comments.

EXTENSION You could ask students to write a comment anonymously and to stick it on the board. When students read each other's comments, they first have to guess who wrote it, and then write a response.

Exercise 10b

- Redistribute the comments so that each student has at least one.
- Ask students to read one or more comments, and write a response, using informal language, to the comment.
- Ask them also to check that appropriate abbreviations have been used.
- Ask students to return the comment to the person who wrote it.
- Give time for students to read any replies or comments.

EXTRA ACTIVITY If your students have mobile phones (and free texts), they could text messages and replies to each other, using abbreviations.

CRITICAL THINKING Brainstorm a list of different types of writing people do – at home, at work, between friends. Ask them to decide which ones could be written in abbreviated form, and which ones not. Why?

STUDY TIP If your students have smartphones, suggest they record useful phrases in the 'notes' section: they will then have them with them all the time.

1.5 Video

Social media marketing

VIDEOSCRIPT

Madison Avenue in New York is the home of 20th century advertising.
In the 1960s almost all of America's major advertising companies had offices here.
These companies created advertisements which they painted on billboards and broadcast on television and radio.
It was the golden age of the 'Mad Men', and the style of advertisements they created influenced the world for decades.
We're still fascinated by this world, and people still use Madison Avenue as a term for the entire advertising industry today.
But things have changed a lot since then, and the single biggest change is the internet.
The internet – and social media sites in particular – allow people to not only view the advertisement, but interact with it in a way that wasn't possible with traditional media.
This has completely changed the advertising industry.
Madwell is a digital design and advertising agency that creates social media campaigns for several major companies.
They start by creating short social media posts for their clients. This isn't easy, and sometimes these short messages – often only 140 characters – can take up to two months to write.
First, the social media team meet with the company and choose the general theme.
Then the designer creates an image for the ad and the copywriter writes a message to go with it.
The client and the team then review the ad until it's perfect.
When it's ready, they send it out on social media.
But unlike traditional TV, radio or newspaper advertisements, the agency's job doesn't end there.
They watch each advertisement closely so they can see what people are saying about it. They can also join in the conversation and talk directly to customers.
So, what does this mean for modern advertising?
Advertisers can be much more specific. They can engage with existing customers and easily reach their target audience.
It also helps the customers, too. They can access the producer directly, so they can have much more influence.
But many of the effects of social media are still unknown because it is constantly developing and evolving.
But one thing is for sure: as social media changes, the advertising world is changing, too.

VIDEO ANSWERS

Exercise 1

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

Exercise 2
Possible answer:
In the photos we can see digital billboards, an internet ad, and a TV advert. Other forms of advertising include: radio/newspaper/magazine ads, celebrity endorsements and sponsorship of sporting events.

Exercise 3
c, d, e

Exercise 4
a Most American advertising companies had an office in Madison Avenue in the 1960s.
b 'Mad Men' was the name for people who worked in Madison Avenue in the 1960s.
c Madwell is a digital design and advertising company.
d It can take up to two months to write a short social media post.
e Advertisers can engage in a conversation with clients these days – if they want.
f Nowadays, many effects of social media are still unknown.

Exercise 5a
Students' own answers

Exercise 5b
Students' own answers

Review

ANSWERS

Exercise 1a
1 has changed
2 have just moved
3 make
4 are getting
5 like
6 refuses

Exercise 1b
Students' own answers

Exercise 2a
1 do not seem
2 change/are changing
3 means
4 have
5 believe
6 has become
7 now keep in touch/are now keeping in touch
8 know

Exercise 2b
Students' own answers

Exercise 3a 1.13

ANSWERS/AUDIOSCRIPT 1.13
1 How do you decide when you can trust someone?
2 Do you have a lot in common with your closest friend?
3 When was the last time you made friends with someone new?
4 How do you keep in touch with family or friends who live far away?
5 When was the last time you fell out with someone?
6 Who in your family do you get on with best?

Exercise 3b
Students' own answers

Exercise 4a
1 seller (all the other people buy)
2 items (all the others refer to cheaper goods)
3 discount (all the others are specific about the price)

Exercise 4b
Students' own answers

Exercise 5a
1 Happiness
2 relationship
3 membership
4 information
5 development
6 security

Exercise 5b
Students' own answers

Exercise 6a
1 Personally
2 Shouldn't
3 feel
4 ask
5 According
6 far

Exercise 6b
Students' own answers

2 What a story!

Unit overview

Language input

Narrative forms (CB p17)	• *A huge hippo suddenly appeared.* • *The sun was setting …* • *I was 27 and had been a river guide for several years.*
Sequencing events (CB p18)	• *Helicopters were sent up to track the balloon until they could find a safe way of getting him down.* • *As soon as they saw the jawbone and the skull, they decided that this must be the evidence science needed.*
Grammar reference (CB pp138–9)	

Vocabulary development

Describing past experiences (CB p16)	• *forget, remember, remind, …*
Communication (CB p19)	• *admit, announce, inform, …*
Comment adverbs (CB p21)	• *curiously, fortunately, sadly, …*

Skills development

Reading: References (CB p20)
Speaking: Showing interest (CB p22)
Writing: A narrative (CB p23)

Video

Documentary: Seven good stories (Coursebook DVD & CB p24)
Vox pops (Coursebook DVD & TG p259)

More materials

Workbook	• Language practice for vocabulary, grammar, pronunciation, speaking, writing and reading
Photocopiable activities	• Grammar: Holiday disasters (TG p210 & TSRD) • Vocabulary: The right words (TG p227 & TSRD) • Communication: Amazing but true … or is it? (TG p245 & TSRD)
Tests	• Unit 2 test (TSRD)
Unit 2 wordlist (TSRD)	

2.1 I'll never forget that day

Goals

- Talk about past experiences
- Use narrative forms

Vocabulary & Reading describing past experiences

Lead-in

- Explain the phrase 'a lucky escape' and give an example (e.g. being locked out of your home, but finding that one of the windows was open).
- Ask students to tell their partner about a 'lucky escape' they have had.
- Elicit their ideas together. Whose lucky escape story is the most exciting or amusing? Why?

Exercise 1

- Focus students' attention on the photo and headline of the article.
- Check they know what the animal is (*a hippo/ hippopotamus*). Ask: *In which countries can you find hippos?* (Sub-Saharan Africa, e.g. *Tanzania*, *Angola*, *DR Congo*, etc. – as shown on the map).
- Put students into pairs or groups of three. Ask them to discuss the questions about having a bad day at work.
- Collect a few ideas together. Whose day was the worst? Why? What jobs could be related to a hippo? (E.g. *a zookeeper*, *a ferryman*, etc.)

Exercise 2

Text summary: The text tells the story of a river guide in Africa whose boat was attacked by a hippo. He was pulled underwater, with his upper body in the hippo's mouth, but after a struggle, he managed to get away. On returning to the same place two years later, he thinks he saw the same hippo.

Background note: The Zambezi is a river is South-East Africa that starts in Zambia, and flows through Angola, Namibia, along the border with Zimbabwe, and into Mozambique.

- Before students read the text, check the pronunciation of Zambezi: /zæm'biːziː/.
- Ask students to read the text to find out how close their ideas were to what happened. Tell them to ignore the verbs in italics.
- Ask students to check their ideas in pairs: were their guesses about the hippo correct?
- Check the ideas together.

ANSWER

He was working as a river guide, and one evening while in his boat, he suddenly got stuck inside something. At first he thought it was another boat, but in fact he was in the mouth of a hippo. Eventually he escaped.

Exercise 3

- Ask students to work individually to underline the correct verbs in italics.
- Do the first example together.
- Ask students to check answers in pairs.
- Check the answers together.

ANSWERS

1 forget
2 expected
3 realized
4 remember
5 wondering
6 disappeared
7 believe
8 reminded
9 appeared
10 screamed
11 recognized

Exercise 4a

- Ask students to work individually to complete the sentences with one of the verbs in the box in the correct form.
- Ask students to check answers together.
- Check the answers together.

WATCH OUT! Check pronunciation of *wonder* /'wʌndə(r)/ (not to be confused with *wander* /'wɒndə(r)/).

ANSWERS

1 realize 2 remembered, wondering
3 believe, recognized, remind 4 expect

Exercise 4b

- Ask students to work in pairs to ask and answer the questions from exercise 4a about the text.
- Do the first one together to promote discussion.
- Elicit ideas together. Add more questions, e.g. *What do you think it was like? How did he feel?*
- Encourage students to explain their ideas.

PRONUNCIATION Check students pronounce the *-ed* endings correctly, i.e. /-ɪd/: *expected*, *reminded*; /-d/: *believed, realized*, *recognized*, *remembered*, *wondered*; /-t/: *knocked*, *touched*, *released*, *helped* (these are in the text, but not in the exercise).

EXTRA SUPPORT Check students are aware of irregular verb forms, e.g. *strike* → *struck*; *hold* → *held*; *hear* → *heard*; *see* → *saw*.

Grammar & Speaking narrative forms

Exercise 5

- Ask students to now focus on the narrative tenses.
- Ask them to work individually and then with a partner to match the verbs 1–5 to their descriptions a–c.
- Clarify each function with questions: *Which verbs tell the story?* (b); *Which verbs tell us about where and when the story happened?* (a); *Which verb(s) tell us about something which happened earlier?* (c)
- Ask students the name of the tense of each of the verbs.

Exercise 6a

- Ask students to read the Grammar focus box on narrative forms to check their answers to exercise 5.

EXTRA SUPPORT If students need more help understanding the tenses, draw time lines on the board to illustrate whether an event is background information, a main event, or an event that occurred before the main event. This can help to clarify these concepts.

ANSWERS
a 2, 3 – past continuous
b 4, 5 – past simple
c 1 – past perfect

Exercise 6b

- Ask students to work in pairs to find one more example of each tense from the article in exercise 2, and write it in the box.

POSSIBLE ANSWERS
1 started/expected (both from intro); knocked/turned (round)/went (dark)/managed/felt/touched/was/realized/tried/could/opened/struck/released/helped/met/reminded/appeared/screamed/recognized
2 was travelling/were going
3 had (quietly) appeared; had happened; had (never) heard

- Refer students to the *Grammar reference* on p138. There are three more exercises here students can do for homework.

EXTRA ACTIVITY Ask students to remember their 'bad day at work' stories from exercise 1. Ask them to note it down according to the three-part narrative structure in exercise 5. Then put students with a new partner. Ask them to tell each other the stories. Get students to listen and compare. Whose story was the worst? Why? Collect a few ideas together.

Exercise 7a

Text summary: The text tells the story of a man who was walking on a mountain and then fell and broke his leg. He wasn't rescued for 24 days. He lived on water and a bottle of barbecue sauce.

- Ask students to read the title, *A lucky escape*, and to focus on the photograph. Ask them to cover the text.
- Write on the board the following: *tourist*, *mountain*, *cable car*, *stream*, *path*, *barbecue sauce*. Ask students to work in pairs to guess what the story is about.
- Elicit one or two ideas, but don't tell them any answers.
- Ask students to then read the text, and work individually to complete the story with the correct form of the verbs in brackets. Do the first one together.
- Ask students to check their answers in pairs.

Exercise 7b 2.1

- Play track 2.1.
- Ask students to check their answers to exercise 7a.
- Play the listening twice if necessary.
- Check the answers together.

ANSWERS
1 had been
2 decided
3 was looking
4 fell
5 broke
6 tried
7 wasn't working
8 'd/had dropped
9 were looking
10 found
11 'd/had brought
12 survived

AUDIOSCRIPT 2.1
That reminds me of another story I heard about a man who had a lucky escape. He had been at a barbecue restaurant on top of a mountain, and after the meal he decided not to take the cable car down with his friends but to walk down instead. While he was looking for the path, he fell into a stream and broke his leg. Unable to move, he tried to phone for help, but his mobile wasn't working because he'd dropped it in the stream. Knowing he was missing, teams of people were looking for him, but it was twenty-four days before they found him. Luckily he'd brought a bottle of barbecue sauce with him to the barbecue, and he survived by drinking water mixed with the barbecue sauce.

EXTENSION Ask students how close their initial ideas were to the story. Could they survive for twenty-four days on barbecue sauce? What other food items would be good? Have any of them ever got lost on a mountain or when walking? What happened?

Exercise 7c

- Ask students to work in pairs to discuss what the man might have said about his lucky escape (e.g. *'I was lucky I had the barbecue sauce with me.' 'Don't ever walk down a mountain on your own.'*, etc.).

Pronunciation auxiliary verbs: *had* + *was/were*

Exercise 8a

- Check students know what auxiliary verbs are and elicit examples.
- Ask students to work alone or in pairs. Tell them to look at the sentences from the story in which the verb *had* is underlined. Ask them if *had* is an auxiliary verb or the main verb in each sentence. Ask them to focus on the pronunciation of *had* in each case. Is it different?
- Read the sentences aloud. Ask the students for their opinions. Was the pronunciation different?

ANSWER
In sentence 1, *had* is stressed /æ/ as the main verb; in 2, *had* is an auxiliary verb, and is unstressed /ə/.

- Demonstrate again that in sentence 2, the sound is shorter, and not stressed. Ask the class to repeat.

Exercise 8b

- Ask students to work in pairs. Tell them to look at the sentences in which *was* and *were* are underlined. Ask them to decide how these words are pronounced, and why.
- Explain that, in each case, these are auxiliary verbs, and are unstressed. They are pronounced as follows: *was* /wəz/ and *were* /wə(r)/.

Exercise 8c 2.2

- Play track 2.2 for students to check the sounds in the four sentences.
- Play the track again, and ask students to repeat the sentence with the listening, focusing on the stressed and unstressed sounds of *had*, *was* and *were*.

- If necessary, ask students to practise again in pairs. Listen, help, and demonstrate the sounds again if required.

AUDIOSCRIPT 2.2

1 That reminds me of another story I heard about a man who had a lucky escape.
2 He'd been at a barbecue restaurant.
3 While he was looking for the path …
4 Knowing he was missing, teams of people were looking for him.

Exercise 9

- Ask students to work in pairs or small groups. Student A should turn to p126, and Student B to p132.

Communication Part a

- Put students into pairs so that two Student As or two Bs work together. Ask students to read the structure for telling an anecdote and to label the sections of the stories in exercises 2 and 7 according to the five-part structure.

ANSWERS

Sections in story on p16:
1 I'll never forget …
2 I was 27 and had been …
3 … something knocked into the boat.
4 He went back under the water …
5 I'm sure I recognized …

Sections in story on p17:
1 That reminds me …
2 He had been …
3 … after the meal he decided …
4 Luckily he had brought …
5 –

Communication Part b

- Ask students to work in pairs to decide which verb forms are typically used for each of the sections in the anecdotes.

ANSWERS

1 Announcing a story is about to start: present simple, future simple
2 Giving background information: past continuous, past simple, past perfect
3 Main events: past simple, past perfect
4 Conclusion: Past simple
5 Final comment: present simple, present perfect

Communication Part c

- Ask students to tell a 'lucky escape' story, with a picture and some facts.
- Tell Students A and B to look at the picture and the notes for their stories.
- Check *windscreen* for Student B.
- Tell students to plan what they will say. Remind them to use the five-part structure and the narrative forms from exercises 4 and 5. Encourage them to invent details, e.g. names and places.
- When they are ready, in turn, ask Students A and B to tell each other their stories. Encourage partners to listen with interest, and to ask one or two questions at the end.

EXTRA SUPPORT Students could prepare their stories in pairs (e.g. two Student As work together). Then re-pair them, A+B, to tell the stories.

GRAMMAR REFERENCE ANSWERS

Exercise 1
1 c, b, a 2 b, c, a 3 b, c, a, d, e

Exercise 2
1 'd walked, realized, 'd left
2 went, 'd finished
3 was shining, were sitting
4 was, went
5 didn't recognize, 'd met
6 locked, 'd checked, had gone
7 met, were, were both studying

Exercise 3
1 were flying
2 had been
3 was moving
4 could
5 was
6 started
7 became
8 spoke
9 were landing
10 started
11 landed
12 got off
13 saw
14 was

2.2 Unbelievable?

Goals

- Sequence events
- Talk about communication

Lead-in

- This will help students understand the idea of a *hoax*.
- Ask students what they know about April Fool's Day and if they have this tradition in their country. (If not, explain what April Fool's Day is.)
- Elicit examples of tricks played on April Fool's Day.
- Ask students what we call this kind of trick (*a hoax*).
- Elicit examples of other kinds of hoax (e.g. photos of the Loch Ness monster, crop circles, UFO sightings, etc.).
- Ask students to discuss in pairs whether they think tales of UFOs, ghosts, etc. are all hoaxes.

Grammar & Reading sequencing events

Exercise 1a

Text summary: Each text describes a real hoax that took place. The first is about a blue melon that didn't actually exist; the second is about a boy thought to have fallen out of a hot air balloon; the third is about a skull of an early form of human that they called 'Piltdown Man'.

- Ask students to look at the photos and title.
- Check pronunciation of hoax /həʊks/. Elicit the words *skull*, *jaw* and *watermelon* as shown in the photos.
- Ask students to read the texts, and match them to the photos.
- Check *balloon* in text 2 which refers to a 'hot air balloon'.
- Check the answers together.

ANSWERS

1 bottom-left photo
2 top photo
3 bottom-right photo

Exercise 1b

- Ask students to discuss what the stories have in common.
- Elicit their ideas together.

ANSWERS

All three stories are about famous hoaxes.

- Check students understand *to make up* (= to invent something that isn't true) in article 2. Ask *What did the people 'make up' in each story?*

EXTENSION Ask students which of the hoaxes they like best, and which they would believe? Why/Why not?

Exercise 2

- Ask students to read the texts again, and answer questions 1–4.
- Ask students to check answers with a partner.
- Elicit answers together.
- Ask for more information about each question, e.g. 1 *When did it happen?* 2 *Which words in the text mean 'going around online'?* 3 *How long did they believe it for?* 4 *How did they want to be famous?*

ANSWERS

1 Story 3: this happened over 100 years ago, in 1912
2 Story 1: 'has been circulating on the internet'
3 Story 3: the story was believed for nearly 40 years, from 1912–1953
4 Story 2: they wanted to appear …

Exercise 3

- Put students into pairs to discuss the questions about the text.
- Tell them to think of at least two reasons why people carry out hoaxes.
- Elicit ideas together.

Exercise 4a 2.3

Audio summary: The presenter interviews Laura, a journalist. They discuss the three hoaxes in exercise 1, the role of the internet in spreading hoaxes, the reasons for hoaxes, and the problems they cause.

- Tell students they will hear a radio interview with a journalist about hoaxes. They should listen and tick any of the reasons why people carry out hoaxes that they discussed in exercise 3.
- Play track 2.3.
- Ask students to compare their answers with a partner.
- Play the listening twice if necessary.

WATCH OUT! Explain to students that 999 is the telephone number for the emergency services in the UK.

AUDIOSCRIPT 2.3

P = Presenter, L = Laura

P So … to our next story. A national newspaper was embarrassed recently after publishing a story about a super-fruit, the blue melon, which, it turns out, was another internet hoax. Does the internet make hoaxing too easy? Laura, you work for a national newspaper; do you think there are more hoaxes these days?

L Well, there have always been hoaxes, but, yes, there are more of them now. It is easy to create a hoax now that everyone can change photos and videos digitally. And the internet makes it easier to spread the hoax around the world. Everything moves so fast nowadays, and online stories aren't checked before they're published.

P One recent hoax I remember was the so-called Balloon Boy hoax.

L Oh yes, that was a big story. A couple, Richard and Mayumi Heene, let a large gas balloon float off into the air and then, as soon as it was high in the sky, they said that their six-year-old son was inside the balloon. The police were informed and helicopters were sent up to track the balloon until they could find a safe way of getting him down. By the time the balloon landed an hour or so later about 80 kilometres away, the story was live on television. When the boy was not found inside, the media reported that he had fallen out during the flight, and a huge search started. Meanwhile, the boy was actually safe at home, hiding. The parents suddenly announced that they'd found him at home asleep.

P Did the parents really think he was in the balloon?

L Well, we can't say for sure, of course, because they never admitted it; but while reporters were interviewing the family on TV, the boy accidentally mentioned that they'd done it to be on TV. He was supposed to keep quiet about that, of course.

P That's incredible. Do you think most hoaxes are carried out to become famous?

L Yes, and that's not a new thing. Take the example of Piltdown Man. The scientists who claimed to discover that skull became very well known as a result. The publicity you get from a good hoax can also be useful in marketing a product. There have been quite a few advertising campaigns like that. But I don't think becoming famous or getting publicity is the only reason. Quite often, no one knows who started the hoax. Take the blue melon, for example. I imagine someone did that because they thought it was funny to make people believe it.

P But not all hoaxes are funny. For example, people in Britain have been calling the emergency number 999 because of a hoax saying that calling this number charges your phone battery.

L Really?

P Yes, it sounds stupid, but a lot of people believe this hoax, and it's caused real problems for the police and fire service. Some people seem to like creating hoaxes to cause as much trouble as possible.

Exercise 4b

- Ask students to work in pairs to write down three reasons mentioned for carrying out hoaxes.

Exercise 4c 2.3

- Play track 2.3 again.
- Ask students to listen to check their answers to 4b.
- Check the answers together.

SUGGESTED ANSWERS

to become famous/to be on TV; to market/publicize a product; for a joke/for fun; to cause trouble

EXTENSION Tell students that a fourth hoax is mentioned at the end of the programme. Ask them to listen and find out what it was, what people did, and what happened. (The hoax was that if they called '999', it would recharge their phone batteries.)

EXTRA ACTIVITY Ask your students to invent a hoax. They need to think of what they would do and how they would spread the story. Students could then join another group to tell their hoaxes, or write them up, and circulate them.

CRITICAL THINKING Ask students their opinions about these stories. What stories are 'acceptable' ones which harm no one (e.g. about strange and wonderful fruits!), and which are inappropriate and potentially dangerous (e.g. hoaxes about the emergency services)?

Exercise 5a

- Ask students to look at the words in the box. Ask them what sort of words they are (time linkers).
- Ask students first to read through the five extracts about the first hoax mentioned in the radio interview.
- Ask students to work alone to decide which time linker correctly completes each sentence.
- Check *to float off* and *to track*.

EXTRA SUPPORT Check students understand the meaning of the linkers and know what structures can follow them (e.g. *during* + noun; *meanwhile* + clause).

Exercise 5b 2.4

- Ask students to check their answers in pairs.
- Check the answers together by asking a student to read out each one. Ask other students to agree on, or offer an alternative to each time linker.
- Play track 2.4.
- Ask students to listen to check.

ANSWERS

1 as soon as
2 until
3 By the time
4 during, Meanwhile
5 while

PRONUNCIATION Check pronunciation of the phrases, e.g. *as soon as*: *as* is not stressed, and is pronounced with a schwa /ə/. The 'n' of *soon* links to the next word *as*. If necessary, refer students back to linking sounds in Lesson 1.1, exercise 7.

AUDIOSCRIPT 2.4

1 A couple, Richard and Mayumi Heene, let a large gas balloon float off into the air and then, as soon as it was high in the sky, they claimed that their six-year-old son was inside the balloon.
2 The police were informed and helicopters were sent up to track the balloon until they could find a safe way of getting him down.
3 By the time the balloon landed an hour or so later about 80 kilometres away, the story was live on television.
4 When the boy was not found inside, the media reported that he had fallen out during the flight, and a huge search started. Meanwhile, the boy was actually safe at home, hiding. The parents suddenly announced that they'd found him at home asleep.
5 We can't say for sure because the couple never admitted it, but while reporters were interviewing the family on TV, the boy accidentally mentioned that they'd done it to be on TV. He was supposed to keep quiet about that.

Exercise 6

- Ask students to read the sentences in exercise 5a again. Then ask them to read the Grammar focus box on time linkers.
- Ask students to work alone to underline the correct time linkers in the definitions.
- Ask students to check their answers in pairs.
- Check the answers together.

EXTRA SUPPORT If students need help with the time linkers, draw timelines on the board to illustrate them so they can visualize whether two time periods overlap, occur before or after each other, and whether they are extended or are points in time.

ANSWERS

1 while
2 as soon as
3 meanwhile
4 by the time (that)
5 during
6 until

WATCH OUT! Ask students to look at the first linker in exercise 5 (*as soon as*), and tell you what follows it (a clause, i.e. subject + verb). Do the same with the other time linkers. Point out that *during* and *while* have similar meanings, but different structures *during* + noun: *During the summer, I went to France*; *while* + subject + verb: *While I was away from work, I went to France*.

- Remind students to check the *Grammar reference* on p139 where there are three more practice exercises they can do for homework.

Exercise 7a

Text summary: This is about the Piltdown Man hoax. The skull of 'Piltdown Man' was discovered in England in 1912 and was seen as providing evidence for the evolution of humans from apes. The skull was proved to be a fake forty years later.

- Before choosing the correct linker, tell students to read the text, to help them understand the time linkers in context.
- Ask students to then work alone to choose the correct time linker.
- Ask students to check their answers with a partner.
- Elicit a few answers together.

Exercise 7b 2.5

- Play track 2.5 for students to check their answers to exercise 7a.
- To check they have understood, ask questions based on definitions in the Grammar focus box, e.g. *Did it happen before or after? Did it happen at the same time?*, etc.

ANSWERS

1 During 2 while 3 As soon as 4 during 5 until 6 Meanwhile 7 by the time

AUDIOSCRIPT 2.5

During the early twentieth century, scientists were keen to find some evidence that would prove the link between early man and apes. In 1912 that evidence seemed to have been found while Dawson and Woodward were digging on a site in Piltdown, in the south of England. As soon as they saw the jawbone and the skull, they decided that this must be the evidence science needed. Woodward claimed that both bones belonged to a human being who had lived about half a million years ago, during what is known as the Lower Pleistocene period. Most scientists accepted this opinion until nearly forty years later, when it was discovered that the Piltdown Man was a fake. Meanwhile, Dawson, who most people consider responsible for making the fake, had died.

The Piltdown Man hoax truly damaged science because by the time the hoax was discovered, scientists had wasted nearly forty years believing a lie.

Vocabulary & Speaking communication

Exercise 8a

- Ask students to work in pairs to look back at extracts from the radio interview in exercise 5a.
- Ask them to find the verbs describing different ways of communicating or not communicating information
- Do the first one together.
- Check the answers together.

ANSWERS

claimed (1), were informed (2), reported (4), announced (4), say (5), (never) admitted (5), were interviewing (5), mentioned (5), keep quiet (5)

EXTRA SUPPORT Ask questions to make sure students understand the difference in meaning between these verbs: e.g. *Which verbs mean: giving information to the public (on the radio, in the news)* (= report/announce); *say something casually without giving much information?* (= mention).

Exercise 8b

- Before doing this exercise, tell students to read both texts in full.
- Check *to claim* (= to say something is true but without any proof) and *to invent*.
- Ask students to then work in pairs to add the verbs in their correct form to the news items.
- Check the answers together.

WATCH OUT! Point out that after *tell* we use a noun or pronoun to say the person who was spoken to (*He told **me** his name.*), but after *say* we do not (e.g. *He said his name.* NOT ~~*He said me his name.*~~).

ANSWERS

1 announced 2 told 3 claimed 4 reported
5 admitted 6 invented

Exercise 9

- Ask students to work in pairs or small groups.
- Ask them to look at the photos on p126 which relate to two famous hoaxes: the Cottingley fairies or the 'near miss'.
- Elicit ideas about what the stories might be about.
- Ask them to choose one of the stories to work on.
- There are two sets of sentences mixed up. Ask them to match the sentences to the pictures.

ANSWERS

Box 1 relates to the 'near miss'; box 2 to the Cottingley fairies.

- Check students understand *fake* and *float*.
- Ask students to look at the box that relates to the story they have chosen and put the sentences in the correct order.
- Elicit ideas together.

ANSWERS

Box 1

On 1st April 1976, the well-known astronomer Patrick Moore announced on the BBC that at 9.47 a.m. something strange was going to happen. He reported that Pluto was going to pass behind the planet Jupiter. This would affect gravity on Earth. If people jumped in the air at 9.47 a.m., they would float. When it was 9.47 a.m., hundreds of people rang the BBC to tell their stories. One woman claimed that she and her friends all floated around the room.

Box 2

In 1917 two young cousins, Elsie and Francis, living in Bradford, England, claimed to have taken photos of fairies. Elsie's father saw the photos and decided they were fake, but her mother, Polly, believed the girls. Two years later, Polly was at a meeting and mentioned the photos. Perhaps surprisingly, Sir Arthur Conan Doyle, author of the Sherlock Holmes books, became interested and supported the story. For decades many people believed the photos were real. In 1981 the cousins were interviewed for a magazine and finally confessed to the hoax.

- Ask students to work together to rewrite the story of one of the hoaxes.
- Remind them to include time linking phrases from the Grammar focus box, and verbs to describe different types of communication. Go round and monitor to help.
- Elicit examples of the two rewritten stories together.

DICTIONARY SKILLS Ask students to look in a dictionary to find the difference in meaning between: *hoax*, *fake*, *fraud*, *scam*. Ask them to write a sentence for each word.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 while
2 during
3 until
4 Meanwhile
5 as soon as
6 by the time
7 during
8 while

Exercise 2

1 during
2 During
3 while
4 As soon as
5 Meanwhile
6 By the time

Exercise 3

1 during
2 as soon as
3 by the time
4 until
5 Meanwhile

2.3 Vocabulary and skills development

Goals

- Understand references in a text
- Use comment adverbs

Lead-in

- Ask students how they got their first job. Did they have an interview?
- Ask them to think about different kinds of jobs, (e.g. *sportsmen*, *electricians*, *actors*, *doctors*, etc.) and how they find work. Give students three minutes to write a list with a partner.
- Elicit their ideas together.
- Ask them to discuss whether interviews are a fair way to judge someone's ability. Why/Why not?

Reading & Speaking references

Exercise 1

- Before opening the books, ask students what an *expert* is. Collect as much information as you can, and come up with a group definition. You could write this on the board.
- Ask students to read the quotation, and discuss their ideas.
- Check *consecutively* (= happening one after the other).
- Elicit ideas together. The quotation is partly humorous and challenges the idea that experts are 'always right'. It perhaps suggests that no knowledge is completely certain and that even an expert's view is just an educated guess.

Exercise 2a

- Ask students to read sentence 1, and tell you what sort of word 'it' is. (It's a pronoun. It refers back to *article*.)
- Ask students to work with a partner. Tell them to read sentences 2 and 3, and discuss what the underlined words refer to.
- Check the answers together.

ANSWERS

1 The word *it* refers to *article*.
2 The word *so* refers to the phrase *(have to) study science*.
3 *He* refers to *Albert Einstein*.

- Point out that *it*, *so* and *He* are all reference words in these sentences. Highlight that *so* refers to a clause, not just a noun.
- Ask students to find another reference word in sentence 3 ('he' in *when he was twenty-nine*).

Exercise 2b

- Ask students to read the sentences again, and find out why the first 'He' in sentence 3 is different.

ANSWER

It refers forwards; all the other reference words refer backwards.

Exercise 3a

- Ask students to read the Unlock the code box about reference words.
- Check each sentence by asking questions: *What is the reference word? What does it refer to here? Which example has a word which refers backwards?* (1 and 2) *Which has a word which refers forwards?* (3)

Exercise 3b

- Ask students to focus on the photo. Elicit what they can see (= an orchestra).
- Ask students to read paragraph 1 of the text, and to underline the reference words. Do the first one together (*his* and *Canadian author*).
- Ask students to discuss what each word refers to. Which ones refer backwards, and which refer forwards?
- Check the answers together.

ANSWERS

1 & 2
In his book, Canadian author = Malcolm Gladwell (refers forwards)
It shows … = the story
…, he says, … = Malcolm Gladwell
… even if they … = experts (refers forwards)
It's about music … = the story
… but it's true … = the story

STUDY TIP Suggest students find a short paragraph in a different text they are reading, online or in a book. Tell them to circle all the reference words and find the words they refer to. Doing this on a regular basis will raise their awareness, and help them deal with these naturally.

Exercise 4

Text summary: The text is about a story from a book by Malcolm Gladwell, a well-known Canadian journalist. It describes how a group of experts used to select musicians for an orchestra. They selected mostly men. In the 1980s, they started using screens, so that the experts couldn't see the musicians. At this point, they started selecting more women. The writer concludes that the experts were judging on what they could see, not on what they could hear.

- Before students read the text, check *screen* (= a flat, vertical surface to divide a room, or keep something out of sight).
- Tell the students to read the article, and decide which of the three sentences best summarizes the main point. Tell them to ignore the gaps in the text for now.
- Ask students to check their ideas in pairs. Encourage them to give reasons for their decision.
- Elicit ideas together.
- Check *to employ*, *judge*, *audition* and *to hire*.

SUGGESTED ANSWERS

The best answer is 2. The main point of the article is to show that the screen makes a difference. When they could not see the musicians, the judges had to focus on the skills of the musicians.

Sentence 1 is not correct. Although more women than men were hired, this only 'suggested' that women were better musicians. It was not proven.

Sentence 3 is not correct because the text only talks about one orchestra, not orchestras in general.

Exercise 5a

- Ask students to read paragraph 2, and work alone to decide what the underlined words refer to. Do the first one together.
- Ask students to check their answers with a partner.
- Check the answers together. Again, check which words refer backwards, and which refer forwards.

ANSWERS

they = orchestras; *them* = the judges; *the best* = musician; *this* = the fact that men were mainly selected; *one* = musician

Exercise 5b

- Ask students to read paragraphs 3 and 4, and complete the sentences with the correct reference word from the box.
- Ask students to check their answers with a partner.
- Check the answers together.

ANSWERS

1 they (orchestras) 2 they (judges) 3 it (the idea that even experts are strongly influenced in this way) 4 he (Gladwell) 5 he/she (students at the best colleges in the USA)

EXTRA SUPPORT Remind students that reference words must 'agree' in number and/or gender, e.g. *John and Steve gave me **their** books*, or *John gave me **his** book*. When we don't know if the person is male or female, we use 'they', e.g. *A musician must do many things at once. **They** need to play their instrument, read music, and watch the conductor.*

EXTENSION Ask students to find a short article in one of the previous units, e.g. the text on hoaxes in Lesson 2.1. Ask them to circle all the reference words, and, in pairs, discuss what each one refers to.

STUDY TIP Ask students to find a piece of writing they have done recently. Tell them to look through it and find places where they could have used reference words. Remind students that reference words make a text sound more natural and cohesive.

Exercise 6

- Put students into small groups.
- Ask them to read and discuss the questions.
- Encourage them to make a list of ideas for questions 2 and 3 (e.g. gender, nationality, clothes, etc.).
- Listen as they talk, and offer help if they need it.
- When they have finished, elicit ideas together. You could draw up a list on the board for sentences 2 and 3.

SUGGESTED ANSWER

1 Some orchestras started hiring more women because they started using screens. This meant they had to really listen to the skills of the musicians; they were perhaps less influenced by looks or gender.

2 & 3 Students' own answers

EXTENSION Ask students if they know any other similar examples where women, or men, are excluded. You could mention that the Vienna Philharmonic Orchestra had no permanent female musicians until 1997. The Berlin Philharmonic had a similar policy. These orchestras felt that the 'emotional unity' of the orchestras would be upset and that maternity leave would cause a problem.

EXTRA ACTIVITY Have a discussion in small groups. How important are 'first impressions'? Are first impressions usually correct?

CRITICAL THINKING At the end of the article, Gladwell suggests that a candidate's looks could affect their chances at college interviews. Do your students agree? Is this sort of discrimination also possible at work and in job interviews?

Vocabulary & Speaking comment adverbs

Exercise 7a

- Ask students to move on to look at comment adverbs. Ask students to read the sentence from the article, and underline the word which carries the writer's opinion.
- Ask students what kind of word this is (comment adverb).

ANSWER

Amazingly

Exercise 7b

- Ask students to discuss in pairs what the writer thought.
- Elicit their ideas together.

SUGGESTED ANSWER

The writer was very surprised.

Exercise 8

- Ask students to read the Vocabulary focus box on comment adverbs.
- Check the other comment adverbs: *curiously* (= to say you feel something is unusual and strange); *remarkably* (= to say you feel something is unusual and surprising).
- Ask students to go back to the text in exercise 4 about musicians, and to underline two more comment adverbs.
- Ask students to check their answers with a partner.
- Check the answers together. Ask students to tell you what the writer's opinion is in each case.

ANSWERS

Naturally (paragraph 2, line 7): He thinks this is obvious, because he thinks the judges are experts.

Personally (paragraph 4, line 4): He is giving his own opinion.

WATCH OUT! *Probably* (paragraph 2, line 10) is not a comment adverb; it gives a reason based on the facts, and does not give the writer's opinion.

Exercise 9

- Ask students to work in pairs to discuss the adverbs.
- In each case, both adverbs are possible. Do the first one together. Ask students to explain how the opinion of the writer changes.
- Tell students to brainstorm one or two ideas for each adverb, and to explain the writer's opinion.
- Ask students which adverb they would use to describe themselves for sentence 4. Why?

ANSWERS

1 *Interestingly* = surprising fact; or perhaps the writer wants to recruit someone for a TV job. *Fortunately* = perhaps the writer hopes to find someone to help him get a job in TV; or perhaps he wants to meet others applying for TV jobs.
2 *luckily* = he was pleased because although he was late, the bus was, too; *remarkably* = he was surprised, because the buses are not usually late.
3 *Remarkably* = he expected them to pass; *Sadly* = this only tells us he was sad; it says nothing about his expectations.
4 *Personally* = his own opinion, and suggests that others don't find it easy to learn new things; *Curiously* = suggests he is interested in learning new things, and that perhaps others aren't.

EXTRA ACTIVITY Put students into pairs. Write some sentences on the board, e.g. *There was food in the fridge. There was an accident outside the supermarket. The bus was late.* Tell each pair to add a comment adverb to the sentence, and a second sentence to give the context, e.g. *Luckily, there was food in the fridge. I was starving when I got home.* When they have finished, elicit answers together.

Exercise 10a

- Ask students to work first on their own, and later in pairs.
- Ask them to choose one of the situations, or think of a similar situation from their own life. Tell them that they are going to tell their partner the story of what happened.
- If necessary, demonstrate with the first situation: *a meal in a restaurant* (e.g. there was an accident with the food; someone famous was at the next table; etc.).
- Give students a few minutes to prepare. They should include where they were, and when it took place. Prompt with extra help while they prepare.

EXTRA SUPPORT Refer students to Lesson 2.1, exercise 5 for structuring a narrative, and Lesson 2.2, exercise 6 for linkers.

Exercise 10b

- Ask students to take turns to tell each other their stories.
- Remind them to use comment adverbs when they tell their story.
- Encourage students listening to pay attention to the details, and to ask questions about the story afterwards.

EXTRA SUPPORT If you have a weaker group, they could work together on the same story, and then work with a new partner to tell their story.

FEEDBACK FOCUS Focus on students' use of comment adverbs, referencing and tenses. Note down any language for correction for group work later. You could also ask them to write a tick in their notebooks every time they use a comment adverb; the pair with the most ticks wins.

EXTRA CHALLENGE Put students into threes: one student tells their story, the next listens and asks questions, and the third notes down good language use (i.e. tenses, linkers and comment adverbs). 'Name' each student: A = storyteller, B = listener, C = language person. When they have finished, tell them to swap roles and tell another story.

2.4 Speaking and writing

Goals

- Engage a listener and show interest
- Write a narrative

Lead-in

This revises informally story-telling techniques (Lessons 2.1, 2.2 and 2.3), and raises awareness of listening actively.

- Put students into pairs: Student A and B.
- Ask them to take turns to tell a one-minute story to each other (e.g. about their last holiday, a film they saw, etc.).
- Before they start, tell Student Bs to look *disinterested* while they listen to A's story.
- After Student As have told their story, ask how they felt.
- Elicit how we 'listen' (e.g. eye contact). Keep this brief.
- Swap roles. Bs tell A their story. This time, As 'listen'.
- Ask them if this was better. How?
- Tell students that this section looks at ways of getting a listener's attention, as well as how to show interest.

Speaking & Listening showing interest

Exercise 1a

- Ask students to look at the pictures and words in pairs and to try to guess what happened. Encourage them to be imaginative.
- Give students four minutes.
- Collect their ideas together.

Exercise 1b

- Tell students that you know what happened in the story. (The information is in the audioscript for exercise 2 below.)
- Tell them that to find out more, they need to ask you *yes/no* questions.
- Suggest students prepare their questions in pairs. Give them a few minutes.
- If they need help, prompt with the following: *Is it about a family? Did they make a cake?*
- You could put a limit on the total number of questions, e.g. ten, to make them think carefully.
- Tell them to ask you their questions together.
- Make sure you don't provide them with too much information as they will hear the whole story in exercise 2.

Exercise 1c

- When they have enough facts, or after the question limit, ask students to work together to construct the story.
- Elicit examples of the story from one or two pairs. Don't reject any ideas at this point.

Exercise 2 2.6

Audio summary: The story is about a woman who lost her ring, and then found it years later in strange circumstances: she was digging up carrots in the garden, and found one had grown with a ring around it.

- Tell students they will hear the story. Ask them to listen and compare it to their version.
- Play track 2.6.
- Ask students in pairs to compare it with their own stories.
- Play the listening again if necessary.
- Check the answers together. Ask which students' stories were similar.

AUDIOSCRIPT 2.6

A I heard this incredible story from a friend about a woman who lost her wedding ring …
B What happened?
A Well, she'd lost her wedding ring years ago, in … 1995, I think, while she was baking in her kitchen; and although she looked everywhere, even taking up the kitchen floor, she couldn't find it anywhere.
B Oh no, that's awful.
A Yes, but then she found it again more than ten years later.
B How?
A You're not going to believe this, but she was in the garden digging up carrots and she suddenly noticed that one of the carrots was 'wearing' her ring!
B What, you mean the ring was on the carrot?! Really?
A Yes, it's true, the carrot had grown *through* the ring …
B No way! That's incredible!
A It is, isn't it? I'm sure she's keeping it safe now!

Exercise 3

- Ask students to read the statements about coincidences, and discuss them with a partner. Do they agree? Why/Why not?
- Check *coincidence* /kəʊˈɪnsɪdəns/, *meaningful*, *meant (to happen)* (= intended or expected), *just maths* and *odd seeming coincidences*.
- Elicit their ideas, and lead a brief discussion.

WATCH OUT! Note that in British English we say 'maths'. In US English they use 'math' in the singular.

EXTENSION Give students two minutes to discuss coincidences they have experienced. Collect a few ideas together. Ask the others to comment: are these coincidences, or 'just maths'? Find out if there are any coincidences in your group (e.g. birthdays, where people live, etc.).

Exercise 4a 2.6

- Ask students to listen again to the story in exercise 2, and note down the expressions used by the speaker to engage the listener, and the expressions which show interest.
- Play track 2.6.
- Ask students to check their answers with a partner.
- If necessary, play the listening a second time.

EXTRA SUPPORT Ask the students to look at the Language for speaking box as they listen and to tick the phrases they hear.

Exercise 4b

- Ask students to check their answers by reading the Language for speaking box. Not all of the expressions in the box are in the listening.

ANSWERS

I heard this incredible story about … (engaging the listener)
That's awful! (showing interest)
You're not going to believe this, but … (engaging the listener)
What, you mean …? (showing interest)
No way! (showing interest)

EXTENSION Ask students which phrases they know, use and like. What other similar phrases do they know?

STUDY TIP Suggest students write five expressions they want to remember on pieces of sticky paper. Ask them to stick them on the side of their computer or fridge, and imagine how they would include them in a conversation.

Pronunciation intonation – showing interest

Exercise 5a 2.7

- Tell the students they will hear six phrases. They should decide if the speaker sounds interested or not.
- Do the first one together.
- Play track 2.7, stop after the first one.
- Write *What happened?* on the board. Elicit what happens to the speaker's voice: does it go up or down? Where is the phrase stressed? What happens to the voice/intonation after that?
- Then play the rest of track 2.7, and ask students to listen to what happens to the voice in each phrase.
- Ask students to check with a partner.
- Play the listening again if necessary.
- Check the answers together on the board.

ANSWER

All the speakers sound interested. We know this because they all use rising intonation at the end of the phrase/sentence to show interest in what is being said.

AUDIOSCRIPT 2.7

1 What happened?
2 Oh no, that's awful.
3 You're joking.
4 What, you mean the ring was on the carrot?!
5 Really?
6 No way! That's incredible!

Exercise 5b 2.7

- Play track 2.7 again, and ask students to repeat each phrase. Pause the listening if necessary.
- Encourage students to exaggerate their intonation. Let them repeat phrases as a group, and individually.

EXTRA SUPPORT Ask students to listen to how the speaker's voice goes up (indicate with an arrow on the board, or with your hand). Students need to be able to hear the intonation before they can produce it.

WATCH OUT! In many languages, intonation patterns are different from English (e.g. wider or flatter). If students 'transfer' the intonation of their own language to English, they might sound either over-emotional or bored.

Exercise 6

- Tell students they are going to tell each other a story about a coincidence.
- Put students into pairs and assign roles: Student A or Student B.
- Tell students to turn to the pages indicated at the back of their books.
- Give students a few minutes to read the notes and to prepare their stories. Monitor and help if necessary.
- For extra support, two Student As and two Student Bs could work together to prepare their stories.
- When they are ready, ask them to tell their stories in turn, first Student A, and then Student B.
- Remind the story tellers to engage their listeners, and listeners to show interest, using phrases from the box.
- Monitor as they tell their stories, but don't interrupt.

SMART COMMUNICATION Good eye contact, and facial gestures are also strategies for demonstrating listening. Point out that overuse of listening strategies can appear false.

Reading & Writing a narrative

Exercise 7a

Text summary: The story tells of a father (Barry) and son (Colin) who meet coincidentally after a gap of 34 years. The son had been living in South Africa, and recently returned.

- Tell students they are going to read about another coincidence. The paragraphs are in the wrong order.
- First, ask them to read the paragraphs. Give them two or three minutes only, so that they don't get stuck on details.
- Focus them on the first paragraph (E), and ask why it comes first (it gives background information, and starts with a suitable opening).
- Ask students to work in pairs to put the paragraphs in order.
- Elicit their ideas together. In each case, ask them what clues they used to decide on the paragraph order.

EXTRA SUPPORT If necessary, check the facts and students' opinions with questions such as: *Is Barry the father or the son?* (father); *What was Barry's job?* (taxi driver); *What did the woman see?* (the same surname: Bagshaw, an unusual name); *Were the father and son happy to see each other? Why/ Why not?*

- Check *to turn out (that)* (= to be in the end).
- Ask students if they think the story was a coincidence, or 'just maths'. Is it similar to their coincidence stories?

ANSWERS

The paragraphs go in this order: E, F, B, C, A, G, D

Exercise 7b

- Ask students to read the five-part narrative structure that was introduced in the communication activity in Lesson 2.1 of the Coursebook on p126.
- Ask them to work alone or in pairs and find in the story in exercise 7a the words or phrases which match the narrative structure.

ANSWERS

1 **Announcing a story is about to start:**
E *A few years ago, …*
2 **Giving background information:**
F *It seemed like any other day. Barry picked up …*
3 **Main events:**
B *… the woman noticed …*
C *The man then said, …; He waited …*
A *… they hugged and went for a coffee*
4 **Conclusion:**
G *it turned out that …*
5 **Final comment:**
D Colin's comment in the final paragraph.

Exercise 8a

- Ask students to read the story in exercise 7a again to find words which say when something happened.
- Elicit one or two to get them started, e.g. *A few years ago*; *After a while,* etc.
- Ask students to check their answers in pairs.
- Check the answers together.

ANSWERS

As soon as (A), while (A), After a while (B), then (C), In an instant (C), until (C), A few years ago (E), when (E), recently (G)

Exercise 8b

- Ask students to read the time expressions in the Language for writing box, and to tick the ones they found in the text (*After a while*, *A few years ago*, *recently*).
- Check students know the meaning of these linkers, and elicit an example for each one.
- Check *in an instant* (= happening immediately).

WATCH OUT! Point out the difference between the following: *in the end* refers to the final outcome of something, or the conclusion; *finally* has the same meaning; and *at the end* refers to the final event or 'happening' in a story.

EXTRA CHALLENGE If you have a strong group, elicit other expressions to add to the box, e.g. *First of all*, *soon*, *afterwards*, *later,* etc.

Exercise 9

- In each case, ask students to read two sentences, and choose a time expression from the Language for writing box to complete the second sentence so it has the same meaning as the first. There is one expression that they do not need.
- Do the first one together.
- Ask students to work individually, and then in pairs to complete the sentences.
- Check the answers together, asking a student to read out each sentence.

STUDY TIP Ask students to add each time expression from the first sentence to the corresponding one in the Language for writing box.

ANSWERS

1 rang her straightaway
2 recently
3 Just then
4 In the end
5 In an instant
6 After a while

Note that 'a few years/months ago' is not used.

Exercise 10

- Ask students to work alone or in pairs.
- Ask them to read the sentences from a story about an artist, a gallery owner and a stolen painting.
- Tell them to decide on the order of the sentences. Suggest they add extra details to bring the story to life and remind them to include time expressions.
- Set a time limit for students to plan their story, and write it up. Help as necessary, asking questions about the story.
- Ask students to write up a final version of their story.
- Alternatively, students could do this at home, and do the follow-up task next time, or brainstorm ideas in class, and write the story at home.

EXTRA SUPPORT Before students write their own story, check *valuables* (= the small things that you own that are worth a lot of money); remind students that the singular of *thieves* is *thief*.

Exercise 11

- Ask students to swap stories with a partner and read each other's.
- Ask them to read first for interest. How similar are their stories? What do they like most about their partner's story?
- Ask students to check use of the time expressions, as well as tenses for the structure of the story.
- Ask students to discuss their stories together. Encourage them to comment and ask questions about the plot.

FEEDBACK FOCUS If you collect the work in, instead of correcting their texts, you could indicate problem areas in the text, using abbreviations, (e.g. T = tense, P = punctuation, WW = wrong word, SP = spelling, etc.) Familiarize students with these when you return their texts; this approach will be useful for other writing assignments.

EXTENSION Instead of swapping stories, you could post them on the wall. Ask students to read one or more stories each. Tell them to add a polite comment about the story and their name. Then ask students to take their own stories, and read the comments.

EXTRA ACTIVITY 'Story in a bag': Put five items in a bag as prompts (e.g. a paperclip, a scarf, a word on a card for an item (e.g. an elephant), etc.). Each group gets a bag with five items, or students could prepare 'bags' for other groups. Each group has a few minutes to make a story which includes all the items. When they are ready, each group tells the class their stories.

2.5 Video

Seven good stories

VIDEOSCRIPT

Today I want to talk about the importance of stories.
Personally, I love all stories. They can educate and entertain, and tell us a lot about who we are and where we come from.
After all, people have always told stories. Every culture in the world has its own tradition of storytelling, and from the moment we are born stories are an important part of our everyday lives.
But did you know that many of these stories – from all over the world – share the same basic story? In fact, some experts say there are only seven main plots.
They say that all stories – from century-old folk tales to modern blockbusters – fit into one of these categories.
There's the 'monster' plot, where an enemy threatens a community until it is defeated by a local hero.
Examples of this include *Dracula* and *Jaws*.
In the rags to riches story a poor character gets something and loses something and learns a life lesson as a result.
Cinderella is one of the most famous rags to riches stories, but there are many more, like *Aladdin* and *Harry Potter*.
Tragedies are like rags to riches in reverse.
A villain starts with everything but loses it all, usually because of their greed.
Greek tragedies are particularly famous, as are many Shakespearean plays such as *Macbeth*. These villains usually die at the end.
But some of these stories end differently. Instead, the villain changes and by the end of the story they are a hero.
This plot is called the 'rebirth' plot.
A lot of old sagas follow the plot of 'the quest'. Here the main character goes on a journey in order to find something or get somewhere.
On the way they face many obstacles, but they usually get there in the end.
The 'voyage and return' is similar to the quest, but the hero often returns with nothing but experience. *The Wizard of Oz* is a fantastic example of that.
Another category is comedy, but these comedies don't always make you laugh.
As a plot, the comedy is really a love story. Two characters are in love but an obstacle keeps them apart.
In the end they overcome the obstacle and live happily ever after.
So there you go – these are the seven main categories of story.
But of course there are millions of stories, and while they follow these basic plots – or, indeed, a variety of these basic plots – they are all different.
If they weren't, we wouldn't find them so fascinating!

VIDEO ANSWERS

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

Exercise 2
Photo 1: *Cinderella*
Photo 2: *Jaws*
Photo 3: *Macbeth*

Exercise 3
1 monster – *Dracula*, *Jaws*
2 rages to riches – *Cinderella*, *Aladdin*, *Harry Potter*
3 tragedy – *Macbeth*
4 rebirth
5 the quest
6 voyage and return – *Wizard of Oz*
7 comedy

Exercise 4
1 Certain
2 win and lose
3 normally
4 reach
5 a greater understanding of the world
6 a romantic tale

Exercise 5a
Students' own answers

Exercise 5b
Students' own answers

Review

ANSWERS

Exercise 1a
1 was trying
2 called
3 had
4 took
5 tried, had locked
6 were travelling, had
7 had left, rang
8 had

Exercise 1b
1 was = weak
3 had = strong
5 had (locked) = weak
6 were (travelling) = weak, had = strong
7 had (left) = weak
8 had (to) = strong

Exercise 1c 2.8

AUDIOSCRIPT 2.8

A bad day

1 Last Tuesday my computer broke while I was trying to finish an important piece of work.
2 So I called a friend who knows about computers, and he came over straightaway.
3 He had a look at it, but he couldn't fix it.
4 He took my keys so he could come back to fix it the next day while I was at work.
5 The next morning when I tried to leave for work, I discovered that he had locked my front door from the outside, and I couldn't get out of the flat.
6 My parents were travelling abroad, and no one else I know had a spare key.
7 I tried to call my friend, but he had left his phone in my flat. It rang right next to me.
8 I had to wait for him to arrive, and so I was very late for work.

Exercise 2a

1 By the time 2 During 3 until 4 Meanwhile
5 As soon as 6 While

Exercise 2b

Students' own answers

Exercise 3a 2.9

appear	6
expect	1
forget	2
realize	7
recognize	4
remind	5
scream	8
wonder	3

AUDIOSCRIPT 2.9

1 to think or believe that something will come or happen
2 to not be able to remember something
3 to ask yourself questions about something
4 to know again someone or something that you have seen or heard before
5 to help someone remember something
6 to suddenly be seen
7 to know or understand that something is true, or that something has happened
8 to cry out loudly in a high voice

Exercise 3b

Students' own answers

Exercise 3c

Students' own answers

Exercise 4

1 mentioned 2 admitted 3 announce 4 claimed
5 keep quiet 6 inform

Exercise 5a

Suggested answers:

1 Surprisingly/Sadly/Unfortunately
2 Surprisingly/Remarkably/Luckily/Fortunately
3 Curiously/Surprisingly/Remarkably
4 Remarkably/Fortunately/Luckily/Surprisingly/Curiously

Exercise 5b

Students' own answers

Exercise 6a 2.10

ANSWERS/AUDIOSCRIPT 2.10

1 You're not going to believe this, but I've lost my job.
2 Someone told me there's going to be a bad storm tonight.
3 I heard that Jack has won the lottery.
4 Apparently the office is closed this week.

Exercise 6b

Students' own answers

3 Life skills

Unit overview

Language input

Ability (CB p27)	• *Spend time with people who are able to resist temptation.* • *Nearly all the children succeeded in waiting the full fifteen minutes.* • *Some managed to wait a while before giving in.*
Obligation, permission and possibility (CB p29)	• *He didn't need to get up early.* • *He also had to be polite to the customers.* • *He could even take a day off work.*
Grammar reference (CB pp140–1)	

Vocabulary development

Challenges and success (CB p26)	• *resist temptation, rise to the challenge, make an effort, …* • *give in, deal with, wait for, …*
Work skills (CB p28)	• *manage schedules, solve problems, set goals, …*
Compound adjectives (CB p31)	• *left-handed, good-looking, two-hour, …*

Skills development

Reading: Complex noun phrases (1) (CB p30)
Speaking: Practical instructions (CB p32)
Writing: Writing an opinion paragraph (CB p33)

Video

Documentary: A woman's life: 1914 vs 2014 (Coursebook DVD & CB p34)
Vox pops (Coursebook DVD & TG p260)

More materials

Workbook	• Language practice for vocabulary, grammar, pronunciation, speaking and writing
Photocopiable activities	• Grammar: A paralympian's story of success (TG p211 & TSRD) • Vocabulary: Dream team (TG p228 & TSRD) • Communication: Origami (TG p246 & TSRD)
Tests	• Unit 3 test (TSRD) • Progress test: Units 1–3 (TSRD)
Unit 3 wordlist (TSRD)	

3.1 Challenges

Goals

- Talk about challenges and success
- Talk about ability

Lead-in

- Ask students about their habits and routines, and what they would like to change (e.g. drink less coffee, go to bed earlier, read more, do more exercise, etc.).
- Ask students to share their ideas with a partner. Tell them to make a list of five things they would like to do more of and five things they would like to do less.
- Elicit a few ideas together.

Vocabulary & Listening challenges and success

Exercise 1

- Pre-teach 'to resist' to help students work with the text and ideas in this section.
- Write the word 'chocolate' on the board.
- Ask *Would you like some? Is it easy to say 'no'? Why?*
- Elicit *to resist*.
- Tell students that it can be difficult to 'resist' things (e.g. chocolate or cake), as well as activities (e.g. buying new clothes). Try to elicit some more examples.
- Ask students to discuss in pairs what they find difficult to resist.
- Check *junk food*.
- Give them two minutes, then collect a few ideas together.

Exercise 2

- Focus students' attention on the photo of the children. Ask them what is happening.
- Check *marshmallow* (shown in the photo on p26).
- Ask them which child they think will resist the temptation to eat the marshmallow, and why. Ask *What are they doing differently?*

Exercise 3 3.1

Audio summary: The introduction describes a famous experiment carried out by Walter Mischel at Stanford University in the 1960s. Four-year-old children were left alone in a room for fifteen minutes with a marshmallow. They were told if they did not eat the marshmallow, they would receive two later as a reward.

- Ask students to listen to the first part of the talk and answer the question.
- Play track 3.1.
- Ask students to check their answers with a partner.
- If necessary, play the listening again.
- Check the answers together.

EXTENSION Ask if any of the class are familiar with this experiment or have read about it at school/university.

ANSWER/AUDIOSCRIPT 3.1

In the late 1960s, Walter Mischel, a professor at Stanford University in the United States, carried out an experiment which is known as the Marshmallow Test. He and his researchers took four-year-old children into a room, all by themselves, and put a marshmallow in front of them. Then the researcher told the child: 'You can eat this now if you want. Or, if you can be patient and wait until I come back, and not eat the marshmallow, you can have two marshmallows as a reward.' Then they left the child alone with the marshmallow for fifteen minutes. Of course, they filmed what the children did.

Exercise 4 3.2

Audio summary: The radio presenter describes how many children succeeded in not eating the marshmallow, and explains some of the strategies they used. The presenter also discusses how those children developed into adults, and compares their later successes with their ability to resist temptation.

- Before playing the listening, ask students to read the questions.
- Ask them to try to guess what answers they expect.
- Play track 3.2.
- Ask students to check their answers with a partner.
- If necessary, play the listening again.
- Check the answers together.

EXTENSION Ask students if they are surprised at any of the results. Why/Why not? Can they recall a similar situation when they have/haven't been able to resist temptation?

ANSWERS

1 15 minutes
2 70%
3 They did well at school, had good relationships, were healthy, and had good jobs.
4 By looking away, or covering their eyes.
5 You are able to make choices which will be more beneficial later.

AUDIOSCRIPT 3.2

Fifteen minutes is a long time if you're a child and you really like marshmallows!
So, what happened? How many children do you think ate the marshmallow? Well, nearly 70% ate it. Some ate it straightaway, some managed to wait a while before giving in. Only 30% of the children were able to resist temptation and wait the full fifteen minutes. OK, the researchers found out that most of the children preferred to have something immediately to having to wait for what they really wanted. Not that surprising, really.
But some years later, they discovered something much more interesting. When these children became adults, the researchers contacted them again. And what do you think they discovered? All the children who were able to wait were very successful. They had done well at school, had good relationships, and were healthy. They earned a lot more money, too. The children who couldn't resist temptation were generally less successful in all these ways.
In the original marshmallow test, the researchers noticed the children who managed not to eat the marshmallow were using some effective techniques. Those children who

stared at the marshmallow, or picked it up, or smelt it, always ended up eating it. The successful children found a way to deal with the problem, by looking away from the marshmallow, or covering their eyes.
Watching the successful children made the researchers realize that the important thing was to avoid thinking about the marshmallow at all. Then the children didn't have to make an effort not to eat it. In a later experiment, Mischel proved that when he taught the children some simple techniques, such as imagining the marshmallow wasn't real, that it was just a picture of a marshmallow, nearly all the children succeeded in waiting the full fifteen minutes.
So, everyone can learn to wait if they want to. This is important because this experiment isn't just about waiting for a marshmallow. If you can wait for a marshmallow, then you'll be able to choose to study rather than watch TV, knowing it's better for your future. You'll succeed in saving up money for something you really want, rather than spending it without thinking. And, in this way, you will be able to make better decisions about your future, and eventually get a better, and higher-paid, job.

Exercise 5 3.3

Text summary: The text describes the results of the marshmallow experiment and focuses on the successful strategy of not looking at the marshmallow, used by some children in this test.

- Ask students to work individually to complete the text.
- Ask students to check their answers in pairs.
- Play track 3.3 for students to check their answers.
- Check *give in* and *rise to the challenge*.

STUDY TIP Suggest students read the whole text first before trying to complete it. This will give them an overall understanding and make it easier for them to choose the correct verb.

WATCH OUT! Check the spelling and pronunciation of *deal* in the past (*dealt* /delt/).

EXTRA SUPPORT Draw students' attention to the dependent preposition 'in' in *succeed in* (+ *-ing*).

EXTENSION Help students to use these phrases by asking them to personalize them. Ask students to choose three or four phrases, and write sentences about themselves, using each one, e.g. *I'm quite patient at work. I don't usually give in before I finish.* Students can then compare sentences, and perhaps offer each other advice on being successful.

ANSWERS

1 resist **2** be **3** gave **4** preferred **5** wait **6** rise **7** avoid **8** dealt **9** make **10** succeeded in **11** make

AUDIOSCRIPT 3.3

In the Marshmallow Test, researchers left four-year-old children alone in a room with a marshmallow. If the children managed to resist temptation and not eat the marshmallow, the researcher promised them a reward of two marshmallows. However, most of the children found it difficult to be patient and gave in before the time was up. They preferred to have something immediately rather than wait for what they really wanted. The researchers found that, as adults, those children who could rise to the challenge were generally much more successful than the others.
The best technique was to avoid thinking about the marshmallow at all. The successful children dealt with the problem by looking away or covering their eyes. If they didn't think about the marshmallow, they didn't have to make an effort not to eat it.
When Mischel taught a different set of children this technique, nearly all the children succeeded in waiting the full time. Learning these techniques can help in adult life because being able to wait helps us to make the right choices.

Pronunciation word stress

Exercise 6a

- Put students into pairs.
- Tell students to look at the verbs in the box and to mark the stress by putting a big dot above it.
- Do the first one together: ask students to decide if the stress is on the first or second syllable (second).

DICTIONARY WORK Ask students to check how a dictionary indicates stress (with a small line before the stressed syllable). Encourage students in general to mark stress on any word they note down in their books.

Exercise 6b

- Ask students to look at the verbs in exercise 6a and to find the typical stress pattern for two-syllable verbs.

ANSWER

Two-syllable verbs are usually stressed on the second syllable. All the verbs in exercise 6a, except *manage*, fit this pattern.

Exercise 6c 3.4

- Play track 3.4 for students to check.
- Play the listening several times if necessary, so students can listen and repeat.

ANSWERS/AUDIOSCRIPT 3.4

achieve, avoid, manage, observe, prefer, resist, succeed

PRONUNCIATION Pay particular attention to the schwa /ə/ in the first unstressed syllable in *achieve*, *avoid*, *observe*, *prefer*, *resist* and *succeed* and the /ɪ/ of *manage* /ˈmænɪdʒ/.

Exercise 7

- Put students into pairs.
- Ask them to read and discuss the questions.
- As they do, monitor and encourage them to use the expressions from exercise 5.
- If you hear some good ideas, elicit them to the class afterwards in feedback.

EXTENSION Ask students to reflect on the experiment: How would they have reacted, aged four, to the experiment? Would a marshmallow be old-fashioned now? What else would work? (E.g. checking mobile phones.)

CRITICAL THINKING Ask students to think about other factors which lead to success in later life. Examples could include socioeconomic background, parental support, etc. Students could work in small groups, brainstorm a list, rank them in order of importance, and then compare lists with other groups.

Grammar & Speaking ability

Exercise 8

- Ask students to look at the Grammar focus box on ability and tell them to read the first section on Present and past.
- Then ask them to find a sentence from the list a–e which is an example of each rule.
- Then ask them to read the section on the Future, and find the corresponding sentence for rule 5.

ANSWERS

1 c 2 b 3 a 4 d 5 e

EXTRA CHALLENGE Students may find it difficult to see the difference between these verbs, especially in the past. Tell students that we cannot use *could* (positive) if it describes a specific situation in the past. However, if it is negative (e.g. *I couldn't resist it.*), we can. Use concept questions to help, e.g. *Is it in the past? Does it describe general ability? Did it happen once/several times? Was it difficult to do?*

- Refer students to the *Grammar reference* on p140. There are three more exercises here students can do for homework.

Exercise 9a

- Before doing this exercise, ask students to work in pairs, and think of two tips they have for resisting temptation.
- Ask them to read the tips and see if theirs are included.
- Then ask them to complete the tips in the blog with the correct verb. NB: Sometimes more than one answer is possible.
- Check the answers together.

ANSWERS

1 can
2 couldn't/weren't able to
3 will
4 succeed in
5 couldn't
6 manage to
7 succeed in
8 will (still) be able to
9 able to

Exercise 9b

- Put students into pairs or small groups to rank the suggestions in order of usefulness.
- Elicit ideas together.
- If groups have different ideas, ask them to give reasons.

EXTRA CHALLENGE Ask fast finishers to come up with two more tips for resisting temptation.

Exercise 10

- Ask students to work with a (new) partner to read the questions and discuss their experiences.
- Elicit some responses together.

EXTENSION Ask students to think of a bad habit or routine that they have (e.g. eating too much chocolate; taking the bus instead of walking). Tell students to describe the habit and what is good and bad about it, without saying what it is. Their partner has to guess what the habit is.

EXTRA ACTIVITY In pairs or for homework, ask the students to write an advice leaflet similar to the text in exercise 9a. This could be a topic of their own choosing or you could give examples (e.g. *How to reduce stress*, *How to sleep well*, *How to get a promotion*, etc.).

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 could
2 managed to
3 manage to
4 can
5 won't be able to
6 can
7 succeed in
8 is able

Exercise 2

1 manage
2 could
3 can't, can
4 manage, couldn't

Exercise 3

1 succeeded in
2 managed to
3 can
4 is able
5 was able
6 could

3.2 Faking it?

Goals

- Talk about work skills
- Talk about obligation, permission and possibility

Lead-in

This aims to encourage students to think about the range of skills required for particular jobs.

- Write the word 'teacher' on the board.
- Ask students what skills a teacher has (e.g. *language knowledge*, *the ability to manage a group of learners*, etc.).
- Brainstorm other types of job (e.g. *doctor*, *accountant*, *builder*, etc.) and write them on the board. (Avoid *chef/cook* as this comes up in exercise 1.)
- Put the students into pairs.
- Ask students to choose three jobs and to write down the skills that are needed for each job.
- Elicit one or two sets of skills for particular jobs together.

Vocabulary & Reading work skills

Exercise 1

- Put students into pairs.
- Ask them to look at the pictures of people working in a restaurant, and to write down as many skills as they can for the jobs in each photo, apart from cooking (e.g. *working in a team*, *multitasking*, etc.).
- Give them three minutes.
- Conduct a brief class discussion.

Exercise 2

Text summary: The review describes a TV programme, *Faking It*, where someone with no experience is trained for four weeks in a particular job. They then take part in a competition against professionals. The judges have to decide who the inexperienced person is. In the review, Ed, who works in a fast food van, describes how he trained to be a top chef. At first, he had no idea how to cook complicated dishes. He also found it difficult to manage a team and give orders.

- Before doing this exercise, check *to fake*. Elicit examples of things some people fake, e.g. *passports*, *signatures*, *emotions*, *expensive watches*, etc.
- Put students into pairs. Tell them they are going to read a newspaper review about a TV programme called *Faking It*.
- Ask students to read the instruction and the questions.
- Give students a time limit to read the text.
- Check *panel* (= a group of people), and *precise* (= exact).
- Ask students to discuss their ideas, giving reasons.
- Check the answers together.

SUGGESTED ANSWERS

1 Yes: none of the judges knew Ed was a complete beginner. One of them offered him a job.
2 He didn't know how long to cook vegetables for; he didn't like telling people what to do; he had to learn not to be nice to everyone all the time; he had to learn how to look more confident.

EXTRA SUPPORT Ask more questions if students need more help in understanding the text, e.g. *What is Ed's real job? What skills does he need for it? How did his teacher test him? What skills did he need for the Head Chef job?*

WATCH OUT! Check the pronunciation of *chef* /ʃef/. You could compare this with *chief* /tʃiːf/, which, in a work context, is used in *CEO (= Chief Executive Officer)*, but which is mistakenly used by some learners to mean 'boss'.

Exercise 3

- Ask students to work in pairs and discuss the question.
- Encourage each student to come up with something they would like to learn, and give their reasons why.
- Elicit ideas together.

EXTENSION Ask students to work in small groups, and imagine swapping jobs with each other. What skills do they already have, and what would they need to develop? Who in the group would be best to take over their job, and why?

Exercise 4

- Ask students to read the list of skills and the five categories below that.
- Ask students to work in pairs to match the skills in the box with the categories, e.g. 1 being a good leader = working with other people, being a good boss.
- Tell students that some skills fit into several categories.
- Check *tight (schedules)* (= not having much free time or space), *pressure* and *set goals*.
- Check the answers together.

SUGGESTED ANSWERS

Working with other people – 1, 2, 5, 6, 9, 10, 12
Managing limited time – 4, 7, 11, 12
Using your intelligence – 3, 5, 8, 11
Being a good boss – 1, 2, 3, 5, 6, 7, 10, 12
Being a good worker – 7, 9, 11, 13

EXTRA SUPPORT To help clarify these expressions, ask students to work in pairs: they choose three or four phrases, and give each other an example of when they have demonstrated these, e.g. managing (tight) schedules: *I had a complicated task to do. I divided it into smaller tasks, and so I was able to complete the job on time.*

PRONUNCIATION Point out that *schedule* can be pronounced in two ways: BrE /ˈʃedjuːl/ or /ˈskedjuːl/; AmE /ˈskedjuːl/.

EXTRA CHALLENGE Stronger students can be encouraged to think how these words can be used in other forms, e.g. *responsibility* → *to be responsible for*; *reliable* → *reliability*; *manage a team* → *team management*, etc.

EXTRA ACTIVITY Students could look at job advertisements in newspapers or industry magazines (or online) and see what skills are mentioned. They could write an advert for their own job, and then circulate them in class, or post on the walls. Others could read, or even apply.

Exercise 5

- Put students into groups of three or four. Ask them to make two lists: one for the skills Ed needed for his job in the fast food van, and one for the skills he needed to be Head Chef.
- Remind them to use expressions from the box in exercise 4.
- Monitor and give help where needed.
- Elicit ideas together.

FEEDBACK FOCUS Listen out also for good pronunciation, and phrases to describe skills.

EXTRA ACTIVITY Put the expressions from exercise 4 on cards. Hand them out, face down, one per student. Students should stand up and move around the class. They should explain/define their phrase, and get their partner to say it. When they have both guessed each other's expressions, they swap, move on, and test another student.

Grammar & Speaking obligation, permission and possibility

Exercise 6

- Ask students to read the Grammar focus box.
- Ask students to find a sentence from the article on the previous page to match each rule in the Grammar focus box.
- Ask students to check their answers in pairs.
- Check the answers together.
- Use concept questions to clarify meaning, e.g. for obligation/necessity: *Whose decision is it – yours or someone else's? Do you have a choice? Is it necessary?* For permission/possibility: *Is it in the past or the present?*

ANSWERS

a He also had to learn … (6)
b He didn't have to do much more (1)
c He didn't need to … (3)
d … telling Ed he could prepare … (2)
e he couldn't be a head chef … (4)
f he couldn't say please … (5)

EXTRA SUPPORT Elicit examples about their work, using *must*, and *have to*, including negative examples, e.g. *I must tidy my desk – it's a mess!/I have to go to a meeting at 9 a.m./ We don't have to wear a tie./I mustn't forget to call Flavia.* Check they understand that the sentences with *must* describe the feelings of the speaker, while the sentences with *have to* express external obligations.

EXTRA ACTIVITY Students could brainstorm the Dos and Don'ts of a teacher's job, their own job or a job you give them. Ask them to work in pairs, and list their ideas in two columns. Let students share their lists afterwards.

- Refer students to the *Grammar reference* on p141. There are three more exercises here students can do for homework.

Exercise 7a

Text summary: The text compares Ed's two jobs, and mentions some of the good and bad things about each one.

- Ask students to read the text about Ed's two jobs.
- Ask them to work alone to complete the text with a verb from the Grammar focus box.
- Ask students to compare their ideas with a partner.

Exercise 7b 3.5

- When students are ready, play track 3.5, and ask them to check their answers.
- Check to *turn up on time* and *to take a day off.*

ANSWERS

1 had to
2 had to
3 didn't have to
4 didn't need to
5 could
6 has to
7 (has to) must
8 doesn't have to (doesn't need to)
9 can

AUDIOSCRIPT 3.5

When he was working in the burger van, Ed had to be reliable and turn up for work on time. He also had to be polite to the customers. However, he didn't have to take much responsibility as his boss dealt with the money. He didn't need to get up early because the van opened at 11 a.m. When he wanted to, he could even take a day off work.

Now that he's training to be a chef, it's very different. He has to manage a team, even though he finds it difficult to tell people what to do. It's also a very high-pressure job, so he must work to tight deadlines. However, he doesn't have to work outside any more, and he can take home really nice food when the restaurant has closed.

Exercise 8

- Tell the students they are going to write a similar paragraph to the text in exercise 7a about someone for an episode of a similar show.
- Model the idea first, e.g. *How could a librarian train to become a taxi driver? What skills does a librarian have? What skills do they need?* Elicit some ideas.
- Before students do this, tell them to look again at the text in exercise 7a, and elicit details about obligations, permission and possibilities (e.g. at the start, the text talks about Ed's old job, and his obligations, etc. Paragraph 2 talks about the new obligations for his job, etc.).
- Put students into pairs, Student A and B, and tell them to read the corresponding pages at the back of the book.
- They should work individually to consider what obligations, permission and possibilities each person has, and then formulate those into sentences using the correct verb from the Grammar focus box.
- Encourage them to use phrases from exercise 4, as well as verbs from the Grammar focus box.

EXTRA SUPPORT Students could work in pairs to prepare the task (e.g. two Student As together), so that they can share their ideas and plan what to write. Then, afterwards, pair up Student A and B to read their paragraphs.

Exercise 9a

- Ask students to make a list of six work skills they possess. Start with the skills listed in exercise 4.
- It will probably help to show them to a partner, who may be able to suggest other skills.

Exercise 9b

- Ask students to think about how they acquired or learnt each skill. Ask them to read the example in the instruction.
- Tell students to write notes about each of their own skills, based on the model text.
- Monitor as necessary, prompting students to think about the range of activities they have been involved in: free-time activities, family tasks, etc.

Exercise 9c

- Ask students to work in pairs.
- Ask students to ask each other the questions. Encourage them to ask for examples for the skills mentioned.
- Listen to some of the conversations, but be discreet as they may be quite private.

FEEDBACK FOCUS As this is a speaking task, it might be more useful and beneficial to the students to focus on effective communication and content. When they have finished, elicit a few ideas from some of the pairs, e.g. *What did you learn about your partner? Do you have any skills in common?*

EXTENSION Ask students to work in small groups. Ask each of them to think of a job, but not tell anyone. They should also think of the skills that are needed for that job. When they are ready, each student tells their group the skills that are required, but not the job. The others have to guess the job.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 can, have to
2 can't, must
3 don't have to, can
4 have to/must, must/have to
5 had to, couldn't
6 don't need to, must
7 had to, didn't have to, could

Exercise 2

1 don't have to
2 must
3 must
4 have to
5 must
6 had to

Exercise 3

1 You have to wear a seatbelt in a car in the UK.
2 You don't have to book a ticket for the concert (in advance).
3 In all jobs, you must/have to be reliable.
4 I missed the bus, so I had to get a taxi.
5 You mustn't take photos in the museum.
6 Sorry I'm late. I couldn't leave work early.

3.3 Vocabulary and skills development

Goals

- Recognize complex noun phrases (1)
- Use compound adjectives

Lead-in

- Ask your students what their favourite way to relax is, e.g. reading a good book, meeting friends for a drink, etc.
- Ask students to share their ideas with a partner.
- Elicit a few ideas together.

Reading & Speaking complex noun phrases (1)

Exercise 1

- Put students into pairs.
- Ask them to read the instructions and examples.
- Tell them to discuss if they have done these activities and, if so, how they felt.
- Elicit one or two comments together. Accept all ideas.
- Elicit/give *stress* and *nervous*.

WATCH OUT! Point out the difference between the following two adjectives: *stressed*, used to describe how a person feels; *stressful*, used to describe the situation.

EXTENSION Put the students into pairs. Ask them to discuss what other situations can cause stress. Have they experienced stress recently? Why? What do they do to reduce stress, e.g. go for a run, listen to music, etc.? Share ideas together.

Exercise 2a

- Ask students to read the Unlock the code box alone or read it together.
- Check *symptoms*.
- Highlight that the subject in these sentences isn't just one word, but several. Give other examples if necessary.

EXTRA SUPPORT Point out that when a verb phrase (e.g. *to make a speech*) is used as a noun, we use the gerund (the *-ing*) form of the verb (e.g. *Making a speech*).

EXTRA CHALLENGE Sometimes a complex noun phrase may include a 'relative clause' in which we describe the noun in more detail, (e.g. the fourth sentence: *One group who took part in the experiment* …).

Exercise 2b

- Ask students to work individually.
- Tell them to read the four sentences, and to underline the subjects and circle the verbs. Do the first one together.
- Ask students to check their answers with a partner.
- Check the answers together.

ANSWERS

1 Subject: Stress; Verb: be
2 Subject: Taking an important exam; Verb: causes
3 Subject: Speaking in front of other people; Verb: can be
4 Subject: People who are most under stress; Verb: show

EXTRA SUPPORT To help students identify complex noun phrases, remind them that they can be replaced by a pronoun (e.g. *it*, *he*, *she*, *we*, *they*).

EXTRA ACTIVITY Ask students to work in pairs to think of activities they know or do which are stress-related. Tell them to describe them using a verb in the gerund, as in sentence 2 in exercise 2b, e.g. *Meeting my boss in town on a Saturday* …, *Taking an English exam* …, etc. Which pair can come up with the most stressful activities? Elicit their ideas together.

Exercise 3a

- Ask students to cover the article and focus on the photo and headline.
- Ask them to discuss with a partner what they expect to read about. Give them one or two minutes.
- Elicit a few ideas together.

EXTRA ACTIVITY You could write their ideas in brief on the board, and then later, when they have read the article, tick off which ones they say they read about.

Exercise 3b

Text summary: The article describes an experiment to find out how a person's attitude to stress affects them physically. It talks about signs of being stressed, and how many people think it is bad for you. Recent experiments show that it depends on how you feel about stress, and that it isn't necessarily bad for you.

- Before reading, check *to sweat* and *blood vessels*.
- Ask students to read the article alone. Give them four minutes only so that they don't get stuck on difficult words.
- Ask students to check their ideas with a partner.
- Elicit their ideas together.

Exercise 4a

- Focus students' attention on the numbered sentences in the article, and ask them to identify the subjects and verbs.
- Do the first one together.
- Ask students to do the same with sentences 2–6.
- Ask students to check their answers with a partner.
- Check the answers together.
- Check *hits* (= the results of a search on the internet).

ANSWERS

subjects; *verbs*

1 **Putting 'reduce your stress levels' into Google** *gets* you 34 million hits.
2 **Titles like '23 scientifically proven ways to reduce stress right now!'** *are* common.
3 **Experiments with a technique called the Social Stress Test** *suggest* that stress is only harmful is you believe that it is.
4 **the dry mouth and beating heart** *are* the body's way of preparing you for a challenge.
5 **The people who had been told nothing** *showed* signs of damage to the blood vessels around the heart
6 **These results** *have* been confirmed by other tests.

Exercise 4b

- Ask students to work individually and decide if the sentences are true or false.
- Ask them to find evidence in the text for their answer.
- Ask students to check their answers with a partner.
- Check the answers together.

ANSWERS

1 False: the text includes an example which resulted in 34 million hits
2 True
3 True
4 True
5 False

Exercise 5

- Put students into pairs.
- Ask them to read and discuss the questions together. Encourage them to give examples to support their opinions.
- Conduct a brief class discussion on their ideas.

EXTRA ACTIVITY Ask students to work in groups of three or four, and to come up with their Five Top Tips for dealing with stress. You could give each group a specific situation to work with, e.g. 'Giving a Talk', 'taking an exam' (see exercise 1). Suggest they first brainstorm ideas, and then rank them in order of importance. Students could write these up as a leaflet and put them on the wall. Other students could be encouraged to add comments, or suggestions.

Vocabulary & Speaking compound adjectives

Exercise 6a

- Explain that compound adjectives are made up of two or more words and focus students' attention on the two examples.
- Ask students to find the nouns in the article that the compound adjectives refer to.
- Ask students to check their answers in pairs.
- Check the answers together.

ANSWERS

a actions
b talk to a group of experts

Exercise 6b

- Put students into pairs. Ask them to read the definitions in the table and complete the compound adjectives.
- Do the first one together.

EXTRA SUPPORT Tell students that for some of the adjectives, the missing word is in the definition but they may need to change it slightly (e.g. *work* → *working*).

Exercise 6c

- Ask students to read the Vocabulary focus box in pairs, or as a class, and check their answers to exercise 6b.

ANSWERS

1 left- 2 -looking 3 full- 4 -minute 5 -sleeved 6 -working

WATCH OUT! Highlight that there is no *-s* on *a five-minute meeting* because *five-minute* is used here as an adjective. Elicit other examples, e.g. *a three-hour walk*; *a two-litre bottle of juice*, etc.

EXTRA CHALLENGE Ask each pair of students to think of other compound adjectives to add to each of the three categories.

Exercise 7a

- Ask students to work individually to match the words to make a compound adjective.
- Ask students to check their answers with a partner.
- Check the answers together.

ANSWERS

1 easy-going
2 home-made
3 five-star
4 over-priced
5 500-page
6 second-hand
7 English-speaking
8 well-known

Exercise 7b

- Ask students to work together to guess what the compound adjectives mean.
- Elicit their answers, and then check together.

ANSWERS

1 easy-going – calm, relaxed and not easily upset by what others do
2 home-made – made at home; not bought in a shop
3 five-star – a star system which represents how good something is; five stars is usually the maximum, and is very good
4 over-priced – having a price that is higher than its real value
5 500-page – (of a book) having 500 pages
6 second-hand – already used or owned by somebody else
7 English-speaking – (of a people, country, etc.) able to speak English
8 well-known – known by a lot of people

DICTIONARY SKILLS Explain that compound adjectives usually have a hyphen between the two words, especially when used before a noun, e.g. *a 300-page book*. If students are unsure, they can check this information in a dictionary.

Exercise 7c 3.6

- Tell students they will hear the compound adjectives in exercise 7a.
- Tell them to listen and mark the main stress on each word.
- Play track 3.6.
- Play the listening again.
- Check the answers together.

ANSWERS/AUDIOSCRIPT 3.6

1 easy-going
2 home-made
3 five-star
4 over-priced
5 500-page
6 second-hand
7 English-speaking
8 well-known

Exercise 7d 3.6

- Ask students to listen again, and practise saying the compound adjectives from exercise 7a with the appropriate stress.
- Play track 3.6 again. Pause after each one to give students time to repeat the compound adjectives.

EXTENSION You could ask students to do this in pairs. Suggest they do this in different ways, e.g. whispering, saying them very slowly, or very fast, etc. This takes the focus off simply repeating the adjectives. See if they can come up with many different ways of repeating them.

EXTRA ACTIVITY Say one of the first word of a compound adjective. Elicit from the class its pair. Ask a student to do the same, so that this 'moves' around the class. Do it as fast as possible. Alternatively, students could do this in groups.

Exercise 8

- Ask students to work alone to complete the sentences with one of the compound adjectives. Remind them that there may be more than one correct answer.
- Ask students to check their answers with a partner.
- Check the answers together.

SUGGESTED ANSWERS

1 second-hand
2 home-made
3 500-page
4 over-priced
5 well-known
6 easy-going
7 five-star
8 English-speaking

Exercise 9

- Put students into new pairs to ask and answer the questions in exercise 8. This will add variety.

EXTRA ACTIVITY You could pair students by writing one half of each adjective individually on pieces of paper. Distribute the slips face down, and ask students to mingle and find the other half of the compound. If you have an odd number of students, then you can take the other half of one.

- Encourage them to explore the issues, and ask further questions, e.g. *What length of book do you like best?/Do you like three-star hotels? Why/Why not?*, etc.
- Give the students plenty of time to discuss these issues.
- Listen and prompt where needed.

FEEDBACK FOCUS Listen out for their use of compound adjectives, and make sure they don't use an *-s* on adjectives involving a quantity. Deal with any which need correcting on the board.

EXTRA ACTIVITY Ask students to work in small groups. Tell them to choose three compound adjectives, and then put them together in a sentence, e.g. *I read a 700-page book and ate home-made cakes when I was staying at the five-star hotel*. Award points for the most creative idea. As an extra challenge, ask students to 'draw' their sentence, and then swap illustrations with another group to guess which compound adjectives were used.

3.4 Speaking and writing

Goals

- Give practical instructions
- Write a paragraph supporting an opinion

Lead-in

- Write on the board in columns *Shape*, *Size*, *Material*, *Use*.
- Elicit vocabulary for each column (e.g. *round*, *large*, *metal*, *to cook with*).
- Describe an object and ask them to guess what it is (e.g. *It's long and thin. It's about twenty centimetres long and it's made of wood. You use it to write with.* (A pencil)).
- Ask students to work in pairs. Tell them to take turns to describe an object and their partner must guess what it is.
- Elicit one or two examples together.

Listening & Speaking practical instructions

Exercise 1

- Focus students' attention on the two top photos, and ask them in pairs to discuss what they think it is. Prompt them by asking them to think specifically about 'litre' and 'light'.
- Elicit some ideas together.
- Read the description together. Check pronunciation of *mechanic* /məˈkænɪk/, with the stress on the second syllable.

WATCH OUT! Some words ending *-re* in British English end in *-er* in American English, e.g. *litre – liter*; *centre – center*.

Exercise 2a

- Elicit a description of the first picture together, (e.g. *There's a bottle of water and a sheet of metal.*).
- Ask students to work in pairs. Tell them to look at the five illustrations and to describe what they see.
- Elicit and clarify some of these words, e.g. *bleach*, *sandpaper*, *to rub*, *glue*.

Exercise 2b 3.7

Audio summary: This is a presentation in front of an audience. The speaker explains how to make a 'litre of light' (i.e. a light in a roof using the items in exercise 2a).

- Tell students to read the instructions.
- Elicit examples of possible verbs for sentence 1 (e.g. *cut*, *make*, *drill*, etc.).
- Then tell them to listen to the listening and to complete each instruction with a verb.
- Play track 3.7.

- Check *metal-cutters* (= a tool for cutting metal).
- Ask students to check their answers with a partner.
- You may want to play the listening twice and to pause after each key sentence.
- Check the answers together.

ANSWERS

1 Cut 2 Rub 3 Put, hold 4 Fill, add 5 Put, top
6 Cut

AUDIOSCRIPT 3.7

I = Interviewer, A = Audience member

I So, today I'm going to show you how to do something amazing using only seven things – 1 a plastic bottle, 2 some water, 3 some bleach, 4 a piece of metal, 5 some glue, 6 sandpaper and 7 a metal roof. What are we going to make? We're going to make a light that doesn't use electricity. The light goes in the roof and is strong enough to give light to a whole room. So, let's get started … The first thing you do is cut a hole in the metal sheet.

A How do you do that?

I Like this. Look. You need to use special metal-cutters, and you need to measure carefully. And make sure you don't cut the hole too big. Got that?

A Yeah, thanks. OK, what next?

I Next, rub the plastic bottle with sandpaper. When you've done that, put the bottle in the hole in the metal and glue it in place. Like this. While the glue's drying, fill the bottle with water and add ten millilitres of bleach. Then put the top on the bottle. It should look like this one I made earlier.

A Can you say the part about the glue again?

I Yes, let me show you again. Put the bottle in the normal way up, like this, and put the glue all around near the top. Make sure you use enough glue … OK?

A Yeah, thanks.

I After you've done that, it's time to go to the roof. So you need to cut a hole in the roof the same size as the bottle.

A Can you show us how to start cutting the hole?

I Yes, of course. Look. You do it like this. Then you continue cutting round. OK?

A That's great, thanks.

I Now, you put the bottle in the hole this way, and add more glue to make it secure. And there you have it! A light that needs no electricity, but with sunlight outside, it can light up the whole room.

A Wow, that's incredible!

Exercise 3a 3.8

- Before playing the listening, ask them to read the sentences and try to guess the missing words. They are phrases that order the stages of a process (e.g. *the first thing*, *after you've done that*, etc.).
- Tell the students they will hear the set of instructions again, but should listen for the missing words from the four sentences.
- Then play track 3.8.

Exercise 3b 3.8

- Ask students to check their answers with a partner.
- Play the listening again for students to check. You may want to pause after each key sentence.
- Check the answers together.

ANSWERS/AUDIOSCRIPT 3.8

1 **The first thing you do is cut a hole in the metal.**
2 **When you've done that, put the bottle in the hole in the metal …**
3 **While the glue's drying, fill the bottle with water …**
4 **After you've done that, it's time to go to the roof.**

EXTRA SUPPORT Help students to understand these phrases by explaining that they are used to divide a set of instructions into stages, step by step. Possibly ask concept check questions to clarify (e.g. sentence 2: *Which do you do first, cut a hole, or put the bottle in the hole?* (cut a hole); sentence 3: *What happens first, the glue dries, or you fill the bottle with water?* (both happen at the same time)). Ask if students know any other expressions like this, e.g. *Then*, … *Secondly*, … , etc.

Pronunciation pauses in instructions

Exercise 4a 3.9

- Ask students to read the sentence about pausing.
- Ask them what pauses they noticed in the instructions on the audio. Did it help?
- Tell students they will hear an example of pausing in instructions.
- Before playing the extract, ask them to read it. Point out that pauses are marked at the start of the extract with a double slash [//].
- Elicit a few ideas from the group about where they think other pauses will be.
- Tell students to listen and mark the other pauses with a double slash [//].
- Then play track 3.9.
- Ask students to check their answers with a partner.
- Ask a student to read out their extract. Check if other students agree and play the extract again if necessary.

ANSWERS/AUDIOSCRIPT 3.9

Next, // rub the bottle with sandpaper. // When you've done that, // put the bottle in the hole in the metal // and glue the bottle in place.

EXTRA SUPPORT Explain that we use pauses so that the listener can follow the instructions more easily, as they are divided up. The pauses also give the speaker a chance to check the listener is following.

EXTENSION Ask students to look at the rest of the audioscript and to mark in pauses, and stressed words. Then play the track again for them to check.

Exercise 4b

- Ask students to work in pairs to practise giving the instructions in exercise 4a with pauses in the correct place.

Exercise 5

- In this task, students give each other instructions on how to do something.
- Tell the students to work on their own and to think about something they are good at doing. If necessary, provide prompts, e.g. *making a special dish*, *changing a bicycle tyre*.
- Tell them to make notes about how to do it and to put the stages in order, including five steps.
- Draw students' attention to the Language for speaking box. Point out that the third section includes phrases for checking understanding.
- When they are ready, put students into groups of three or four. Ask each student in turn to explain their skill.
- Tell them to use appropriate phrases from the Language for speaking box to help explain their instructions, and remind them to include pauses in their instructions too.
- Encourage the other students to ask questions to check they understand, using appropriate phrases from the box.

FEEDBACK FOCUS As you listen in on some of the groups, focus on their use of the phrases for giving instructions, and the pauses. Give praise when instructions are particularly clear, and listeners ask questions for clarification.

SMART COMMUNICATION Point out that, when receiving instructions, it's helpful to show that you understand by using phrases such as *Right*, *I see*; *OK*; *Like this?*, etc. These encourage the speaker to continue.

STUDY TIP If your students give instructions or presentations in English, it's useful to have notes, or the full text printed out. They might find it useful to indicate pauses in their text, and also to underline stressed words.

Reading & Writing writing an opinion paragraph

Exercise 6

- Put students into small groups. Ask them to read and discuss the questions.
- Elicit some of their ideas together.

EXTENSION Ask them to discuss the impact that the internet has had on learning. What has it changed? How? Do they think it has made learning easier? Why/Why not?

Exercise 7

Text summary: The article highlights that learning should not only be for children, but for adults too. It mentions specifically that adults need to keep up to date with technology.

- Ask students to look at the picture. Ask them how important they think it is for older people to learn new technology.
- Ask students to find the writer's opinion in the paragraph and the phrase that indicates this.
- Ask students to check their answers with a partner.
- Check the answers together.
- Check students understand to *get by* (= to manage to live or do something with difficulty), *appliance* and *device*.

DICTIONARY SKILLS Ask the students to find the difference between *appliance*, *device*, *equipment*, *tool* and *machine* and to write an example sentence for each.

ANSWERS

1 **Adults need to learn how to use new technological devices, and be aware of how they change.**
2 *It seems to me*

Exercise 8a

- Ask students to work alone to read the text in exercise 7 again, and to underline the two phrases for adding information and giving an example.

Exercise 8b

- Ask students to work in pairs and compare their answers to exercise 8a.
- Ask students to read the Language for writing box to check their answers to exercise 8a.
- Check the answers together.

ANSWERS

On top of that
Such as

EXTRA CHALLENGE Elicit other phrases for adding information and discuss the differences in register (e.g. *furthermore*; *moreover* (these are very formal)).

Exercise 9

- Ask students to work in pairs. Ask them to read the sentences about learning, and to underline the correct expression to complete each one.
- Check the answers together.

ANSWERS

1 such as
2 for instance/on top of that
3 In addition
4 too

Exercise 10a

- Put students into pairs.
- Set a time limit. Ask them to choose one topic, and discuss their opinions.

Exercise 10b

- Ask students to note down the three main points that support their opinion from the discussion in exercise 10a.
- Remind them to include examples to support their ideas.

EXTRA CHALLENGE Encourage students to draw up two columns to write ideas **for** and ideas **against** the statement. It's a good idea to try to have a balanced number of each. Stronger students could be encouraged to address each negative idea with a positive one.

Exercise 10c

- Ask students to work alone to write a paragraph, similar to the one in exercise 7.
- Remind them to use phrases from the Language for writing box.
- Monitor and give help where necessary, prompting students to include examples for each idea.
- Alternatively, this final task could be done for homework.

FEEDBACK FOCUS You could circulate the paragraphs, and encourage other students to write questions at the bottom of the paper. Then, return the papers to the owners for them to answer the questions. Collect in the papers, and give credit for good use of phrases for supporting an opinion.

EXTRA ACTIVITY Run a short class debate on one of the topics in exercise 10a. Ask half the class to support the statement, and the other half to be against it.

CRITICAL THINKING In pairs or small groups, ask the students to discuss the strengths and weaknesses of learners at different ages (e.g. younger learners have better memories, but older ones are more experienced and more organized).

3.5 Video

A woman's life: 1914 vs 2014

VIDEOSCRIPT

Hi. I'm Debbie, and I'm here at the Museum of London. It's right in the centre of the city and receives over 400,000 visitors a year. The museum tells the story of London through the ages. I've come to see an exhibition about life in 1914.

In 1914 life was very different for British women. Most women didn't work. They usually married young, had children and looked after the house.

This wasn't easy. Every morning most women across the country had to get up early, build the fire and make the bread – all this before breakfast!

If they did work, they usually worked as maids or in shops. Girls could go to school, but many left early and very few went to university.

Life was very difficult for many women and they weren't able to change things easily, because at that time they couldn't vote. But by 1914 some things were changing.

Emmeline Pankhurst is one of history's most famous political activists. Her and her party, the Women's Social and Political Union, fought for women's right to vote.

By 1914 these suffragettes, as they were called, had made women's rights a major political issue.

But for many women things hadn't changed. They still couldn't vote and they had to stay at home and take care of the family.

It was in the years after 1914 that real change came, and one of the greatest changes was the outbreak of the First World War.

During the war women worked in offices, factories and farms.

When the war ended in 1918, this contribution couldn't be ignored and some women were able to vote. But they could only do so if they were over thirty and met certain property criteria. It wasn't until 1928 that all women could vote.

People like Emmeline Pankhurst have made it possible for women like me to make our own choices, such as finishing school, going to university and finding a job.

Today over 67% of women in Britain have jobs. There are still fewer women than men in the British workplace, and fewer still in parliament or on executive boards. But more women work today than ever before.

The world has changed a lot since 1914, and for people like me a lot of this change is thanks to the suffragettes.

VIDEO ANSWERS

Exercise 1
Students' own answers

Exercise 2
Students' own answers

Exercise 3
Students' own answers

Exercise 4
1 a 2 b 3 b 4 b 5 a

Exercise 5a
Students' own answers

Exercise 5b
Students' own answers

Review

ANSWERS

Exercise 1a
1 can't
2 managed to/was able to
3 can
4 could/succeeded in
5 managed to
6 can

Exercise 1b
Suggested answers:
1 The sentence is in the past.
2 These two verbs are followed by an infinitive, not the *-ing* form.
3 The sentence introduces a contrast, so needs to be negative.
4 The word *could* cannot be used in the positive for a specific event in the past; *succeeded* is followed by an *-ing* form.
5 This part of the sentence introduces a contrast, so it needs to be negative.
6 The sentence is in the past.

Exercise 2a 3.10

AUDIOSCRIPT 3.10
1 If I come into work early, I can leave early.
2 In my last job I had to wear a uniform.
3 You can't use the phone for private calls.
4 You don't need to wear a tie.
5 You must remember to lock up before you go.

Exercise 2b
1 P 2 O 3 LP 4 LO 5 O

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

Exercise 3b
Students' own answers

Exercise 4a
1 be 2 manage 3 work

Exercise 4b
Students' own answers

Exercise 5a 3.11
1 good-looking 2 English-speaking 3 well-known
4 hard-working 5 easy-going 6 second-hand

AUDIOSCRIPT 3.11
1 good-
2 English-
3 well-
4 hard-
5 easy-
6 second-

Exercise 5b
Students' own answers

Exercise 6a and 6b 3.12
1 The first thing you do is
2 How do you
3 let me show you
4 Make sure
5 What next
6 While you're doing that
7 you do it like this

AUDIOSCRIPT 3.12
A The first thing you do is to put some flour in a bowl, with a little salt. Then you crack an egg into the bowl.
B I'm not very good at that. How do you crack the egg without getting bits of shell in the bowl?
A No problem, let me show you. Look, you crack it on the edge of the bowl, like this. Then you mix it in and add the milk. Make sure you mix it very thoroughly, so there aren't any lumps.
B What next?
A Then you have to wait for about 30 minutes. While you're doing that you can get ready whatever you want to put on the pancakes. Then you heat some oil or butter and put some mixture in the pan. When the first side is cooked, you flip it over. Look, you do it like this.
B Wow! That's clever.

Exercise 6c
Students' own answers

4 Space

Unit overview

Language input

***will/be going to* for predictions and decisions** (CB p37)	• *The rise in sea levels will cause huge problems.* • *Look at those black clouds. It's going to rain.* • *Don't worry, I'll help you.* • *Tony is going to California next spring.*
Probability (CB p38)	• *This trend will definitely spread around the world.* • *The percentage of people living in cities is likely to rise.* • *Botswana may end up in a similar situation.*
Grammar reference (CB pp142–3)	

Vocabulary development

Living on water (CB p36)	• *ocean, reeds, coast, …* • *at sea, inland, float, …*
The natural world (CB p38)	• *cliffs, landscape, peaks, soil, …*
Idiomatic phrases about places (CB p41)	• *feel at home, settle down, miles from anywhere, …*

Skills development

Listening: Consonant-vowel linking (CB p40)
Speaking: Enquiries (CB p43)
Writing: Avoiding repetition (CB p42)

Video

Documentary: Songdo (Coursebook DVD & CB p44)
Vox pops (Coursebook DVD & TG p260)

More materials

Workbook	• Language practice for vocabulary, grammar, speaking, writing and listening
Photocopiable activities	• Grammar: Looking into the future (TG p212 & TSRD) • Vocabulary: Come and live here! (TG p229 & TSRD) • Communication: Six enquiries (TG p247 & TSRD)
Tests	• Unit 4 test (TSRD)
Unit 4 wordlist (TSRD)	

4.1 Living on water

Goals

- Talk about living on water
- Talk about predictions and decisions

Lead-in

- Write 'water' in the middle of the board. Draw three lines from it in different directions, and write one of the following at the end of each line: 'living', 'transport', and 'free time'.
- Ask students to work in small groups. Tell them to copy down the spidergram and to write as many words as they can associated with water next to each idea.
- Elicit an example for each category before they begin (e.g. 'living' → washing, drinking; 'transport' → ferry, canal; 'free time' → beach, swimming).
- Set a time limit (e.g. four minutes).
- Ask the group with the most words to read them out.
- Elicit any other words from other groups.

Vocabulary & Speaking living on water

Exercise 1

- Focus students' attention on the photos of Lake Titicaca, Bangkok, the Maldives and a ferry.

Background note: Lake Titicaca is a lake in the Andes on the border of Peru and Bolivia; it is the largest lake in South America. Bangkok is the capital of Thailand. The city's floating markets are on an inland canal, where locals still do business; the area is now a popular tourist attraction. The Maldives are an island nation in the Indian Ocean; they consist of over 1,000 islands.

- Ask students to read the words in the box. Check the vocabulary (e.g. *ferry*, *reeds*, *canal*, *mainland* and *inland*).
- Tell them to work in pairs to describe the pictures using the words in the box.
- Check the answers together.

WATCH OUT! Remind students that the 's' is not pronounced in *island* /ˈaɪlənd/.

PRONUNCIATION Write the following symbols in a list on the board: /əʊ/, /eɪ/, /iː/. Ask students to tell you which words from the box include each sound. Write them up as they say them. /əʊ/ coast, float, ocean; /eɪ/ lake, mainland, wave; /iː/ beach, reeds, sea.

Exercise 2a

Text summary: The text mentions groups of people who have already experienced living on water. The writer asks how more people could live on water, as cities become overpopulated. The text describes two new projects: a floating housing development, called Waterstudio, in the Maldives, and plans for a new floating city off the coast of Hong Kong.

- Ask students to read the instruction, and then read the text to find out what it says about each of the four photos in exercise 1.
- Give a time limit so that they don't get stuck on difficult words.
- Ask students to discuss their ideas with a partner, checking the text again if necessary.
- Check the answers together.

ANSWERS

Lake Titicaca: People live on islands made of reeds in the middle of this lake.
Bangkok: floating markets: a famous landmark on Bangkok's canals
Maldives: a Dutch company is planning to create a floating development centre, and use the money to develop artificial islands for poor people from the Maldives.
Ferry (Hong Kong): AT Design is planning to build a floating city that can be reached from Hong Kong by ferry. It will have islands above the water and underwater tunnels and walkways.

Exercise 2b

- Ask students to read the article again and underline any examples of the words in the box in exercise 1.
- Ask students to discuss their ideas with a partner, checking the text again if necessary.
- Check the answers together.

ANSWERS

All words are in the text except for: *lake*, *mainland*, *ocean* and *waves*.

Exercise 3

- Ask students to work with a partner or in small groups to discuss each question in turn.
- Encourage students to give examples and reasons, and to use the words from the vocabulary box.
- Elicit a few ideas together. You could run a short group discussion on any or all of the questions.

EXTENSION Ask students to work in small groups. Ask them to design a place to live on the water. They could draw an illustration or simply discuss it. Suggest issues to consider (e.g. size, access to food/water; transport to mainland, etc.). Set a time limit and then elicit their ideas.

CRITICAL THINKING If your students are interested in the issue of overcrowding in cities, ask them in groups to brainstorm other ways to deal with this problem. What other unusual places could be used as accommodation or work space? Can cities build upwards? Elicit their ideas. You could have a class vote to choose the best one(s).

Grammar & Speaking *will/be going to* for predictions and decisions

Exercise 4a

- Ask students to first work alone and then with a partner to look at future forms.
- Tell students to work alone to complete the sentences with the correct form of *will/be going to* to make predictions.

Exercise 4b

- Ask students to now work alone to complete the sentences with the correct future form for decisions.

Exercise 4c

- Ask students to check their answers with a partner.
- Check the answers together.

ANSWERS

1 will
2 is/'s going to
3 'll/will
4 is/'s going to

Exercise 4d

- Ask students to work in pairs. Ask them to read the Grammar focus box.
- Check *prediction*.
- Tell them to choose the correct option in each case to complete the rules.
- Check the answers together.

ANSWERS

1 will
2 be going to
3 will
4 be going to

EXTRA SUPPORT If students need more help, use concept questions about each statement, e.g. *The rise in sea levels will cause huge problems. Is it fact now? (No) Do we think it will happen? (Yes)*. Concept questions for the other sentences can be based on the rules, i.e. *Is there some evidence now? Can we see it?*, etc.

EXTRA CHALLENGE Ask stronger students to write a second sentence about themselves, or a familiar situation, to match each of the four rules.

- Refer students to the *Grammar reference* on p142. There are two more exercises here students can do for homework.

Exercise 5a

Text summary: The text is a blog entry about a planned visit to Lake Titicaca. It describes what the writer expects, and wants to find out during their visit there.

- Suggest that students read the blog first, without trying to complete it. This will give them an overview of the text, and make it easier to complete.
- Check *solar power*.
- Ask students to complete the text alone, using *will* or *be going to* and the verb in brackets.
- Remind them to follow the rules in the Grammar focus box.
- Do the first one together.

Exercise 5b

- Ask students to check their answers with a partner, giving reasons for their answers.

Exercise 5c 4.1

- Tell students to listen and check their answers.
- Play track 4.1.
- Play the listening twice if necessary.
- Check the answers together.

EXTRA SUPPORT When checking the answers, use concept questions, based on the rules in the Grammar focus box, for any answers students are unsure about.

ANSWERS

1 we're/are going to visit
2 will be
3 'm/am going to take
4 will be able to
5 will stay
6 will … have
7 'll/will take

AUDIOSCRIPT 4.1

So, yesterday we took the train from La Paz, Bolivia, into Peru, stopping at Puno, and today we're going to visit the floating islands on Lake Titicaca. I can't wait. Ever since I first heard about these islands in a geography class many years ago, I've wanted to see them. Actually, I don't really enjoy boat trips, but I'm sure the water on the lake will be quite calm, as it's a clear sunny day. It's quite cold, though, so I'm going to take an extra sweater to keep warm.
I'm really interested in finding out more about how people live there. I believe we'll be able to ask them questions through a guide. I'd love to know what people eat – a lot of fish, I suppose! I'd also like to know what they think the future holds for them and their families. Do they think their children will stay on the islands? What effect is technology going to have on their lives? I know they already have solar power and even black and white TVs. Just thought! It would be great to have some photos for the blog, so I'll take my camera, too. Just hope I don't drop it in the water …

Exercise 6

- Put students into pairs. Tell them to choose one of the places from exercise 1 and to imagine that they live there.
- Tell them to write a dialogue using the interview questions given and their own invented answers, but not to mention the name of the place.
- If necessary, model the exercise first yourself. Tell the students to ask you the questions and ask if they can guess the place.
- Encourage them to be creative, and to include examples.
- Ask them to include vocabulary from exercise 1, and the correct future forms.
- Monitor and help them where necessary.
- When they say they have finished, ask them to read through the dialogue again, and check it's accurate grammatically!

STUDY TIP Remind students that it is good to come up with ideas before they start writing in English. This will enable them to focus on the language (grammar, vocabulary) when they write. When you have finished, it is also good to put aside your writing and then check it later for accuracy.

Exercise 7

- Tell students to work with another pair.
- Each pair should read, or act out, their dialogue.
- Ask the other pair to guess which of the four places they are talking about.

- Tell them to listen to the complete dialogue before guessing the place and to give reasons for their decision.
- When both pairs have finished, ask them to discuss which place would they prefer to live and/or work in. Why?

EXTENSION If your students enjoy reading out loud, you could ask one or two pairs to read their dialogues to the whole class, keeping the place a secret for others to guess.

FEEDBACK FOCUS Collect in the students' dialogues, and use any errors for a mini correction slot at the beginning of the next lesson: put incorrect sentences on the board (marked with an 'X' and disguised by changing the vocabulary), and ask students in pairs to correct them.

EXTRA ACTIVITY If you have a strong group, you could ask them to write a blog post about a place they would like to visit. Ask them to research online and choose three or four features of the place to focus on. Encourage them to model their writing on the text in exercise 5a. You could stick the blog posts on the wall, so they can see each other's work, and/or collect them in.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 'll show
2 're going to hire, 'll have
3 's going to rain, 'll get
4 'm going to see, 'll call
5 'll enjoy, 'll give
6 'll get, 'll cost, won't be
7 'm going to get, 'll get
8 's going to be, 'll do

Exercise 2

1 're going to rent
2 'll have
3 'll go/'m going to go
4 won't have
5 'll do
6 'll help
7 'll be/'s going to be
8 Are (you) going to do

4.2 Forest bathing

Goals

- Talk about the natural world
- Talk about probability

Lead-in

- Ask students to think about their favourite nature spot: e.g. is it by the sea, next to a lake, or up in the mountains? Why do they like it? You could model the activity by talking about a favourite place of your own.
- Ask students to share their ideas with a partner.
- Elicit a few ideas together.
- Do a quick class survey to see if the class are mainly 'sea' or 'mountain' people (i.e. people who like the sea more than mountains or vice versa).

Vocabulary & Speaking the natural world

Exercise 1a 4.2

Audio summary: The first speaker describes a walk through a forest in the mountains in autumn; she mentions a lake and mountains partly covered in snow. The second speaker talks about waterfalls and rock pools and an unusual landscape at sunset, with the silhouettes of palm trees in the distance.

- Before students listen, ask them to work in pairs, look at the photos, and describe what they can see.
- Ask students to listen to two short descriptions and decide which photographed place each speaker has been to.
- Play track 4.2.
- Ask students to check their ideas with a partner.
- Play the listening again if necessary.
- Elicit students' answers together.

ANSWER

The first speaker has been to the place in picture 1, and the second has been to the place in picture 3.

AUDIOSCRIPT 4.2

1 It was the end of September and a beautiful sunny day. Autumn is the most beautiful season here and the leaves on the trees were beginning to turn golden in places. As we climbed through the forest, we enjoyed the fresh air and the smell of the soil. Moving slowly up the steep, winding path, we came to the edge of the forest and suddenly we could see a gorgeous lake at the edge of a mountain range in the distance. The peaks and cliffs of the mountains were partly covered in snow, even at this time of the year. The scenery was just amazing.
2 We had been walking all day and it was slowly getting dark. We had seen gorgeous mountains with lovely greenery, refreshing waterfalls and clear pools amongst the rocks. We had enjoyed playing in the pools in the hot sunshine, but at the end of the day we had descended back into the valley. Walking down towards where we were staying for the night, the sunset was amazing, beautiful and red with the silhouettes of the palm trees in the distance. I don't think I've ever seen such a beautiful and unusual landscape.

Exercise 1b

- Ask students which words from the audio helped them decide, e.g. 1: *September*, *autumn*, *trees beginning to turn golden*, *lake*, *mountain range*, *peaks and cliffs were partly covered in snow*. 2: *getting dark*, *mountains*, *hot*, *sunset*, *red*, *silhouettes of the palm trees*, *unusual landscape*.
- Check *to turn* (= to become).

EXTENSION Would your students like to go to either of these places? Why/Why not?

Exercise 2

- Focus students' attention on the vocabulary box.
- Check students understand the vocabulary, e.g. *greenery*, *soil*, *steep*, *pools* (= small areas of water). Ask them to find examples of the words in the photos.

- Ask students to work alone, and choose one of the other photos. Tell them to keep their choice a secret.
- Ask students to pick out four or five features specific to that picture, and make notes of how to describe them.

EXTRA SUPPORT Strong and weak students could work together to prepare a description of one of the other photos, and then, in exercise 3, pair up with another pair to talk about it, and guess each other's picture.

DICTIONARY SKILLS Ask students to use their dictionaries to check differences between, e.g. *cliffs/rocks*; *forest/woods*; *pools/lakes*; *landscape/scenery*. Tell them to think about size, location, etc., and to write an example sentence.

Exercise 3

- Put students into pairs.
- Tell them to listen to each other's descriptions and guess which picture they are describing.

EXTENSION Suggest students describe their picture a second time for their partner(s) to listen for words from the vocabulary box.

Grammar & Listening probability

Exercise 4

Background note: In Japan, *Shinrin* (= forest) *-yoku* (= bathing) is a short, leisurely visit to a forest; it is said to be very healthy and relaxing.

- Ask students to read the quotation. Check the meaning and pronunciation of *bathing* /ˈbeɪðɪŋ/.
- Ask students to discuss in pairs the benefits of forest bathing.
- Elicit ideas together. You could list the ideas on the board.

DICTIONARY SKILLS Before doing this exercise ask students to look up the verbs *to bath* and *to bathe*. What are the differences in meaning and pronunciation? What are the different senses of the verb *to bathe* (i.e. in water vs in sunlight).

Exercise 5a 4.3

Audio summary: In the interview, the presenter talks to Julie, a science journalist. They mention that people in many countries now spend far less time outside, perhaps because of the rise in technology. They discuss the benefits of being in a natural, green environment, and how it helps physically and mentally. This is known in Japan as *Shinrin-yoku*.

- Tell students they will hear a talk about forest bathing.
- Tell them to listen for the advantages of spending time in green spaces, and to note down three benefits.

EXTRA SUPPORT Elicit a possible list to the board and ask students to see which ones are mentioned in the interview.

- Play track 4.3.
- Play the listening twice. if necessary.

AUDIOSCRIPT 4.3

P = Presenter, J = Julie Mayers

P Good afternoon and welcome to *Science Matters*. Walking through the park yesterday, it was full of people enjoying the sunshine. Recent research, however, suggests that people are spending less time outdoors. One study looked at trends in visits to national parks in the United States, Japan and Spain, and found that the number of visits had gone down by 18% since the late 1980s. A recent British study found that even during the summer, people spend just one to two hours outside per day. So, why is this happening, and what should we do about it? Our science reporter Julie Mayers has been researching into the benefits of being outdoors. So Julie, why do we stay indoors so much?

J Hello. Well, it may be that rather than enjoying the beauty of nature, we prefer to sit in front of a screen. Statistics show that people in the US now spend around eight and a half hours a day looking at a screen, and this trend will definitely spread around the world as smartphones become more common. Another explanation is that more people live in cities. In 1950, 79% of the UK population lived in cities, but that percentage is likely to rise to around 92% by 2030. And even traditionally less urbanized countries may end up in a similar situation. For example, Botswana in 1950 had less than 3% of its population living in cities; now it has about 61%, and this percentage will probably rise further over the next few years.

P But does it actually matter if we don't get outside much?

J Well, yes, obviously there are the physical benefits. We know that people who live near green spaces are more likely to be physically active. In fact, nearly 45% of Californian teens who live near a park take part in physical activities for at least one hour a day, at least five days a week, whereas only one third of teens who don't have access to a nearby park have the same level of physical activity.
But there's more than that. According to researchers at Heriot Watt University, in Edinburgh, people's brains actually change when they spend time in natural environments, reducing stress and improving mood. The Japanese have known this for some time. Shinrin-yoku, or forest bathing, is simply visiting a forest or other natural area and walking slowly, taking in everything you see, hear, smell, and even taste. Scientific research shows that walking in the forest for 30 minutes will reduce depression, and lower your blood pressure. They even think it might prevent you from becoming ill.

P Really? That seems very hard to believe. How's that?

J It seems that the trees give off chemicals which help to keep you healthy. One study showed a 50% increase in the white blood cells needed to fight illness after a two-hour walk. Research taking place at the moment will tell us more about how this works. The Japanese government has already built forty-eight official forest bathing trails, and say they will definitely build another fifty-two within the next ten years.

P Really? That's a lot. Do you think it could become as popular in other countries?

J Yes, it probably will. In fact, South Korea has already started building its own forest bathing centres, and other countries, like Finland, may soon follow.

Exercise 5b

- Ask students to check their lists with a partner.
- If needed, play the listening again.

- Check the answers together. Encourage students to recall information from the listening to support their answers. You could tick off and add to their ideas on the board.
- Check *depression* (= a feeling of unhappiness that lasts for a long time); *blood pressure*; *to give off* (= to send something out into the air); *white blood cell*; *trail* (= a path through the country).

SUGGESTED ANSWERS

If you live near a green space, you are more likely to be physically active.
People who spend time in green spaces are less stressed, and have better moods.
A 30-minute walk in a forest can reduce depression and lower blood pressure.
A two-hour walk can also increase white blood cells which help fight illness.

EXTENSION Ask students if they believe in the benefits of visiting green spaces. Why/Why not?

CRITICAL THINKING Ask students to think of how they could encourage people to spend more time in green spaces. How could their journey to work or lunch break change to include some green-space time?

Exercise 6a

- First, focus students' attention on the numbers in the box, and check they can say them correctly: *8.5 (eight point five)*, and *dates*, e.g. *1950: nineteen-fifty*, *2030: twenty-thirty*.

WATCH OUT! Remind students that for a number, such as 8.95, we say 'eight point nine five' (not 'eight point ninety-five').

- Ask them to read the predictions.
- Ask them to work with a partner, and to complete the sentences with the numbers from the box that they think are most probable in each case.

Exercise 6b 4.4

- Tell students to listen and check their answers.
- Play track 4.4.
- Ask students to check their answers again with a partner.
- Play the listening again, pausing at the answers.

ANSWERS/AUDIOSCRIPT 4.4

1 In the US people now spend 8.5 hours a day looking at a screen, and this trend will definitely spread around the world as smartphones become more common.
2 The percentage of British people living in cities is likely to rise to 92% by 2030.
3 Countries such as Botswana, where, in 1950, only 3% of people lived in a city, may end up in a similar situation.
4 Nowadays 61% of Botswana's population lives in cities and this percentage will probably rise further.
5 Walking in a forest for 30 minutes improves mood and might even stop you getting ill.
6 After a two-hour walk, some people showed a 50% increase in the white blood cells needed to help fight disease.
7 The Japanese government will build 52 more forest bathing trails within the next ten years, and other countries may follow.

EXTENSION Ask students to discuss what they think about the statistics, in pairs or together as a class. Do they think any of the numbers should be higher or lower? Why/Why not? Encourage them to give reasons for their opinions.

Exercise 7a

- Focus students' attention on the Grammar focus box and ask them to reread the sentences in exercise 6a.
- Check the meaning of *likely* and *unlikely* and point out that *likely* (= probably) has no relation to the verb *like*.
- Ask students to work alone to choose the best alternative to complete the rules. They will find this easier if they refer back to the sentences in exercise 6a.

Exercise 7b

- Ask students to check their answers with a partner.
- Encourage them to give reasons for their choices.
- Check the answers together.

ANSWERS

1 smaller
2 after
3 before
4 infinitive + *to*

- Refer students to the *Grammar reference* on p143. There are two more exercises here students can do for homework.

EXTRA ACTIVITY Ask students to work in pairs to write two sentences about their own lives using the target language, e.g. *I'll probably study English tomorrow./I might change jobs next year./My boyfriend definitely won't cook dinner tonight!* Students read out their sentences to the class. Check their understanding of the ideas: *Are you 100% sure? 70%? 30%*, etc.

Pronunciation intonation–certainty

Exercise 8a 4.5

- Focus students' attention on the pronunciation note about intonation. Check *intonation* if necessary.
- Tell the students you will play four sentences. They should write them down, word for word.
- Play track 4.5.
- Play the listening more than once if necessary.
- Ask students to compare their ideas with a partner.
- Check the answers together.

AUDIOSCRIPT 4.5

1 This trend will definitely spread around the world.
2 The number is likely to rise.
3 This percentage probably won't rise much further.
4 People who live near green spaces are more likely to be active.

Exercise 8b

- Ask which sentences in 8a are positive (1, 2, 4), and negative (3) and which contain modal verbs (1, 3).
- Ask students to read the questions 1–3 and work with a partner to decide where the stress falls and rises.
- You may need to play the listening again (track 4.5).
- Check the answers together.

ANSWERS

1 In positive sentences, the stress falls on the modal verb and rises on the adverb.
2 No – in the negative sentences, the stress rises on the modal verb and falls on the adverb.
3 The stress rises on *(un)likely* (i.e. the adverb) and falls on the modal verb.

Exercise 8c 4.5

- Play track 4.5 again.
- Ask students to repeat the sentences, exaggerating the stressed words and the intonation of their voice, as appropriate. This may be easier for some to do in pairs.

Exercise 9a

- Focus students' attention on predictions 1–8 in the box.
- Ask students to work alone. Tell them to complete the predictions with what they think will happen in the future.
- Do one together: elicit a range of answers, using a phrase from the Grammar focus box, e.g. *By 2030, eighteen cities are likely to have/will probably have/might have more than twenty million inhabitants*. There is no one right answer, but encourage students to give reasons.
- Remind students to pay attention to the word order.
- Encourage them to think of reasons to support their ideas.

EXTRA SUPPORT You could ask students to do this exercise in pairs, and then pair up with two other people to compare.

Exercise 9b

- Put students into pairs to share their ideas.
- Encourage them to give reasons for their ideas.
- Elicit ideas together.

Exercise 10

- Put students into groups of three or four.
- Ask students to discuss the questions. Tell them to give reasons and examples to support their ideas.
- Encourage them to ask each other questions.
- Elicit ideas together.

FEEDBACK FOCUS Praise students for use of modal verbs, adverbs and adjectives, and valid predictions. You could write up some of their predictions on the board, and ask other groups to comment on them.

EXTRA ACTIVITY Ask students to think about the future of things relevant to them (e.g. their family, their town or city, how we shop, transport, etc.), and to write down three predictions. Ask students to then share their ideas in small groups. Elicit some of the ideas together, and decide which ones are most likely to come true.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 Global warming is likely to continue for several hundred years.
2 In the future, humans might be able to communicate with animals.
3 One day, humans will possibly colonize the planet Mars.
4 We will probably spend more and more time in front of computer screens.
5 We are unlikely to ever make contact with aliens.
6 In the future, humans will spend most of their time inside buildings.
7 Humans probably won't ever live to be two hundred years old.

Exercise 2

Suggested answers:

1 They are unlikely to arrive in time.
2 Cities of the future will probably have more green spaces.
3 Unemployment is likely to continue rising.
4 The ice caps probably won't melt completely.
5 It may rain later.
6 I'm unlikely to finish my report before Friday.
7 If United Nations forecasts are correct, the global population is likely to be between nine and ten billion by 2050.

4.3 Vocabulary and skills development

Goals

- Understand consonant–vowel linking
- Understand idiomatic phrases about places

Lead-in

This aims to get students thinking about the idea of possessions, and things they need, or don't need, which comes up in this section.

- Ask students to think of their most treasured possession.
- Ask students to share their ideas in pairs.
- Elicit some of these ideas together.
- Tell students this section talks about homes and belongings. Ask *What does home mean for you?*

Listening & Speaking consonant–vowel linking

Exercise 1a

- Put students into pairs.
- Ask them to look carefully at the photo of a man standing in a room filled with things. Give them one minute only. Tell them not to talk to each other yet.
- Ask students to close their books, and then, in pairs, to tell each other what they can remember seeing in the picture (e.g. a man, some boxes, some newspapers, etc.).
- Elicit some of the items together.

Exercise 1b

- Ask students to read the questions, and discuss them with a partner.
- Check *hoarder*, the verb *to hoard* and the opposite: *to throw away*. Ask if any of them are hoarders.
- Elicit their answers together.

SUGGESTED ANSWERS

1 untidy, full, messy, cluttered, …
2 + 3 Students' own answers

Exercise 2a 4.6

- Tell students you are going to play two short phrases.
- Ask them to listen and write the number of words they hear in each phrase (not the words themselves). For example, *What did you do at the weekend?* = seven words.
- Play track 4.6.
- Play the listening twice if necessary.
- Ask students to check their answers in pairs.
- Check the answers together.

ANSWERS

1 3 2 6

AUDIOSCRIPT 4.6

1 neat and tidy
2 in a bit of a mess

Exercise 2b

- Ask students to work in pairs and discuss what they think happens when the words are said naturally.
- If students can remember the phrases, encourage them to repeat them at normal speed.

EXTRA SUPPORT Write the phrases on the board. Play the listening again, and ask students where the words link together. Draw a line linking these letters. Demonstrate the link by saying the phrase slowly, and then more quickly.

WATCH OUT! Remind students that sometimes written vowels are not pronounced as simple vowel sounds: write the following pairs of words on the board: *under/university*; *old/one*. Get students to say the words and identify why they are different (*university* starts with a /j/ sound; *one* starts with a /w/ sound). These sounds behave as consonants.

ANSWER

When you say such phrases at normal speed, you link words ending with a consonant to words beginning with a vowel.

Exercise 2c 4.7

- Ask students to read and listen to the information in the Unlock the code box to check their answer to exercise 2b.
- Play track 4.7.
- They might find the 'Alaska' example amusing, which will highlight why it's important to know the context.

AUDIOSCRIPT 4.7

Understanding consonant-vowel linking

When one word finishes in a consonant, and the next word begins with a vowel (or the other way round), the consonant often becomes 'attached' to the vowel. This means that it is difficult to hear the correct words:
The person you are listening to actually said: *I'll ask her* /ælæskə/, but you hear: *Alaska.*
While you are listening, you have to check that what you hear makes sense in the situation.

EXTENSION Ask students to find examples of consonant-vowel linking in the Unlock the code box. Play the listening again to let students hear this.

Exercise 3a 4.8

- Tell students to listen to six phrases and to write down what they hear.
- Play track 4.8.
- Ask students to compare answers with a partner.
- If necessary, play the listening again.
- Check the answers; write them on the board if this helps.

ANSWERS/AUDIOSCRIPT 4.8

1 What a mess!
2 in a while
3 take up too much space
4 peace and quiet
5 a nice drink
6 a big apartment

Exercise 3b 4.9

- Tell students they will now hear the phrases from exercise 3a within sentences.
- Play track 4.9.
- Ask students if it was easier or more difficult to understand the phrases in sentences. It is likely that they found it easier, because the phrases were in a context.
- Play the listening again, pausing after each sentence. Ask the students to listen and repeat, making sure to link the sounds. Students might prefer to repeat to a partner, rather than repeating together as a class.

ANSWERS/AUDIOSCRIPT 4.9

1 **What a mess this room is! We need to tidy it up.**
2 **I hope to finish the decorating in a while.**
3 **I wanted to put the bookshelf here, but it takes up too much space.**
4 **The best thing about this house is the peace and quiet.**
5 **Would you like a nice drink?**
6 **She lives in a big apartment in Berlin.**

EXTENSION Write up the following words: *salt*, *bread*, *fish*, *bed*. Ask students in pairs to think of a 'partner' for each word, e.g. *salt and pepper*. Elicit answers. Check how they say '*and*' in the middle. Point out that, informally, this is sometimes written as *fish 'n' chips*. Encourage students to say each pair with a very short *and* in the middle. Elicit other such pairs, e.g. *husband and wife*, *night and day*, etc.

EXTRA ACTIVITY Ask students to find short phrases in English online, in newspapers, etc. Ask them to note them down, and find the places where the words link. You could make a class collection of these. Besides helping students sound fluent, it will help them remember chunks of language without needing to concentrate on the grammar.

Exercise 4 4.10

Audio summary: This is a short interview with Maurice, a hoarder. His house is full as he finds it difficult to throw things away. He explains what he keeps, where, and why.

- Tell students they will hear an interview with the man in the photo, Maurice (/ˈmɒrɪs/).
- Tell students to read the questions. Before playing the listening, you could ask them what they expect the answers to be.
- Play track 4.10.
- Ask students to listen for the answers.
- If necessary, play the listening twice.
- Ask students to check their ideas with a partner.
- Check the answers together.
- Check *(shower) cubicle.*

ANSWERS

1 Everything: newspapers, old yoghurt pots, clothes, toys; machines.
2 dishwashers and fridges
3 She's not very happy.

AUDIOSCRIPT 4.10

I = Interviewer, M = Maurice

I Can you tell me about your problem?
M Well, I'm a hoarder. I just can't throw things away. So my house is full of … stuff. I'm starting to run out of space.
I What kind of stuff do you keep?
M Everything – newspapers, old yoghurt pots, clothes, toys …
I Old yoghurt pots? Why do you keep those?
M Well, because they might come in useful one day. You know, I might decide to grow plants in them.
I But don't they take up a lot of space? Where do you keep them?
M In my shower cubicle.
I You're joking!
M No, seriously. I've got a load of newspapers, too, going back to 1995. They're in a shed in the garden.
I So your house must be pretty full, then?
M There's no room for anything. Our front garden is full of old machines like dishwashers and fridges.
I What a nightmare! And how does your wife feel about this?
M To be honest, she's not very happy. But what can I do about it?

Exercise 5 4.10

- Before playing the listening about Maurice again, ask students to read the gapped sentences. You could ask them to try to guess what words are missing.
- Ask students to listen and write in the missing words.
- Play track 4.10 again, pausing after each sentence to give students time to write.
- Ask students to check their ideas with a partner.
- Play the listening again if necessary.
- Check the answers together and check their meaning.

ANSWERS

1 throw things away
2 run out of
3 come in useful
4 got a load of
5 be pretty full
6 what can I do about it

PRONUNCIATION Ask students in pairs to show which sounds link in these phrases by drawing a line to connect the words, e.g. *come‿in‿useful*. Check the answers together.

Exercise 6

- Ask students to work in pairs to ask and answer the questions.
- Remind students to use the phrases from exercise 5.
- Elicit some ideas together.

Vocabulary & Speaking idiomatic phrases about places

Exercise 7

- Ask students to work alone. Ask them to read the mini-dialogues and decide which definition matches the idiomatic phrases in bold.
- Do the first one together.
- Ask students to check their ideas with a partner.
- Check the answers together.
- Check *sardines*.

ANSWERS

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

WATCH OUT! In some languages, the idiom *to know something like the back of your hand* is similar, but uses *palm* instead of *back*.

Exercise 8

- Focus students' attention on the Vocabulary focus box about idiomatic phrases. Ask them to read the examples.
- Remind students that idioms are usually fixed phrases in which common words often have usual meanings and should be learnt as chunks.
- Possibly elicit more examples of idioms from the class.

STUDY TIP Remind students that idioms are easier to understand and learn in context. In their notebook, suggest they write sets of phrases based around topics, such as home, work, etc., perhaps making use of mind maps.

DICTIONARY SKILLS Students could check the idioms in a dictionary. Remind them to choose the key word, and look through the dictionary entry until they find the phrase. The idioms are often at the end of the entry.

Exercise 9a

- Focus students' attention on the photo.
- In pairs, ask them to use the idioms in exercise 7 to describe the photo (e.g. *run out of space*).
- Remind them to link the sounds at the beginning and end of words, as appropriate.
- After a few minutes, elicit their descriptions together.

Exercise 9b 4.11

Audio summary: Richard has just moved into a new flat, and is organizing his things. His friend Abby is visiting.

- Ask students to listen to find out what problem Richard had.
- Play track 4.11.
- Ask students to check their answers with a partner.
- Play the listening again if necessary.
- Check the answers together.

ANSWERS

Richard still has too many belongings for his new, bigger flat.

AUDIOSCRIPT 4.11

A = Abby, R = Richard

A So, how's it going? Enjoying your new flat?
R Yes, I love it.
A You've got a fantastic view from the windows.
R Yes, we're on the top floor. I spent the whole weekend going up and down the stairs with boxes.
A Yes, I can see!
R Look, make yourself at home. Have a seat.
A Er … where?
R Yes, I see what you mean. Well, why don't you sit on a box?

A No, don't worry, I can make room on this sofa, if I just … move this suitcase … How did you manage to move all your stuff over a weekend?
R Oh, I didn't do it all at the weekend. I took some time off from work last week.
A It'll look great once you've got everything unpacked. You've got a lot of room here …
R Yeah, it's so much bigger than my old place. Mind you, I've really got too much stuff. This old sofa and chairs take up so much space, and there's furniture in the flat already.
A Maybe you should get rid of your old furniture.
R Yes, perhaps. I think I really need to get everything unpacked first, and then I can see what I need and don't need. Are you going to give me a hand?
A Sure …

Exercise 9c 4.11

- Ask students to read the phrases from the listening.
- Ask them to listen again and to think about the phrases' meaning.
- Play track 4.11 again.
- Check the answers together.

ANSWERS
1 feel relaxed and behave as if it was your own home
2 clear space to do or put something
3 to have a lot of space for things/doing things
4 to use up a large area
5 to throw or give something away

EXTENSION Ask students if they can use any of the expressions to talk about where they live.

Exercise 10a

- Ask students to work alone to complete the sentences so they are true for them. Give them five minutes.
- You could do the first one with them together.

Exercise 10b

- Put students into small groups to discuss their answers.
- Encourage them to find out what they have in common.
- Elicit ideas together.

FEEDBACK FOCUS Focus on their use of the idiomatic phrases. You could ask students to find something they have in common with each person in their group.

EXTRA ACTIVITY Put students into small groups. Put the phrases from this unit on cards and give a set of cards to each group. In turn, each student takes one of the cards, and says a true sentence about themself.

4.4 Speaking and writing

Goals

- Avoid repetition
- Make enquiries

Lead-in

- Write the following on the board: *cold*, *holiday*, *friends*, *pretty*, *old*, *enjoy*.
- Ask students to work in pairs. Ask them to think of other words or phrases with similar meanings for each word. Do the first one together: *cold – chilly*, *freezing*, *icy*, etc.
- Elicit their ideas together.
- Possible answers: *holiday* – a vacation, a break, a few days off; *friends* – mates, buddies, pals; *pretty* – beautiful, good-looking, stunning; *old* – ancient, antique, elderly; *enjoy* – like, be keen on, be fond of, etc.
- Remind students that these are only similar phrases, and do not necessarily have exactly the same meaning or usage.

Reading & Writing avoiding repetition

Exercise 1a

Background note: There are three photos. The first one is Lucca, in north-west Italy. The second is Essaouira, on the west coast of Morocco. The third is Tobermory, a fishing port on the Scottish island of Mull.

Text summary: The travel blog entry describes Lucca, a town in the north-west of Italy, near the coast, and famous for its Renaissance city walls. The writer mentions the geography and scenery, some of the highlights of the city, and some of the things you can do there.

- Before students read the description, ask them to look at the pictures.
- Elicit what they can see, e.g. the different kinds of buildings, the countryside, etc.
- Ask students to read the description from the travel website, and decide which picture it's describing.
- Ask students to check their answers with a partner.
- Elicit their ideas together.
- Ask students what helped them decide.
- Check *to wander* and *meadow*.
- Check the pronunciation of *medieval* /ˌmediˈiːvl/ and *meadow* /ˈmedəʊ/.

ANSWERS
The blog post is about Lucca, in Italy.

Exercise 1b

- Ask students to read the text again to decide what each paragraph describes.
- Ask students to check their answers with a partner.
- Check the answers together.

ANSWERS
Places to eat – paragraph 3
What you can do there – paragraph 2
What the place looks like – paragraph 1

Exercise 1c

- Ask students if they would like to visit Lucca. Why/Why not?
- What, specifically, in the description is attractive, or not?
- Ask students to support their ideas with examples from the text, e.g. *brightly coloured wild flowers*, or *a variety of delicious snacks*.
- Elicit their ideas together.

Exercise 2

- Ask students to read the information in the Language for writing box.

- Point out that it includes four categories of information, and ask them to read the examples.
- Check *imperatives* and *reference words,* and elicit examples.
- Elicit other examples for each category.

EXTRA SUPPORT Highlight the features in each case, and check by asking questions, e.g. *Which word in the second sentence means 'fields'?* (meadows) *In the second group, what does 'they' refer back to?* (the medieval city walls) *In the third group, which phrase is a question?* ('Fancy a picnic?') *In the last group, which adjective means 'very old'?* (ancient)

- Then focus students' attention on the task, and ask them to find examples for each of the four groups.
- Do one together first.

ANSWERS

1 wandering, strolling
2 tasty
3 orange-red, brightly coloured, wild, ancient, lovely, beautiful, fascinating, home-made, tasty, local, delicious
4 enjoy (the sunshine), don't miss (the fascinating antique market), stop off (at Forno A Vapore Amedeo Giusti), sit outside (at Vineria I Santi), watch (the world go by)

EXTRA CHALLENGE Elicit ways of walking, e.g. *to wander*, *to stroll*, *to tiptoe*, *to march*, *to stagger*, *to hike*, etc. You could ask students to demonstrate these in the classroom, or describe a situation when they would walk in this way.

Exercise 3a

- Ask students to read the second description, and decide which picture it is describing.
- Ask students to check their answers with a partner.
- Elicit their ideas together.
- Ask students what helped them decide.
- Explain *thuja* /ˈθ(j)uːjə/(= a kind of evergreen tree, related to the cedar and cypress tree family; they have reddish-brown bark and can grow to up to 60 metres tall).

ANSWERS

The description describes the picture of Essaouira, /esəˈwɪərə/, Morocco.

Exercise 3b

- Ask students to think about how they could improve the description.
- Remind them to check the Language for writing box, and to see which features are included. There is repetition (*city*, *nice*); there are not many pronouns; the text does not address the reader; there aren't many interesting adjectives.
- Ask students to work in pairs to improve the text. Encourage them to include features from the Language for writing box.
- Monitor and help as necessary.
- When they have finished, you could ask students to swap their texts with another pair, or read them out loud.

EXTRA CHALLENGE You could make this task competitive, and ask students to count all the improved features that they have used in their texts: the pair with the most wins.

EXTRA ACTIVITY After they finish, you could suggest they look up Essaouira on the internet in class or at home. Ask them to collect two or three phrases from articles and blogs about the city, and to share them with the class.

SUGGESTED ANSWER

Essaouira is known as 'the windy city'. The buildings are mostly painted white, and there is also an amazing wall around the city.
It is too windy at the beach to enjoy sunbathing, but it's a popular destination for keen surfers. The city is a relaxed place, and it is very pleasant to walk around the streets. You can go shopping in the local markets and buy wonderful gifts, such as boxes made from thuja wood. Feeling hungry? You can eat delicious food such as grilled sardines at Chez Sam. You can find this friendly restaurant at Essaouira's beautiful port.

Exercise 4

- In this task, students use the blog posts in exercises 1 and 3 as models for writing.
- Ask each student to think of a place they know well.
- Give them plenty of time to collect their ideas. Tell them to think about how they will divide the subtopics. Refer back to the models for ideas. Suggest they will write three paragraphs, and first plan what information they want to include.

EXTRA SUPPORT If your students are a monolingual class, or from the same area, you could put students into pairs to collect ideas. Ask them to agree on what they can each write about.

EXTRA CHALLENGE Ask them to write about a place they do not know and to research it first on English-language websites.

- Remind students to check the ideas in the Language for writing box to improve their writing.
- Monitor and help as necessary.

FEEDBACK FOCUS Before collecting in the students' work, ask if they would be happy to read each other's. If so, they could swap with each other, or you could pass them round. Encourage them to comment on the content (e.g. if they'd like to visit the place and why), and to point out successful uses of the Language box features. Similarly, when you give feedback, comment on both the content and the language.

EXTENSION If students are interested, you could encourage them to finalize their texts at home, and perhaps type them up on the computer and add a photo of the place. You could then post these on the classroom wall.

Listening & Speaking enquiries

Exercise 5 4.12

Audio summary: The phone conversation is between a receptionist and a customer about a lost phone in a restaurant.

- Before doing this exercise, ask students if they have recently telephoned a company (e.g. a hotel, shop or restaurant) to find out any information. What was the place, and what information did they want?
- Give students one or two minutes to tell each other, or elicit their ideas together.
- Elicit/give what we call this: *to make an enquiry.*

WATCH OUT! Tell students that there are two spellings of this word, (i.e. *inquiry* and *enquiry*) but that *enquiry* is mainly used in British English.

- Ask students to read the instructions and the three situations.
- Check *lost property*.
- Tell students they will hear someone making an enquiry. They should decide what the situation is.
- Play track 4.12.
- Ask students to check their answers with a partner.
- Play the listening again if necessary.
- Check the answers together.

ANSWERS

The situation is about lost property: the customer thinks she left her phone in the restaurant.

AUDIOSCRIPT 4.12

W = Waiter, C = Customer

W Hello, Bell's Bistro.
C Oh, hello. I had lunch at your restaurant today and I think I may have left my mobile phone there on one of the tables … I wonder if you could check for me.
W Certainly. Could I just take some details first?
C Yes, of course.
W Could you tell me the make of the phone?
C Yes, it was a …

EXTENSION Ask students if they have ever phoned a place to ask about something they lost, or forgot, e.g. a bag, or umbrella. What happened? Did they get it back?

Exercise 6a

- Ask students to read the rubric, and to choose the phrase which the woman used to ask the waiter for help.
- Play the listening again if necessary.
- Elicit their ideas together.
- Check the answer together.

ANSWER

C I wonder if you could check for me.

Exercise 6b

- Ask students to work in pairs.
- Tell them to cross out letters or words to make true statements.
- If necessary, check *conditional* and elicit examples.
- Check the answers together.

ANSWERS

1 A
2 C
3 more, conditional forms

SMART COMMUNICATION Explain that it's common to hear polite English amongst native speakers, even between friends and family, imperatives are rarely used.

Exercise 7

- Ask students to work in pairs to make polite requests, using *I wonder if* …
- Elicit the first one together, and then ask students to work with a partner to make polite requests.
- It may help weaker students to write these down.
- Check the answers together.

EXTRA SUPPORT Draw students' attention to word order after *I wonder if*: there is no question word order, and no question mark. Give students practise by asking them to rephrase some requests more politely, e.g. *Could you lend me €50? – I wonder if you could lend me €50*; *Can I have next Monday off work? – I wonder if I could have next Monday off work.*

SUGGESTED ANSWERS

1 … you could give me your telephone number.
2 … I could ask you/you could give me some information.
3 … you could repeat what you said.

Exercise 8a

Audio summary: The dialogue is between a hotel guest and a receptionist about the opening hours of the hotel gym.

- Ask students to read the sentences, and put them in order to make another conversation between a receptionist and a client.
- Check *basement* and the pronunciation of *towel* /ˈtaʊəl/.
- Ask students to check their answers with a partner.

Exercise 8b 4.13

- Tell students to listen to check their answers.
- Play track 4.13.
- Check the answers together.

EXTRA SUPPORT It may help weaker students to say the dialogue while listening once or twice first.

ANSWERS

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

AUDIOSCRIPT 4.13

R = Receptionist, C = Customer

R Hello, how can I help you?
C Hello, I understand that the hotel has a gym?
R Yes, that's right. It's in the basement.
C Thank you. Could you tell me the opening hours, please?
R It's open from 7 a.m. until 9 p.m.
C Thank you, that's great.
R Can I help you with anything else?
C Yes, just one last question. Do I need to take a towel with me, or are they provided?

Exercise 8c

- Ask students to work in pairs to practise the conversation. Give them time to swap roles and repeat it.
- Encourage them to sound polite, with appropriate word stress and intonation.

Exercise 9a

- This is a role-play task between a customer and a receptionist/secretary.
- Ask students to first work on their own. Ask them to read the three situations, and choose one they would like to role-play.

WATCH OUT! (situation 2) Remind students that *luggage* and *baggage* are uncountable; we can use *bag* or *suitcase* for individual items.

- Give them time to think of what they want to say, as the customer, in their situation: what questions will they ask? Remind them to use polite questions.

- When students have chosen a situation, and have some ideas about what they want to say, put students into pairs.

Exercise 9b

- Tell students to role-play the situations they have each chosen.
- Before they start, focus students' attention on the Language for speaking box. This includes both polite questions, and how to deal with enquiries. Check the following questions: *Who deals with the enquiries?* (the receptionist) *Who makes enquiries?* (the customer)

EXTRA CHALLENGE You could ask stronger students to add one other phrase to each category, e.g. *Can I help you with anything? Could you check this for me?*

- Ask the students to role-play the situations they have prepared. Remind them to reach a suitable conclusion.
- You could ask them to sit back-to-back to carry out the 'phone calls'. This will help them speak more naturally.
- Monitor and help if necessary.
- You could then re-pair students with someone who chose a different situation, and ask them to do another role-play.

FEEDBACK FOCUS Listen for politeness in their conversations from both roles. If students are interested, role-play one or two dialogues in front of the class.

EXTENSION Ask students to think back to the situations in exercise 5. Ask them to explain one in detail to a partner, and role-play the situation together.

4.5 Video

Songdo

VIDEOSCRIPT

Seoul is one of the most technologically advanced cities in the world.
It has the world's highest broadband penetration and is home to some of the largest technology firms on the planet, including LG and Samsung.
But Seoul is also one of the world's most crowded cities.
Around ten million people live in the city itself, with a further 15 million people living on the city's outskirts.
The population's density is twice that of London and five times that of New York.
But city planners are working on a solution to this problem. They are building a whole new city.
Songdo is just over fifty kilometres from Seoul.
It's a 'smart' city that uses technological innovation to offer Koreans the kind of lifestyle they can't find in the capital.
The city sits on 1,500 acres of land that used to be under the sea.
Green areas like these make up 40% of Songdo, including a large park at the centre of the city.
Surrounding the park are rows of skyscrapers, including the Northeast Asia Trade Tower, the country's tallest building.
The Songdo project is the largest property development in history.
The developers are building 80,000 apartments, several schools and a large university.
They are also going to use cutting-edge technology to keep the city clean and green.
There will be sensors all over Songdo which will monitor temperature, energy use and traffic flow.
A lot of this environmentally friendly technology is already there. Processing centres like these are all over the city.
The waste system sucks rubbish directly from people's homes, so there are no bins and no rubbish trucks. In the future they will use this waste to generate renewable energy.
The architects have also designed the city so people don't drive everywhere. There are walkways and almost everywhere you go there are large, open spaces.
At the moment, the city is less than half full and there aren't many businesses in the Central Business District.
But designers hope that in the future they will be able to improve transport links between Songdo and Seoul.
This will make Songdo a more attractive prospect for large corporations.
But the city is proving popular with families, who enjoy its space.
Songdo is the city of the future. Today many of these apartment blocks are empty, but soon they will be home to 65,000 people.
And thanks to improvements in transport links between Songdo and Seoul, over 300,000 people will work here.
But planners have designed the city around its parks, so even as more people move here, there will still be lots of space.
If Songdo proves successful, it could become the template for new cities all over the world.

VIDEO ANSWERS

Exercise 1
In the photos, you can see
- property development projects
- environmentally friendly forms of transport
- cutting-edge technology

Exercise 2
Students' own answers

Exercise 3
a They wanted to build a new major city because Seoul is so crowded. They wanted to give people a better quality of life than in Seoul.
b Its green spaces, walkways and its use of cutting-edge technology to control pollution, process rubbish, etc.

Exercise 4
1 land
2 park
3 university
4 pollution
5 waste and rubbish
6 space
7 businesses

Exercise 5a
Students' own answers

Exercise 5b
Students' own answers

Review

ANSWERS

Exercise 1a
1 'll/will help
2 'll/will give
3 are you going to study
4 'm/am having/going to have
5 'm/am going to get
6 'll/will go

Exercise 1b
Students' own answers

Exercise 2a
1 I might
2 I'll probably
3 I'm definitely going to
4 won't
5 definitely
6 probably won't

Exercise 2b
Students' own answers

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

Exercise 3b
Students' own answers

Exercise 4a
1 How can I help
2 if you could check
3 just take
4 details
5 wonder if
6 anything else
7 appreciate it

Exercise 4b 4.14

AUDIOSCRIPT 4.14

R = Receptionist, G = Guest

R Hello, Grand Hotel. How can I help you?
G Hello, I think I may have left my briefcase at reception this morning. I wonder if you could check if it's been handed in?
R Certainly. Could I just take some details? What colour was it?
G It's black, and it has my initials on it, MHG, Miguel Hernandez Garcia.
R Thank you … one moment … Yes, we have it.
G That's great. I wonder if I could come and pick it up this evening?
R Yes, any time. Can I help you with anything else?
G No, that's all. Thank you for your help, though. I really appreciate it.

Exercise 4c
Students' own answers

5 Entertainment

Unit overview

Language input

-ing* form or infinitive with *to (CB p47)	• *He decides to set out on a journey.* • *Mei fantasizes about becoming an actress.* • *Do you like watching/to watch films based on books?*
Present perfect simple and past simple (CB p49)	• *Last year Nigerians bought 21.5 million mobile phones.* • *Maliyo has also recently produced another highly enjoyable game.* • *I've also just started salsa classes.*
Grammar reference (CB pp144–5)	

Vocabulary development

Going to the movies (CB p46)	• *cast, plot, special effects, …* • *plays, stars, be set, …*
Adjectives to describe a video game (CB p48)	• *dull, entertaining, violent, …*
Extreme adjectives (CB p51)	• *brilliant, fascinating, terrifying, …*

Skills development

Reading: Understanding linkers (CB p50)
Writing: A film review (CB p52)
Speaking: Comparing and recommending (CB p53)

Video

Documentary: Film studies (Coursebook DVD & CB p54)
Vox pops (Coursebook DVD & TG p261)

More materials

Workbook	• Language practice for vocabulary, grammar, pronunciation, speaking and writing
Photocopiable activities	• Grammar: Personally speaking (TG p213 & TSRD) • Vocabulary: I saw it, too (TG p230 & TSRD) • Communication: Recommendations (TG p248 & TSRD)
Tests	• Unit 5 test (TSRD)
Unit 5 wordlist (TSRD)	

5.1 Universally popular?

Goals

- Talk about different genres of films
- *-ing* form and infinitive with *to*

Lead-in

- Ask students to think of two different films they have seen recently: one they enjoyed and one they didn't like.
- In threes, ask them to talk about the films, but without saying which is which. The others guess which one they liked, and which one they didn't like.
- Elicit a few of their comments together.

Vocabulary & Listening going to the movies

Exercise 1

- Check the list of film types. Elicit the word *genre* and some examples of each to check they understand, e.g. *James Bond* (action film), *Anchorman* (comedy), *Les Misérables* (musical), *Star Trek* (science fiction), etc.
- Note that *science fiction* is sometimes abbreviated to *sci-fi*; animated films are also called *cartoons*; *rom-com* is short for *romantic comedy*.

WATCH OUT! Remind students that we talk about *horror* films (not *terror*).

- Ask students to discuss their favourite kinds of films, and specific examples.
- Elicit some of their ideas together. Find out the most popular film genres in the group.
- Point out that British English often uses the word *film*, while American English normally uses *movie*.

Exercise 2

- Put students into pairs.
- Ask them to look at the pictures and decide on the film type. They should be able to give reasons for their answers.
- Students decide which film they'd prefer to see, and why. If they have seen either film, ask them to tell each other if they liked it and why/why not. (The two films are *Rio 2096: A Story of Love and Fury* and *The Secret Life of Walter Mitty*.)
- Elicit their ideas together.

EXTENSION Encourage students to think about where each film is set, who stars in it and what happens.

Exercise 3 5.1

Audio summary: This is a review of the two films in exercise 2. *The Secret Life of Walter Mitty* stars Ben Stiller, and tells the story of a quiet man who dreams of being an action hero, and then finds his dreams turning into reality. *Rio 2096: A Story of Love and Fury* is an animated film that tells a magical love story between a native Brazilian man and woman during different periods of Brazil's history.

- Tell students they will hear someone giving their opinion of the two films they looked at in exercise 2.
- Check *review* and *reviewer*.
- Ask them to read the questions, and listen for the answers.
- Play track 5.1.
- Ask students to check answers with a partner.
- Check the answers together.
- Play the listening twice if necessary.
- Ask students if their ideas from the posters were correct: the genre, who is involved, and what happens.
- Check *remake* (n); *negative* (= a piece of film to make a photograph); *cast* (= all the actors in a film, play, etc.); *special effects*; *slavery*.

EXTRA SUPPORT If students need help with the audio, ask the following: (Review 1) *What is Walter Mitty looking for?* (a negative); *What does the reviewer say about the actors?* (well-known, but not very funny). (Review 2) *Does the reviewer like animated films?* (ones for children, but not usually adult ones); *Which periods in Brazil's history appear in the film?* (1566, 1825, 1970); *What is predicted for 2096?* (people won't be able to afford water).

ANSWERS

1 *Walter Mitty*: comedy; *Rio 2096*: animated film
2 *Rio 2096*
3 *Rio 2096*

AUDIOSCRIPT 5.1

The first film we're looking at today is *The Secret Life of Walter Mitty*, starring Ben Stiller and Kristen Wiig. A remake of a classic comedy from 1947, based on James Thurber's book, which was written even earlier, in 1939, the film manages to bring the story up to date quite well. Walter Mitty is a quiet man who secretly dreams of being an action hero, rescuing people from burning buildings or travelling into space. Soon, however, his adventures start to become real, as he decides to set out on a journey to find a missing photographic negative. The special effects are pretty impressive, especially in the scenes set in Iceland and the Himalayas; but despite a cast with several excellent comic actors, the film just isn't very funny. Kristen Wiig, who plays the woman Mitty is secretly in love with, is just wasted, with no real humour in what she has to say. Stiller's performance is better, but overall the film's a bit disappointing.

The other film we're looking at today is *Rio 2096: A Story of Love and Fury*. I enjoy going to see animated films with my kids, but to be honest, I'm not usually a big fan of animated films for adults. So I didn't expect to enjoy this one. After about ten minutes, though, I realized I was wrong. It's fantastic.

The film is set in four different periods of Brazil's history. It starts in the future, in 2096, where a man and a woman, voiced by Brazilian stars Selton Mello and Camila Pitanga, stand at the top of a skyscraper in the middle of the night. 'To live without knowing the past is like walking in the dark,' says the man. Suddenly the film goes back in time almost 600 years, to 1566, when the Portuguese arrived in Brazil.

The man explains that in 1566 he was a Tupinamba Indian, attempting to save his tribe, who were all killed when Rio de Janeiro was first built. Having failed to save any of them, including his great love, Janaina, he magically turns into a bird. He will return as a man in the future, when he hopes to be with Janaina once more. We then see the couple living through slavery in 1825 and the military

dictatorship in 1970 before returning to the future in 2096. It's a disturbing future where poor people can't afford to buy water, but he and Janaina continue to fight against evil, as they've done throughout the last 600 years.
The plot is a little complicated if you aren't familiar with Brazilian history, but the story is told with such passion that you can't help enjoying it. It really deserved to win the top prize at the 2013 Annecy International Animated Film Festival.

EXTENSION If any of your students have seen either film, ask them if they agree with the reviewer. Why/Why not?

Exercise 4a

- Focus students' attention on the words in the vocabulary box and check they know their meaning.
- Ask them to work alone to complete the sentences about *The Secret Life of Walter Mitty.*
- Ask students to check their answers with a partner. Then, check together.

EXTRA SUPPORT Check students understand the words in the vocabulary box by eliciting examples, e.g. *action hero* (= *James Bond, Indiana Jones*); *films with good special effects* (= *Gravity*, *Star Wars)*. Or you could ask concept check questions, e.g. *What do you call the group of actors who work on a film?* (the cast) *Who stars in 'Ironman'?* (Robert Downey Jr., Gwyneth Paltrow).

ANSWERS

1 stars
2 a remake
3 plays; character
4 an action hero
5 scenes; special effects
6 actors; cast; performance

Exercise 4b

- Focus students' attention on the words in the vocabulary box and check they know their meaning. Ask concept check questions if necessary (e.g. *What do you call the story that happens in a film?* The plot).
- Ask students to work alone or in pairs to complete the sentences about *Rio 2096: A Story of Love and Fury*, using words from the box.
- Check the answers together.

ANSWERS

1 an animated; set
2 characters; voiced
3 plot

PRONUNCIATION Check pronunciation of the different ways 'c' is pronounced in some words, e.g. *special effects* /ˌspeʃl ɪˈfekts/; *scenes* /siːnz/; *characters* /ˈkærəktəz/. Check also word stress of *performance* /pəˈfɔːməns/ and *remake* /ˈriːmeɪk/.

Exercise 4c

- Ask students to discuss the films in exercise 2 again with a partner, and which film they would prefer to see. Have they changed their minds now that they have heard the reviews?
- Which aspects of each film did they like or not? Why?
- Elicit some ideas together.

EXTENSION Ask students to work in pairs to discuss if they read film reviews. Why/Why not? How do they choose which films to watch?

DICTIONARY SKILLS Ask stronger students to look up one of these words in a monolingual dictionary: *cast*, *set*, *play*, *star*, *scene*. Ask them to find three senses for each word, and write a sentence to illustrate each one.

Grammar & Speaking *-ing* form and infinitive with *to*

Exercise 5a

- Ask students to work alone and read some of the film review extracts.
- Check *tribe*, *turn into* (= become) and *disturbing.*
- Ask students to underline the correct verb form to complete the sentences.

Exercise 5b

- Ask students to check their answers with a partner.
- Check the answers together.
- Note that *start* and *continue* can take either the gerund or the infinitive with no change in meaning.

ANSWERS

1 being
2 becoming/to become
3 to set out
4 to save
5 to save
6 to be
7 returning
8 to buy
9 fighting/to fight
10 enjoying

Exercise 6

- Ask students to read the information in the Grammar focus box.
- Ask students to work in pairs to complete the rules with verbs or prepositions from exercise 5a.
- Check the answers together.

ANSWERS

1 can't help
2, 3 of, before
4, 5, 6, 7, 8 decide, attempt, fail, hope, afford
9, 10 start, continue

WATCH OUT! Point out that *can't help* works in a different way from *help* (on its own): *You* ***can't help enjoying*** *it*; *It* ***helps to talk*** *to someone*; *I'll* ***help you to do*** *the washing up.*

STUDY TIP Remind students to record verb structures in their notebooks. They could do this by listing them in groups, according to whether they take the gerund or infinitive. They can then add similar verbs to these categories later.

- Refer students to *Grammar reference* on p144. There are three more exercises here students can do for homework.

Exercise 7a

Text summary: The text describes an Indonesian film, *Stepping on the Flying Grass* (2012). It tells the story of a group of schoolchildren who each write an essay about their dreams, and then try to make their dreams come true.

- Ask students to read the text through first, on their own.
- Check *to fantasize.*

- Ask students to work in pairs to choose the correct verb form. Remind them that in some cases, both forms are possible.

EXTENSION Ask students to think back to any childhood dreams they had. Have their dreams come true? Do they have any dreams now of things they'd like to achieve? Ask them to share ideas with a partner.

Exercise 7b 5.2

- Tell students they will hear the text in exercise 7a.
- Ask them to listen to check their answers.
- Play track 5.2.
- Check the answers together.

ANSWERS

1 to think (NB *thinking* is also possible)
2 to do
3 being
4 to help
5 becoming
6 acting
7 to eat
8 to eat
9 to make
10 to work

AUDIOSCRIPT 5.2

A beautiful film about the dreams of village school children in rural Indonesia, *Stepping on the Flying Grass* is both visually stunning and truly moving.
When their teacher asked them to write an essay about their dearest dreams and wishes, a group of village schoolchildren begin to think seriously about what they plan to do with their lives.
Puji enjoys being useful and just wants to help others. Mei fantasizes about becoming an actress. She spends hours practising in front of the mirror, but does she really love acting, or is it actually her mother's dream? Agus's family can't afford to eat any special food at home, but he really wants to eat at an authentic Padang restaurant in the city. When an opportunity arises to make some money, he decides to make his dream come true. As the film progresses he gradually realizes that for dreams to come true you need to work at them.

Exercise 8

- Ask students to work in pairs to complete the sentences with the correct verb form.
- Check the answers together.
- Ask them to work in pairs and take turns to ask and answer the questions about the films.

ANSWERS

1 watching
2 to watch/watching
3 watching, reading
4 to like
5 to think
6 to see, to see

FEEDBACK FOCUS Focus on correct verb forms, and film vocabulary. Note down incorrect language to deal with later.

CRITICAL THINKING Ask students to discuss why they watch films, e.g. for entertainment, education, language learning, etc? Ask them to rank their reasons in order of importance. Compare groups' ideas together.

EXTRA ACTIVITY Ask students to think of their favourite film, and why they like it. Put them into small groups. Tell each student to talk for one minute about their film. When everyone has spoken, tell the students to vote for the film they would most like to see, and to say why.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 I want to see the new *James Bond* film.
2 My friend insisted on paying for the cinema tickets last night.
3 Adam hopes to get to London at about two-thirty.
4 I didn't expect to enjoy the film so much.
5 Let's watch a film at home tonight instead of going to the cinema.
6 We have great memories of living in Austria.
7 Did you manage to finish writing your report?

Exercise 2

1 going, to come, doing
2 taking, acting, becoming
3 going, to go, to do

Exercise 3

1 He didn't apologize for being late.
2 Francesco left without saying goodbye.
3 Carmen's very good at playing the guitar.
4 Ingrid can't afford to buy a new car.
5 I'm nervous about taking my driving test tomorrow.
6 I forgot to book the tickets.

5.2 Mosquito smasher!

Goals

- Describe a video game
- Use present perfect simple and past simple

Lead-in

- Ask students to discuss in pairs what they use their phones for, and how much time each day they spend using their phone.
- Ask them to categorize the activities they do (e.g. making phone calls, sending messages, checking Facebook, playing games, etc.).
- Tell them to draw a pie chart to represent the time they spend doing these different activities on their phone, and then to compare their charts with their partner.
- Elicit some ideas together: who spends the most time on the phone, and who has the widest range of activities.

Vocabulary & Reading adjectives to describe a video game

Exercise 1

- Before doing the exercise, ask students if they like video games or not. Why/Why not?
- Focus students' attention on the list of words in the box and check they know the meaning of the words.

- Put students into pairs. Ask them to discuss the questions about video games. Encourage them to use the adjectives in the box to describe games they know.
- If some students don't play computer games, ask them to talk about other games (e.g. chess, cards, etc.) that they like, and why.
- Elicit some of their comments together.

EXTENSION Do a class survey to see what computer games are the most popular, and why.

Pronunciation word stress in longer words

Exercise 2a

- Focus students' attention on the rule about pronouncing words with more than two syllables and read together.
- Say aloud the example in the table, *amusing* /əˈmjuːzɪŋ/. Ask how many syllables it has (three), and where the stress is (on the second syllable). Ask students to repeat and exaggerate the stress.
- If necessary, demonstrate together one more word with students.
- Ask students to work alone or in pairs to put the adjectives from exercise 1 in the correct column in the table.

Exercise 2b 5.3

- Tell students to listen to the words to check their answers to exercise 2a and to repeat the words.
- Play track 5.3, pausing after each word. Encourage students to exaggerate the word stress.
- Play the listening twice if necessary.
- Check the answers together.

ANSWERS/AUDIOSCRIPT 5.3

amusing, surprising
ordinary, violent
enjoyable, intelligent, original, predictable
disappointing, entertaining, unexciting

STUDY TIP Remind students to keep a note of word stress in their notebooks. Tell them that they can do this with a dot or line above the word, or underline the stressed syllable.

DICTIONARY SKILLS Ask students to find a negative form of an adjective in the list (*unexciting*). Ask them to guess which of the other words can be made negative with the prefix *un-*. Ask students to check in a dictionary (*amusing*, *enjoyable*, *entertaining*, *intelligent*, *original*, *predictable*, *surprising*).

EXTRA ACTIVITY Ask students to work in pairs, and to choose three adjectives from exercise 1. Tell them to write a sentence to illustrate each word, but without including the word, e.g. *'The film was ___, and I fell asleep after ten minutes.' (dull)* Ask students to swap sentences (without adjectives!) with another pair, and guess the missing words.

Exercise 3

Text summary: The article is about the market for apps and video games in Africa. It describes two games, *Sharp Sule* and *Mosquito Smasher*, developed by a Nigerian company, that have been successful in Africa and in the wider world.

- Focus students' attention on the headline: ask what they think *to score* means here (= to succeed, to do well).
- Ask students to work alone or in pairs to read the questions and find the answers in the text.
- Check *mosquito* and *smash* (and *smasher*).
- Check the answers together.
- Check *to dash*, *pothole*, *to showcase* and *to sweep* (=spread quickly).

SUGGESTED ANSWERS

1 A growing middle class is wanting entertainment; sub-Saharan Africa is becoming increasingly connected online; more and more people have mobile phones.
2 Maliyo Games wants to highlight African culture through games.
3 entertaining, unexciting, predictable, clever, amusing, African, enjoyable, violent

EXTRA SUPPORT If your students need more help, ask further questions, e.g. *Who is Sharp Sule?* (a character in one of the games); *How many mobile phones did Nigerians buy last year?* (21.5 million); *How much is the Nigerian video game industry worth?* ($66 billion); *Where, outside Nigeria, are the games also popular?* (Brazil, India, the US).

Grammar & Speaking present perfect simple and past simple

Exercise 4

- Ask students to work alone or in pairs.
- Tell them to read the extracts from the article in exercise 3. Ask them to decide whether the extracts are about finished or unfinished time.
- Check the answers together.

ANSWERS

1 unfinished time
2 a specific, finished time in the past

EXTRA SUPPORT Focus students' attention on the time phrases *Over the past few years* and *Last year.* Ask them if these periods are finished or if they are still continuing. Give some more examples of times (e.g. *this month*, *three years ago*) and ask if they are *finished* or *unfinished.*

Exercise 5

- Ask students' to read the Grammar focus box.
- Ask them to choose the correct option to complete the rules and then to check their answers with a partner.
- Check the answers together.

ANSWERS

1 unfinished
2 present
3 finished

EXTRA CHALLENGE Put the students into pairs. Ask them to write a sentence in the present perfect for each of the time phrases in the Grammar focus box. Remind them that *since* is used with a point in time (e.g. *since May/last year*) and *for* with a period (e.g. *for three months/years*). *Yet* is used in negative sentences or questions to talk about something you expect to happen (e.g. *Have you posted the letter yet?*). *Ever* is used in questions and negative sentences with *not*.

WATCH OUT! Point out that in American English the past simple is often used for a past action with a present result (e.g. *I just ate breakfast*.)

EXTRA ACTIVITY Put the students in pairs. Ask each student to write three questions with *ever* and the present perfect. Tell them to ask their partners the question and two follow-up questions with the past simple (e.g. *Have you ever been to America? When did you go? Did you enjoy it?*).

- Refer students to *Grammar reference* on p145. There are two more exercises here students can do for homework.

Exercise 6a

Text summary: In the blog, the writer describes the positive and negative aspects of living in New York.

- Ask students to work alone to choose the correct option to complete the sentences in the blog.
- Check or elicit *to mug* before they start.
- Suggest students read the whole blog first, before choosing the best option.
- Ask students to check their answers in pairs.

Exercise 6b 5.4

- Ask students to listen to the blog to check their answers to exercise 6a.
- Play track 5.4.
- Check the answers together.

ANSWERS

1 I've lived
2 I moved
3 has gone up
4 I haven't been
5 they just took
6 took
7 I've never lived
8 I've been
9 I've also just

AUDIOSCRIPT 5.4

I've lived in New York for about three years now. It's an exciting place to live, but there are quite a few annoying things about it, too. For a start, it's incredibly expensive. When I moved into my flat three years ago, the rent was already quite high, but it has gone up three times since then.

It can also be quite a violent place. I haven't been mugged yet, but my best friend has. Luckily, she wasn't actually hurt; they just took her bag.

And the traffic – it's dreadful. It took me more than an hour to get to work today, and nearly as long to get home. However, I've never lived anywhere where there is so much to do. Over the past month I've been to the theatre three times as well as to a number of great art exhibitions. I've also just started salsa classes. You can find everything from everywhere here.

So, although living in New York has some bad points, on balance I don't think I want to live anywhere else in the world.

EXTRA SUPPORT Ask students to underline the key words which helped decide what tense to use, e.g. *for*, *since*, *yet*.

EXTRA ACTIVITY Students could describe where they are living or working now, and write a short blog post comparing it with where they lived or work before.

Exercise 7a

- Put students into groups of three or four.
- Tell them they're going to describe a video game to another group. Tell them it can be a game they know or an invented game.
- Remind them about the *Sharp Sule* game in the text and how it draws upon local issues, (e.g. potholes in the road, mosquitos, etc.).
- Ask them to brainstorm positive or negative features the game has.

EXTRA SUPPORT Suggest they make a list of positive and negative features and then narrow it down to two or three of each, focussing on those which will be most visually interesting.

Exercise 7b

- Ask students to read the questions and plan their video game.
- Set a time limit to do this. Monitor, and ask questions about the characters and activities if necessary.
- Remind students which adjectives were positive in describing the video games (e.g. *amusing*, *enjoyable*, *entertaining*, etc.), using the adjectives in exercise 1. Also remind them to think about how the game is structured (e.g. how players will score points).

Exercise 7c

- When they are ready, ask each group to present their game to the class.
- Encourage the others to listen, and to ask questions or add suggestions about what players have to do.

FEEDBACK FOCUS Focus on correct use of tenses, use of time expressions, and give praise for creative ideas!

EXTRA ACTIVITY Students could go online, out of class time, and try out some of the Maliyo games, and then report back.

CRITICAL THINKING Ask students in what other ways video games can be educational or informative. Are there any benefits to playing video games? If so, what are they? Are there any ways video games could be used more for educational purposes? If so, how? Ask them to discuss in groups.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 did you move, Six months ago
2 recently, last week
3 yet, went, was, a few days ago
4 haven't seen, Have, saw
5 lived, 've never been
6 yet, so far

Exercise 2

1 have existed
2 appeared
3 began
4 didn't reach
5 became
6 has occurred/occurred
7 drove
8 were
9 has become
10 has played

5.3 Vocabulary and skills development

Goals

- Understand linkers
- Use extreme adjectives

Lead-in

- Ask students to draw a small circle (the size of an espresso cup) on a piece of paper.
- Tell them to divide the circle according to how much time they spent on various activities the previous day, or at the weekend: e.g. sleeping, eating, working, doing sport, etc. You could demonstrate this on the board first.
- Ask students to compare their circles with a partner.
- Elicit a few comments together about their circles.

Reading & Speaking understanding linkers

Exercise 1

- Ask students to discuss the questions in groups of three or four.
- Tell students to consider watching videos on the internet as 'watching TV'.
- Elicit all the different things they do while watching TV, e.g. eating a meal, texting, etc. Find out which 'other' activity is the most popular.
- Elicit their ideas together.

EXTENSION Find out how many of them watch TV online, how much and why.

Exercise 2a

- Ask students to read the headline and look at the picture.
- Ask students to discuss in pairs what they think the text is about.
- Elicit ideas together.
- Ask them which screen they think is the 'second' screen.

Exercise 2b

Text summary: The text describes the popularity of 'second screening' (i.e. using a smart phone or tablet whilst watching TV). A survey revealed that the second screen is often used to chat with friends, check the internet, to play games, etc.

- Ask students to read the first two paragraphs, and check their ideas with a partner.

EXTRA SUPPORT Check *handheld gaming unit* (= a small device you hold in your hands, and play video games on).

EXTENSION In pairs or small groups, ask students to discuss *Do you use a second screen? Why/Why not?*

Exercise 3a

- Ask students to work in pairs. Tell them to focus on the highlighted expressions in paragraph 1.
- Check *linker* and, if necessary, give examples.
- Ask them to match the expressions to the categories (there is one extra category).

Exercise 3b

- Ask students to read the Unlock the code box about understanding linkers to check their answers.
- Check the answers together.

ANSWERS

1 Adding information: *what's more*
2 Emphasizing something: *especially*
3 Saying two things happen at the same time: *meanwhile*
4 Giving both sides of the argument: –

STUDY TIP Tell students to put these category headings (e.g. adding information) in their notebooks for listing these phrases underneath. They can then add phrases to the groups later on.

Exercise 3c

- Ask students to read the rest of the article.
- Ask students to look at the other highlighted words in paragraphs two to four.
- Ask students to add these phrases to the relevant categories in exercise 3a.
- Ask students to check their answers with a partner.
- Check the answers together.

ANSWERS

1 Adding information: *In addition*
2 Emphasizing something: *in particular*
3 Saying two things happen at the same time: –
4 Giving both sides of an argument: *On the one hand ... On the other hand*

EXTRA CHALLENGE Ask students to think of other phrases to add to the groups, e.g. (adding information) *moreover*; (emphasizing) *particularly*.

WATCH OUT! Note that *on the one hand* is usually used with *on the other hand*. Note that when both phrases are used, the second can be shortened to *on the other*, without *hand*.

Exercise 4

- Ask students to work alone.
- Ask them to read the comments and to underline the correct option to complete the sentences.
- Check the following: *to interact*, *essential*, *accessible* (= to be available for others to contact you) and *infuriating*.
- Ask students to check their answers in pairs.
- Check the answers together.

ANSWERS

1 especially
2 Meanwhile
3 On the one hand

EXTRA SUPPORT Ask questions that highlight the function of the phrases, e.g. *Does the phrase add information? Are two things happening at the same time?*

Exercise 5

- Ask students to read the questions first, and then the article again. Set a time limit for this.
- Ask students to check their answers with a partner.
- Check the answers together, encouraging students to support their answers with information from the text.

ANSWERS

1 smartphones and tablets
2 young people
3 most popular: Brazil; least popular (in the survey): Germany
4 information or chatting about the programme with friends
5 It can take our attention away from the programme.

EXTRA ACTIVITY Draw two columns on the board, headed + and – . Elicit one second-screen activity that benefits TV viewing (+) (e.g. searching for information about the programme), and one that is a distraction (–) (e.g. gaming). In groups, students add second-screen activities to each column. Remind them there are ideas in the texts. Then compare lists together.

DICTIONARY SKILLS Tell students to check in their dictionaries the difference between *viewers*, *spectators*, *watchers*, *onlookers*, and *audience*. Help them by suggesting they consider what is being seen (TV, sport, etc.).

Vocabulary & Speaking extreme adjectives

Exercise 6

- Ask students to work in pairs.
- Ask them to read the two sentences from the comments in exercise 4 and to decide how the writer feels and which words reveal their feelings.

EXTRA SUPPORT Ask students to look back at the comments to see the context for each of the sentences.

- Elicit their answers together.

ANSWERS

1 The writer feels very angry. He uses the word infuriating about their daughter chatting online.
2 The writer is very interested. He uses the word *fascinating* about a TV programme.

PRONUNCIATION Check the pronunciation of these words, in particular the word stress. Remind students that when we talk about strong emotions, the stress is often exaggerated. Say the words, and ask students to repeat them: *infuriating* /ɪnˈfjʊərieɪtɪŋ/; *fascinating* /ˈfæsɪneɪtɪŋ/.

Exercise 7a

- Ask students to work alone or in pairs to match adjectives with similar meanings from each list.
- Do the first one together, e.g. *bad* + *awful*.

Exercise 7b

- Ask students to decide which list of adjectives is stronger, the one on the left, or the right.

ANSWER

The list of adjectives on the right is stronger.

Exercise 7c

- Ask students to read the Vocabulary focus box to check their answers to exercise 7a.
- Elicit from students how we make the stronger adjectives even stronger, using adverbs such as *absolutely*. Elicit what adverbs we use for weaker adjectives (*very/extremely*).

WATCH OUT! Point out that *terrifying* is very negative, but *terrific* is very positive, meaning 'extremely good' or 'excellent'.

ANSWERS

1 bad – c awful
2 annoying – d infuriating
3 good – f brilliant
4 important – a essential
5 interesting – g fascinating
6 difficult – e impossible
7 scary – b terrifying

EXTRA CHALLENGE Highlight that *really* is the most commonly used intensifier in speech, and can be used with both lists of adjectives. Elicit other adverbs for extreme adjectives (e.g. *completely*, *totally*, etc.), but point out that they have more restricted usage.

EXTENSION To practise the adjective pairs, say one of the weaker adjectives, e.g. *difficult*, and elicit its pair, with an intensifier, e.g. *absolutely impossible*. Then ask that student to say another weak adjective, and the person next to them to add its pair extreme. Continue until you have been round the class once.

STUDY TIP Remind students, when they note down these adjectives in their notebooks, to mark which ones are extreme adjectives. They could do this by adding '(ext)' in brackets, after the word.

Exercise 8

- Ask students to work in pairs to guess the meaning of the underlined words.
- Do the first one together. Encourage them to give reasons.
- Check the answers together.

ANSWERS

1 very tired
2 very surprised
3 very tasty
4 very shocking
5 very big
6 very cold

EXTRA SUPPORT Write the weak forms of the adjectives on the board (e.g. *tired*, *surprised*, *big*, *cold*, etc.) and ask the students to match the words on the board to the sentences.

WATCH OUT! Remind students of the difference between *-ing/-ed* adjective pairs where *-ing* describes what causes the feeling, and *-ed* describes how somebody feels, e.g. *interesting/interested*.

EXTRA ACTIVITY Ask students to work in pairs, and choose three extreme adjectives to remember. Ask them to write one or two sentences about a situation to illustrate each one. Then ask them to join another pair, and read out their sentences, but leave out the adjective, e.g. *'I failed the German test. It was absolutely ___.'* The others guess which adjective is missing (*impossible*).

Pronunciation extreme adjectives

Exercise 9a 5.5

- Focus students' attention on the pronunciation rule and read together.
- Tell students to listen and underline the stressed syllables.
- Play track 5.5.
- If needed, play the listening again, pausing after each one.
- Check the answers together.

ANSWERS/AUDIOSCRIPT 5.5

1 I'm absolutely exhausted.
2 She was absolutely amazed.
3 That smells absolutely delicious.
4 It's absolutely astonishing.
5 It's absolutely enormous.
6 It's absolutely freezing in here.

Exercise 9b

- Ask students to work in pairs.
- Ask them to practise the stress by repeating the sentences.

Exercise 9c 5.6

- Tell students to listen to the sentences in exercise 8.
- Play track 5.6. Pause after each sentence.
- Get students to repeat each sentence.
- If necessary, play the listening again.

AUDIOSCRIPT 5.6

1 I can't walk any further. I'm absolutely exhausted. I'll have to sit down.
2 She was absolutely amazed when she saw her sister standing at the front door. They hadn't seen each other for ten years.
3 That smells absolutely delicious. I love the smell of garlic. What are you cooking?
4 It's absolutely astonishing. This is the first time you haven't been late this year.
5 I can't carry that. It's absolutely enormous. I'll need help to get it up the stairs.
6 Put the heater on. It's absolutely freezing in here.

Exercise 10

- Put students in small groups.
- Ask them to read the situations and to discuss their feelings, using the extreme adjectives.
- Discuss the first together, encouraging the students to use the extreme adverbs and adjectives and eliciting students' reactions.

EXTENSION An alternative way to do exercise 10: ask students to take two small pieces of paper, and write one of the adverbs (*extremely*, *absolutely*) on each one, and place them face down. Ask students to then take turns to react to each situation by first taking an adverb, and then thinking of an appropriate adjective.

EXTRA CHALLENGE Ask fast finishers to think of two more situations for each other, and takes turns to react to them. They can then discuss their reactions, or swap new situations with someone else.

FEEDBACK FOCUS Focus on how students respond to each other. As well as appropriate use of adverbs and adjectives, try to encourage them to get involved in the situations and discussions, and to use their voice and/or gestures to help convey how they feel.

EXTRA ACTIVITY Ask students to think of their favourite website or phone app. Ask students to think about how it works, what it does, and three features of the website or app they particularly like. When they are ready, ask students to work in pairs to share their ideas, using extreme adjectives to describe why they like it.

5.4 Speaking and writing

Goals

- Write a film review
- Compare and recommend

Lead-in

This aims to revise extreme adjectives from Lesson 5.3, and focus on the topic of this section.

- Remind students of the extreme adjectives in Lesson 5.3 by saying key adjectives, and asking for the 'pair', e.g. *good – brilliant*; *scary – terrifying*; *interesting – fascinating*, etc.
- Tell students the topic of the lesson is films, and ask them if they can think of a film they would describe using one of the extreme adjectives.
- Give students two or three minutes to think of any films, and to share their ideas with a partner.
- Elicit some of their ideas together.

Reading & Writing a film review

Exercise 1a

- Tell students they are going to read a review of the film *The Shawshank Redemption*.

Background note: The film *The Shawshank Redemption* is based on a novel by Stephen King, an American author who has sold more than 350 million copies of his books. 'Shawshank' is the name of the prison where the story takes place.

- Draw students' attention to the poster of *The Shawshank Redemption*.
- Explain *redemption* (= being saved from evil) and ask if any of them have seen the film, or read the book, and if they liked it.
- Ask if they know the actors in the poster. Have they seen them in other films? (Tim Robbins: *Mystic River*, *Arlington Road*; Morgan Freeman: *Million Dollar Baby*, *The Bucket List*)
- Then ask them to close their books.
- In pairs, ask them to think about what information they would expect to find in a film review.
- Elicit one or two ideas to get them started, e.g. who the actors are; who directed the film.
- Give students two or three minutes.
- Elicit their ideas together.

Exercise 1b

- Ask students to open their books.
- Tell students to work in pairs and to compare their ideas with points a–e. Did they include any other information?

Exercise 2

Text summary: The review describes the film *The Shawshank Redemption* (1994). It briefly explains the plot, about an innocent man, played by Tim Robbins, who is falsely sent to prison, the friendship between him and another prisoner, and the surprise ending of the film. The review compares the film and the book, and praises the music and the performances of the two lead actors.

- Ask students to work alone.
- Ask them to find the items of information listed in exercise 1b, a–e, and to note down which paragraph each item appears in, e.g. *the writer's opinion: paragraph 4*.
- Ask students to check their answers with a partner.
- Check the answers together, encouraging students to support their answers with details from the text.
- Check *to release* (= to make available for to the public), *life* (= a prison sentence) and *soundtrack*.

ANSWERS

Paragraph 1 the name of the director (c), who stars in the film (d)
Paragraph 2 the plot/storyline (b)
Paragraph 3 whether the book is better than the film (e)
Paragraph 4 the writer's opinion (a)

WATCH OUT! Point out that 'few' on its own means *not many*: '*Darabont makes few changes to King's original novel*' (paragraph 3).

Exercise 3a

- Ask students to read the Language for writing box on contrast linkers.

PRONUNCIATION Check pronunciation of *although* /ɔːlˈðəʊ/ and point out that the *-gh* is not pronounced.

Exercise 3b

- Ask students to find examples of the linkers in the film review and to underline what follows each linker.
- Point out that we usually use *however* after a full stop, and that it introduces contrasting information. The other linkers in the box are used in sentences where both contrasting pieces of information are included.

EXTRA SUPPORT Highlight the sentence structures. If necessary, ask students to name the parts, e.g. *Although* (linker) *the film* (subject) *is* (verb) *a little slow*, *the end is* … Point out that *despite/in spite of* are used with a noun, e.g. *Despite/In spite of the rain*, *we went for a walk*.

WATCH OUT! Remind students that '*despite* ***of***' is never used.

ANSWERS

Although the film is a little slow in places … (para 4)
Despite failing at the box office … (para 1)
However, he soon makes friends with another prisoner … (para 2)

Exercise 4

Text summary: The review extracts of the film *One Day* (2011) describe the characters and plot. It is based on a novel by David Nicholls, and is the story of a couple who first meet on July 15, 1998 when at university. The film then shows how their lives change by showing them on the same date on different years up to the present. The reviewer gives his opinion of the actors, and compares the film with the book.

- Tell students they will read extracts from the review of another film, *One Day*.
- Focus students' attention on the picture.
- Ask what kind of film they think it is (*romance*) and if they'd like to see it. (If anyone has seen it, elicit a few comments.)
- Ask students to work alone.
- Suggest they read the text through once and then complete the text with linkers from the Language for writing box.
- Check *to grow apart* (= stop having a close relationship with someone).
- Ask students to check their answers with a partner.
- Check the answers together.

EXTRA SUPPORT If there are any problems, remind students of the sentence structures that we use with these linkers.

ANSWERS

1 although/even though
2 However
3 despite/in spite of
4 Although/Even though

CRITICAL THINKING Ask students to discuss the following in pairs: *What films do they know that are based on books? What changes do films make to the books? Should you always read the book first? Why/Why not? Are there any films that are better than the original book? Why?*

Exercise 5a

- Ask students to work alone to think of a film they have enjoyed.
- Tell them to make notes about the characters, when and where the story is set, and the plot.
- Direct them to the categories in exercise 1b and the Language for writing box to help them structure their points.
- Give students plenty of time to plan what they will include.

EXTRA CHALLENGE Some film reviews include a *spoiler* (= information which might spoil someone's enjoyment when they watch it for the first time). Agree, as a group, whether students' film reviews will include spoilers, or not.

EXTENSION You could allow them internet access, or suggest they find extra information at home about the date of the film, the director, and any other relevant information.

Exercise 5b

- Ask students to work alone to write a review.
- Encourage them to structure their review in a similar way to the review in exercise 2, giving details about: the actors and the director, the plot, a comparison with the book of the same name (if it exists), and their own opinion.

- Remind students to present a balanced argument, using the linking words from exercise 3, as well as to use film words from Lesson 5.1.
- When they have finished, collect in the reviews and provide feedback.
- Alternatively, students could write these for homework.

EXTENSION When they have finished, collect in the reviews, write the titles anonymously on the board, ask students which reviews they are interested in reading, and then distribute the reviews (but only if everyone agrees).

FEEDBACK FOCUS When you collect in the reviews, pay attention to the structure and use of linking words and the use of vocabulary from Lesson 5.1. Make a note of general points you can work on with the class next time.

STUDY TIP Remind students to read through any text they write one final time to check for spelling and punctuation.

EXTRA ACTIVITY Suggest students read a real film review, online or in a magazine, of the film they have reviewed. Warn them, however, that the language and structure will be quite complex. For stronger students, this might be a positive challenge.

Listening & Speaking comparing and recommending

Exercise 6

- Tell students that you are going to discuss entertainment. Elicit a few examples of different types (e.g. *theatre*, *cinema*, *TV*, *music,* etc.).
- Ask students to work in pairs and discuss the three questions.
- Then elicit some of their comments together.

Exercise 7 5.7

Audio summary: Conversation 1 is about how much music people listen to; in 2, two people are discussing what to watch on TV; in 3, someone is talking about a website where you can watch films/TV programmes.

- Tell students they will hear three short conversations.
- Ask them to read the questions. Check *statistic.*
- Play track 5.7.
- Ask students to listen and answer the questions.
- Ask students to check their ideas with a partner.
- Check the answers together.
- If necessary, play the listening again.

EXTRA CHALLENGE Ask students to note down 'why' for their answer to each question.

ANSWERS

1 32%: the speaker didn't expect so many people to listen to music when they are going to sleep.
2 No: one wants to watch a sci-fi movie.
3 Trying out the new film site if you have to go to work the next day, because it is difficult to stop, once you start.

AUDIOSCRIPT 5.7

Conversation 1

A Did you see that stuff on Facebook about how much music people listen to every day?
B Yes, but I'm not sure I believe it, though. The statistics look much higher than I'd expect. I mean, who listens to music when they're going to sleep?
A Me – and 32% of the people they asked!

Conversation 2

A What do you fancy watching on TV tonight?
B I thought we could watch the programme on climate change.
A Aw, no. That sounds really boring. I really don't want to watch another programme about the weather.
B Well, I thought it looked quite interesting; but if you're really sure you don't want to watch it, there's a sci-fi movie on the other channel.
A That sounds much more interesting.

Conversation 3

A Have you tried this new film site? Is it any good?
B Yes, it's great. I expected it to be really expensive, but it isn't. But you have to be careful.
A Oh, why?
B I stayed up till 4 a.m. this morning watching a whole series. I wouldn't recommend that if you have to go to work the next day! I'm exhausted!

Exercise 8 5.7

- Tell students to read the sentences from the conversations in exercise 7.
- Ask if they can remember any of the missing words.
- Then tell them to listen, and note down the words.
- Play track 5.7 again. If necessary pause immediately after the sentence is heard.
- Ask students to check their answers with a partner.
- Check the answers together.

ANSWERS

1 higher than I'd expect
2 sounds much more interesting
3 I wouldn't recommend

The first two tell you what the speaker thinks. The third is a recommendation.

Exercise 9

- Focus students' attention on the Language for speaking box.

EXTRA SUPPORT Ask students to add the phrases they used in exercise 8 to the right category. (The first two are comparisons; the third is a negative recommendation.)

- Explain that this exercise is in two parts: first, they think about which phrase to use to complete each sentence; then they finish each sentence to match their own opinions.
- Ask students to work alone to come up with ideas.
- When they are ready, ask them to work in pairs to share and compare their ideas.
- Ask students to find out if they have similar tastes in music/film, etc. as their partner.

- Mention that several options from the Language for speaking box are possible, depending on their own opinions and preferences.
- Demonstrate one together first.
- When they have finished, elicit answers together.

EXTRA SUPPORT Students may need help with how to use some of the phrases. Elicit what sort of words are used after each phrase, e.g. *It's nothing like as good as* + noun (e.g. *his last film*); *I expected it to be* + comparative adjective (e.g. *funnier*, *more exciting*, etc.).

SUGGESTED ANSWERS

1 *I'd really recommend/It's really/not worth* going to 3D versions of films.
2 *I'd really recommend/It's really/not worth* sitting through a whole opera.
3 *I'm pretty/not at all* sure that I like jazz …
4 The first time I went to a live concert *I expected it to be* …
5 Listening to recorded music is … *nothing like as good as* … [student's own idea]/*better than I thought it would be.*

Exercise 10a

- Ask students to read the three topics, and to prepare a one-minute talk about one of them.
- Tell students to include phrases from exercises 8 and 9 and the Language for speaking box.
- Monitor, and if needed, help by asking questions, e.g. *Why do you like it? What makes it different? What don't you like about it? Why is it better than other films?*, etc. You could also put these on the board.

Exercise 10b

- Put students into groups of three or four.
- In turn, ask each student to talk about their topic for one minute.

Exercise 10c

- Encourage listeners to ask questions (without interrupting).
- When they have finished, elicit general comments about what they might listen to, watch or try out, as a result.
- Weaker students may be more comfortable giving their talk to just one person, not a group, so could work in pairs.

SMART COMMUNICATION Remind students to demonstrate they are listening (from Lesson 2.4) by looking at the speaker, and using phrases such as *Really? That's interesting*, etc.

EXTENSION Encourage students to share recommendations for good books, films, etc., with each other. Tell students to try something new, based on a recommendation, and then report back the following week. They could even write a mini 'review' of what they saw/heard, and share that with the group.

5.5 Video

Film studies

VIDEOSCRIPT

Over the last century, filmmaking has become one of the world's most important art forms. And today, thousands of people dream of being involved in the movies.
But once you decide to become a filmmaker, what do you do next?
Enrolling on a film programme is a good place to start.
This is the City College of New York.
It opened in 1849 as a free centre of education. It was for the children of families who couldn't afford to pay expensive university fees, and offered courses in many different subjects, such as mathematics, literature and philosophy.
In 1941 the college started its Masters Institute of Film Techniques programme, and there has been a film production course here ever since.
Today's course is a two-year degree with four semesters. It focuses on every part of filmmaking, so students know how to create a film from original idea to finished product. There are only 25 places on the course, so the classes are small.
This encourages students to work in small groups and means that they have a close relationship with their teachers. This is important, as filmmaking is a collaborative process. For the next two years, these students will work together a lot, on each stage of a film's development.
At the moment, these students are working on a script. It's important the script has an exciting story, but it also has to be realistic. After all, these students will have to film and edit it with a limited amount of time and money.
These students are shooting their film. Each person has a different role. Nick is the camera operator, Louisa is recording the sound and Simon is directing the actors. Sometimes the students swap roles so they understand every part of the process.
They don't have a lot of time and they need to get it right, so there's a lot of pressure.
This group have already finished shooting their film and are editing it. Here they choose which scenes they want to use and piece them together with editing software. It's here that the film really comes to life.
A film can take a long time to make. Over the last few months, these students have written a script, shot several scenes and edited it all together. They have added music, mixed the sound and created any special effects. Now, when everything has been done, they can sit back and finally enjoy the story.

VIDEO ANSWERS

Exercise 1a

Before filming	During filming	After filming
• write the script	• shoot the film • direct the actors • record the sound	• edit the scenes • mix the sound • add music/ special effects

Exercise 1b
In the photos, you can see the following tasks: *shoot a film, direct the actors, write the script*.

Exercise 2
1 years
2 semesters
3 places
4 stages
5 process
6 jobs

Exercise 3
a want b has always been c usually full
d get a degree

Exercise 4a
Students' own answers

Exercise 4b
Students' own answers

Exercise 4c
Students' own answers

Review

ANSWERS

Exercise 1a
1 to prefer
2 watching
3 watching
4 to enjoy
5 to find
6 to be

Exercise 1b
Students' own answers

Exercise 2a
1 started
2 appealed
3 became
4 has made
5 has become
6 was

Exercise 2b
Students' own answers

Exercise 3
1 an animated
2 based on
3 character
4 plot
5 cast
6 actors
7 performances
8 plays

action hero and *starring*, and *scenes* and *special effects* are not used

Exercise 4
Positive: amusing, clever, enjoyable, entertaining, original, surprising
Negative: disappointing, dull, ordinary, predictable, silly, unexciting, violent

Exercise 5a 5.8
1 I feel very/extremely tired. I feel (absolutely) exhausted.
2 The film was very/extremely good. The film was brilliant.
3 That meal was very/extremely tasty. That meal was tasty.
4 It's very/extremely cold today. It's freezing today.
5 That piece of cake is very/extremely large. That piece of cake is huge.
6 It looks very/extremely bad. It looks terrible.

NB In each case, the extreme adjectives can be modified with *absolutely*.

AUDIOSCRIPT 5.8
1 I feel tired.
2 The film was good.
3 That meal was tasty.
4 It's cold today.
5 That piece of cake is large.
6 It looks bad.

Exercise 5b
Students' own answers

Exercise 6a 5.9
1 nothing like as
2 worth seeing
3 wouldn't recommend
4 pretty sure
5 than I expected

AUDIOSCRIPT 5.9
1 It was nothing like as good as I expected it to be.
2 It's really not worth seeing.
3 I wouldn't recommend it.
4 I'm pretty sure you wouldn't like it.
5 It was much less interesting than I expected.

Exercise 6b
Suggested answers:
1 It was much better than I expected it (to be).
2 It's worth seeing./I'd really recommend seeing it.
3 I'd really recommend it.
4 I think you'd like it.
5 It was much more interesting than I expected.

Exercise 6c
Students' own answers

6 In control?

Unit overview

Language input

Defining and non-defining relative clauses (CB p57)	• *Having a car that drives itself would be wonderful.* • *My cousin, who has actually been in one of these cars, said he felt perfectly safe.* • *My own physical disability, which I have had since birth, means that I will never be able to drive a 'real' car.* • *It would also be great for people whose eyesight has got worse with age.*
Present perfect simple and continuous (CB p59)	• *One group of scientists has found a solution.* • *They have been experimenting with using lasers to control the weather.*
Grammar reference (CB pp146–7)	

Vocabulary development

Machines (CB p56)	• *motorway, steering wheel, traffic lights, …* • *brake, park, overtake, …*
Climate and extreme weather (CB p58)	• *crop damage, drought, landslide, …*
Adjective suffixes (CB p61)	• *careful, careless, washable, …*

Skills development

Listening: Linkers in conversation (CB p60)
Writing: Writing a professional email (CB p62)
Speaking: Changing arrangements (CB p63)

Video

Documentary: Mist catchers (Coursebook DVD & CB p64)
Vox pops (Coursebook DVD & TG p261)

More materials

Workbook	• Language practice for vocabulary, grammar, pronunciation, speaking, writing and reading
Photocopiable activities	• Grammar: A driving test (TG p214 & TSRD) • Vocabulary: Extreme weather (TG p231 & TSRD) • Communication: A very busy holiday! (TG p249 & TSRD)
Tests	• Unit 6 test (TSRD) • Progress tests: Units 4–6 (TSRD)
Unit 6 wordlist (TSRD)	

6.1 Man and machine

Goals

- Talk about machines in our lives
- Use defining and non-defining relative clauses

Lead-in

- Put students into pairs.
- Ask students to discuss the following questions (which you could write on the board): *Who can drive? Do you like driving? Why/Why not? What's the traffic like in areas where you drive? When you don't drive, do you use another means of transport?*
- Give students two minutes to compare their ideas with a partner, and then elicit a few ideas.

Vocabulary & Reading machines

Exercise 1

- Ask students to work in pairs to discuss the question about being a passenger or driver.
- Elicit a few ideas together.

Exercise 2a

Text summary: The article describes the current state of driverless cars (where they are being used, and how they work), and how we could benefit from them.

- Before doing the exercise, check *driverless* and ask for students' opinions about *driverless cars*. Do they think they are good idea? Why/Why not?
- Focus students' attention on the words in the box. Ask them to complete paragraphs 1 and 2 of the text with the words.
- Check *steering wheel*, *lane*, *to slow down* and *to slip out* (= to move accidentally out of the correct position).
- Ask students to check their answers with a partner.

Exercise 2b

- Ask students to read through the rest of the text once, and then read it again to complete it with words from the second box.
- Check *to overtake*, *to be stuck in* (= not be able to move), and *stick to* (= to continue with something).
- Ask students to check their answers with a partner.

Exercise 2c 6.1

- Tell students you will play a listening of the text.
- Ask them to listen and check their answers.
- Play track 6.1.
- Play the listening again if necessary.

WATCH OUT! Students might be tempted to separate or reverse the order of the verb *overtake*; mention that *take over* has a different meaning.

ANSWERS

1 driverless
2 motorway
3 busy traffic
4 steering wheel
5 park
6 brake
7 lane
8 overtake
9 traffic lights
10 junctions
11 traffic jams
12 at speed
13 injured
14 accidents
15 speed limit

AUDIOSCRIPT 6.1

Your car is now in charge: driverless cars are already here. Driving along the motorway in busy traffic, the driver presses a button on the steering wheel. The car is now driving itself.

This may sound like science fiction, but driverless cars are already on the roads in California. Many cars can already park themselves by the side of the road, brake automatically when the car needs to slow down, and warn the driver if they are slipping out of the correct lane, so going driverless is just the next step.

Driverless cars come with fast broadband, allowing them to overtake other cars safely, and even communicate with traffic lights as they approach junctions. Being stuck in traffic jams could become a thing of the past, as driverless cars will be able to drive at speed much closer to each other.

More than fifty million people die or are injured in road accidents every year, and 90% of these accidents are caused by human error. Google's driverless car sticks to the speed limit and doesn't get tired. So wouldn't it be much safer if all cars were driverless?

Exercise 2d

- Ask students to work in pairs.
- Tell them to look at the photos and try to find examples of the words from the vocabulary boxes in exercises 2a and 2b. Ask them to describe what is happening at the junction.
- Elicit their ideas together.

ANSWERS

The two photos show: traffic lights, a junction, a lane, busy traffic, a motorway, and possibly a traffic jam. Some cars are turning at the junction, others are waiting.

DICTIONARY SKILLS Highlight the following collocations: *traffic lights*, *traffic jams*, *speed limit*. Ask students to look up *speed*, *traffic*, or *wheel* in a dictionary. Ask them to find two more collocations and to write a sentence for each one, e.g. *The traffic warden gave me a ticket.*

Exercise 3a

- Put students into pairs.
- Ask students to discuss the questions about driverless cars.
- Check *pedal*.

Exercise 3b

- Ask the pairs from exercise 3a to work with another pair to share their ideas about driverless cars.
- Encourage them to ask more questions about each other's opinions.

- Elicit some of their ideas together to find out whether students have similar views.

ANSWERS

Students' own opinions

EXTENSION Ask students if they have changed their mind about driverless cars. Would they like to try one? Why/Why not?

Grammar & Speaking defining and non-defining relative clauses

Exercise 4

Text summary: The comments each give reasons why driverless cars could be beneficial in the future.

- Ask students to read the comments and decide whether they are for or against driverless cars.
- Ask students to check their ideas with a partner.
- Check the answers together. Encourage students to support their answers with information from the texts.
- Check *to commute.*

EXTENSION Ask students which opinion in exercise 4 they most closely relate to. Why?

WATCH OUT! Point out that, in text 1, '*I must spend about 15 hours a week driving.*' is not obligation, but a deduction.

ANSWERS

a For – It would be less stressful and they'd have more time to read.
b For – Their cousin tried one and found it perfectly safe.
c For – They would help elderly people or people with a disability.

Exercise 5a

- Read the Grammar focus box about defining and non-defining relative clauses together.

EXTRA SUPPORT Write an example of each clause on the board (e.g. Defining: *The man who lives next door is French.*; Non-defining: *Pierre, who lives next door, is French.*) Cover up the defining clause (*who lives next door*) and ask *Do we know who the man is?* (no, so we need the clause to know who 'the man' is). Cover up the non-defining clause and ask the same question (yes, Pierre; so the clause contains extra information). Point out that non-defining clauses appear within commas.

- Focus students' attention on the underlined parts of the texts, numbered 1–6, in exercise 4.
- Ask them to find and match one example of each clause type, a–f, with the underlined sentences.
- Ask students to check their answers with a partner.
- Check the answers together.

ANSWERS

a 2 anyone else who has to drive a lot …
b 1 Having a car that drives itself would be wonderful for me
c 6 It would also be great for people whose eyesight has got worse with age
d 3 Think of all the extra time that I could use to check my emails
e 4 My cousin, who has actually been in one of these cars, …
f 5 My own physical disability, which I have had since birth, …

Exercise 5b

- Ask students to work in pairs.
- Tell them to read the example and discuss the questions.
- Check the answers together.

ANSWERS

The word '*that*' refers to '*the extra time*'. It can be omitted because it is the object of '*I could use*' in the defining relative clause.

WATCH OUT! Point out that in non-defining relative clauses we cannot omit the pronoun. Compare '*The man (who) I met today is Russian.*' with '*Boris, who I met today, is Russian.*'

- Refer students to *Grammar reference* on p146. There are four more exercises here students can do for homework.

Exercise 6a 6.2

Text summary: The extract describes intelligent machines that we already use, and others which we may use in the future. It also describes possible consequences for workers.

- Before doing the exercise, ask students what intelligent machines (besides driverless cars) they know of, e.g. self-service check-out machines in supermarkets; satnavs, etc.
- Tell students to work alone. Ask them to complete the extract from an article with an appropriate relative pronoun.
- Tell them that in some cases the pronoun isn't necessary; in others, more than one pronoun is possible.
- Ask students to check their answers with a partner.
- Ask students to listen to the text, and check their answers.
- Play track 6.2.
- Check the answers together.
- Check *drone* (= an aircraft without a pilot, controlled from the ground), *crew* and *wages.*

ANSWERS

1 that/which
2 that/which
3 which/that
4 which
5 whose
6 who

AUDIOSCRIPT 6.2

Intelligent machines that can serve us in supermarkets, give us directions and even drive for us are becoming part of all our lives. Some of the things machines can do now would have seemed impossible just a few years ago. And there's more to come. Amazon promises robot drones which will deliver our packages, and Rolls-Royce says robo-ships, which won't need any crew, will soon be sailing our seas.

But what will this mean for our workers? Some think that only people whose skills are better than the machines' abilities will have work. Those who don't have high-level skills risk being unemployable, or will have to work for very low wages.

Exercise 6b

- Ask students to work alone.
- Ask students to decide whether the examples in the article are defining or non-defining relative clauses.

Exercise 6c

- Ask students to check answers with a partner.
- Check the answers together.

ANSWERS

Defining relative clauses: 1, 2, 3, 5, 6
Non-defining relative clauses: 4

EXTRA CHALLENGE There is one relative pronoun in the extract which can be left out. Ask students which one ('that' in 2), and why (because it refers to the object).

Exercise 7a

- Before doing the exercise, elicit to the board one argument for, and one against intelligent machines. Focus on machines in general, not one particular type, e.g. *For* – They are quicker than people.; *Against* – Machines will take people's jobs.
- Ask students to work in pairs and add to the lists. Tell them to come up with as many ideas as they can for each list.
- Set a time limit (e.g. five minutes). If they need help, tell them to think about safety, speed, cost, space, etc.
- Compare answers together.

EXTENSION At the beginning of the exercise, you could ask students to vote for or against intelligent machines, and then compare this again after the discussion in 7b.

Exercise 7b

- Group two pairs of students together.
- One pair will argue for intelligent machines, and one against. Ask them to decide which pair will argue in favour or against.
- Suggest that each pair presents one argument, and then listens to the other pair, and so on.
- When they have finished, ask them to summarize their discussion and elicit a few ideas together.
- Find out overall whether they think intelligent machines are a good idea or not.

EXTRA CHALLENGE Remind students of the linking words from Lesson 5.2 (e.g. adding information, emphasizing, etc.), and encourage them to use these during the task.

FEEDBACK FOCUS Give praise for accurate use of relative clauses, and make a note of any which need correcting for group work later on. Comment also on any particularly good arguments students present.

EXTRA ACTIVITY Ask each student to think of a gadget, a tool, or a machine (e.g. a microwave, a computer mouse, etc.). Tell them to keep it secret. Ask them to think about why they use it and how it works. Then ask them, in groups, to describe the gadget, without saying what it is; the others must guess what it is. Demonstrate with your own idea first.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 that
2 which/that
3 who
4 which
5 which/that
6 which
7 which
8 whose

Exercise 2

Defining: 1, 2, 5
Non-defining: 3, 4, 6, 7, 8

Exercise 3

1 I've just read a book which/that I think you'll like.
2 They're building a new factory which/that will have no humans and only use robots.
3 What's the name of the scientist who discovered the X-ray?
4 You can book an $80,000 balloon flight which/that goes into space.
5 I've got a new mobile phone which/that has got a 128GB memory.
6 I met someone yesterday who knows you.
7 Is that the girl whose party we went to last weekend?
8 The program which/that you loaded yesterday isn't working properly.

Exercise 4

1, 8

6.2 Controlling the weather?

Goals

- Talk about the climate and extreme weather
- Talk about recent events and changes

Lead-in

- Ask students to describe the seasons in their country or, if it is a mono-national class, their favourite season.
- Ask students to think of contexts when they enjoy different kinds of weather, e.g. *heavy rain*: during a hot summer, sitting on the balcony; *a light wind*: when hiking in the mountains, etc.
- Ask students to share ideas with a partner.
- Elicit ideas together.

Vocabulary & Speaking climate and extreme weather

Exercise 1a

- Put students into pairs.
- Focus students' attention on the photos and elicit some descriptions of what is happening.
- Then, focus students' attention on the words in the box.
- Check students understand: *crop*, *drought*, *flood*, *global warming*, *heatwave*, *landslide*, *rainfall* and *shortage*.
- Check pronunciation of *drought* /draʊt/ and *flood* /flʌd/.
- Ask students to use the words to describe the photos.
- Elicit their ideas together.

SUGGESTED ANSWERS

Picture 1: destroyed housing, landslide
Picture 2: crop damage, decrease in rainfall, drought, high temperatures, water shortages, heatwave
Picture 3: climate change, destroyed housing, increase in rainfall, strong winds, tropical storms

Exercise 1b

- Focus students' attention on the question.

- Ask students to work in pairs to discuss their ideas about climate change and global warming.
- Encourage them to give reasons for their opinions (e.g. *Global temperatures are rising, and this increases the chances of serious heatwaves and drought. As the sea gets warmer, more water changes into steam in the air. This results in a higher chance of serious rainfall.).*

Exercise 1c

- Ask students to work alone or in pairs to put the words from exercise 1a into the correct column of the table.
- Check the answers together.

ANSWERS

Extreme weather events: decrease/increase in rainfall, drought, heatwave, high temperatures, strong winds, tropical storms
Effects/Consequences of extreme weather events: crop damage, destroyed housing, fires, floods, landslides, water shortages

EXTENSION Tell students that the amount of CO_2 you produce is called your 'carbon footprint'. Ask students to discuss in groups how individuals/companies can reduce their carbon footprint. Give them an area to focus on (e.g. work, home, travelling) and ask them to come up with a list of ideas for cutting CO_2. Share ideas together.

Pronunciation compound nouns

Exercise 2a

- Write the following on the board: *climate change* and *global warming*. Explain that that these are compound nouns (i.e. nouns composed of more than one word: adjective + noun or noun + noun).
- Elicit from students which word in each pair is stressed.
- Mark this with a dot above the word, or underline it: *climate change*; *global warming*.
- Focus students' attention on the words in the box.
- Ask them to draw two columns and to group the compound nouns according to whether the stress falls on the first or second word. Model this on the board first.
- Encourage them to say the words out loud to help them.
- Ask students to check their ideas with a partner.

Exercise 2b 6.3

- Tell students to listen and check their answers.
- Play track 6.3.
- Check the answers together.
- Play the listening again. Ask students to repeat each pair.

AUDIOSCRIPT 6.3

climate change
crop damage
water shortages

global **warming**
strong **winds**
tropical **storms**

Exercise 2c

- Ask students to work in pairs to decide the parts of speech for the words in each compound noun in 2a and to work out a rule for which word is stressed.
- Do one or two together first (e.g. *climate change*, *global warming*).
- Remind them to focus on the first word in each case. Ask: *Is it a noun or an adjective?* (*climate* = noun; *global* = adjective).

ANSWERS

The stress depends on what part of speech the first word is. If it is a noun, it is stressed. If is an adjective, the second word is stressed.

EXTENSION Play the listening again. Ask students to repeat each compound noun, stressing the appropriate word.

EXTRA CHALLENGE Ask them to think of other compound nouns, and to add them to the columns.

Exercise 3

- Before doing this exercise, ask students what extreme weather their own country has seen in the last few years. Have winters been colder, or summers hotter?
- Tell students to discuss the questions in small groups.
- Encourage them to come up with ideas, with reasons and solutions.
- Elicit their ideas together.

EXTRA ACTIVITY Put the compound nouns on slips of paper, one set per group. Tell students to take a slip in turn and to talk about where they have seen that particular kind of weather, or situation. Tell other students to add their ideas, too.

Grammar & Listening present perfect simple and continuous

Exercise 4a 6.4

Audio summary: The radio presenter discusses the impact of climate change on extreme weather events. He is interviewing Neil Clough, a science correspondent.

- Ask students to read the question.
- Tell them they will hear the beginning of an interview.
- Play track 6.4.
- Ask students to check their ideas with a partner.
- Check the answer together.
- Check *artificially.*

ANSWER

There have been more extreme weather events such as storms, floods and droughts, due to global warming. Governments haven't so far been very successful in solving these problems.

EXTRA CHALLENGE Play track 6.4 again. Ask students if they heard any compound nouns, e.g. *weather events*, *science correspondent*, *weather patterns.*

AUDIOSCRIPT 6.4

P = Presenter, N = Neil Clough
P Welcome to *The World Today*.
Today we're talking about extreme weather. Recently there seem to have been a lot of extreme weather events. While there have always been strong winds and tropical storms, many scientists now agree that climate change has been causing higher temperatures, and more storms, floods and droughts.

It's a serious situation, and although governments have been trying to reduce pollution and stop the global temperature rising, we haven't been very successful so far. Could there be a different solution? With us in the studio today we have Neil Clough, our science correspondent, who has been researching ways in which scientists around the world have been trying to artificially control or change the weather. Neil, can anything be done to prevent these extreme weather events?

N Well, if these changes in weather patterns have been happening as a result of global warming, then we should try to prevent further warming, by reducing pollution, protecting trees and so on. However, scientists have been exploring another method. It seems possible that we might be able to actually do more to control the weather directly.

Exercise 4b 6.5

Audio summary: In the rest of the interview, Neil explains *cloud seeding* (= putting chemicals into the air to encourage clouds to form). He discusses the pros and cons, and explains why it doesn't work in dry areas. He mentions how scientists have also used lasers to control the weather.

- Focus students' attention on the questions.
- Check *to seed* (= to put something (usually seeds) in a place so that something else will grow).
- Play track 6.5.
- Ask students to listen to the interview and answer the questions.
- Ask students to check answers with a partner.
- If necessary, play the listening again.
- Check the answers together.
- Check *laser*.

WATCH OUT! If students ask, point out that *sea* is usually used in the singular but it is sometimes used poetically in the plural, or when referring to large areas of water (here).

EXTRA SUPPORT If students need help with the interview, suggest they listen, reading at the same time, and underline the answers to the five questions. Then ask them to listen again, but not to read this time. This will give them confidence in their ability to understand.

ANSWERS

1 putting chemicals into the air to encourage water to form clouds
2 In drought areas there are very few clouds.
3 Cloud seeding can help cool the sea down, which in turn would help prevent hurricanes (as they form in warm water).
4 Some people think that creating rain in one area might take it away from somewhere else.
5 They use lasers to direct storms away from certain buildings, and light from lasers to make rain clouds.

AUDIOSCRIPT 6.5

P = Presenter, N = Neil Clough

P Tell us more about controlling the weather.

N Well, scientists have been working on techniques to create or prevent rain for quite some time now. The best-known method is called cloud seeding. This involves putting chemicals into the air to encourage any water in the air to form clouds and hopefully rain.

P So, if we can make it rain when we want it to, why do we still have problems with droughts?

N Ah, well, unfortunately it isn't quite as a simple as that. If there is a drought, there probably won't be any clouds in the sky at all. The only thing you could do is to do cloud seeding when there are clouds and then save the water for when there is a drought.

P That could be helpful, I guess … And can it help with storms and hurricanes as well?

N Yes. Hurricanes form in warm, tropical waters. That's why global warming is having an impact; as the seas get warmer, there are likely to be more hurricanes. But it seems possible that we could use cloud seeding to cool the seas down.

P That sounds incredible! But is it actually a good idea to try and change the weather? I mean, what about putting chemicals into the atmosphere? That can't be a good idea, can it?

N Well, this is one of the things we need to find out. There is some concern that creating rain in one area of the world might take it away from somewhere else. But in terms of the chemicals, it seems that one group of scientists have found a solution. Professor Jean-Pierre Wolf and Dr Jérôme Kasparian, at the University of Geneva, have been experimenting with using lasers to control the weather.

P Lasers?

N Their experiments have shown that pulses of light from a laser can be used to make rain clouds, without using any chemicals. They also think that lasers can be used to direct storms away from certain buildings, such as airports.

P Wow. That is quite amazing. I still feel that perhaps we shouldn't be playing with the weather like this.

N Yes, a lot of people would agree with you. But you've got to remember that we have been changing the weather for a long time anyway through global warming. This type of technology is nothing compared with that, and it could be helpful, rather than harmful.

Exercise 5

- Focus students' attention on the two extracts from the interview.
- Ask them to choose the correct description for each action.
- Ask students to check their answers with a partner.
- Check the answers together.

ANSWERS

1 have been experimenting (b)
2 has found a solution (a)

Exercise 6a

- Ask students to read the Grammar focus box.
- Ask students to work alone or in pairs.
- Ask them to write the two examples from exercise 5 in the correct place.
- Check the answers together.
- Remind students of the state verbs which we don't usually use in the continuous and which were taught in Lesson 1.2.

ANSWERS

1 has found a solution
2 have been experimenting

- Refer students to *Grammar reference* on p147. There are three more exercises here students can do for homework.

Exercise 6b

- Ask students to complete the sentences using the correct form of the verb in brackets.
- Ask students to check answers with a partner.
- Check the answers together.

ANSWERS

1 have been rising
2 have happened
3 have been studying; have published

EXTRA CHALLENGE Ask students to write two sentences about someone in the class, using these tenses (e.g. '*Marta has been learning English for 12 years.*'). Ask students to read out, or pass their sentences to the person that they are about. The person should then say if they are true or not. Elicit some of the sentences together.

Exercise 7a

Text summary: The text summarizes the audio interview in exercise 4 about methods for controlling weather patterns, involving cloud seeding and the use of lasers.

- Ask students to work alone to complete the text with the correct form of the verbs in brackets.
- Ask students to check their answers with a partner.

Exercise 7b 6.6

- Tell students to listen and check their answers.
- Play track 6.6.
- Check the answers together.

ANSWERS

1 has been
2 has caused
3 has just finished
4 have been trying
5 have been exploring
6 has discovered

AUDIOSCRIPT 6.6

In recent years there has been a noticeable increase in extreme weather events. Many scientists now agree that climate change has caused this increase. The science correspondent in the programme has just finished researching ways in which scientists around the world have been trying to artificially control or change weather patterns. These scientists have been exploring various techniques, including cloud seeding, over the past few years. However, many people are worried about putting chemicals into the atmosphere. Recently one team of scientists in Geneva has discovered a way to use lasers to control the weather.

Exercise 8

Text summary: The news item is about weather changes in north-east Thailand. In the past few years, temperatures have increased, the rainy season has arrived later, and there have been water shortages. Locals are trying to find solutions.

- Ask students to read the text about climate change in Thailand.
- Check *meteorological* /ˌmiːtiərəˈlɒdʒɪkl/.
- Ask students to work in pairs to discuss possible solutions.
- Elicit their ideas together.

SUGGESTED ANSWERS

Protecting crops from extreme temperatures; saving and storing water during the rainy season to use during the dry season, etc.

Exercise 9

- In the same pairs, ask students to choose to be Student A or Student B.
- Tell them to turn to the Communications section and read the texts about two Thai rice farmers. Student A reads about Manoon on p128, and Student B about Thongsa on p133. The texts describe the problems experienced by the farmers due to the weather, and the solutions they found.

Communication Part a

- Ask students to read their own texts.
- Check (text A): *well* and *pump*.
- Then ask them to read and answer the questions.

EXTRA SUPPORT Divide the group into Student As and Student Bs. Ask students to pair up with a partner with the same text and answer the questions before moving on to the next task.

Communication Part b

- Focus students' attention on the next part of the task and ask them to read the instructions.
- Tell them to take turns to interview each other, imagining that they are the farmer they read about.
- Encourage them to use the present perfect forms in their questions and answers and to use their imaginations.
- Ask them to discuss which solution was the best, and why.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 's been raining
2 finished
3 seen
4 've been trying
5 found
6 been waiting
7 been trying
8 snowed

Exercise 2

1 has been increasing, has increased
2 has snowed, has been snowing
3 have been investigating, have investigated
4 has been fixing, Has (he) fixed
5 haven't spoken, have been speaking

Exercise 3

1 have been studying
2 have become
3 has become
4 has been decreasing
5 has lost
6 has depended
7 have caused
8 have been
9 has been disappearing

6.3 Vocabulary and skills development

Goals

- Recognize linkers in conversation
- Understand and use adjective suffixes

Lead-in

- Ask students to imagine they are going to live on a desert island. They can take five things. What would they take?
- Give them two minutes, and then put them in pairs.
- Ask each pair to look at all ten ideas, and decide which five items (a mix from both lists) they will take.
- Elicit some of their ideas together.

Listening & Speaking linkers in conversation

Exercise 1

- Focus students' attention on the text, illustrating a survey in the UK.
- Check *infographic* and elicit some of the information with questions, e.g. *Is a holiday important to most people?* (1 in 20 need a foreign holiday each year); *What is more important to them, television or a car?* (television).
- Ask students to read about and discuss the infographic in pairs. Then tell them to answer the questions.
- Elicit their answers together, asking for reasons.

EXTRA CHALLENGE Highlight ways of expressing quantity, (e.g. *1 in 20*). Elicit other ways you could say this (e.g. *5 per cent*). Using the data in the infographic, ask students to express them in different ways.

Exercise 2a 6.7

Audio summary: The speaker says it's important to have a change from your everyday life at least once a year. She also says that she needs to find somewhere with sunshine.

- Tell students to listen to someone talking about what she couldn't live without. Ask them to note down her answer.
- Play track 6.7.
- Ask students to check their ideas with a partner.
- Check the answers together.
- Check *guaranteed*.

SUGGESTED ANSWER

She describes an adventure holiday abroad in a warm country.

EXTENSION Ask students if they agree with what the speaker says. Do they challenge themselves or try something different every year? If so, what do they do? If not, what sort of things could they do?

AUDIOSCRIPT 6.7

It's important to get away from your everyday life at least once a year; and if you live here in the UK, you need to find somewhere with guaranteed sunshine. What I mean is, somewhere where the weather is a bit more reliable. It's great to do something you'd never do at home. In fact, I'm sure the challenge keeps you healthy. Anyway, we've just booked two weeks exploring the lakes and volcanoes of Nicaragua. I can't wait …

Exercise 2b 6.8

- Focus students' attention on the extracts. Ask if they can remember what the missing words are.
- Ask students to listen again, and to complete the extracts.
- Play track 6.8.
- Ask students to check their answers with a partner.
- Check the answers together.

ANSWERS/AUDIOSCRIPT 6.8

1 What I mean is, somewhere where the weather is a bit more reliable.
2 In fact, I'm sure the challenge keeps you healthy.
3 Anyway, we've just booked two weeks exploring the lakes and volcanoes of Nicaragua. I can't wait …

Exercise 3a

- Ask students to discuss in pairs the meaning of each of the phrases in exercise 2b. What function do they have?

SUGGESTED ANSWER

They help the speaker guide the listener, and show how ideas are connected (or not).

Exercise 3b 6.9

- Focus students' attention on the Unlock the code box to check their ideas in exercise 3a.
- Tell them to read and listen at the same time.
- Play track 6.9.
- Check *to paraphrase*.
- Check the answers together.

AUDIOSCRIPT 6.9

Linkers in conversation

We use linkers to show how ideas are connected and to help listeners to follow the conversation. For example: to get someone's attention we may say *actually*, *in fact*; to paraphrase we may say *in other words*, *to put it another way*, *what I mean is*; to return to a previous topic we may say *as I was saying*, *anyway*, *anyhow*.

PRONUNCIATION Highlight that it's important to say these phrases naturally. Ask students to underline the stressed word(s) in each phrase, and to link sounds if the next word begins with a vowel, (e.g. *in other words*).

STUDY TIP Remind students that some of these linkers work as chunks, so it's a good idea to write them down, and learn them as a set phrase.

Exercise 4

- Ask students to match the sentences.
- Check *to stick with something* (= to continue doing something).
- Ask students to check their answers with a partner.
- Check the answers together.
- Ask students which word or phrase in the exercise helped them pair the sentences, and what the function of the linker is in each sentence.

ANSWERS

1 c 2 d 3 b 4 a

EXTRA CHALLENGE Ask students to write a follow-up sentence for 1–4 in exercise 4, using a different linker.

Exercise 5a 6.10

Audio summary: Each speaker says what they can't live without. The first person loves driving; the second talks about her high-heeled shoes; the third speaks about a mobile phone, and the fourth could not live without chocolate.

- Tell students they will hear four more people describing things they can't live without.
- Ask students to listen and to guess the items.
- Play track 6.10.
- Ask students to check with a partner.
- If necessary, play the track again, and pause the listening after each speaker.
- Check the answers together.
- Check *to turn up* (= arrive) and *to slip on* (= to put on something quickly).
- Ask students to tell you what information in the text in each case helped them decide on the item.

ANSWERS

Speaker 1 his car
Speaker 2 her shoes with high heels
Speaker 3 her mobile phone
Speaker 4 chocolate

AUDIOSCRIPT 6.10

1 You know, as soon as I get behind the steering wheel, I feel great. I'm in control. I decide where I'm going and how fast. What I mean is, I'm in charge. I don't have to wait at the bus stop or get nervous about catching the train, or it not turning up. I find travelling by bus and train much more stressful.

2 I must have about twenty pairs, in all colours. I wear them so I can feel taller, and that makes me feel much more confident. My favourite ones are silver and very high. I only wear them to special events because, although they look great, they're rather uncomfortable. In fact, I usually wear flat ones to get to the event and then slip them on before I go in.

3 I suppose it's true. My whole life is on it – I just couldn't function without it. I mean, I've put everything on it, my friends' numbers, my Facebook, photos, music, games and loads of Apps. I'd be completely lost without it. I never write anything down; I just put it on here, let me show you … Actually, where is it? I had it a moment ago … wait … it must be in here …

4 I think it all began when I was a kid, and my grandma used to bring me a bar when she came round to babysit. Now I love it – in cakes, biscuits or just a big boxful. I have to have some every day – I feel a bit down if I don't. But as I was saying, I think the real reason I love it so much is because it reminds me of all the happy times I had with my lovely grandma.

Exercise 5b 6.10

- Ask students to listen again, and complete the extracts.
- Play track 6.10 again.
- Ask students to check their ideas with a partner.
- If necessary, play the listening again.
- Check the answers together.

ANSWERS

Speaker 1 What I mean is
Speaker 2 In fact
Speaker 3 Actually
Speaker 4 But as I was saying

Exercise 6a

- Put students into small groups of three or four.
- Ask them to discuss things they can't live without, and to ask each other for reasons.
- Encourage them to use expressions from the Unlock the code box.

EXTRA ACTIVITY Put the linking phrases on cards, one per student. Distribute them, and say a sentence to start a topic (e.g. *I couldn't live without my dog.*). Ask a student to add a sentence using the linker on their card (e.g. *What I mean is, my dog is like a friend to me.*). Continue until all students have added a sentence with a linker. The 'story' may become very strange, but tell them to keep it logical.

Exercise 6b

- Ask each group to agree on a list of five things they can't live without.
- When they are ready, ask students to present their ideas to the class, giving reasons.
- Encourage other students to ask questions.

FEEDBACK FOCUS Focus on students' use of linking phrases to help connect parts of the conversation. Give extra praise for phrases pronounced well. Make a note of anything which needs correcting, and deal with it later on the board.

EXTENSION Make a class list of ten items you couldn't live without.

EXTRA ACTIVITY In groups, ask the students to carry out a class survey and then to create an infographic similar to that in exercise 1.

Vocabulary & Speaking adjective suffixes

Exercise 7a

- Focus students' attention on the sentences from the listening in exercise 5.
- Ask students to work alone to underline the adjectives. Do the first one together as an example.
- Ask students to check their answers with a partner.
- Check the answers together.

ANSWERS

1 nervous
2 stressful
3 uncomfortable
4 special
5 happy
6 helpless

Exercise 7b

- Ask students to discuss their ideas about how we know these are adjectives with a partner.
- As well as thinking about word order and which other words they are connected to, focus students' attention on the forms of the words, such as their suffixes.

- Then ask students to read the Vocabulary focus box to check their answers.
- Elicit a few ideas together, then check answers.

SUGGESTED ANSWER

As well as being words that describe something else in the sentence (a noun, or a pronoun), these words also have suffixes that are typical of adjectives.

WATCH OUT! Note that sometimes the spelling changes, and we cut the '-e', or change a 'y' to an 'i', e.g. *nerve* → *nervous*; *practice* → *practical*; *happy* → *happiness*.

Exercise 8

- Ask students to complete the adjectives in the sentences, using the correct suffix.
- Tell them to use the information in the Unlock the code box to help them.
- Ask students to check their answers with a partner.
- Check the answers together.

ANSWERS

1 healthy
2 enormous
3 replaceable
4 musical
5 useless
6 fashionable, comfortable
7 smelly
8 colourful

EXTENSION Ask students to choose three adjectives they want to remember, and to write a sentence about themselves using each one.

DICTIONARY SKILLS Ask students to think of two more adjectives for each group of endings, *-ful*; *-less*; *-ous*; *-able*; *-al*; *-y*. Students can compare their lists, and then check their ideas in a dictionary.

STUDY TIP Remind students to record new vocabulary in word families, e.g. *happy* (adj) – *happiness* (n); *wash* (v) – *washing* (n) – *washable* (adj), etc.

Exercise 9a

- Ask students to read the sentences, and to complete each one so that it is true for them.
- Model the first sentence as an example.

Exercise 9b

- When they are ready, put students into small groups.
- Ask them to compare their sentences, and see how similar or different they are.
- Elicit some of their ideas together.

EXTRA CHALLENGE If you have a strong group, encourage them to find prefixes and suffixes in the dictionary which can be used to make negatives, e.g. *successful* – ***un****successful*; *careful* – *care****less***; *practical* – ***im****practical*; *replaceable* – ***ir****replaceable*, etc.

EXTRA ACTIVITY Divide the class into two teams. In turns, tell two students (one from each team) to sit at the front of the class, with their backs to the board. Write one of the adjectives on the board behind them so they cannot see the word. Each team must define the adjective, and elicit the word from their teammate (but not say the word). The student who says the word first gets a point. Continue until everyone has had a turn at the front. (Be warned: this game gets noisy.)

6.4 Speaking and writing

Goals

- Write a professional email
- Change arrangements

Lead-in

- Ask students to imagine they missed an important meeting. Tell them that they need to contact the organizer of the meeting to apologize.
- Ask students to decide, in pairs, what means of communication it would be best to use, e.g. phone call, text message, email, etc. and why.
- Elicit a few ideas together.
- Brainstorm different types of written communication, e.g. letter, email, online chat, texts, etc.
- Ask students to discuss in pairs when they use each type, and why.
- Elicit a few ideas together.

Reading & Writing writing a professional email

Exercise 1

Text summary: The email is from a student to a professor, requesting help with an essay. It is written in a very informal and inappropriate style, using a lot of abbreviations, etc.

- Ask students to work in pairs.
- Ask them to read the email, and discuss how they think the professor would respond, and why.
- Remind them of the abbreviations they studied in Lesson 1.4 and check any others that they do not know (e.g. *u* = you; *w/* = with; *thurs* = [on] Thursday; *i* = I; *no* = know; *lol* = laughing out loud).
- Elicit their ideas together.
- Check *to go over something* (= to think about or discuss something carefully).
- Explain that this section deals with more formal language for writing a professional email.

EXTENSION Ask students if they use abbreviations in their emails and if so, when.

Exercise 2

- Ask students to read the Language for writing box about writing a professional email.
- Check *recipient* and any other unfamiliar vocabulary.
- Ask students to find five examples of inappropriate language in the email in exercise 1, based on the guidance in the box. There is at least one example for each category.
- Explain that 'inappropriate' language here refers to spellings and language which is too informal.
- Ask students to check their ideas with a partner.
- Check the answers together.

ANSWERS

Subject box: *Help!!!* This is not appropriate between a student and a professor.
Addressing the recipient: *Hi Prof W*: this is far too informal. *Dear Professor Whitmann* would be more appropriate.
Abbreviations/incorrect language: e.g. *u* = you; *w/* = with; *thurs* = Thursday; *i* = I; *no* = know; *pleeease* = please; *Hi Prof W*; *lol* = laughing out loud; :) = smiley face
Punctuation: overuse of exclamation marks, in subject line, and in the text
Signing off: there is no 'official or formal' sign-off (e.g. *Best wishes* or *Kind regards* could be appropriate). He should use his full name, not just 'Danny'.

SMART COMMUNICATION Remind students of the importance of including an appropriate subject line. Ask them to think of two emails they have recently written, and, together with a partner, ask them to write a good subject line for each.

WATCH OUT! Remind students that formal English usually avoids contractions (e.g. *I'm*, *He's*); however, as emails are a little less formal, it is acceptable to use contractions sometimes (e.g. *I would – I'd*).

Exercise 3a

- Put students into pairs.
- Ask them to rewrite the email in exercise 1 to make the language more appropriate.
- Remind students also that they will find useful phrases to use in the Language for writing box.
- Set a time limit to write the email (e.g. five minutes).

Exercise 3b

- Ask students to swap and compare their emails.
- Together they could decide which parts of each email they like best and why.
- Elicit examples together. You could elicit the email to the board, taking the best examples of each part from different students.

STUDY TIP You could encourage students to write, in their notebooks, an email template, including two or three ways of starting and finishing an email, and a few useful phrases to use in the main part of the email. It might be useful to create this template as a class and to write it on the board.

CRITICAL THINKING Ask students to discuss, in groups, what might happen if they write very informal emails to colleagues, or formal emails to friends. What impression would this give? How would these people respond?

SUGGESTED ANSWER

Subject: Absence from class: help with essay
Dear Professor Whitmann,
I wonder if you could help me with the essay you set on Thursday? I understand you discussed this in detail with the other students. Unfortunately I missed that class, as I had a lot of work. I would like to apologize for this.
I would be grateful if you could send me any advice for doing the essay.
Kind regards,
Daniel Palmer

Exercise 4

- Ask students to read the instruction about writing a formal email to their boss.
- Elicit the different sections of the email, and perhaps the order in which they should put these, i.e. first, referring to the task the boss has set, and then explaining your situation, why you'll miss the deadline, and when the task could be completed by. Remind them to sign off appropriately.
- If you are short of time, students could write their emails at home, and bring them next time.

EXTRA SUPPORT Emails of this kind can usefully be written following a simple structure *something old* (= referring to a previous email or contact); *something new* (= new information); *what to do* (= the action you want the other person to take); '*we love you*' (= a friendly sign-off).

FEEDBACK FOCUS Collect in the emails. Award a grade based on five criteria: task achievement, appropriacy of language, structure of text, language range, and accuracy. Discuss these with your students, so they know what to expect.

Listening & Speaking changing arrangements

Exercise 5a 6.11

Audio summary: The phone call between Pedro and Sara is about a lunch meeting. Sara is now busy, so they try to rearrange the meeting. This will involve her checking with other people. Sara and Pedro agree to speak later.

- Tell students they will hear a conversation between two friends about a meeting.
- Ask them to read the questions, and listen for the answers.
- Play track 6.11.
- Play the listening again if necessary.

Exercise 5b

- Ask students to discuss their answers with a partner.
- Check the answers together.

ANSWERS

1 She has a work meeting.
2 He is meeting someone else.
3 She's playing tennis with her sister.

EXTRA SUPPORT Remind students that we use the present continuous to talk about arrangements, (e.g. *We're meeting for lunch tomorrow*.). We also use '*have got*' for appointments (e.g. *I've got a meeting at 2 o'clock*.).

AUDIOSCRIPT 6.11

S = Sara, P = Pedro
S Hi, Pedro – it's Sara.
P Oh, hi. I was just thinking about you, Sara. We're meeting for lunch with Estelle tomorrow, aren't we?
S Actually that's why I'm phoning. There's been a change of plan. I'm afraid I've got something else on tomorrow lunchtime – I've got a work meeting from 12 till 2 that I can't change – so how about getting together after work instead? Say 6 o'clock? We could go for an early dinner.
P Let me just have a look at my diary … Hmm, I'm really sorry, but I can't make it then. I'm meeting someone in town at 6.30. Are you free on Thursday after work?
S Well, I'm supposed to be playing tennis with my sister, but we can probably change it to another day. I'll speak

to her, then I'll get back to you. OK? And will you see if Thursday is OK with Estelle?
P No problem. I'll speak to you later, then.
S Bye.

Exercise 6a 6.11

- Before playing the listening again, ask students to read the extracts and try to remember what phrases were used.
- Play track 6.11 again.
- Ask students to complete the sentences.
- Ask students to check their answers with a partner.

Exercise 6b 6.12

- Ask students to listen to check their answers.
- Play track 6.12.
- Pause after each sentence so that students can repeat the phrases.
- Check the answers together.
- If necessary, play the listening again.

ANSWERS/AUDIOSCRIPT 6.12

1 There's been a change of plan.
2 I've got something else on tomorrow lunchtime.
3 How about getting together after work instead?
4 I'm really sorry, but I can't make it then.
5 I'm supposed to be playing tennis with my sister.
6 I'll speak to her, then I'll get back to you.

EXTENSION Ask students to look at the phrases, and to decide what purpose each one has (1 Changing arrangements, 2 Saying you aren't free, 3 Making a suggestion, 4 Saying you aren't free, 5 Talking about another plan, 6 Saying what you'll do/confirming arrangements). Give them a few minutes to discuss these with a partner. This will also help with the next exercise.

Exercise 7

- Ask students to replace three of the phrases in exercise 6 with the more formal alternatives.
- Ask them to check their answers with a partner.
- Ask the students to read the Language for speaking box to check their answers.
- Check the answers together.

ANSWERS

1 I'll confirm it with you. – 6.
2 I'm not available then. – 4, 2.
3 Would you be able to …? – 3.

EXTRA SUPPORT Point out the verb forms used in each phrase: some use the infinitive, some use the gerund (e.g. *Would you be able* + infinitive *How about* + gerund).

EXTRA CHALLENGE Ask students to add any other phrases they know to the categories in the box, e.g. *I'm supposed to …*; *I'm afraid I'm busy then.*, etc.

SMART COMMUNICATION Point out that *I'm meant to* is a way to say that you have other plans, but that you may be able to change them. It is also a polite way to say the time is not suitable.

PRONUNCIATION Ask students to look at the phrases, and underline the stressed word(s) in each case, e.g. *I'm* ***meant*** *to*; *We had* ***thought*** *we'd …*, etc. Exaggerate the sentence stress, and encourage students to repeat the phrases.

Exercise 8a

- Put students into pairs.
- Ask them to choose one of the situations. Tell them that they will be role-playing it later.
- In preparation for the role-play, ask them to think about what difficulties they might include about the plan, (e.g. about the time, the location, what else you are doing, and so on).

Exercise 8b

- Before students play out the situation, ask them to decide who is A, and who is B.
- Ask them to read through the prompts in their column (A or B) of the chart, and think about which phrases from the Language for speaking box and exercise 6a they could use.
- When they are ready, ask them to have the phone conversation.

EXTENSION It's more difficult speaking on the phone in another language because you can't see each other. To help imitate this, tell students to sit back-to-back.

EXTRA ACTIVITY To further replicate the situation of a phone call, ask them to pretend that they have a bad connection which cuts out at particular times. This could be done at an agreed signal (e.g. you play a piece of music). Remind students of phrases for clarifying or asking for repetition, e.g. *I'm sorry, I didn't catch/hear/get that. Could you say that again? Sorry, what did you say?*

6.5 Video

Mist catchers

VIDEOSCRIPT

Northern Chile is one of the driest places in the world. It's home to the Atacama Desert, where the average rainfall is about 15 millimetres. In fact, there are parts of this dry and empty expanse that have never received any rain.
This lack of water has created one of the most stunning landscapes in the world, but for the few people that live here it is a constant problem.
It has forced many Chileans to look into alternative water sources, both for drinking and for growing plants and crops.
This is the Cerro Grande Reserve in Ovalle, over 400 kilometres north of the capital, Santiago.
The 100-acre reserve houses many different types of plants, which have all been growing in this otherwise empty landscape for around six years.
They survive thanks to these fog catchers. Despite being the driest place in the world, Chile has a long coastline and you are never very far from the ocean.
The wind pushes mist in from the Pacific across the land, so fog is a common phenomenon here.
And as the fog rolls in, these nets wait for it.
Water conservationists have designed this simple system to capture the fog's moisture and store it as drinking water.
They string a tight net between two steel poles. The fog drifts through the net and leaves moisture behind.
When there is enough moisture, the water starts to drip from the net and collects in a pipe at the bottom.
Some of these pipes run into large containers, which store the water.
The locals clean this and use it as drinking water.
Some of the pipes run directly to the plants and crops that are growing in the reserve.
The experts that created this technology believe it can help people all over the world because these fog catchers are cheap, simple and easy to transport.
But people have been sourcing water this way for centuries.
In fact, the Incas had a similar method, where they collected moisture in plants and trees.
Today the combination of these ancient techniques with modern technology has proven a great success.

VIDEO ANSWERS

Exercise 1
Photo 1 pipes, a container, poles, a net
Photo 2 moisture, pipes, a container, poles, a net
Photo 3 pipes, drinking water, a container, poles, a net

Exercise 2
Students' own ideas

Exercise 3
Students' own ideas

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

Exercise 5a
Students' own ideas

Exercise 5b
Students' own ideas

Exercise 5c
Students' own ideas

Review

ANSWERS

Exercise 1a
Students' own ideas

Exercise 1b
Students' own ideas

Exercise1c
1 that/which
2 that/which
3 who
4 which
5 whose
6 that/which

Exercise 2a
1 steering wheel
2 overtake
3 limit
4 traffic lights
5 motorway
6 park

Exercise 2b
Students' own ideas

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

Exercise 3b 6.13
First word stressed:
climate change, crop damage, heatwaves, landslides, water shortages
Second word stressed:
global warming, strong winds, tropical storms

AUDIOSCRIPT 6.13

1 climate change
2 crop damage
3 global warming
4 heat waves
5 landslides
6 strong winds
7 tropical storms
8 water shortages

Exercise 4
1 has been getting
2 have (you) been enjoying
3 have experienced
4 have (you) seen
5 Have (there) been
6 Have (you) been listening

Exercise 5a 6.14
1 musical
2 cloudy
3 dangerous
4 lucky
5 stressful
6 successful
7 fashionable
8 comfortable

AUDIOSCRIPT 6.14

1 music
2 cloud
3 danger
4 luck
5 stress
6 success
7 fashion
8 comfort

Exercise 5b

Students' own answers

Exercise 6a and 6b 6.15

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

AUDIOSCRIPT 6.15

J Hi, it's Joanne here.
M Hi, Joanne.
J You know we were supposed to be going to the cinema on Saturday? I'm really sorry, but there's been a change of plan. Can we go on Sunday instead?
M Oh dear. Sorry, but I'm not available then. How about next Saturday?
J Ah, I'm meant to be meeting my brother and his wife for dinner next Saturday. But I'll talk to them and get back to you.
M OK, that's fine.

Exercise 6c

Students' own answers

7 Ambitions

Unit overview

Language input

Used to* and *would (CB p67)	• *Joaquim used to live in Lisbon.* • *Dermot didn't use to be a manager.* • *Maria would spend all day calling people.*
Question forms (CB p69)	• *How would you like to be remembered?* • *What makes you unhappy?* • *Would you mind telling me if you think you are ambitious?* • *Could you tell me which living person you most admire?*
Grammar reference (CB pp148–9)	

Vocabulary development

Working conditions (CB p66)	• *career prospects, promotion, (make) redundant, salary, …*
High achievers (CB p68)	• *ambitious, hard-working, talented, …* • *award, expert, fame, …*
Collocations (CB p71)	• *do their best, obey the rules, take risks, …*

Skills development

Reading: Understanding paraphrasing (CB p70)
Writing: An application letter or email (CB p72)
Speaking: Clarification (CB p73)

Video

Documentary: Moving abroad to work (Coursebook DVD & CB p74)
Vox pops (Coursebook DVD & TG p262)

More materials

Workbook	• Language practice for grammar, vocabulary, pronunciation, speaking and writing
Photocopiable activities	• Grammar: Could you tell me who you are? (TG p215 & TSRD) • Vocabulary: The job market (TG p232 & TSRD) • Communication: Everyone is an expert (TG p250 & TSRD)
Tests	• Unit 7 test (TSRD)
Unit 7 wordlist (TSRD)	

7.1 Good prospects

Goals

- Talk about working conditions
- Talk about finished habits and situations

Lead-in

- Write the five vowels (*a*, *e*, *i*, *o*, *u*) vertically on the board.
- Ask students to think of a country beginning with each one.
- Elicit one or two, and write them next to the letter.
- Give students one minute, in pairs, to write down as many countries as possible in English.
- Ask the pair with the longest list to read it out.
- Possible answers: *a* – Australia, Austria, Angola; *e* – Ecuador, Egypt, Ethiopia; *i* – Iceland, India, Indonesia; *o* – Oman; *u* – Uganda, the United Kingdom, Uruguay.
- Check word stress, e.g. *Argentina*, and remind students we use 'the' with the United Kingdom, the United States, the United Arab Emirates, etc. and island nations such as the Maldives.

WATCH OUT! Point out the difference between *England* (one country only), *Great Britain* (= England, Scotland and Wales), and *the UK* (= Great Britain and Northern Ireland).

Vocabulary & Reading working conditions

Exercise 1

- Focus students' attention on the map, and ask them to name the countries for each city illustrated: Buenos Aires – Argentina; Luanda – Angola; Melbourne – Australia; Manila – the Philippines; Dublin – Ireland; Lisbon – Portugal; Athens – Greece; Milan – Italy; London – the UK.
- Ask students to discuss the questions in pairs.
- Encourage them to explain their answers.
- Elicit a few ideas together.

EXTENSION Carry out a mini survey about which city your students would most like to visit or live in, and why.

Exercise 2

Text summary: The article explains why young Europeans are moving to Argentina for work, and gives examples of two people who have moved there for different reasons, explaining why each person is happy with their decision.

- Ask students what they think the headline means.
- Explain/check *to flock* (= to go somewhere in large numbers).
- Elicit one or two ideas together.
- Ask students to work in pairs to read the questions and find the answers.
- Check the answers together.
- Check *lifestyle*.

ANSWERS

1 European countries, e.g. Italy, Spain and the UK.
2 There are more and better job opportunities.
3 Yes

EXTENSION Ask students if they would consider moving to Argentina. Why/Why not? How would the lifestyle be different?

EXTRA CHALLENGE Elicit/Give adjectives to describe people from these countries: Argentina – Argentinian; Australia – Australian; Angola – Angolan; Greece – Greek; the Philippines – Filipino, Portugal – Portuguese. Check word stress Italy, Italian /ˈɪtəli/, /ɪˈtæliən/. Ask students to write down three other countries + nationalities.

Exercise 3

- Focus students' attention on the words in the box.
- Ask them to underline any words in the article that are also in the box.
- Ask them to work in pairs to discuss the meanings of the words.

ANSWERS

(make) redundant – to tell someone to leave their job because they are no longer needed
career prospects – opportunities to develop at work
occupation – a job or profession

WATCH OUT! Some students may confuse *career* with *degree*. Point out that *career* is a series of jobs that you have in one area of work; *degree* is a qualification that you get after studying at university or the course that you do at university.

EXTENSION Before the next exercise, ask students to discuss the other words in the box. Suggest they tick words they know and put a question mark by words they don't know.

Exercise 4

- Ask students to match the words in exercise 3 with the definitions.
- Ask them to check their answers with a partner.
- Check the answers together.

ANSWERS

1 salary
2 qualification
3 job satisfaction
4 rent-free accommodation
5 promotion
6 sick/holiday pay
7 unemployed
8 working hours
9 working conditions

PRONUNCIATION Ask students to underline stressed syllables in each word, and circle stressed words in each compound noun. If the first word is a noun, it is stressed; if it is an adjective, the second word is stressed (see Lesson 6.2). Get them to say the words aloud.

STUDY TIP Remind students it's important to copy down vocabulary accurately, and double check spelling, e.g. *redundant*, *accommodation*. Words ending in *-ant* and *-ent* are confusing, as well as double letters.

Exercise 5a

- Put students into groups of three or four.
- Elicit one reason why someone might choose a job, e.g. salary.
- Ask them to work together to think of five more reasons why someone might choose a job, and to list their reasons in order.

- Ask each group to present their list.
- Encourage others to challenge them.

Exercise 5b

- Ask students to stay in their groups and brainstorm other reasons.
- Elicit their ideas together.

EXTENSION Using the list from exercise 5a, carry out a mini survey about the most important reasons why people choose a job. Find out why your students chose their jobs.

EXTRA ACTIVITY Ask students to work in pairs to write a paragraph using as many words from exercise 3 as possible to describe the best or worst job they can imagine. Give them a time limit (e.g. 5 minutes) and word limit (e.g. 75 words). Award points for each word, and for the most imaginative description of the fantastic or terrible conditions.

CRITICAL THINKING Ask students to work in groups to discuss young people leaving home, and working abroad. Should the state pay for university education if students choose to work abroad? Should employees be encouraged to travel abroad for experience, and then bring it 'home'?

Grammar & Speaking *used to* and *would*

Exercise 6 7.1

Audio summary: The interviewer speaks to three people who have moved abroad for work: Dermot from Ireland, Maria from Greece, and Joaquim from Portugal. They discuss where they have moved to and why, and how successful their move has been.

- Ask students to read the questions, and listen for the answers.
- Play track 7.1.
- Ask students to check their answers with a partner.
- You may need to play the listening twice.
- Check the answers together.
- Check *to work out* (= to develop in a successful way), *to get nowhere* (= to make no progress) and *skilled* vs *unskilled*.

EXTRA CHALLENGE Play the listening again, and ask students to listen to what each person says about their new job.

ANSWERS

1 Dermot has moved from Ireland to the Philippines. Maria has moved from Greece to Australia. Joaquim has moved from Portugal to Angola.
2 Dermot was a sales person in Ireland, but had a good job offer with the possibility for promotion, and free accommodation in the Philippines. Maria had been unemployed for a year in Greece. For Joaquim, the working conditions in Lisbon, Portugal are not as good as in Luanda, Angola.

AUDIOSCRIPT 7.1

1

I For many years people have moved to Europe in search of a brighter future and a higher standard of living. In recent years, however, the pattern seems to be changing, with thousands of young people moving from Europe to Africa, Asia and South America. We spoke to three people who have made the move to find out why they moved and how it has worked out for them.
Dermot, you're from Ireland, aren't you, but you live and work in the Philippines.
D Yes, that's right. I came to the Philippines in 2005 for a job in property, selling office buildings. At that time, Ireland was doing really well economically, and a lot of people couldn't understand why I was going abroad.
It was a fantastic opportunity for me, though, as I was quickly promoted to manager when I'd just been a sales person back in Ireland. The job also came with rent-free accommodation in a beautiful apartment, and everyone was so friendly. And after two years I became a director. So my career prospects have definitely been improved by coming to Manila.
I didn't work such long hours in Ireland, it's true, but I didn't get the benefits I have now, like private medical care and great training. And the weather is a lot better!

2

I That certainly sounds like a very positive move. And Maria, what about you?
M Well, I'm a qualified architect, with a masters' degree, but when I was made redundant in Athens, I just couldn't find another job. I used to spend all day ringing people up and getting nowhere. I'd been unemployed for over a year when I decided to try Australia.
I still haven't been able to find work as an architect in Melbourne, but I have been able to retrain as a landscape designer, designing gardens instead of houses. It's great being outside so much, because the weather's nearly always good. I also have a lot of job satisfaction now. Because I have relatives here, it wasn't too difficult to get a visa. In fact, Melbourne is the biggest Greek city in the world, outside of Greece!
I Do you think you'll stay as long as Dermot has?
M Probably. I really like it here.

3

I And what about you, Joaquim? You're currently working in Luanda, Angola, aren't you? Do you think you'll stay there?
J Well, the job is just temporary, for four months, but now I'm here I think I'll stay a lot longer. The working conditions are much better at the moment than in Lisbon, where I'm from. I get sick pay and holiday pay, and plenty of time off. My salary is a lot higher as well, although Luanda is a very expensive city these days. In fact, it's now supposed to be the most expensive city in the world!
There's plenty of work, though, both skilled and unskilled. Angola has one of the fastest-growing economies in the world.

Exercise 7

- Put students into pairs.
- Ask them to read the instructions, and discuss their ideas.
- Check the answers together.

ANSWERS

Yes, this was true in the past. It isn't true now because he's not there any more.

Exercise 8

- Ask students to read the Grammar focus box and to add the example sentences.
- Tell students to check their answers with a partner.
- Check the answers together.

- Point out for stronger students that the use of *would* to describe past habits is quite formal, and is more often found in literature or written English.

WATCH OUT! Help students with how to form negatives and questions with *use to*, e.g. *I didn't use to play football*. NOT ~~*I didn't used to …*~~

- Refer students to *Grammar reference* on p148. There are two more exercises here students can do for homework.

ANSWERS

1/2 **b** Dermot didn't use to be a manager.
1/2 **d** Joaquim used to live in Lisbon.
3 **a** Maria would spend all day calling people and getting nowhere.
4 **c** Maria designs gardens.

Exercise 9a

- Ask students to read the sentences and to decide if both *used to* and *would* are correct, or only *used to*.
- Tell students to check their answers with a partner.
- Check the answers together.

ANSWERS

1 used to
2 used to/would
3 used to
4 used to/would
5 used to/would
6 used to

EXTRA SUPPORT Help students by reminding them that we do not use *would* to talk about past states, only actions and typical behaviour; it might be useful to refer back to Lesson 1.2 where state verbs are discussed.

Exercise 9b

- Ask students to complete the sentences in exercise 9a so that they are true for themselves. This may involve making the verbs negative or changing other words as appropriate.
- Tell students to compare their sentences in pairs.
- Encourage them to ask questions about each topic.

EXTRA SUPPORT Highlight that *would* is not often used in the negative to describe a past habit. Tell them to use *didn't use to* instead.

Exercise 10

- Put students into pairs: Student A and Student B.
- Tell Student A to turn to p128, and Student B to p134. Here they will see a photo and a text about a working environment.
- Ask students to look at the photo, and to read the description and instructions.
- Tell them to make notes about how their situation was in the past, and how it is now. Student A will be talking about how offices have changed, while Student B will be talking about *homeworking* (i.e. working from home, rather than in an office).
- Remind them to use the vocabulary from exercise 3 and *used to* and *would* from exercise 8.
- Ask students to work in pairs and tell each other about their situation. Encourage listeners to ask questions.

EXTRA SUPPORT Before doing the speaking task, pair each student with someone who is looking at the same text/photo (e.g. two Student As). Tell them to work together to prepare ideas. Then re-pair them with someone who has looked at the other text.

FEEDBACK FOCUS Focus on students' use of *used to* and *would*. Listen also for their use of work-related vocabulary. Note down language for correcting to deal with later.

EXTENSION Ask students to work in pairs, and discuss whether they think work was better in the past, or is better now, and why.

EXTRA ACTIVITY Ask students to work in small groups. Tell them to imagine it is 2050. What is work like? How has it changed? Then tell them to 'look back' to what working is like now, and write four sentences, e.g. *Now everyone works at home. Before, we would spend hours commuting to work.*

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 ✗
2 My grandfather would wear a suit and tie every day.
3 The boss would arrange a party every year.
4 ✗
5 Anna would sit at her desk and write all day.
6 In the past, a lot of people would do the same job all their life.
7 ✗
8 ✗

Exercise 2

1 would spend
2 used to be
3 would tell
4 used to have
5 would speak
6 used to smell
7 would open
8 would start
9 would go
10 would tell

7.2 Ask an expert

Goals

- Talk about experts and high achievers
- Use question forms

Lead-in

- Ask students to think of a public figure they admire, e.g. a writer, an artist or a sports person.
- Ask them to write down three things they like about this person.
- Give students two minutes, then ask them to share their ideas with a partner.
- Elicit some of their ideas together.

Vocabulary & Reading high achievers

Exercise 1

- Ask students to cover the texts.
- Check *high achiever* and *expert* (= a person who has a lot of special knowledge or skill). Note that *expert* can be used as both a noun and an adjective.
- Ask students to work in pairs to identify or guess the people in the photos, and what each one is expert at.
- Elicit some of their ideas together.
- The photo on the right is the Olympic swimmer, Rebecca Adlington. Daniel Barenboim, the famous pianist and conductor, is at the bottom, on the left. On the top left is Jane Goodall, famous for her research into the behaviour of apes. Their biographies are given in exercise 2.

Exercise 2

Text summary: Text 1 describes Daniel Barenboim's career as a pianist and conductor, and his work to unite Arab and Israeli musicians and encourage young people to play music. Text 2 describes Jane Goodall's research into the behaviour of apes, and the global education programme she created. Text 3 describes Rebecca Adlington's Olympic medals in swimming, her sister's illness, and her charity work.

- Ask students to read the texts to find out what each person is expert at. Give them two minutes.
- Tell students that the words highlighted in yellow will be dealt with later.
- Ask students to check ideas with a partner.
- Check the answers together.
- Check *to co-found*, *anthropologist* and *to swell*.
- *(Edward) Said* is pronounced /sæ'iːd/; *Barenboim* is pronounced /'bærənbɔɪm/; *encephalitis* is /enˌsefə'laɪtəs/ or /enˌkefə'laɪtəs/.

ANSWERS

1 Daniel Barenboim is an expert pianist and conductor.
2 Jane Goodall is an expert in ape behaviour.
3 Rebecca Adlington is an expert swimmer.

PRONUNCIATION Highlight pronunciation of *anthropologist* /ˌænθrə'pɒlədʒɪst/.

WATCH OUT! As a noun, *an expert* can be followed by *in* or *on*: *He's an expert in/on art history.* As an adjective, we use *at* or *in*: *She's expert at/in making clothes.*

Exercise 3a

- Ask students to work in pairs to work out the meanings, and parts of speech for each highlighted word.
- Do the first one together: *talented* (= adjective).
- Check the answers together.

ANSWERS

talented (adj) – showing a natural skill or ability
well known (adj) – known by a lot of people
award (n) – prize that somebody gets for doing something well
achievement (n) – something you have done successfully, especially through hard work
hardworking (adj) – working with effort and energy
ambitious (adj) – having a strong desire to be successful
expert (noun) – a person who has a lot of special knowledge or skill
famous (adj) – known about by many people
champion (n) – a person or team that has won a competition
achieve (v) – to gain something, usually by effort or skill
determined (adj) – having firmly decided to do something or succeed
fame (n) – being known by many people because of what you have done

PRONUNCIATION Check pronunciation and word stress of the following: *ambitious* /æm'bɪʃəs/; *determined* /dɪ'tɜːmɪnd/.

EXTRA SUPPORT Help students with parts of speech: words ending in *-ed/-ing/-ous* are often adjectives (Lesson 6.3 on adjective suffixes; others include *-al*, *-y*, *-able*, *-ful*, *-less*); words ending in *-ment* are nouns (other typical noun endings include *-ness*, *-ship*, *-ity*, *-ion*: see Lesson 1.3).

EXTRA CHALLENGE Point out that in British English we say *play football/tennis*, but *learn/play the piano*. In American English, *play football/piano* is used in both cases.

Exercise 3b

- Ask students to complete the sentences with a highlighted word from the article.
- Tell students to check their answers with a partner, giving reasons.
- Check the answers together.

ANSWERS

1 talented, famous
2 ambitious
3 determined, achieve
4 champion
5 awards, achievements

Exercise 4

- Ask students to discuss the questions in pairs or small groups.
- Encourage them to give their reasons.
- Elicit a few of their ideas together.

DICTIONARY SKILLS Ask students to choose two highlighted words to remember, and write down another related word in a different part of speech, e.g. *talented* (adj), *talent* (n); *expert* (n – person), *expertise* (n – abstract noun). Ask students to check in a dictionary, and write a sentence for each word.

EXTRA ACTIVITY Ask students to think of something difficult they have achieved, e.g. at work (a project), at home (cooking a special dish), etc. Ask them to write down the difficulties, and how they succeeded. Ask students to then work in small groups to tell each other.

Grammar & Speaking question forms

Exercise 5a

Text summary: There are three sets of questions and answers, taken from interviews with the celebrities in exercise 2. The answers to the questions reveal the expertise of the interviewee and therefore who is replying in each case.

EXTENSION Before doing this exercise, you could ask students in pairs to think of one question they would ask each of the experts in exercise 2. Elicit some of these together.

- Focus students' attention on the three sets of interview questions and explain that they are from interviews with the experts in exercise 2.
- Ask students to read the interviews together and decide which expert is answering.
- Tell them to discuss their answers in pairs and to give reasons to support their view.
- Check the answers together.
- Check *bubbly* (= happy and full of energy), *super power* (= a special ability that a superhero has), and *dragonfly* (see photo on p69).

ANSWERS

1 Rebecca Adlington – she doesn't like her big shoulders, which could be typical of a good swimmer
2 Daniel Barenboim – he mentions Mozart
3 Jane Goodall – she refers to an insect and animals

Exercise 5b

- Ask students to work in pairs.
- Ask them to discuss which of the interviewees they would like to meet and encourage them to give reasons.
- Elicit a few ideas together.

EXTENSION Ask students which other musician, well known public figure or sportsperson they would like to meet, and why. Students can share their ideas in small groups.

EXTRA ACTIVITY Students could go online and find out more information about one of the experts in exercise 2 and then report back in groups.

Exercise 6a

- Tell students to read the Grammar focus box about direct and indirect questions.
- Explain that indirect questions begin with a phrase such as *Could you tell me … ?* and are more polite and formal.
- Ask them to write in an example of each question from the interview in exercise 5a in the Grammar focus box.
- Ask students to check their answers with a partner.
- Check the answers together.

WATCH OUT! Point out that in indirect questions, the word order is as in statements, e.g. *Can you tell me where **it is**?* (NOT ~~*Can you tell me where **is it**?*~~).

EXTRA CHALLENGE Explain that to make *yes/no* questions indirect, we use *if* or *whether*, e.g. *Do you drink tea?* → *Could you tell me if/whether you drink tea?* To make indirect *wh-* questions (*who*, *what*, *how*, etc.), we keep the question word but not the auxiliary, e.g. *Who do you most admire?* → *Could you tell me who you most admire?*

EXTRA SUPPORT Help students to identify subject and object questions. Write the following questions on the board: *Who loves Kate?* (John) *Who does John love?* (Kate) Elicit the answer to each question. Ask which is the subject and which is the object. Highlight the difference in question structure.

SMART COMMUNICATION Indirect questions are used to be polite as direct questions can sometimes sound rude. Tell students that if they are unsure about a question, make it indirect; it's easier for the other person to say 'no'.

- Refer students to *Grammar reference* on p149. There are three more exercises here students can do for homework.

ANSWERS

1 1.1, 1.2, 2.1, 2.2, 2.3, 3.3
2 2.4, 3.1, 3.2
3 1.3

Exercise 6b

- Ask students to work alone to make the questions in exercise 5 indirect.
- Tell students to check their ideas with a partner.
- Check the answers together.

EXTRA CHALLENGE Ask students to think of other ways to introduce questions to make them indirect, and polite, e.g. *Can you tell me …? May I ask …? Could you say (a bit) more about …?*

ANSWERS

Any of the following open phrases is appropriate: *Could you tell me …?/Would you mind telling me …?/I'd like to know …*

1 1 … which living person you most admire
  2 … how you would like to be remembered
  3 … (already indirect)
2 1 … if you like giving interviews
  2 … when you were happiest
  3 … what your super power would be
  4 … what makes you unhappy
3 1 … what your most treasured possession is
  2 … what your earliest memory is
  3 … how you would like to be remembered

Exercise 7

- Ask students to read through the prompts and use them to write full interview questions.
- Remind them to make at least two of the questions indirect.
- Do the first one together, e.g. *Could you give me an example of an embarrassing moment? What happened?/ Could you tell me what happened?*
- Ask students to check their answers with a partner.
- Monitor and help as necessary.
- Check the answers together.
- Elicit reasons for their choice of which questions they made indirect.

SUGGESTED ANSWERS

1 Could you give me an example of an embarrassing moment. Can/Could you tell us what happened?
2 What is your favourite smell?/Would you mind telling us what your favourite smell is?
3 Do you like watching sport?/I'd love to know if you like watching sport. Why/Why not?
4 Could you tell me about a time when you felt angry? Who made you angry?/Would you mind telling us who made you angry and why?
5 How do you relax?/Could you tell me how you relax?
6 What do you think is your greatest achievement?/Can you tell us what you think your greatest achievement is?
7 Can/Could you tell me/Would you mind telling me what your favourite film is?

Exercise 8

- Put students into pairs and ask them to read the instructions on p128.
- Tell them they will be interviewing each other and to choose one of the two options: option a) they each pretend to be one of the three experts discussed in this unit; option b) they simply ask questions about each other.
- Give them time to write their seven or eight questions to ask their partner.
- Remind them to use indirect questions for more personal or sensitive topics.
- Monitor and help, as needed.
- When they are ready, ask students to interview each other.
- Encourage interviewees to give reasons for their answers. If they are taking the role of one of the people in this unit, they may have to invent information.
- When they are finished, ask what they found out. If they chose option b, re-pair students, so that they can tell a new partner what they learnt about their previous partner.

EXTENSION If they wrote questions to ask about one of the celebrities in this unit, they could go online after class and find out the real answers and then report back to the class.

FEEDBACK FOCUS Focus on accurate use of questions, and vocabulary from exercise 3, as appropriate. Note down any questions which need correcting, and put them on the board later for group work.

EXTRA ACTIVITY Students could search online for written or audio interviews with well-known people. Suggest they find one interview, and note down three interesting questions and answers to report back to the class next time.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 When was James Sidis born?
2 Who claimed he was the most intelligent person who ever lived?
3 What was his IQ?
4 Which university accepted him as a student when he was just twelve?
5 What happened in 1919 while he was taking part in a political parade that turned violent?
6 How long did he spend in jail?
7 When did he die?

Exercise 2

1 Could you tell me how you feel before you do a big climb?
2 Would you mind telling me when you were last truly scared?
3 I'd like to know what you wanted to be when you grew up.
4 Could you tell me if there is anyone famous you'd like to meet?
5 I'd like to know how you would like to be remembered.

Exercise 3

1 b 2 a 3 e 4 d 5 c

7.3 Vocabulary & skills development

Goals

- Understand paraphrasing
- Use collocations

Lead-in

- Write *success* in the middle of the board in a circle.
- Elicit the names of some successful people from different professions (e.g. *actors*, *scientists*, *business people*, etc.).
- Ask students in small groups to think of five things that make a person successful (e.g. *hard work*, *creativity*, etc.).
- Elicit ideas together and write some on the board.
- Elicit the opposite of each of the qualities on the board.
- Explain that in this lesson you'll be discussing success and failure.

Reading & Speaking understanding paraphrasing

Exercise 1a

Background note: Thomas Edison (1847–1931) was an American inventor and businessman, and, amongst other things, invented the phonograph and the electric light bulb. Morihei Ueshiba (1883–1969) was the founder of the Japanese martial art 'aikido'.

- In this section students will be looking at paraphrasing, i.e. ways of saying the same thing differently.
- Focus students' attention on the quotations.
- Ask them to read and discuss the statements with a partner.
- Check pronunciation of *failure* /ˈfeɪljə(r)/.
- Elicit some of their ideas together.

Exercise 1b

- Focus students' attention on the first statement in exercise 1a and ask them to find words or phrases with a similar meaning in the second statement.
- Ask students to check their answers with a partner.
- Check the answer together.

ANSWER

In the first statement, *ways that won't work* means almost the same as *mistake* in the second.

Exercise 2a

- Focus students' attention on the information in the Unlock the code box about paraphrasing and ask them to read it.
- Check *get promoted* and *get to the top.*
- Ask students what other words they know with similar meanings to the phrases in red boxes, e.g. *succeed*, *be successful*, etc.

EXTRA CHALLENGE Students look at the second statement in exercise 1a, and think of another way of saying ***key*** – *essential part*, *vital ingredient*, *most important element*, etc.: ***success*** – *doing well*, *being successful*, etc.

Exercise 2b

Text summary: The first paragraph describes a recent festival for children in Paris. It lasted a week, and encouraged children to be creative, but also not to feel bad about making mistakes.

- Before doing this exercise, ask students to read the headline, and guess what they think the article is about.
- Then, point out the underlined words and phrases.
- Ask them to read the paragraph.
- Tell them to find synonyms for the underlined words.
- Do the first one together.
- Ask students to check their answers with a partner.
- Check the answers together.

ANSWERS

specialists – experts (answer given)
festival – event
children – kids
make mistakes – getting things wrong

creative and innovative – the ability of the kids to produce new ideas

EXTENSION Ask students what they think of the 'festival' idea? Do they agree that the present school system does not encourage creativity? Why/Why not?

Exercise 3a

- Ask students to work in pairs.
- Tell them to think of two ideas why failing might be good for you.
- Elicit some of these ideas together.

SUGGESTED ANSWERS

If we try something, we have begun to understand how to do it and how not to do it; this is perhaps a good first step. If we are 'allowed to fail' there is much less stress; at least we can be creative in trying to achieve something.

Exercise 3b

Text summary: The rest of the text describes how we live mostly in a success-orientated environment, but explains reasons why this is not necessarily good, and why making mistakes can be beneficial. One reason is that we can be more creative if we are not afraid of making mistakes. The writer explains that taking risks can also benefit language learning.

- Ask students to read the rest of the article and find reasons for the value of failing.
- Encourage weaker students to read only for the benefits of failure, and not to worry about any other words they do not understand. Many of these are dealt with later in this section.
- Ask students to check their ideas with a partner.
- Check the answers together.
- Check *to reward*, *to value* (= to think something is important), *procedure* (= the way of doing something), *to obey*, *to hang on to* (= to keep using), *to come up with* (= to find an answer or a solution to something), *give up* (= stop trying) and *to criticize*.

SUGGESTED ANSWERS

In today's world, it's important not to stick with old ideas. People who fail are often criticized, and this might cause them to give up. If people take risks, or are allowed to be creative, they might have new ideas. If you want to communicate something in a foreign language, you might have to take risks and experiment, which can lead to progress.

Exercise 4

- Ask students to find the near synonyms for each underlined phrase in paragraphs 2–5 in the article.
- Point out that the synonyms appear earlier in the same paragraph.
- Do the first one together.
- Ask students to check their ideas with a partner.
- Check the answers together.

ANSWERS

Paragraph 2 do well – be successful
Paragraph 3 give credit for – value
Paragraph 4 unbelievable – incredible; blame – criticize; quit – give up
Paragraph 5 talk to – communicate

Exercise 5

- Ask students to work alone or in pairs and answer the questions about the article.
- Give students time to think about their answers.
- Ask students to check their ideas with their partner.
- Check the answers together.

ANSWERS

1 They get promoted.
2 It encourages us to take risks. Failure teaches us not to continue with old ways and ideas.
3 The scouts weren't wrong; the person who asked them to go was. It was impossible for the scouts to win in this situation.
4 Take risks, and try to say things in different ways.

Exercise 6

- Put students into pairs.
- Ask them to decide which ideas they agree with, and why.
- Encourage them to give reasons, and examples.
- Elicit one or two ideas together.

EXTENSION Ask students for their experiences of communicating in a foreign language. Are they willing to take risks? Are they good at finding other ways of saying the same thing?

CRITICAL THINKING Ask students to work in groups to discuss the following: *What are good ways and bad ways of dealing with failure? What advice can they give?*

EXTRA ACTIVITY If students need more help with paraphrasing, ask them to look at real texts, e.g. newspaper articles, and find words/phrases with similar meanings. Tell them to look back at texts/emails they have written recently, and 'upgrade' them by avoiding repetition.

Vocabulary & Speaking collocations

Exercise 7

- Focus students' attention on the table of collocations.
- Ask students to work alone or in pairs to look for the collocations in the article in exercise 3b.
- Ask them to rewrite the collocations using different words.
- Do the first one together: *a good job* – e.g. valuable employment; interesting work, etc.
- Tell students to check their ideas with a partner.
- Check the answers together.

SUGGESTED ANSWERS

1 a good job – valuable employment, interesting work
2 get promoted – move up in the company, take on more responsibility
3 higher positions – better jobs, more responsible jobs
4 follow the procedures – do what you have to do, keep to the rules
5 obey the rules – fulfil obligations, follow instructions
6 think creatively – innovate, work with new ideas
7 come up with ideas – brainstorm possibilities, think of many options

8 do their best – try very hard, work on everything possible
9 take risks – try out something new, take chances
10 completely different – alternative, another
11 make progress – do well, be successful

EXTRA ACTIVITY Ask students to work in pairs or small groups. Give two phrases from exercise 7 to each group. Ask students to use the phrases, and a paraphrase of each phrase, to talk about a situation, e.g. *Tom really wanted to get promoted, because he felt ready to take on more responsibility*. Ask students to read out their ideas together.

WATCH OUT! Remind students that *job* is countable, and *work* is uncountable.

Exercise 8

- Ask students to read the information about collocations in the Vocabulary focus box.

EXTENSION Ask students to look at the collocations in exercise 7, and decide which group in the Vocabulary focus box each collocation belongs to, according to its word class.

STUDY TIP Remind students to record these phrases in full in their notebooks.

EXTRA CHALLENGE Ask students to think of other words which make collocations with the phrases in exercise 7, e.g. *obey/break the rules*; *a good/bad/well-paid job*; *come up with/dream up/think of ideas*.

Exercise 9

- Ask students to work with a partner to write a summary of the article.
- Tell them to base the summary on the main ideas discussed in exercise 6 and to use some collocations from exercise 7.
- Give students an approximate word count (e.g. 150 words).
- Monitor and help where necessary.
- If short of time, ask students to note four main points at home. They can write the summary together next time.
- If students are interested, let them show and compare their summaries to each other.

FEEDBACK FOCUS Collect in their writing, and give them an overall mark, based on content (ideas), and language (use of collocations, and general accuracy).

Exercise 10a

- This exercise is in two parts.
- First, ask students to match a word from column A with a word from column B to make a collocation.
- Ask students to check their answers with a partner.
- Check the answers together.

ANSWERS
job satisfaction
take risks
obey/follow the rules
temporary job
supervise employees
think creatively

- Check *to supervise* (= to watch somebody to make sure that work is being done properly).
- Next, ask them to use the collocations to complete the sentences.
- Ask students to complete the sentences with the collocations.
- Ask students to check their answers with a partner.

Exercise 10b 7.2

- Tell students to listen to check their answers.
- Play track 7.2.
- If necessary, play the listening twice.
- Check the answers together.

ANSWERS/AUDIOSCRIPT 7.2
1 Which is more important – a good salary or job satisfaction?
2 At work, is it better to obey the rules, or to take risks?
3 Have you ever had a temporary job? What was it? Did you want it to become permanent?
4 Have you ever had a job where you had to supervise other employees? Did you like the responsibility?
5 Would you like a job where you had to come up with new ideas, or one where you simply followed the rules?
6 Do you find it easy to think creatively and come up with new ideas? How do you do it?

Exercise 11a

- Put students into pairs or small groups.
- Tell them to ask and answer the questions in exercise 10, giving reasons for their opinions.
- Encourage them to include examples.

Exercise 11b

- Ask each pair or group to choose their two most interesting answers, and to report these back to the class.

FEEDBACK FOCUS Focus on use of collocations. Ask students to award each other points: one point for each collocation, but two points for every paraphrase used.

EXTRA ACTIVITY Ask students to work in threes. Put phrases from exercises 4, 7 and 10a on separate cards, and give each group a set. They should take it in turns to turn over a card, say a sentence that includes the collocation and a paraphrase of that collocation. Demonstrate to the class first (e.g. take risks: *I don't ride a motorbike because I don't like to take risks*; *I never put myself in danger if I can avoid it.)*.

7.4 Speaking and writing

Goals

- Write an application letter or email
- Ask for and give clarification

Lead-in

- Tell students to imagine you have a new job.
- Tell them they can ask you up to 20 *yes/no* questions about the job to guess what it is (e.g. (*traffic warden*), *Do you work in an office?* (no) *Do you wear a uniform?* (yes) *Do you work regular hours?* (yes), etc.).
- Now, tell students to each think of a job, and work in small groups to ask, answer and guess.

Writing an application letter or email

Exercise 1

- Put students into pairs.
- Before students read the full adverts, suggest they look first at the headlines of each advert, and try to guess what sort of opportunity each one includes.
- Elicit ideas about what a *team leader* does, what people learn on *study trips* and what kind of articles you might find in a *lifestyle magazine*.
- Check *social blogger* (= someone who writes a blog, or writes for other online media).
- Then ask them to read the questions, and find the corresponding advert. Encourage them to give reasons.
- Collect a few ideas, then check the answers together.
- Check *expanding* (= growing) and *branch* (= local office of a large company) in advert 1; and *school leaver's certificate* (= a qualification you take before finishing secondary education) in advert 2.

ANSWERS

1 2 – studying abroad, and living with a local family
2 3 – online writing
3 1 – leading teams
4 Students' own answers

Exercise 2a

Text summary: The email responds to job advert 1 in exercise 1. The applicant, Asuncion Rico, describes her skills and experience, and why she would be suitable for the job.

- Focus students' attention on the email and explain that it is a job application.
- Elicit from the class what type of information you would put in an email applying for a job.
- Ask students to read the email to decide which job in exercise 1 the writer is applying for.
- Encourage them to find specific references in the email.
- Tell them to ignore the phrases in bold; they will look at those later.
- Ask students to check their ideas with a partner.
- Check the answers together.
- Ask students what they think of the email. Would they offer Asuncion the post? Why/Why not?

ANSWERS

She is applying for advert 1: she writes that she already has experience organizing teams; she describes the qualities she has which she thinks will benefit the company.

EXTRA ACTIVITY Ask students how they applied for any job(s) they have had. Did they send an email/letter, and/or fill in a form? Did they send a CV? What is typical in their country, or in their area of work?

WATCH OUT! Explain that in the USA they call a *CV* (= curriculum vitae) a *résumé*.

Exercise 2b

EXTRA CHALLENGE Before doing this exercise, ask students to read the options in bold italics in Asuncion's email, and discuss with a partner which is better, and why.

- Ask students to read the Language for writing box.
- Highlight the distinction between formal and neutral phrases.
- Ask students to work in pairs.
- Tell them to re-read the email in exercise 2a and to underline the correct expression in each of the bold sentences.
- Check the answers together.

ANSWERS

1 Dear
2 I am writing regarding
3 As you will see from the attached CV,
4 I would like to
5 I would like the opportunity to
6 I would be happy to attend
7 If you need further information, please
8 I look forward to hearing from you.

WATCH OUT! Remind students we use *attached* to email a document, but *enclosed* when we put it in an envelope.

STUDY TIP Ask students to find any other useful phrases which they could use in their emails, e.g. *in my present position*, *ideally suited*, etc. They'll find these in job advertisements online.

DICTIONARY SKILLS Ask students to check the following words in a dictionary: *applicant*, *candidate*, *interviewee*, *employee*. Ask them to write one sentence to illustrate the meaning of each.

Exercise 3

- Focus students' attention on the list of points of what is included in an application email or letter.
- Ask them to look back at the email in exercise 2a, and to note which paragraph each item appears in.
- When they have finished, tell students to check their answers with a partner.
- Check the answers together.

ANSWERS

Give reason for writing – paragraph A
Say you are sending your CV – paragraph B
Give information about your current situation – paragraph B
Give information about your skills – paragraph C
Say why you would be good for the job/company/course – paragraph C
Give extra contact details – paragraph D
Writing a closing sentence asking the reader to reply – paragraph E

Exercise 4a

- Tell students that they are going to write an application email for one of the jobs in exercise 1.
- Ask them to decide which of the three jobs they would most like to apply for.
- Focus students' attention on the three headings and tell them to make notes under these headings.

- Encourage them to think about the skills required for each opportunity.

EXTRA SUPPORT Students who want to apply for the same job could work in pairs to write the notes.

Exercise 4b

- Ask students to write the application email, based on their notes.
- Suggest they refer to the Language for writing box and Asuncion's email for help and ideas.
- Remind them to check for spelling and punctuation.
- Students may be interested to read each other's emails. However, these will be used later (exercise 9). If you plan to read or mark the letters, do this after exercise 9.

Listening & Speaking clarification

Exercise 5

- Focus students' attention on the photo and the five people.
- Elicit ideas about how each of the people is feeling (e.g. *calm*, *nervous*, etc.).
- Ask them to discuss in pairs which person looks most like how they personally would feel before an interview and why.
- Elicit a few ideas, with reasons, together.

EXTENSION Ask students to discuss whether they get nervous before an interview. If so, what do they do? Does coffee or a short walk outside help? Why/Why not?

Exercise 6a

- Before doing this exercise, elicit from the class some typical interview questions.
- Then, ask students to read the interview questions, and to decide in pairs which ones are the most difficult.
- Check *to motivate*, *to employ* and *disagreement*.
- Elicit some of their ideas together.

EXTENSION Ask if they have they ever been asked any of these questions. Which? How did they reply? Ask students to discuss in pairs how they would answer them.

Exercise 6b

- Ask students to discuss in pairs why interviewers ask these kinds of questions: what does the interviewer want to find out, and what can the interviewee demonstrate?

EXTRA SUPPORT You could ask pairs of students to focus on one or two questions each, and brainstorm reasons. Then, check ideas together.

SUGGESTED ANSWERS

Some reasons could include the following:

1 Do interviewees have a long-term plan? Are they ambitious? Will they stay with a company, or move on?
2 Answers would help find out if the candidate would be motivated in their company.
3 The directness of the question promotes a 'direct' answer: apart from *how* the interviewee responds, the interviewer is interested to know how the candidate 'sells themself', and talks about their abilities.
4 The interviewer is looking for how a candidate can resolve a difficult situation, and find a suitable resolution.
5 This helps interviewers see a more personal side of the candidate. The answer itself is probably not important, but the reasons might offer a useful insight into the candidate's character.

WATCH OUT! Highlight the following pairs of words: *interviewer*, *interviewee*; *employer*, *employee*.

CRITICAL THINKING Ask students what questions they think are not suitable for interviewers to ask at interview. Why?

SMART COMMUNICATION It's good to think of interviews as a two-way process: the interviewee needs to know as much about the company, as the company do about the interviewee. Students could think of good questions to ask.

Exercise 7a 7.3

Audio summary: The five interview extracts each focus on a separate topic. Li Yan is asked for examples of relevant experience; Parissa is asked about his goals; Sophie is asked to describe a time when she had a disagreement; Marina is asked to explain why she would choose to be an egg; finally, Ken is asked what motivates him.

- Tell students they will hear extracts from five interviews.
- Focus students' attention on the names of the five interviewees.
- As they listen, ask them to write the question number from exercise 6a next to the name of the interviewee.
- Before playing the audio, ask students to read the questions in exercise 6a again.
- Play track 7.3.
- Ask students to listen, and check their answers with a partner.
- If necessary, play the listening again.
- Check the answers together.

ANSWERS

Li Yan – question 3
Parissa – question 1
Sophie – question 4
Marina – question 5
Ken – question 2

EXTENSION In pairs, ask them to decide which person to offer a job to. Why?

AUDIOSCRIPT 7.3

Li Yan

L I'm not sure I understand. Could you explain what you mean?
I Well, yes, of course … so, you've applied for this job and you want to get this job. But why should we give it to you?
L Oh, I see. OK, you should give me the job because I have a lot of experience that will help your company.
I Could you give some examples of that?
L Well, to give you a good example, I spent three years working in a similar situation in …

Parissa

P I'm not sure I understand. Do you mean what job will I have?

I Yes … in other words, what are your goals for the next few years? What do you want to do?

P Ah, I see. Well, I'm very ambitious. First, I'd like to get some good work experience with a company like yours and then, in a couple of years, I plan to start a part-time master's course in …

Sophie

S I'm sorry. Could you repeat that, please?

I Yes, of course. I asked when was the last time you had a difference of opinion with someone at work – a time you disagreed with someone?

S Ah, OK. Let me see … a time I had a different opinion. Well … actually, last month I was working in a project team, and I didn't agree with the team leader about the time we needed to complete the project.

I And how did you deal with that? What did you do?

S Well, I …

Marina

M Oh, that's a difficult question! Let me think … well, I suppose I would be something like an egg … yes, an egg!

I Why an egg?

M Well, because an egg is very … now, what's the word again? … Useful, yes, an egg is very useful – it goes in so many dishes, and it is one of those foods that is eaten all over the world … so, useful, international … and very healthy, of course!

Ken

K I'm sorry. Could you explain what you mean?

I Yes, of course. What I mean is, what makes you want to work, to do a good job … and the opposite of that – what stops you being interested or working well?

K Ah, OK, now I get it. Well, goals are very important to me. I work really well when I have clear goals – I know what I am doing, why I am doing it and when I need to do it by.

I Could you give some examples of that?

K Yeah, of course. One example was when …

Exercise 7b 7.3

- Focus students' attention on the sentences and ask them if they can remember any of the missing words.
- Ask students to listen again and complete the sentences.
- Play track 7.3.
- Ask students to compare answers with a partner.
- Check the answers together.

ANSWERS

1 you explain what you
2 to give you a good example
3 sure I understand. Do you mean
4 other words
5 you give some examples
6 think
7 I mean is
8 you repeat

Pronunciation sounding polite

Exercise 8a 7.4

- Focus students' on the pronunciation box about sounding polite.
- Point out that 'polite' intonation means quite a wide range of intonation (high and low use of voice). Focus on the example illustrated with arrows.
- Ask students to listen again to the phrases in exercise 7b, and mark the rise and fall.
- Play track 7.4.
- Play the listening twice if necessary.

ANSWERS

1 Could you *explain* what you **mean**?
2 Well, to **give** you a good *example*, I spent three **years** working in a similar *situation*.
3 I'm not **sure** I *understand*. Do you mean what **job** will I *have*?
4 Yes, in other *words*, **what** are your *goals* for the **next** few *years*?
5 Could you **repeat** that, *please*?
6 **Let** me *think*.
7 What I **mean** *is*, what **makes** you *want* to **work**?
8 Could you **give** me *some* **examples** of *that*?

AUDIOSCRIPT 7.4

1 Could you explain what you mean?
2 Well, to give you a good example,
I spent three years working in a similar situation.
3 I'm not sure I understand. Do you mean what job will I have?
4 Yes, in other words, what are your goals for the next few years?
5 Could you repeat that, please?
6 Let me think.
7 What I mean is, what makes you want to work?
8 Could you give me some examples of that?

Exercise 8b 7.4

- Play track 7.4 again, pausing after each phrase for students to repeat.
- Focus on the pitch of their voice, the rise and fall.

EXTRA SUPPORT To highlight the importance of intonation, contrast saying a question with very flat, very wide and appropriate intonation so students can see the difference between the three examples.

Exercise 9a

- Put students into groups of three or four.
- Tell students they are going to take turns to interview each other for the jobs in exercise 1 which they wrote applications for in exercise 4.

- Ask them to read each other's application emails/letters from exercise 4.
- Ask them to choose four interview questions from exercise 6a, and to write two more.
- Tell students to decide who is going to be the interviewer/interviewee first.
- As they are in groups, two or three people could interview one person, in which case tell them to take turns to ask questions.

EXTRA CHALLENGE Instead of reusing the adverts in exercise 1, give students real jobs advertisements and ask them to invent new answers.

Exercise 9b

- Focus students' attention on the Language for speaking box on asking for and giving clarification.

EXTRA CHALLENGE Ask students to add any other suitable phrases they know to the relevant category, e.g. Asking for clarification *What do you mean exactly?*

- Ask students to interview each other.
- To help make this authentic, rearrange the tables and chairs suitably, and ask the interviewees to 'arrive', be greeted, and asked to sit down.
- Remind students to ask questions politely, using indirect questions and appropriate intonation.
- Tell them to use phrases from the Language for speaking box to ask for and give clarification.
- Ask the interviewers to make a note of good answers during the interviews as these are discussed in exercise 9c.

FEEDBACK FOCUS Keep a distance while they are interviewing each other, but focus on their use of indirect questions, polite intonation and phrases for clarification. Note down language which needs correcting to deal with later.

Exercise 9c

- Ask the groups to discuss the two best answers each person gave during their interview.
- Elicit some of the best answers together.

EXTRA ACTIVITY Ask students to draw up a list of DOs and DON'Ts for interviewees and/or interviewers. Ask them to include questions, ways of answering questions, what (not) to wear, how (not) to behave and so on. They could do this in small groups, and compare them with each other.

7.5 Video

Moving abroad to work

VIDEOSCRIPT

Zsuzsanna Felvégi is from Szeged, a small university town in south-eastern Hungary. However, like a lot of people, Zsuzsanna has moved abroad in order to find work. She now lives in Oxford, where she has lived for more than four years.

Here, she talks about her life and work in a new country.

What did you do in Hungary?

I taught English and German in a secondary school.

Why did you move to England?

At that time I felt that I needed a change, a change of environment, and I wanted to test my skills, what I can achieve abroad, um, bit of adventure.

Can you describe your current role?

At the moment I'm doing software testing, I do manual software testing, we test digital products of OUP, so we have to make sure that everything works the way they're supposed to.

Do you think moving to England has improved your career prospects?

I think my career prospects have improved, especially if I move back to Hungary I can show that I lived abroad, I obtained these skills in the UK, my English is really fluent. So in Hungary, definitely, it will be an advantage. Here in the UK, not necessarily.

I don't think I would have been able to change jobs that easily in Hungary if I had stayed there because there aren't that many jobs available, unfortunately, so I think I would have got stuck in my teaching role if I had stayed there. Moving to a bigger country has definitely helped my job prospects because a bigger country means bigger companies, more opportunities, more options.

How difficult is it to get a job in Hungary at the moment?

In Hungary the job situation is not the best at the moment, unfortunately, so there are quite a lot of people who move abroad, mainly Germany, Austria, the UK, and they try their luck there. Usually after a few years they want to go home because of family and friends, but I know quite a few people who have been here for a good ten years. But they are still planning to go home eventually.

What are the major differences between living in Hungary and England?

I think one of the major differences is the cost of living. Here, everything is so expensive. Renting a flat on your own is almost impossible, the bills are really expensive, council tax is really expensive. Back in Hungary renting your own place is more affordable.

What about differences in the way people work?

A typical working day in Hungary is eight hours, plus lunch break, here in the UK it's usually seven, seven and a half hours plus lunch break. So working hours are longer in Hungary, and also people start work at eight o'clock or latest, eight thirty, and here in the UK, nine, nine thirty, ten. It depends what kind of company you work for. And also here in the UK people are more willing to commute to work, they sit in their cars for 40 minutes every day, in Hungary people would probably try to find a flat in that

town where they worked instead of commuting every single day.
Would you like to move back to Hungary?
Um, I'm not sure, it depends how things work out here in the UK. I might move back, I don't know yet. I don't think I will move anywhere else because starting anew somewhere is quite difficult. It can be really nerve-racking finding a place of your own to live and finding a job, opening a bank account, all those official things. It can be quite tricky and difficult.
How about in your career? What would you like to do in the future?
I think in the future I would want to develop as a software tester, but maybe in ten years' time I will do something completely different because I'm interested in quite a few things. So, we'll see.

VIDEO ANSWERS

Exercise 1
a try my luck: attempt to be successful in a new situation
b obtain: learn or get something
c commute: to travel regularly to and from work or a place of study
d start anew: do something again from the beginning or in a different way

Exercise 2
Students' own answers

Exercise 3
b, c, e, f

Exercise 4

	Hungary	UK
Cost of living	• renting your own place is more affordable	• difficult to be able to afford to rent a flat on your own • expensive bills and council tax
A typical working day	• 8 hours per day plus lunch break • people start work earlier, at 8.00–8.30 a.m.	• 7–7.5 hours per day plus lunch break • people start work later, between 9–10 a.m., but it depends who you work for
Travelling to work	• People would try to find a flat in the town where they work	• People don't mind commuting to work, e.g. a drive of 40 minutes per day is normal

Exercise 5a
Students' own answers

Exercise 5b
Students' own answers

Review

ANSWERS

Exercise 1a
The following phrases are not possible:
1 would 2 – 3 – 4 – 5 – 6 would

Exercise 1b
Students' own answers

Exercise 2a
1 What does being successful mean to you?
2 Who is successful in your family?
3 What is your biggest goal in life?
4 What is the one job that you wouldn't like to do?
5 Which (do you think) is better – an indoor or an outdoor job? Why?
6 What is your dream job?

Exercise 2b
Would you mind telling me …/I'd like to know … , etc.
1 … what being successful means to you?
2 … who is successful in your family?
3 … what your biggest goal in life is?
4 … what the one job that you wouldn't like to do is?
5 … which (you think) is better – an indoor or an outdoor job? Why?
6 … what your dream job is?

Exercise 3a
1 working hours
2 salary
3 working conditions
4 promotion
5 career prospects
6 redundant

Exercise 3b
Students' own answers

Exercise 4a 7.5
1 ambitious
2 determined
3 expert
4 famous
5 hard-working
6 talented

AUDIOSCRIPT 7.5
1 wanting to become rich or successful
2 not willing to let anything stop you from doing what you want to do
3 having special skills or knowledge
4 a lot of people have heard their name or know about them
5 putting in a lot of effort
6 very good at doing something

Exercise 4b
Students' own answers

Exercise 5a 7.6

ANSWERS/AUDIOSCRIPT 7.6

get
completely
take
positions
progress
risks
promoted
different
think
make
creatively
higher

Exercise 5b

1 get promoted
2 completely different
3 take risks
4 higher positions
5 make progress
6 think creatively

Students' own answers for sentences.

Exercise 6a

1 Could you repeat that, please?
2 Could you explain what you mean?
3 Let me give you a good example.
4 I'm not sure I understand.
5 What's the word again?
6 Could you give some examples of that?

Exercise 6b

Asking for clarification: 1, 2, 4, 6
Giving clarification: 3
Getting time to think: 5

8 Choices

Unit overview

Language input

Real conditionals (CB p77)	• *If a country has quite high taxes, it can provide free healthcare to everyone.* • *You'll be healthier if you exercise every day.* • *Money doesn't make you happy unless everyone has enough.*
Unreal conditionals (CB p79)	• *If I saw someone in trouble, I'd go and help.* • *If I were you, I'd keep quiet.* • *If you tried to help, you might hurt yourself.*
Grammar reference (CB pp150–1)	

Vocabulary development

Happiness factors (CB p76)	• *balanced diet, healthcare, poverty, …*
Personality and behaviour (CB p78)	• *brave, honest, selfish, …*
Prefixes (CB p81)	• *misjudge, replace, inactive, overpriced, …*

Skills development

Listening: Sound changes (CB p80)
Writing: Taking notes (CB p82)
Speaking: Giving a talk (CB p83)

Video

Documentary: Happiness in Mexico (Coursebook DVD & CB p84)
Vox pops (Coursebook DVD & TG p262)

More materials

Workbook	• Language practice for grammar, vocabulary, speaking, writing and listening
Photocopiable activities	• Grammar: What's the question? (TG p216 & TSRD) • Vocabulary: The right choice (TG p233 & TSRD) • Communication: Keep talking (TG p251 & TSRD)
Tests	• Unit 8 test (TSRD)
Unit 8 wordlist (TSRD)	

8.1 World happiness report

Goals

- Talk about happiness factors
- Use real conditionals

Lead-in

- Write the word *Happiness* on the board.
- Ask the question '*What makes you happy?*' and give some examples of things or activities that make you happy.
- Ask students to write down five things that make them happy.
- Ask students to share their ideas in pairs.
- Elicit a few ideas together. Discuss if there are any common themes in the students' lists.

Vocabulary & Listening happiness factors

Exercise 1

- Put students into pairs or small groups.
- Focus students' attention on the vocabulary box, and draw the chart on the board.
- Elicit one or two words/phrases that match the first category.
- Ask students to put the words and phrases into the categories.
- Elicit their answers to the board.
- Encourage students to give reasons, as some phrases could belong to more than one category.
- Check *balanced diet*, *healthcare*, *poverty* and *volunteer*.

WATCH OUT! Remind students of British and American differences in spelling, e.g. BrE *neighbour*; AmE *neighbor*, and pronunciation *leisure* BrE /ˈleʒə(r)/; in AmE /ˈliːʒər/.

SUGGESTED ANSWERS

Health: balanced diet, healthcare, physical activity, pollution
Money: childcare, healthcare, high taxes, poverty, strong economy, volunteer
Family/society: childcare, cultural activities, healthcare, neighbours, volunteer
Leisure: cultural activities, physical activity, volunteer

STUDY TIP Encourage students to write these words in their notebooks in topic groups, with a mind map, e.g. ***health***: *diet*, *healthcare*; ***money***: *high taxes*, *strong economy*, etc.

Exercise 2a

- Check *quality of life*.
- Ask students to work in pairs or small groups to order the categories in exercise 1.
- Encourage them to discuss this and support their opinions.
- Elicit their ideas together.

Exercise 2b

Text summary: The extract explains which countries are the happiest in the world.

Background note: The UN report is based on the opinions of people in 150 countries. It used factors such as social support, freedom to make life choices, and life expectancy to give each country a score. In 2013, Denmark was ranked top.

- Before doing this exercise, ask students to cover the text and list of countries.
- Ask them to discuss which countries they think are the happiest, and why. Elicit some ideas.
- Ask students to read the article to find what makes a country a happy.
- Ask students to compare their answers.
- Check the answers together.

ANSWERS

A strong economy, reliable government and people who look after themselves and each other, make a country a happy place to live in.

Exercise 2c

- Ask students to discuss each question in pairs or small groups.
- Encourage students to give reasons and examples.
- Elicit some of their ideas together.

EXTRA SUPPORT If students need help, put the following phrases on the board to help them structure their language: Q1 *I (don't) think … should be on the list./… should be higher up/lower down the list*. Q2 *The government should spend more/less on …* , etc.

EXTENSION Elicit, or remind students of how we talk about the people from each of the countries in the list, i.e. Danes, Norwegians, Swiss, Dutch, Swedes, Canadians, Finns, Austrians, Icelanders, Australians.

EXTRA CHALLENGE Elicit the adjectives we use to describe things from each country: which adjectives are the same as the nouns for the people, and which are different? (The following are different: *Danish*, *Swedish*, *Finnish*, *Icelandic*.) Ask students to think of something famous from each place, e.g. *Danish butter/cheese*.

Exercise 3a 8.1

Audio summary: The audio explains why Denmark is top of the list. They pay high taxes, but there aren't big differences between rich and poor. They eat well, and get plenty of exercise. Men and women are treated equally, and there is good childcare. They enjoy leisure time, and help others.

- Before doing this exercise, focus students' attention on the three photos, and elicit very briefly what each one shows.
- Tell students they will hear a podcast about Denmark, and that ask them to number the photos in the order they hear them.
- Play track 8.1.
- Ask students to check their answers with a partner.
- Check the answers together.
- Check *impact* (= a powerful effect or impression) and *to estimate*.

ANSWERS
1 photo 3 2 photo 2 3 photo 1

AUDIOSCRIPT 8.1
According to a recent World Happiness Report, Denmark is the happiest country in the world. But just why is that, and what, if anything, can other countries learn from it?
The first point to make is that, clearly, Denmark, and most of the other countries in the top ten don't have much poverty. Money may not buy happiness, but a strong economy certainly helps. However, if you look a bit further down the list, you'll see that money isn't everything. Mexico, for example, comes higher up the list than the United States. Money doesn't make you happy unless everyone has enough. Big differences between rich and poor tend to make people unhappier.
Also, just because a country is rich, it doesn't mean that it looks after its people well. Many people in the United States, for example, don't have free healthcare. But if a country has quite high taxes, like Denmark, it can provide free healthcare to everyone. You may not believe that you'll be happier if you pay higher taxes, but as a country, you will.
And Danish people have a healthy lifestyle, too. They tend to eat a balanced diet and get plenty of physical exercise. In fact, 50% of trips to work and school in Copenhagen are made by bicycle rather than car or bus. As well as the positive impact on reducing pollution, doctors estimate that if you can cycle for thirty minutes a day, it may add one to two years to your life.
Denmark is also a very equal society. There aren't big differences between rich and poor, and men and women are treated equally, too. Both parents are allowed paid time off work after the birth of a baby, and they can decide how to share the time. It's a very family-friendly country, with free or very cheap childcare provided by the government.
The Danes only work thirty-seven hours a week on average. If people work a thirty-seven hour week, they have quite a lot of leisure time, and the Danes spend much of this time socializing and enjoying cultural activities. The winter may be cold and dark, but there is a special term, 'hygge', to describe a kind of cosy meeting with friends and family. People light candles, keep warm, and eat delicious food together.
And finally, more than 40% of Danes use their extra leisure time to do voluntary work, helping their neighbours.
I'm beginning to see just why it's such a great place to live.

Exercise 3b 8.1

- Ask students to listen again and take notes about each photo as they listen.
- Play track 8.1 again.
- Ask students to check their answers with a partner.
- Play the listening twice if necessary.
- Check the answers together.

ANSWERS
Photo 3: Half of work and school trips are made by bicycle (50%); doctors suggest that if you cycle for thirty minutes a day, you may live one or two years longer.
Photo 2: Men and woman are treated equally. Both parents are allowed to have paid time off work after the birth of a baby. The government provides free or very cheap childcare.
Photo 1: 'Hygge' describes a cosy meeting with family and friends, when they light candles, keep warm and eat good food.

Exercise 3c

- Ask students to discuss in groups whether they think the same things are important, giving reasons for their opinions.
- Elicit their ideas together.

CRITICAL THINKING Ask students to discuss which kinds of people are happy, and which not. Why? Suggest they focus on lifestyle and attitudes. They could write a list of tips for being happy, e.g. *Happy people are people who …*

EXTRA ACTIVITY Students could read up online to find out about the other countries, and why they are happy, and report back to the group next time.

Grammar & Speaking real conditionals

Exercise 4a

- Focus students' attention on the information in the Grammar focus box.
- Ask students to choose the correct option to complete the rules.
- Ask students to check their ideas with a partner.
- Elicit their answers together.
- Point out that when the *if*-clause comes second, we don't need to use a comma.
- Elicit/give an example with *unless*, e.g. *I'll go for a walk* ***unless*** *it rains = I'll go for a walk* ***if it doesn't*** *rain.*
- Remind students that modal verbs are auxiliary, or helping verbs, often used to describe possibility, and the speaker's attitude.

WATCH OUT! Highlight the fact that in the first conditional we use the present tense (NOT the future tense) in the *if*-clause even though it is talking about an event in the future.

EXTRA SUPPORT Use questions to highlight the different uses of conditionals, e.g. *Is this about a specific event in the future or something that is always true? What is the possibility of this happening: 100%? 80%?*

ANSWERS
1 present simple
2 present simple
3 present simple
4 will

Exercise 4b

- Ask students to read the sentences, and put them in the correct section of the Grammar focus box.
- Ask students to check their ideas with a partner.
- Elicit their answers together.

ANSWERS
a If people work a thirty-seven hour week, they have quite a lot of leisure time.
b If you look a bit further down the list, you'll see that money isn't everything.
c Money doesn't make you happy unless everyone has enough.

EXTRA CHALLENGE Ask students to write three sentences of their own, each following one of the rules in the Grammar focus box. Encourage them to include a sentence using modals.

- Refer students to the *Grammar reference* on p150. There are three more exercises here they can do for homework.

Exercise 5a

- Ask students to work alone to choose the best option to complete each sentence.
- Ask students to check their answers with a partner. In the next exercise, they will hear the sentences.

Exercise 5b 8.2

- Tell students to listen and check their answers.
- Play track 8.2.
- If necessary, play the listening twice.

ANSWERS

1 If 2 Unless 3 If 4 if 5 If

AUDIOSCRIPT 8.2

1 If people spend more than an hour travelling to work, they are generally less content.
2 Unless you have some close friendships, you will find it hard to be happy.
3 If you do regular exercise outdoors, you'll be able to work more efficiently.
4 People tend to be happier if they are in a long-term relationship.
5 If people are active in work and free time, they'll probably be healthier.

Pronunciation intonation in *if* sentences

Exercise 6a 8.2

- Ask students to listen again, and decide which clause rises in intonation, the first or the second clause.
- Play track 8.2 again. Play it more than once if necessary, pausing after each sentence.
- Check the answers together.

ANSWERS

The intonation rises on the first clause, and falls on the second clause.

WATCH OUT! Check the pronunciation of *content* in sentence 1 (/kən'tent/), i.e. *happy*. If students ask, contrast the word stress with the noun *content* (/'kɒntent/).

Exercise 6b 8.2

- Ask students to listen again and repeat the sentences.
- Play track 8.2 again, pausing after each sentence to give students time to repeat it.

Exercise 7

- Ask students to work alone to complete the sentences with the verb in the correct form.
- Encourage them to use a modal verb if they can in the first conditional sentences.
- Ask students to check their ideas with a partner.
- Check the answers together.

ANSWERS

1 don't have to, will (may/might) visit
2 will (may/might) happen, will be, do
3 are, will (can) decide
4 tend, work
5 is, will use
6 eat, exercise, will probably (may/might) live

Exercise 8

- Put students into groups of four and give each student a letter A–D. (Alternatively, you could pair up students for each minister to form groups of eight.)
- Ask students to turn to the exercise on page 129.
- Ask each student to take the role of the minister whose letter they have been assigned.
- Tell them that their task is to discuss what percentage of the annual government budget to allocate to healthcare, childcare, cultural activities and transport.
- For the purposes of this task, tell them to imagine all the budget will be spent on these four areas.
- Ask them to read the four stages carefully and to read the note that is relevant to them (e.g. Student A: Healthcare).
- Then ask them to agree on what percentage of the budget to spend on each area.
- Monitor and help as necessary.
- When they are ready, ask each group to present their idea to the class. Encourage listeners to ask questions.

EXTENSION In reality the budget would include other areas (e.g. defence, education, etc.). The group could look at these other areas and decide what percentage to spend on them also.

EXTRA ACTIVITY Ask students to find out online what their government spent their budget on, and report back to class. For the UK, tell them to search online at '*ukpublicspending*'. For 2015, for example, with a total budget of £731bn, £150bn was allocated to Pensions (i.e. approx. 20%), £113bn to Healthcare, £90bn to Education, £46bn to Defence, and £110bn to Welfare.

EXTRA SUPPORT Divide students first according to minister groups. Ask each group to look at their topic (e.g. Healthcare), and discuss and agree on the important issues.

WATCH OUT! *Per cent (%)* is used with a specific number, e.g. *75 per cent (75%)*; *percentage* relates to a more general quantity e.g. *A large percentage of the people voted.*

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 have, feel, exercise, are, 'll probably live
2 eat, 'll start, drink, 'll have
3 don't hurry, won't get, happens, get, 's, miss

Exercise 2

1 b 2 c 3 d 4 a

Exercise 3

1 You won't succeed unless you make an effort.
2 We'll get the bus if we don't see a taxi first.
3 Unless you spend it wisely, money can't buy happiness.
4 We should arrive at about 3.30 if we don't get delayed.
5 You won't be allowed in the club unless you're dressed smartly.

8.2 What makes a hero?

Goals

- Talk about personality and behaviour
- Talk about unreal situations in the present and future

Lead-in

- Ask students to think about someone they consider a hero, e.g. a friend or colleague, or someone well known, e.g. someone in the news or a fictional hero in a film or book.
- Give students two minutes, and then ask them to share their thoughts with a partner, giving reasons.
- Elicit a few ideas together.

Vocabulary & Reading personality and behaviour

Exercise 1a

- Focus students' attention on the pictures, before reading the short texts. Ask what they can see: have they experienced any of these situations, in person, or as an observer?
- Ask students to read the descriptions, and decide if they think the people described are heroes or not.
- Ask students to discuss their ideas, giving reasons.
- Elicit a few ideas together.

Exercise 1b

- Check *heroic*.
- Ask students to discuss other types of heroic people and behaviour.
- If they need help, ask students to think about what is happening in the news, and which people might be considered heroes.
- Elicit their ideas together.

EXTRA CHALLENGE Ask students to look in a dictionary to find other words related to 'hero': *heroic*, *heroine*, *heroism*, *heroically*.

Exercise 2a

Text summary: The article describes a situation when Kerry Clark acted heroically by rescuing people from a plane crash. It then describes the findings of research by Berkeley University into the type of people who act heroically, and why they do so. It explains how we could all become heroes.

- Before reading the article, ask students to think of what it takes to make a hero; draw on the examples they have been discussing, e.g. *being brave*, *kind*, etc.
- Ask students to read the text and compare the ideas in the article with their own ideas of what a hero is. Tell them to ignore the highlighted words for now.
- Ask students to compare their ideas with a partner.
- Check their ideas together.
- Check *to risk* and *disaster*.

ANSWERS

The text lists a number of characteristics of heroic people, e.g. perhaps being a little crazy, being brave, wanting to help others, not being embarrassed, and having experienced and survived a disaster yourself. It also talks about dealing with fear, and taking responsibility.

Exercise 2b

- Ask students to discuss their response to the text with a partner.
- Encourage them to give reasons.
- Elicit a few ideas together.

EXTENSION Ask students to think again about the people described in exercise 1, and decide what characteristics each person showed in order to do what they did.

CRITICAL THINKING Ask students specifically about their responses to results in the research about men and women, and educated people in these situations. Do they agree? What are their experiences?

EXTRA ACTIVITY Ask students if they would be interested in finding out more about the Heroic Imagination Project. Why/Why not? If they are, ask them to research it online and report back to the class.

Exercise 3a

- Put students into pairs: Student A and Student B.
- Ask each to look at their set of definitions, and to find the words highlighted in the text that match them.
- Check the answers together.

EXTRA SUPPORT Divide the class into pairs. Tell one pair to look at words for Student A, the next pair to look at words for Student B, and so on. Then re-pair them, so that they all work as Student A and Student B.

ANSWERS

1 selfish
2 calm
3 educated
4 ordinary
5 heroic
6 kind
7 honest
8 lucky
9 generous
10 brave
11 afraid
12 responsible
13 embarrassed
14 crazy

DICTIONARY SKILLS Remind students that the 'l' in *calm* /kɑːm/ is not pronounced. Ask students to use a dictionary to check which letters are not pronounced in *ordinary* and *honest*: in *ordinary* – the 'a' /ˈɔːdnri/; in *honest*: the 'h' /ˈɒnɪst/.

EXTRA CHALLENGE Ask students to work in small groups to think of the opposite of the following words: *selfish – generous/kind*; *calm – nervous/anxious*; *ordinary – special/unusual*; *kind – mean/nasty*; *brave – timid/cowardly*.

Exercise 3b

- Before students do this exercise, check they have the correct answers, and check the pronunciation of each word.
- Ask students to work with a partner to test each other, saying the definition and eliciting the adjective.

EXTENSION You could vary or extend this activity by asking students to mime, or draw on paper, the meaning of the adjectives.

DICTIONARY WORK Ask students to find corresponding nouns for the adjectives, e.g. *brave – bravery*, *heroic – heroism*. Some will be not be appropriate, e.g. *craze* has a different meaning; others are different words, e.g. *afraid – fear*.

CRITICAL THINKING Ask students if they know the 'bystander effect', which refers to situations where individuals do not offer help to a victim if other people are present. Encourage students to share any stories in small groups.

Grammar & Speaking unreal conditionals

Exercise 4a

- Ask students to work in pairs to answer the questions.
- Check *imaginary* (= existing only in the mind, not real).
- Check the answers together.

ANSWERS

1 past simple; present or future; imaginary
2 *would*

Exercise 4b

- Ask students to work in pairs to answer the questions about the conditional sentence.
- Check the answers together.

ANSWERS

1 *might*, *could*
2 *could*

Exercise 4c

- Ask students to read the Grammar focus box about unreal conditionals in order to check their answers to exercises 4a and 4b.
- Check the answers together.

WATCH OUT! Highlight to students that we use *would* in the result clause, but not in the conditional clause (e.g. *If I was/were* … NOT ~~*If I would be* …~~).

PRONUNCIATION Remind students that *was* and *were* are usually pronounced as unstressed, weak forms in this context /wəz/, /wə(r)/. Note also that *would* is often reduced to *'d* (apart from when it begins a question) as in the example: *If I were you*, *I'd keep quiet*.

EXTRA ACTIVITY We often use unreal conditionals ('second conditionals') to give advice, e.g. *If I were you*, *I'd* … Elicit advice from students for some situations, e.g. *you want to buy a second-hand car*; *you're having trouble sleeping at night*.

- Refer students to the *Grammar reference* on p151. There are three more exercises here they can do for homework.

Exercise 5a

- Ask students to complete the conditional sentences with verbs in the correct form.
- Remind them to use a modal where appropriate.
- Point out that they may need to put verbs in the negative.
- Ask students to check their answers with a partner.

WATCH OUT! Point out in question 2 that *volunteer* is used as a verb.

Exercise 5b 8.3

- Ask students to listen and check their answers.
- Play track 8.3.
- If necessary, play it twice.

SUGGESTED ANSWERS

1 was/were, might/'d/would be
2 'd/would/could/might volunteer, had
3 would/could/might you do, saw
4 won, 'd/would/could/might give
5 wouldn't/would not do, was/were
6 'd/would be, knew

AUDIOSCRIPT 8.3

1 If I were braver, I might be a firefighter.
2 We could volunteer more if we had more time.
3 What would you do if you saw someone being robbed?
4 If we won the lottery we could give some money to charity.
5 I wouldn't do a job if it were risky or dangerous.
6 He'd be so embarrassed if he knew people were talking about his heroism.

Exercise 5c

- Ask students to work in pairs. Ask them to discuss how the use of *would*, *could* and *might* changes the meaning of the sentences in exercise 5a.
- Elicit and check the answers together.

ANSWERS

Using *could* or *might* expresses something possible but uncertain. *Would* expresses a stronger possibility. *Could* can also be used to express an ability (see Grammar focus box).

WATCH OUT! Instead of *might not*, we usually use *probably wouldn't* to express uncertainty about a result. We don't usually contract *might not* to *mightn't*, but use the full form.

STUDY TIP Encourage students to note down phrases from the conditional sentences in chunks, and write two or three ways of finishing each sentence, e.g. *If I were you*, … *I'd discuss it with a friend first/I'd give him a ring*, etc.; *What would you do if* … *she didn't phone/it didn't work*, etc.

Exercise 6

- This activity is in three parts.
- Put students into small groups. Ask them to turn to p129.

Communication Part a

- Ask students to read the three situations, and together decide what is best to do.
- Check *server* (= the person who serves you your coffee), *to dent* and *to insist*.
- Tell the students to discuss what they would do in each situation.

Communication Part b

- Ask each group to write three situations, similar to those in exercise 6a, for another group to discuss.
- Encourage them to be creative and to think of difficult dilemmas which may have more than one answer.

Communication Part c

- Ask students to exchange situations with another group, and then to discuss what they would do in each of the situations.
- Ask the two groups to compare their ideas for the situations they wrote and the ones they were given.

FEEDBACK FOCUS Focus on students' use of second conditional sentences. If there are problems, note them down; later, together, say half the sentence correctly, and elicit the other half from the students.

EXTRA ACTIVITY Ask students to work in groups. Write unlikely situations on slips of paper, e.g. *What would you do if … Tom Cruise came into the room?/… your country was invaded by aliens?* Give a set, face down, to each group. In turn, ask each student to take a situation, and think of what they would do.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 found, would you do
2 saw, would you try
3 did, would you want
4 saw, would you tell
5 would you do, knew
6 found, would you claim
7 would you live, could live
8 could have, would it be

Exercise 2

1 If I were richer, I'd buy a bigger house.
2 If I were younger, I'd play more sports.
3 If I had more time, I'd read a lot more.
4 If it didn't rain so much, I'd be much happier.
5 If my job wasn't so boring, I'd enjoy life more.
6 If I didn't eat so much junk food, I'd be much healthier.

Exercise 3

1 If I had more money, I could buy a new mobile.
2 I could go out tonight if I didn't have to write a report.
3 If Julia was here, we could ask her to help.
4 We could go skiing if there was/were enough/more snow.
5 I could help you if I wasn't/weren't so busy.
6 If I didn't work such long hours, I wouldn't always be tired.

8.3 Vocabulary and skills development

Goals

- Recognize changing sounds in linked words
- Use prefixes

Lead-in

- Ask students to think about their own experiences of living or travelling abroad, or being in a different place: what things were different, and how did they cope with these? Prompt with ideas such as food, language, etc.
- Ask students to share their ideas in small groups.
- Elicit some ideas together.

Listening & Speaking sound changes

Exercise 1

Background note: Iceland is an island nation, situated between the North Atlantic and the Arctic Ocean, with a population of 325,000. The capital is Reykjavik.

- Focus students' attention on the photos showing Icelandic culture.
- Ask if anyone has visited Iceland and, if so, if they liked it and why/why not.
- Elicit ideas about what life is like in Iceland.
- Ask them to read and discuss the questions in pairs.
- Elicit or give *to knit*, in photo 1, *hot spring* in photo 2 and *pram*, in photo 3.
- Elicit some ideas about Icelandic culture together.
- Ask how similar Icelandic culture is to their own.

EXTENSION Which idea illustrated do they like, or are they familiar with? Do they have any similar activities or ideas in their own country?

ANSWERS

The first photo perhaps illustrates that children learn crafts in school. The second photo shows people bathing in hot springs. The third photo shows that people leave prams outside; this may illustrate safety; it is not clear if the babies are left in the prams or not.

Exercise 2 8.4

- Ask students to read and listen to the information in the Unlock the code box.
- Play track 8.4.
- Get students to repeat the examples at the end of the box.

EXTRA SUPPORT Encourage students to exaggerate the sounds which are said together, so that they can hear, as well as feel in their mouths, the 'b' and 'm' in the first two, and also notice the absence of the 't' in the second.

AUDIOSCRIPT 8.4

Changing sounds when we link words

Speaking at natural speed, we often change the last sound of a word to make it easier to say the words together, for example, when one word ends in sounds *t* or *d* and the next word starts with sounds such as *b*, *p*, *k*, *g*, *m*. Listening to natural speech, these changes can make groups of words more difficult to understand.

written form → natural speed
would move → /wʊ(b)muːv/
that place → /ðæpleɪs/

Exercise 3 8.5

- Ask students to listen to the phrases and underline the sound which changes.
- Point out that it's usually the sound at the end of the first word which changes.
- Play track 8.5.
- Play the listening several times if necessary, pausing after each one.
- Ask students to check their answers with a partner.
- Check the answers together.

EXTRA SUPPORT Help students by encouraging them to repeat the two words together without a break between them. The sound at the end of the first word changes because of the sound at the beginning of the second word; this makes it easier to say the words together.

ANSWERS

1 red pram: *-d → b* The /d/ at the end of *red* and /p/ at the beginning of *pram* together become a /b/
2 could be: *-ld → b*
3 white coffee: *-te → k*
4 mild coffee: *-ld → g*
5 should go: *-ld → g*

6 cold metal: *-ld → b*
7 hot pepper: *-t → p*
8 hot milk: *-t → p*

AUDIOSCRIPT 8.5

1 red pram
2 could be
3 white coffee
4 mild coffee
5 should go
6 cold metal
7 hot pepper
8 hot milk

Exercise 4a 8.6

Text/Audio summary: The text is the beginning of a podcast by Julia, who explains why she went to Iceland to study and then ended up staying there.

- Before students listen to the text, ask them to read it, and see if they can guess any of the missing words.
- Ask students to then listen and complete the text with two words in each gap.
- Play track 8.6.
- Play the listening more than once if necessary, stopping after each gap.
- Check the answers together.

ANSWERS

1 could go
2 Iceland might
3 regret moving
4 What can't

AUDIOSCRIPT 8.6

If you could pick anywhere in the world to live, where would you go? Iceland might not be the most obvious choice, but I don't regret moving here. I came to study earth science at the University of Iceland. Iceland has volcanoes, glaciers and earthquakes. What can't you see here? I came to study the natural world, but I stayed in Iceland because I love the way of life.

Exercise 4b 8.7

Audio summary: Julia describes her experiences of living in Iceland, and some of the things she had to get used to. She talks about things which surprised her, such as leaving babies outside in prams to sleep, Icelanders being late for meetings, practical skills taught in schools, and unusual food.

- Tell students they will hear the rest of Julia's podcast in which she talks about her experiences of living in Iceland.
- Ask students to read the questions, and then listen.
- Play track 8.7.
- Play the listening twice if necessary.
- Ask students to check their answers with a partner.
- Check the answers together.
- Check *culture shock*.
- Check students know the foods *sheep's head* and *shark*.

ANSWERS

1 Icelanders believe that the cold fresh air is good for their babies' health, and helps them sleep better.
2 Time seems to have no meaning, and people are often very late.
3 Icelandic people don't worry about punctuality.
4 10% of Icelanders have written a book.
5 Her husband, Gustav, is a great cook and can make most things taste nice.

EXTENSION Ask students what their opinions are about: leaving babies in prams outside, time and punctuality, tests and exams.

CRITICAL THINKING Ask students to think about what might cause culture shock to visitors to their own country, e.g. food, punctuality, tradition, celebrations, etc.

AUDIOSCRIPT 8.7

There was a bit of culture shock at first. I was surprised at just how much time people spend outdoors. People are close to nature in a way that many other countries have forgotten, and even when the temperatures are freezing, people love getting out into the fresh air. Look outside any café and you're likely to see lots of babies sleeping outside in prams. Icelanders believe that the cold fresh air could be good for their health and helps them sleep better. And no one worries about their safety. Crime rates are very low indeed.

I also found it hard to get used to the way that time seems to have no meaning here. If friends arrange to meet between half seven and eight, you'd better not be surprised if they don't turn up until about half past nine. At first this used to drive me mad. I thought people were being really rude. Gradually, though, I realized that it wasn't rudeness – people just don't worry about punctuality the way we do at home.

The education system is much more relaxed, too. There isn't the same emphasis on tests and exams. In primary school children spend a lot of time playing outside and learning practical skills, such as knitting. But they are still very highly educated in the end, and, apparently, one in ten Icelanders is a published author.

The food took a bit of getting used to as well. There are some dishes I had to be persuaded to try, like sheep's head or shark. But my husband, Gustav, is such a good cook that he can make most things taste nice.

Exercise 5

- Ask students to work in small groups, and discuss the questions.
- Encourage them to give reasons for their answers.
- Elicit a few answers together.

EXTRA ACTIVITY Ask students to choose a country and to research it online at home. They should write down three culture shock issues, i.e. things a visitor might find strange if they visited their chosen country. Ask students to explain these in detail to the class next time.

Vocabulary prefixes

Exercise 6

Text summary: The blogger describes the four stages of dealing with a new culture. The first is the exciting phase; then living in a new place can get difficult; the third stage is when you learn to adjust, and the final phase is when you grow to enjoy living in the new place.

Background note: These four stages are also known as the stages of 'culture shock', or the 'acculturation curve'. The four stages are also sometimes known as follows: the honeymoon period, culture shock, adjustment, mastery.

EXTENSION Before reading the text, ask students about their experiences of living/travelling abroad. Ask them to think about the positive and negative aspects, and how they dealt with any difficulties. Ask students to share their ideas with a partner, or in small groups. Elicit a few ideas together.

- Ask students to read the instruction, then read the text to find the four different stages of culture shock.
- Ask students to check their answers with a partner.
- Ask students to discuss what stage they think Julia, in exercise 4, is at.
- Check the answer together.

ANSWERS

The four stages are as follows: 1 The country seems exciting, different and fascinating. 2 Life seems frustrating and you experience difficulties. 3 This is a period of adjustment in which your sense of humour returns. 4 You feel enthusiastic and enjoy living in that culture.
Julia is probably at the final stage, because she describes each detail very clearly, and at the end is very positive.

EXTRA ACTIVITY Ask students to describe one of the following about a country they know well: transport/travel, food/meals, guests/visiting, money/tipping. They should write a short paragraph about what's important, and the dos and don'ts for foreigners. Circulate these in class.

Exercise 7

- Focus students' attention on the highlighted words in the blog in exercise 6.
- Check *prefix* and elicit/give some examples.
- If necessary, elicit the prefix for each highlighted word in the text, i.e. *mis-*, *in-*, *over-*, *re-*.
- Ask students to look at the highlighted words, and match the prefixes with the meanings.
- Check the answers together.

ANSWERS

1 mis- 2 re- 3 over- 4 in-

- Ask students to read the Vocabulary focus box, and think of more words using each prefix.

WATCH OUT! Point out that not all words beginning with these letters are words with prefixes, e.g. the following are not: *mistake*, *information*, *remain*; most words beginning *over-*, however, are words with a prefix.

DICTIONARY SKILLS Elicit the opposite of the prefix *over-* (= *under-*). Ask students to look in a dictionary for pairs of words that have both an *over-* and *under-* forms (e.g. *overestimate/underestimate*).

STUDY TIP Suggest students have a page in their notebooks for prefixes, and that they list words according to their prefix.

Exercise 8

- Ask students to complete the sentences, using the word in brackets together with an appropriate prefix from the box.
- Ask them to check their answers with a partner.
- Check the answers together.

ANSWERS

1 reappear
2 misunderstand
3 overspend
4 informal
5 rescheduled
6 misbehave

PRONUNCIATION Point out that these words are not stressed on the prefix, but in the same place as when there is no prefix, e.g. /ˌʌndəˈstænd/ and /ˌmɪsʌndəˈstænd/.

DICTIONARY WORK Ask students to work in pairs, and to write down two more words for each prefix. Ask students to check their ideas in a dictionary. Ask them to write a sentence to include each word.

Exercise 9a

- Tell students they will be giving a short talk to a partner about a place (village, town, country, etc.) they have visited.
- Tell them to use at least three words with prefixes.
- You could demonstrate this first about a place you know.
- Tell students to read and answer the questions about their place.
- Give them time alone to make notes about what they will say, and which words with prefixes they will use.
- If necessary, students could research their place online at home, and talk about it next time.

Exercise 9b

- Ask students to work in pairs.
- Before they give their talks, remind them to use some words with prefixes.
- When they are ready, ask students to talk for two minutes about their place.
- Encourage partners to demonstrate they are listening, and to ask at least two questions afterwards.

FEEDBACK FOCUS List the following on the board vertically: *name of place*, *interesting features*, *culture*. Ask students to copy it, and take notes as they listen. Tell them to then re-pair, and tell another student about the place they heard described.

EXTRA ACTIVITY Suggest students write a blog post about their place and bring it to class next time. Encourage them to use the sample post in exercise 6 as a model.

8.4 Speaking and writing

Goals

- Take notes while listening
- Prepare and give a short talk from notes

Lead-in

- Ask students to think of a town or museum they know well. Tell them to think of three things about it, e.g. *where it is*, *what you can do there*, etc.

- In pairs, ask them to briefly tell each other about their place. Tell listeners to take notes, because they will tell someone else about it later.
- Re-pair the students. Ask them each to retell the information they heard, based on their notes. Listeners don't take notes this time.
- The pairs then decide which of the two places they have described from notes they would like to visit. Why?
- Then ask them to discuss their notes. Did they help? Why/Why not? In which situations do they usually take notes?
- Explain that this section is about note-taking, and speaking.

Writing & Listening taking notes

Exercise 1

- Ask students to read the instruction, and write down five decisions they have made today. If necessary, demonstrate with some of your own, e.g. *what to have for breakfast*, *what shoes to wear*, *whether to send an email*, etc.
- Tell them to rank their decisions in order of importance.
- Ask students to discuss their more important decisions in pairs and how they came to make them.
- Elicit some of their ideas together.
- Ask students which decisions were easy, and which were more difficult to make, and why.

Exercise 2 8.8

Audio summary: The speaker introduces his lecture on decision-making. He gives some facts, talks about the decisions we make every day, and then outlines what he will be talking about.

- Before playing the listening, ask students to look at the topics.
- Ask students to listen and tick the topic the lecturer talks about.
- Play track 8.8.
- If necessary, play the listening again.
- Ask students to check their ideas with a partner.
- Check the answers together.
- Check *straightforward*.

ANSWERS

The speaker briefly mentions the types (e.g. what to have for breakfast) and the number of decisions (about seventy times every day) we make.

AUDIOSCRIPT 8.8

Hello, everyone. My name is Stuart French and I'm here to talk to you about something we all have to do about seventy times every day … make a decision. Obviously some are more straightforward than others. Most people don't have too much trouble deciding what to have for breakfast, for example, but some decisions can be a lot trickier.

So, in today's talk I'm going to look at how understanding the decision-making process can help us to make better decisions when we really need to. First, I want to tell you about some factors that affect our decision-making. Then I'll talk about methods people use to make decisions. And finally, I'll give you some tips about decision-making.

Exercise 3a 8.8

- Focus students' attention on the note.
- Highlight that it uses abbreviations. You could elicit the full word for the first abbreviation, *Intro.* (introduction). They will look at the other abbreviations in the next section.
- Tell students to listen again and complete the notes with the missing number.
- Play track 8.8 again.
- Ask students to check their ideas with a partner.
- Check the answer together.

ANSWER

70

Exercise 3b

- Ask students to check with a partner what they think the abbreviations mean. They will check these in the next exercise.

Exercise 4a

- Ask students to read the Language for writing box to check their answers to exercise 3b.

ANSWERS

Intro. = introduction, *Av.* = average, *approx.* = approximately, *decisions/day* = decisions per/a day

Exercise 4b

- Ask students to work in pairs to write in the full forms of the abbreviations.
- Give them time to discuss various options. Note that there may be more than one possible answer.
- Check the answers together.

ANSWERS

person/personal, information, negative, advantage(s), disadvantage(s), possible, problems, about, important, number

EXTRA CHALLENGE Ask students if they know any other abbreviations. (Keep this brief.) Ask students to brainstorm a list of other day-to-day words they could abbreviate, and write out their full and abbreviated version, e.g. *per day – p/d*, *conference – conf.*, *telephone – tel*, *question – Q*, etc.

EXTRA ACTIVITY Ask students to work in pairs to write a short message (e.g. 15 words) to another pair, using abbreviations. Tell them to should then swap messages, and reply with abbreviations.

Exercise 5 8.9

Audio summary: The lecturer mentions three factors which affect decision-making: making decisions can be tiring for the brain; too much information can make decision-making confusing; stress.

- Tell students they will hear the next part of the lecture about decision-making.
- Ask them to read the notes before listening.
- Check *to tire*, *organ* (= one of the parts inside your body that has a particular function), and *risky*.
- Ask students to complete the notes using abbreviations.
- Play track 8.9.

- Ask students to compare their answers with a partner.
- Play the listening twice if necessary.
- Check the answers together.
- Check students understand *factor* (= one of the things that influences a decision or situation) and *conscious*.

ANSWERS

1 no. 2 imp 3 info 4 abt 5 neg

AUDIOSCRIPT 8.9

So, what factors affect our decision-making? The first thing I'd like to mention is the number of decisions we make. Recent research seems to show that making conscious decisions actually makes the brain feel tired. As we make more and more decisions, we become less effective. So, if you have an important decision to make, it's probably best to do it early in the day before you've had to make too many other less important decisions.
Another major factor that affects our decision-making is how much information we have to consider. It's obviously a good idea to have some information before we make a decision. However, studies show that if we have too much information to deal with, we're more likely to make the wrong decision. It seems that it's just too much for our brains.
The third and last factor I want to mention today is stress. Researchers have found that people making decisions under stress are more likely to think about the possible positive results of a decision and less likely to think about the negatives. So if you're under stress at work and trying to decide whether to leave, you're more likely to think about how great it will feel to leave and less about how you'll actually get a new job.

Exercise 6a 8.10

Audio summary: The final part addresses strategies for making decisions.

- Ask students to listen to the final part of the lecture and to take their own notes, using abbreviations.
- Check *to gather* (= to collect), *evolutionary*, and *gut feeling* (= based on feelings and emotions rather than thought and reason).
- Play track 8.10.
- Play the listening twice if necessary.

AUDIOSCRIPT 8.10

Now, let's move on now to look at how to make a decision. One common method is to gather the necessary information (but not too much, remember!), list the possible solutions and set a time limit. This helps you to be more decisive.
Another useful thing to do is to make two lists on a piece of paper – the advantages and the disadvantages – and then see if you have more advantages than disadvantages and how important each one is. In fact, Charles Darwin, the great evolutionary scientist is said to have used this method to decide whether to ask his girlfriend to marry him. Not a great romantic, though …
Many people believe that it's sometimes a good idea to be guided by our heart – our gut feeling – so remember that overthinking things can sometimes make your decision-making ability worse.
So, we've looked at some of the things that affect our ability to make decisions and some ways to make decisions; now I'd like to finish with a tip. Decision-making can be a difficult and complicated process. Don't expect everyone to agree with your decisions, and be prepared to accept that sometimes you will make the wrong choices. Are there any questions?

Exercise 6b

- Ask students to compare their notes and abbreviations, with a partner. Remind them that there is no one right answer.
- Check the answers together.
- Elicit some of their ideas for good abbreviations.

WATCH OUT! Remind students that if they are working with others, they should only use abbreviations that everyone knows.

SUGGESTED ANSWERS

gather info, list poss solutions, set time limit
make list of adv and disadv
how imp each is
don't think too much
sometimes we make bad decisions

EXTENSION Ask students to think of situations at work/college/home when they can practise note-taking skills. Ask students to share ideas with a partner. Encourage them to try them out, and report back another time.

Speaking giving a talk

Exercise 7a

- Ask students to look at phrases, a–f, from the lecture, and match each one to a category, 1–6.
- Do the first one together: a + 2.

Exercise 7b

- Ask students to check their answers with a partner.
- Ask them to read the Language for speaking box to help them.
- Check the answers together.

ANSWERS

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

EXTRA CHALLENGE Ask students if they know any other similar phrases that they could add to the categories in the Language for speaking box.

CRITICAL THINKING Ask students to think back to the introduction to the lecture on decision-making in exercise 2. Ask if it was a good introduction. Why/Why not? Elicit/mention that the speaker included facts and figures, and also an outline of the talk. Encourage them to do the same in their talks, later.

EXTENSION Ask students what their experiences are of giving presentations, in their own language or in English: when do they give presentations or short talks? To whom? What do they find easy/difficult? What tips do they have?

Exercise 8a

- Focus students' attention on the topics.
- Ask them to choose one of the topics, and to work alone to prepare a two-minute talk on that topic. Alternatively, students could choose another suitable topic.

- Give them time, and monitor to help them.

EXTRA SUPPORT Encourage them to take notes (but not to write full sentences). Encourage them to organize their thoughts logically, and to follow the structure in the Language for speaking box.

STUDY TIP Encourage students to use notes/cue words (but not to write full sentences) for a presentation. They could use postcard-sized cards, or A5 sheets for this. A large font (e.g. 16), and key words in bold helps if their notes are printed.

Exercise 8b

- Put students into pairs to practise their talk.
- Remind speakers to include phrases from the Language for speaking box to help guide the listener.
- Encourage listeners to make useful suggestions afterwards.

Exercise 8c

- Ask students to then give their talk to the class, or in small groups.
- Remind listeners to listen, and ask questions at the end.
- Ask students to discuss the most interesting pieces of information.
- Elicit a few ideas together.

EXTRA SUPPORT If you have especially shy or nervous students, ask them to give their talk again with a new partner, instead of to a group.

SMART COMMUNICATION Help students deal with questions by eliciting/giving useful phrases, e.g. *Could you repeat that please? That's a very good point. I'll answer that at the end of my presentation. I'm afraid I don't know*, etc.

FEEDBACK FOCUS Focus on students' use of the phrases from the Language for speaking box. Again, give encouragement for their ability to talk confidently in front of a group of people, and to speak fluently.

Exercise 9

- Focus students' attention on the self-assessment form. Explain that this will help them improve next time.
- Ask students to work alone to complete the form about the talk they gave. Point out that '3' is high, and '1' is low.

Exercise 10

- Ask students to work in pairs to discuss their assessment of their talk.
- Remind students that discussing their performance with someone else will be very useful for them. They do not need to share the information with the rest of the group.

EXTRA CHALLENGE Ask students to look again at the self-assessment form. Which ideas are most/least important? Which two areas would they like to improve on next time?

CRITICAL THINKING Ask students to consider the following: when giving a talk, is it better to read a pre-written accurate text, or speak relatively fluently from notes? Why? Ask them to discuss their ideas in pairs or small groups, including reasons and examples.

8.5 Video

Happiness in Mexico

VIDEOSCRIPT

Most people aspire to be happy, but happiness is a very difficult concept to define. It is even more complicated to measure the happiness of an entire nation.
But the UN World Happiness Report attempts to do exactly that.
The paper tries to measure each country's levels of happiness by analysing a population's overall satisfaction in different areas.
They look at health, wealth, social support, freedom to make choices and satisfaction with government.
The most recent report ranked Denmark as the happiest country in the world.
Many other northern European countries such as Switzerland, the Netherlands, and Iceland were also in the top ten.
But several Latin American countries were very high on the list, too. These included Costa Rica, Panama and Mexico. In fact, Mexico finished one place higher than the largest economy in the world – the USA.
For many people this was a big surprise. After all, if people in Mexico are happier than people in the United States, why do thousands of Mexicans immigrate there every year?
But economic satisfaction is only part of what makes us happy, there are many other important factors. Strong social support is also crucial because if people feel they have a lot of support from the people around them, they will feel more secure.
In Mexico family and community are very important. Traditionally, many generations of the same family live in the same neighbourhood or even in the same house. They eat together, talk together and socialize together. If they have a problem, they can share it with one another; and if they need support, they will all help each other out. This support decreases stress and means that even in difficult circumstances people feel less desperate and more positive.
Outside of the family, many people also find help in their friends and neighbours. Communities are very close-knit in Mexico. Communal parties are very common in Mexican neighbourhoods, and families, neighbours and friends spend lots of time eating and socializing together. They enjoy each other's company and relax in the sun. Of course, the weather helps. People might not be so keen to meet on the street, in neighbours' gardens or in parks if the weather wasn't good!
Happiness is a complicated concept and there is no single factor that determines it. But the example of Mexico shows that our relationships are extremely important. If we can develop strong bonds with the people around us, we will all be happier.

VIDEO ANSWERS

Exercise 1
1 photo 1 2 photo 2 3 photo 3

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

Exercise 3
A friendly society and good weather.

Exercise 4
a False: When measuring a population's happiness, it is necessary to analyse overall satisfaction in terms of health, wealth, social support, freedom to make choices and satisfaction with government.
b True
c False: This was a big surprise for many people because thousands of Mexicans immigrate to the United States every year.
d True
e True
f False: many factors contribute to the population's happiness, including strong social support and good weather.

Exercise 5a
Students' own answers

Exercise 5b
Students' own answers

Review

ANSWERS

Exercise 1a
1 can 2 if 3 will 4 are 5 have to

Exercise 1b 8.11
1 ↑ ↓
2 ↓ ↓ ↓
3 ↑ ↓
4 ↓ ↓
5 ↓ ↓

AUDIOSCRIPT 8.11
1 If you spend it on the right things, money can buy happiness.
2 Most people will be happier if you spend time with them rather than spend money on them.
3 If you're going on holiday, you will be happier if you pay for it straightaway.
4 People should buy experiences rather than things, especially if they are older.
5 People don't enjoy things as much unless they have to work hard for them.

Exercise 1c
Students' own answers

Exercise 2a 8.12
Students' own answers

Audioscript 8.12
1 If I were president of my country, …
2 I would move to another country if …
3 If I spoke fluent English, …
4 I could earn more money if …
5 If I had more money, …
6 I'd be happier if …

Exercise 2b
Students' own answers

Exercise 3a
1 Neighbours
2 Poverty
3 volunteer
4 a balanced diet
5 cultural activities
6 Physical activity

Exercises 3b and 3c
Students' own answers

Exercise 4a
Positive: brave, heroic, honest, educated, kind, generous, lucky, responsible, calm
Negative: crazy, embarrassed, afraid, selfish
Both: ordinary

Exercise 4b
Students' own answers

Exercise 5a
1 superstore
2 underground
3 underwater
4 reheat
5 mispronounced
6 remarried

Exercise 5b
Students' own answers

Exercise 6a
1 c, e
2 a, d
3 b, f

Exercise 6b and 6c
Students' own answers

9 Appearances

Unit overview

Language input

Comparison (CB p87)	• *We seem to feel less beautiful than other people think we are.* • *They have created the most interesting film they've ever done.* • *The descriptions were much more positive.*
Deduction and speculation (CB p89)	• *It must be either an old painting or a painting of a historical scene.* • *They might be going out to hunt.* • *It can't be a window.*
Grammar reference (CB pp152–3)	

Vocabulary development

Describing physical appearance (CB p86)	• *double chin, long eyelashes, large jaw, …* • *curly, overweight, well-built, …*
Describing paintings (CB p88)	• *bright, colourful, traditional, …* • *in the bottom left-hand corner, on the right, in the background, …*
Phrasal verbs (CB p91)	• *come across, look forward to, take off, …*

Skills development

Reading: Questioning a text (CB p90)
Writing: Taking part in online discussions (CB p92)
Speaking: Making complaints (CB p93)

Video

Documentary: The selfie (Coursebook DVD & CB p94)
Vox pops (Coursebook DVD & TG p263)

More materials

Workbook	• Language practice for grammar, vocabulary, pronunciation, speaking and writing
Photocopiable activities	• Grammar: What's happening? (TG p217 & TSRD) • Vocabulary: The new employee (TG p234 & TSRD) • Communication: How can I help you? (TG p252 & TSRD)
Tests	• Unit 9 test (TSRD) • Progress test: Units 7–9 (TSRD)
Unit 9 wordlist (TSRD)	

9.1 Real beauty?

Goals

- Describe appearances
- Make comparisons

Lead-in

- Put students into pairs.
- Elicit a few features on the face (e.g. *nose*, *lips*, etc.).
- Give students a time limit (e.g. three minutes) to list as many physical features as possible, from the neck upwards (e.g. *chin*, *forehead*, *eyebrow*, *jaw*, etc.).
- Ask the pair with the longest list to read them out.

Vocabulary & Reading describing physical appearance

Exercise 1a

- Put students into small groups.
- Ask them to make a list of things that make people attractive. Encourage them to include some non-physical attributes, e.g. *personality*, *sense of humour*, etc.
- Compare their answers together.

Exercise 1b

- Direct students' attention to the photos.
- Ask students to use the words in the box to describe the photos.
- Encourage them to use all the words.
- Tell students there may be words they don't understand. They should ignore these for now.
- Elicit any words they didn't manage to use. They may work out the meaning of these words when doing exercise 1c.

Exercise 1c

- Draw the table on the board and elicit one or two words to the correct row.
- Ask students to put the words in the box in exercise 1b in the correct row in the table.
- Check any words/phrases they may not know (e.g. *clean-shaven*, *double chin*, *dyed*, *fringe*, *bald*, *in good shape*, *overweight*, *slim*, *spiky*, *stubble*, *well-built*).

DICTIONARY SKILLS Ask students to check any words they do not know in a monolingual learner's dictionary.

- Elicit their answers to the board. Encourage them to give reasons, as some words fit into more than one category.

SUGGESTED ANSWERS

Age: elderly, twenties, middle-aged
Build: in good shape, overweight, slim, well-built
Facial features: clean-shaven, double chin, large forehead, long eyelashes, moustache, large jaw, round face, stubble, thick eyebrows
Hair: blond(e), curly, dyed, fringe, going bald, grey, shoulder-length, spiky

WATCH OUT! In American English a *fringe* is called *bangs*.

EXTRA CHALLENGE Ask students to add other words to the categories, e.g. ***age*** – *mid-twenties*, *thirties*; ***hair*** – *red*, *straight*, etc.

EXTENSION Which words in the box in exercise 1b can they use to describe their own features?

STUDY TIP Ask students to draw a face, or body, in their notebooks, and to label it with the words from the box.

Exercise 2a 9.1

Audio summary: Students hear three short physical descriptions of three of the people in the photos in exercise 1b. The first two are men, the third is a woman.

- Tell students they will hear descriptions of three of the people in the photos.
- Ask them to listen and guess who is being described.
- Play track 9.1.
- Play the listening twice if necessary.
- Ask students to check their answers with a partner.
- Check the answers together.

ANSWERS

1 photo 1
2 photo 3
3 photo 2

AUDIOSCRIPT 9.1

1 He's got dark hair and a bit of stubble on his chin. He looks quite middle-aged and he's got a bit of a double chin. He's quite well-built, possibly a bit overweight. Oh, and he's going bald. But he's got kind eyes!
2 I'd say he's in good shape. He's probably in his late twenties. He's got quite a square jaw and a big nose, but it looks good! He's got a bit of a beard and a moustache. His hair is shoulder-length and dark brown.
3 I think she's quite slim. She's got short blonde hair, with a bit of a fringe. Her hair might be dyed, actually. I'd say she was in her late thirties or early forties.

Exercise 2b 9.1

- Ask students to listen again and to note down any words or expressions from exercise 1b that they hear.

EXTRA SUPPORT Tell students to tick off the words in the box and then decide after listening which person each one described.

ANSWERS

Photo 1: stubble, middle-aged, double chin, well-built, overweight, going bald
Photo 3: in good shape, (late-)twenties, (square) jaw, moustache, shoulder-length
Photo 2: slim, blonde, fringe, dyed

WATCH OUT! Remind students that we use possessive pronouns, not the definite article, when talking about our bodies, e.g. *I hurt my neck* (NOT ~~*I hurt the neck*~~).

EXTRA ACTIVITY Ask students in pairs to each describe someone in the class, and for their partner to guess who it is. (Make sure students know each other's names.) You could move chairs so that the person guessing cannot see the others.

Exercise 3a

Text summary: The first two paragraphs explain an experiment by the beauty product company *Dove* where women were asked to talk to and get to know another woman, and then to describe themselves to an artist who couldn't see them.

Background note: The Dove Campaign for Real Beauty was set up after research found that only 2% of women considered themselves beautiful. The company tries to use 'real women' (i.e. women who represent the typical female body shape more than conventional models do) in its adverts.

EXTRA ACTIVITY You could carry out a similar experiment in class before doing this exercise. Ask students to write down, in secret, three phrases to describe their looks. In pairs, ask each student to write three phrases about their partner's looks. Ask students to then compare notes: how similar were the two descriptions?

- Check students understand *sketch* (= a simple, quick drawing without many details).
- Ask students to read the question, and paragraphs one and two to find out what the experiment was, and what they think the company was trying to prove.
- Ask students to check their ideas with a partner.
- Elicit a few ideas together.
- The company *Dove* is pronounced /dʌv/ in English.

SUGGESTED ANSWER

The beauty company were perhaps trying to prove that we tend to be quite negative about our appearance.

Exercise 3b

Text summary: The rest of the text describes how each person was asked to describe the woman they got to know to the artist; the two sketches of the person were then compared. The findings revealed that people focus more on their negative features, and less (if at all) on their positive features.

- Ask students to read the rest of the article to check their ideas.
- Tell students to check their ideas with a partner.
- Elicit answers, encouraging students to give reasons.
- Check *protrude* /prəˈtruːd/ (= to stick out).

SUGGESTED ANSWERS

The beauty company were perhaps trying to prove that we are usually quite negative about our own appearance. Their aim is to encourage people to feel more positive about themselves and more beautiful.

EXTENSION Ask what would happen if this experiment was done in students' own town/country? Would the results be similar? Would they take part? Why/Why not?

Exercise 4

- Put students into pairs.
- Ask students to read and discuss the questions.
- Encourage them to give reasons and examples.
- Elicit a few ideas together.

EXTENSION Divide the class into small groups and allocate a question to each. They can then discuss each question in more depth. Ask each group to summarize their discussion.

CRITICAL THINKING Ask students to discuss their opinions about the impact on women (and men) of the media and fashion. What can be done to reduce the pressure it has on them? Should beauty contests be banned?

Grammar & Speaking comparison

Exercise 5a

- Focus students' attention on the highlighted phrases in the article in exercise 3.
- Ask them to read the Grammar focus box about comparative forms, and put the highlighted phrases into the correct categories.

EXTRA SUPPORT Help by explaining that modifiers are words or phrases which make the meaning of other words stronger, weaker or more specific. In this case, the modifiers describe adjectives: *a **bit** bigger/**much** better.*

- Ask students to check their answers with a partner.
- Check the answers together.

ANSWERS

a more closed off; fatter; sadder; much friendlier; happier; far more beautiful
b less beautiful
c the most interesting film

- Refer students to the *Grammar reference* on p152. There are two more exercises here they can do for homework.

EXTRA SUPPORT Remind students of the rules and spelling for forming comparatives and superlatives.

Exercise 5b

- Ask students to look at the highlighted forms in the article and to write the phrases that have modifiers on the lines.
- Check the answers together.

ANSWERS

1 a lot (more closed off)
2 much (friendlier)
3 far (more beautiful)

Exercise 5c

- Focus students' attention on section 3 of the Grammar focus box.
- Ask them to write in the modifiers shown there in the correct category.
- Elicit the first one together first.
- Ask them to compare their answers with a partner.
- Check the answers together.

ANSWERS

1 a a lot
  b far
  c much
  d very much
2 a a bit
  b a little

Exercise 6

- Ask students to complete the sentences using a comparative adjective, and a modifier where possible.

- Tell students to check their answers with a partner.
- Check the answers together.

SUGGESTED ANSWERS

1 a lot/much more confident than
2 as insecure
3 as supportive
4 far more valuable … than
5 biggest
6 a lot/much better than

Exercise 7

- Before doing this, ask students to read through the statements in exercise 6 alone, and decide if they agree with each one or not.
- Then ask students to work in pairs to discuss their ideas.
- Encourage them to give reasons and examples.
- Elicit some of their ideas together.

Pronunciation changing stress

Exercise 8a 9.2

- Explain to students that you are going to be looking at sentence stress and give an example. Explain that we stress words to help clarify what we mean, e.g. *It's **very** cold outside*. Stressing *very* makes 'cold' even colder.
- Ask students to listen to the five comparative sentences and to mark the word in each with the most stress.
- Play track 9.2.
- Play the listening twice if necessary.

ANSWERS

1 more
2 much
3 far
4 bit
5 weren't

AUDIOSCRIPT 9.2

1 The descriptions were more positive.
2 The descriptions were much more positive.
3 The descriptions were far more positive.
4 The descriptions were a bit more positive.
5 Their descriptions weren't as positive as their friends'.

Exercise 8b

- Ask students to check their answers with a partner.
- Ask them to think about why the stress moves and what information it carries.
- Check the answers together.
- Point out that the stress highlights the important information, and changes the degree to which the descriptions were 'positive' or in sentence 5 highlights which descriptions are being discussed.

ANSWERS

1 positive
2 much
3 far
4 bit
5 Their/friend's

Exercise 8c 9.2

- Ask students to listen and repeat.
- Play the listening again, pausing after each sentence.

EXTENSION Ask students to think of two things to describe with modifiers, and write a sentence for each (e.g. *The English lesson is **far** more interesting today than last week!*) Ask students to underline the stressed words. They should then read the sentences to a partner, who can agree, or change them if they don't.

Exercise 9

- Put students into pairs.
- Tell students that they will look at two pairs of sketches, similar to those described in the experiment in exercise 3.
- Ask students to look at the sketches on p130.
- Ask them to compare each pair of pictures using comparative and superlative adjectives, as well as modifiers.
- Refer them back to the Grammar focus box if needed.
- Ask them to decide which picture was drawn from the woman's own description and why.
- When they have finished, elicit a few ideas together.

FEEDBACK FOCUS While monitoring, pay attention to students' use of comparatives and superlatives, as well as the modifiers. Listen out for good sentence stress, too.

EXTRA CHALLENGE Put the modifiers on cards, and give a set to each pair. They should use each modifier at least once.

EXTRA ACTIVITY Put students into pairs. Give each pair two photos of different people (e.g. from a magazine). Ask them to write a short description of the differences between the two people. Encourage them to use modifiers. Ask pairs to swap with another pair and add one more difference.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 much shorter
2 warmer and dryer, healthier, colder and damper
3 easier, quicker
4 more likely
5 much bigger, smaller
6 better, better protected

Exercise 2

1 more recent
2 as dramatic as
3 more distant
4 much better
5 more global
6 more regional
7 most important
8 slightly smaller
9 as tall or (as) heavy as
10 tallest
11 much taller than
12 as big as
13 smallest
14 10% smaller than

9.2 Paintings

Goals

- Describe paintings
- Speculate and make deductions

Lead-in

- Ask students if they like art (paintings, sculptures, going to museums). Why/Why not? What sort of art do they like/not like? Do they have any favourite artists?
- Ask students to discuss their opinions with a partner.
- Elicit a few ideas together.

Vocabulary & Listening describing paintings

Exercise 1

Background note: The three paintings illustrated are: 1. *Destiny* (1900), by John William Waterhouse (1849–1917); 2. *The Hunters in the Snow (Winter)* (1565), by Pieter Bruegel (c.1525–1569); 3. *Mandrill* (1913), by Franz Marc (1880–1916).

- Direct students' attention to the paintings, and the first question.
- Check *portrait* (= picture of person) and *landscape* (= picture of scenery).
- Ask students to work in pairs or small groups.
- Ask them to identify the three types of painting and to discuss which paintings they like and why.
- Elicit some of their ideas together.

ANSWERS

a 3 is abstract
b 2 is a landscape
c 1 is a portrait

WATCH OUT! Point out that we also use *portrait* and *landscape* to describe the orientation of a sheet of paper; demonstrate this with a sheet of A4.

Exercise 2

- Put students into pairs.
- Focus students' attention on the words in the box.
- Check they know all the words (e.g. *curve* (= a line that bends round), *mysterious)*.

EXTENSION Ask students to put the words into three groups: nouns, adjectives and verbs. This will help to use them later on.

WATCH OUT! We do not use 'hard' (the usual opposite of 'soft') to describe colours, but e.g. *bright*.

- Ask them to decide which words and phrases describe each of the paintings in exercise 1.
- Elicit their ideas together.

EXTRA SUPPORT Draw three columns on the board, and label each one according to the paintings. Elicit a word or phrase from the box to each column. Ask students to copy the table and add to the lists, then discuss the paintings with a partner.

SUGGESTED ANSWERS

Painting 1: curves, detailed, looks historical, looks mysterious, tells a story, seems warm
Painting 2: detailed, looks historical, old-fashioned, uses soft colours, tells a story, traditional
Painting 3: bright and colourful, uses curves and straight lines, seems modern

Exercise 3a 9.3

Audio summary: The speakers talk about two of the paintings; first about painting 2, and then about painting 1.

- Ask students to listen to two people talking about the paintings in exercise 1.
- Ask them to decide which paintings they are talking about.
- Play track 9.3.
- Tell students to check their ideas with a partner.
- Play the listening twice if necessary.
- Check the answers together.

ANSWERS

Speaker 1 describes painting 2
Speaker 2 describes painting 1

AUDIOSCRIPT 9.3

1 I love this painting because it's so detailed, and it really tells a story. The colours are quite soft, mainly white, brown and a kind of bluey-green. It's a landscape, and it must be either an old painting or a painting of a historical scene. In the bottom left-hand corner there are some men with dogs. I think they might be going out to hunt. Ah, no, they can't be going out to hunt because I can see they've caught something. Just to their left, there's a group of women doing something with a big fire. I'm not sure exactly what they're doing! They could be cooking something. It all looks very cold. There's lots of snow on the ground and on the mountains in the distance. The river must be frozen over, because people are skating on it in the valley towards the right-hand side of the picture.

2 I think this painting is really beautiful. It's a portrait of a woman. She's wearing an old-fashioned long dress in a lovely bright shade of red, with a purple scarf round it. There's the same red on her lips, and on the side of the book she's got in front of her. She's drinking from a blue glass bowl. I have no idea why; it's really mysterious. It might be a picture of an old story or something. The woman is in the foreground of the picture, but the background is also really detailed. Behind her there's a curved window … no, actually, it can't be a window. I think it must be a mirror. It's reflecting the sea and two old-fashioned sailing ships. I'd love to know what this picture is actually about!

Exercise 3b

- Ask students to compare the words they heard for each painting with the ones they used in exercise 2.
- You may need to play the listening again.
- Elicit their answers together.

EXTRA SUPPORT The students could read the audioscript and underline the descriptive words as they listen.

Exercise 4 9.3

- Ask students to read through the sentences.
- Tell students to listen again and complete the sentences.

EXTRA SUPPORT Before playing the listening, elicit or give (*in the*) *background* and (*in the*) *foreground*; use gestures and items in the classroom to demonstrate.

- Play track 9.3 again.
- You may need to play it more than once.
- Ask students to check their answers with a partner.
- Check the answers together.

EXTENSION If there are any pictures on the classroom walls, elicit a few sentences together about them, encouraging students to use words and phrases from the vocabulary box.

ANSWERS

1 the bottom left-hand corner
2 to their left
3 the distance
4 right-hand side
5 foreground, background

Exercise 5a

- Ask students to complete the sentences about painting 2 using the phrases from exercise 4.
- Ask students to check their answers with a partner.

Exercise 5b 9.4

- Ask students to listen to check their answers.
- Play track 9.4.

ANSWERS

1 In the top right-hand corner
2 In the foreground
3 On the left
4 In the bottom right-hand corner
5 in the background

AUDIOSCRIPT 9.4

1 In the top right-hand corner there are some sharp, snowy mountain peaks.
2 In the foreground there are four or five tall black trees, with no leaves.
3 On the left there are some houses.
4 In the bottom right-hand corner someone is walking over a snowy bridge.
5 The people in the background look very small.

STUDY TIP Encourage students to label a picture in their notebooks to remind them of the position phrases.

EXTRA ACTIVITY Ask students to bring in a copy of a painting or a photograph that they like. They should think about why they like it and be ready to talk about it in small groups.

CRITICAL THINKING In groups, ask students to discuss one of the following: *Should museums and art galleries be free? Should public money be spent to support artists or to buy works of art? What can you learn from visiting museums/art galleries?* Encourage students to include their reasons.

Grammar & Speaking deduction and speculation

Exercise 6

- Before doing this exercise, check students understand *deduction* (= something that you work out from facts that you already know) and *speculation* (= making a guess about something). Describe a present situation and elicit deductions and speculations (e.g. *I am at home and I hear the doorbell ring.*).
- Focus students' attention on the extracts from the listening in exercise 3.
- Ask them to write S or NS, depending on whether the phrase in bold indicates that the speaker is sure (= S) or not sure (= NS) about something.
- Ask students to check their answers with a partner.
- Check the answers together.

ANSWERS

1 S 2 NS 3 NS 4 S 5 S

Exercise 7

- Ask students to read the Grammar focus box about speculation and deduction.
- Tell them to choose the correct option to complete the rules.
- Ask students to check their answers with a partner.
- Check the answers together.

EXTRA SUPPORT Draw a horizontal line on the board to represent degrees of possibility. At the far left end, write *can't be* (= 0% possibility). At the far right end, write *must be* (= 100% sure). Elicit where *might* and *could* go (= 30–50%), and *looks* (= 70–90%) closer to *must be*.

EXTRA CHALLENGE Ask students to write a sentence using each modal, based on things happening now, e.g. *It must be nearly the end of the class./My son might be at home now.*

WATCH OUT! Point out that we don't use *mustn't be* as the opposite of *must be* in deductions; we use *can't be*.

ANSWERS

1 is
2 is not
3 is
4 appears to be

- Refer students to the *Grammar reference* on p153. There are two more exercises here they can do for homework.

Exercise 8a

- Ask students to complete the ten sentences with a suitable modal verb.
- Tell them that sometimes more than one answer is possible.
- Check *mandrill* (= a large West African monkey with a red and blue face). Explain that *Mandrill* is the title of painting 3 on page 88.
- Then ask them to check their answers with a partner.

Exercise 8b 9.5

- Ask students to listen to check their answers.
- Play track 9.5.
- Play the listening twice if necessary.

EXTRA SUPPORT Use concept questions to check answers based on the rules in the Grammar focus box (e.g. *Are you 100% sure? Is it possible/impossible?* etc.).

EXTENSION Ask students to work in pairs. Tell them to write three more sentences with modals about the paintings in exercise 1. Ask them to write them down with a gap for the modal verbs. Tell them to exchange sentences with another pair. Each pair must guess which painting each sentence refers to, and add the missing modal.

AUDIOSCRIPT 9.5

Speaker 1

1 The river must be frozen over, because they're skating on it in the valley.
2 It can't be summer, it looks too cold.
3 The hunters must be coming back from the hunt because one has something on his back.
4 The painting could be a few hundred years old, I suppose.

Speaker 2

5 It might be a picture of an old story or something.
6 It can't be a modern painting; it looks too old-fashioned.
7 It must be a mirror; I can see the reflection of her face.

Speaker 3

8 The abstract painting must be very modern. I don't think it was painted a long time ago.
9 It could be older than you think. People started painting abstracts more than one hundred years ago.
10 It can't be a painting of a mandrill. I can't see a mandrill in the painting at all!

Pronunciation sentence stress – speculating

Exercise 9a 9.5

- Play track 9.5 again, and ask the students to decide which verb is stressed more, the modal or the main verb.
- Play the listening again if necessary.
- Ask students to check their answers with a partner.
- Check the answer together.

ANSWER

The stress falls on the modal verb.

Exercise 9b 9.5

- Play the listening again, pausing after each sentence for students to repeat it.
- Encourage them to exaggerate the stress on the modals.

Exercise 10

Background note: Student A's painting is *Emperor Ch'in Wang Ti (221–206 BC) travelling in a palanquin, from a history of Chinese emperors* (colour on silk, 17th century). Student B's painting is *Portrait of Jeanne Hebuterne in a large hat, c. 1918*–19 (oil on canvas), by Amedeo Modigliani (1884–1920).

- Put students into pairs. Tell Student A to look at p130 and Student B at p134.
- Explain that each student has a different painting. Tell them not to look at each other's paintings.
- Tell them that first Student A should describe their picture and Student B should listen. Then they should swap roles. The aim is to use the vocabulary and verbs for deducting and speculating presented in this unit.

EXTRA SUPPORT Bring a picture to class, not showing the students. Demonstrate this first by describing it to them.

- Give them time to prepare what they want to say.
- Encourage them not only to describe what they see, but to also speculate about what *might/could/must/can't* be happening.
- Monitor and help where necessary.
- When they are ready, tell each student in turn to describe their painting. Remind them not to show each other their paintings and to use appropriate stress on the modal verbs.
- Tell the other student to listen and try to imagine what it is like.
- Ask students to then look at the picture to compare what they imagined with the actual picture.

EXTRA SUPPORT Some students might like to draw the picture as they listen.

EXTENSION Ask students to find a painting online and write a description of it for homework.

EXTRA ACTIVITY Bring in copies of paintings. Label them 1–12. Hand them out, face down, one per student. Ask students to write a short paragraph about it, using the vocabulary from this lesson. Collect and redistribute the texts. Place the paintings face up. Ask each student to find the painting their description is about.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 might be in the kitchen
2 must like black
3 could/might be Frank's
4 could/might be by Rembrandt
5 can't be Ute's house
6 must be a mistake
7 can't be right

Exercise 2

1 can't
2 could/might
3 must
4 could/might
5 must
6 can't
7 must
8 could/might
9 could/might
10 can't
11 must
12 must

9.3 Vocabulary and skills development

Goals

- Question a text
- Use phrasal verbs

Lead-in

- Ask students to work in small groups to discuss their habits of reading the news.
- Put the following questions on the board, or on slips of paper, one set per group: *Do you read a newspaper or the news online? Which articles do you read? How important are*

the photos and headlines in your choice? Do you always read the whole article? Why/Why not?

- Give them five minutes to discuss and compare their ideas together.
- Elicit some of the comments together.
- Explain that this lesson is about developing reading skills.

Reading questioning a text

Exercise 1

- Focus students' attention on the photos and the title of the blog, 'Seeing faces'.
- Ask students to say or write in one sentence what they expect to read about, based on the photos and title.
- Ask students to compare answers with a partner.
- Elicit their ideas together.

STUDY TIP Ask students if they subscribe to any blogs. Encourage them to find and follow a blog in English on a topic of their interest. They could recommend blogs to the group next time.

Exercise 2

- Focus students' attention on the words in box, taken from the blog.
- Tell students to think again about their description of the blog post and to discuss their ideas with a partner.
- Elicit any changed ideas together.

Exercise 3

Text summary: Paragraph 1 states that we can learn about ourselves from the study of everyday behaviour.

- Ask students to read the first paragraph of the blog only.
- Check *aspect* and *seemingly*.
- Ask students to think again about what the article will be about.
- Ask students to think of what information they would like to find out from the article now that they have read the first paragraph, e.g. *What aspects of human behaviour is it about? What can we learn about ourselves?*
- Ask students to write down one question that they want the text to answer, based on the information they have seen so far.
- Ask students to compare their question with a partner's.
- Elicit their questions together. You could write them on the board, numbered, to check against later.

Exercise 4

Text summary: In paragraphs 2–4, the author, who is an architect, explains how he found a website about houses which look like faces. He goes on to describe other websites devoted to other everyday objects that look like faces.

- Ask students to read paragraphs 2–4 only, and to see if their question is answered.
- Check *to express* (= to show a feeling, etc.), *be devoted to* (= focused on a particular topic) and *to resemble* (= to look like). NB *to come across* (= find by accident) and *to make out* (= to manage to see) are taught in exercise 8.
- Ask whose questions were answered. If you have the questions on the board, go through each one.
- Elicit the answers together.
- Find out what other information they have found out.

Exercise 5

- Ask students to read the Unlock the code box about questioning a text.
- Ask students to decide if their question before reading paragraphs 2–4 was general or specific.
- Tell students they will be reading more questions before reading the end of the article.

Exercise 6a

- Focus students' attention on the questions, 1–4. Ask if they are general or specific (all specific).
- Ask students to decide which of these questions they think will be answered in paragraphs 5–6.

Exercise 6b

- Ask students to discuss in pairs their ideas about the questions.
- Ask them to write two more questions that they would like the text to answer.
- Monitor, and help if necessary.
- Elicit some of the questions together.

Exercise 6c

Text summary: Paragraphs 5–6 describe some scientific research into the phenomenon of seeing human faces in objects, which is called pareidolia /ˌpæraɪˈdəʊlɪə/.

- Ask students to read the final two paragraphs of the blog.
- Check *fake*, *to programme*, *chance* (= not planned) and *blob*.
- Ask students to discuss which of their questions were answered.
- Elicit their answers together. Elicit both which questions were answered, and what the answers were.

ANSWERS

The following questions were answered:

1 **The writer has visited other websites to find out more about pareidolia.**

3 **Thousands of years ago, being able to see faces may have helped us to survive, or perhaps it is natural to try to find meaning in shapes.**

Exercise 7

- Ask students to work in pairs.
- Ask them to discuss the two questions.
- Encourage them to give reasons for their answers.
- Elicit their ideas and opinions together.

EXTENSION Ask students to try asking themselves some questions about a blog title or newspaper headline before they read the text. Did the text answer their questions? Ask them to report back on their findings.

EXTRA ACTIVITY Ask students to find the blog (or a similar blog) mentioned in the article, and choose one picture they particularly like. Ask them to bring it to class next time to talk about. They could take photos of houses nearby that look like faces to bring and share in class.

Vocabulary & Speaking phrasal verbs

Exercise 8

- Elicit some examples of phrasal verbs.
- Focus students' attention on the phrasal verbs and the meanings.
- Ask students to match the verbs and meanings.
- Remind them to find the verbs in context in the article.
- Ask students to check their answers with a partner.
- Check the answers together.

ANSWERS
1 d 2 e 3 a 4 c 5 b

Exercise 9a

- Put students into pairs.
- Ask them to read the statements and decide if they are true or false.
- Elicit examples of other particles if necessary.

WATCH OUT! Phrasal verbs are made up of a verb and one or more 'particles' (e.g. *up*). A particle can be a preposition or an adverb (e.g. phrasal verbs with two 'particles' have an adverb and a preposition, e.g. *to look forward to*, *to come up with*).

- Encourage them to think of examples to support their views.

Exercise 9b

- Ask students to read the Vocabulary focus box to check their answers.
- Check the answers together.
- Ask students to look again at the phrasal verbs in exercise 8, and decide which group they belong to: verbs with one or two particles; separable or inseparable. (*come up with*: 2 particles, inseparable; *come across*, *think about*: 1 particle, inseparable; *make out*, *put up*: 1 particle, separable).
- Remind them when they learn a new phrasal verb to make a note of whether it is separable or inseparable.

ANSWERS
1 T 2 F 3 T

EXTRA SUPPORT Help students with separable phrasal verbs by asking concept check questions, e.g. *to come across*: *Does it have an object?* (yes, a website); *Can 'it' go between the verb and the particle?* (no, so it's inseparable). Point out that with separable phrasal verbs (e.g. *to put up*), if we use a pronoun (e.g. *it*, *them*, etc.), it must go between the verb and particle (e.g. *put it up* NOT ~~*put up it*~~).

PRONUNCIATION Point out that we stress the (first) particle, not the verb in phrasal verbs.

WATCH OUT! Point out that phrasal verbs are used more in spoken English and informal situations. Words with a Latin origin are usually more formal in English (e.g. *contemplate* vs *think about*). If your students' first language is a Romance language, remind them that they may tend to use formal words in their speech so it is important to learn phrasal verbs.

Exercise 10a 9.6

Audio summary: Students will hear eight sentences, each using a phrasal verb.

- Ask students to listen and write down the phrasal verbs they hear.
- Play track 9.6.
- Tell students to check with a partner.
- Play the audio again if necessary.
- Check the answers together.

WATCH OUT! *Look forward to* (question 5) has two particles.

ANSWERS
1 go on
2 give up
3 take up
4 take after
5 look forward to
6 get on
7 come round
8 put off

AUDIOSCRIPT 9.6
1 The search for the missing climbers went on all night.
2 But in the end they had to give up.
3 Jon took up bird-watching in his teens, and he's never got tired of it.
4 Dan takes after his father in looks, but his mother in character.
5 I'm really looking forward to the concert tomorrow. I haven't seen any live music for years!
6 Jill and I get on really well, even though we only see each other every five years.
7 Why don't you come round later and we'll watch a DVD?
8 We had to put off the meeting because the projector broke down.

Exercise 10b 9.6

- Ask students to think about what the phrasal verbs mean.
- Play the listening again.
- Ask students in pairs to discuss what the phrasal verbs mean.
- Check the answers together.

ANSWERS
1 go on – continue
2 give up – stop doing something
3 take up – start doing something
4 take after – look or behave like an older family member
5 look forward to – wait with pleasure for something to happen
6 get on – be good friends
7 come round – visit
8 put off – postpone; move something to a later time

Exercise 10c

- Focus students' attention on the situations listed.
- Ask students to match the verbs in exercise 10a to the situations.
- Ask them to check their answers in pairs.
- Check the answers together.

ANSWERS
1 come round
2 look forward to
3 take up
4 take after
5 put off
6 get on
7 go on
8 give up

STUDY TIP Encourage students to write down new phrasal verbs in their notebooks, and include a sample sentence.

Exercise 11

- Ask students to choose four phrasal verbs from exercise 10a and write questions for each one.
- Monitor and help as necessary. Remind them to think carefully about separable and inseparable phrasal verbs.
- When they are ready, put students into pairs.
- Tell students to ask and answer the questions.
- Then ask students to share what they found out together.

FEEDBACK FOCUS Listen in at a distance. Note down any verbs which need correcting. You could also put these in sentences on the board, and ask the group to correct them.

DICTIONARY SKILLS Ask students to choose one of the verbs (e.g. *come*, *go*, *take,* etc.), and to find three more phrasal verbs in a dictionary that use this verb. Tell them to write a sentence for each one, to illustrate its meaning.

EXTRA ACTIVITY Put all the verbs and particles separately onto slips of paper. Put students into groups, and give each group a set of words. Ask students to make as many phrasal verbs as possible, and check in a dictionary. They must be able to use each one in a correct sentence.

STUDY TIP Help students remember phrasal verbs by suggesting they note them down by topic area, e.g. *get on* and *take after* are both connected with relationships.

9.4 Speaking and writing

Goals

- Take part in online discussions
- Make effective complaints

Lead-in

- Ask students in pairs to list all the items of clothing they can see in the room. Give them a time limit (e.g. two minutes).
- Ask the pair with the longest list to read it out.
- Remind them of those items used in the plural in English, e.g. *trousers* (US: *pants*), *shorts.*
- Ask students to think about the clothes they wear for different occasions, e.g. at work/at home/on a date/at an interview, etc. Do they have specific clothes for different situations?
- Ask students to discuss their ideas with a partner.
- Elicit some ideas together.

Reading & Writing taking part in online discussions

Exercise 1

- Focus students' attention on the photos of three people.
- Elicit what clothes each person is wearing.
- Ask students to discuss in pairs how appropriate the clothes are for a work situation. Why/Why not?
- Elicit a few ideas together.

EXTRA CHALLENGE Explain that '*smart casual*' is often used to describe office clothes which are neutral, and not too formal (e.g. the photo of the woman on the phone).

EXTENSION You could ask which style of clothes is closest to their own, and why.

WATCH OUT! Check pronunciation of *clothes* /kləʊðz/. Point out that it is a plural noun with no singular form, so we say *an item/a piece of clothing* for the singular form. Remind them not to confuse this with *a cloth* /klɒθ/ (= a piece of material, often used for cleaning).

Exercise 2

Text summary: The question in the online discussion forum 'Problem solved?' is about whether it matters how you dress for work.

- Before doing this exercise, ask students if they ever take part in online discussions, e.g. in specific topic discussions on Facebook or Twitter, etc. If so, what topics do they discuss? Are they useful? Would they recommend them?
- Ask students to read the question in the blue box at the top of the forum and to think how they would answer it.
- Check *flip flops.*
- Ask students to discuss their ideas in pairs.
- Elicit a few ideas together.

Exercise 3

Text summary: The two comments address the question of dress at work. Jay doesn't think people should be judged on the clothes they wear but on the work they do. Chiara thinks clothes are important, but that it's more important that the clothes suit the place where we work.

- Ask students to read the two comments, and decide which comment they agree with most.
- Ask students to discuss their ideas in pairs. Encourage them to give reasons.
- Elicit some of their ideas together.
- Check *to fit in* (= to live, work, etc., in an easy and natural way with somebody/something).

EXTENSION Brainstorm a list of professions (e.g. *air hostess*, *nurse*, *police*, *teacher,* etc.). Ask students to discuss what clothes are expected, or any special dress codes there are. Remind students to consider jewellery and hair.

CRITICAL THINKING Ask students to consider the impression clothes make. What message do they carry? In what situations do clothes matter?

Exercise 4a

- Ask students to read the Language for writing box.

EXTRA SUPPORT Ask students to indicate which expressions give an opinion (O), which thank someone for posting (T), and which refer to another person's comments (P). Some of these may overlap.

EXTRA CHALLENGE Ask students to add other phrases they know to the box, e.g. *I agree with some of the comments already posted*, *but* …

Exercise 4b

- Before doing this exercise, ask students to read Chiara's comment again.
- Ask students in pairs to think of what they could write in response to this. Elicit a few ideas together.
- Focus students' attention on the two follow-up posts.
- Ask them to read the posts and decide which one best follows Chiara's post.

- Tell students to discuss their choice in pairs.
- Check the answer together.
- Encourage students to explain their ideas: what does post B include that makes it better?

ANSWERS

Post B follows Chiara's post better: it respects her opinions, it addresses Chiara directly, it links her comment to the other post and it also adds a point (about research). (Post A does not refer directly to anyone's post.)

Exercise 4c

- Ask students to underline six connecting expressions in the posts.
- Ask students to check their answers with a partner.
- Check the answers together.

ANSWERS

That's a great question./Thanks for posting it!/I read your post with interest./As you say, …/You make some good points, Chiara./As previously commented.

Exercise 5

- Put students into small groups of three or four people.
- Explain that, in this task, they will take part in written discussions that simulate online discussion forums.
- Ask them to read the three questions.
- Ask them to each choose one of the topics, and to write the question at the top of a sheet of paper.

EXTRA CHALLENGE Students may prefer to choose their own topic to write about.

- Tell them to write a few sentences expressing their own opinion (e.g. 30–40 words) under the question.
- Monitor and help if necessary.
- Tell students to swap sheets with another member of their group, and write a response.
- Ask students to continue swapping sheets and adding comments until they have all left a comment on each of the 'discussion forums'.
- Encourage them also to respond to any previous comments on the post.
- When students have contributed to all the discussions, ask them to return the paper to the person who started it.

EXTENSION Put the sheets on the wall, and encourage students to read them and add a polite post out of class time.

CRITICAL THINKING Ask students to think about abusive comments online. Why do people leave these and how can they be controlled if we allow freedom of speech? Suggest students come up with a list of guidelines.

EXTRA ACTIVITY Brainstorm a list of debatable topics (e.g. tattoos in the workplace; protecting children online, etc.). Put students into pairs, ask them to choose a topic, and then write a comment including an opinion. Circulate the topics clockwise; ask pairs to add a comment to each one.

Listening & Speaking making complaints

Exercise 6

- Focus students' attention on the question.
- Elicit problems that might occur at work due to the clothes you wear (e.g. *you might not be taken seriously/ make a bad impression if you wear very informal clothes*).
- Put students into pairs.
- Ask them to think of other situations that cause problems at work, e.g. *someone regularly being late (delaying meetings)*; *a disagreement with a colleague (affecting projects)*, etc.
- Elicit some of their ideas together.

Exercise 7a 9.7

Text summary: In conversation 1, two people are discussing the noise in an office. In conversation 2, Andy and Dan are discussing the mess in their shared flat.

- Ask students to read the questions.
- Tell students to listen for the problem in each conversation.
- Play track 9.7.
- Ask students to check their answers in pairs.
- If necessary, play the listening again.
- Check the answers together.
- Check *What's up?* (= What's happening?/What's wrong?), *fed up with something* (= unhappy about a situation) and *counter* (= a flat surface in a kitchen for preparing food on).

ANSWERS

Conversation 1: **The second person has long, private phone calls at work, and disturbs colleagues.**
Conversation 2: **Dan leaves the kitchen in a mess, and Andy doesn't like it.**

AUDIOSCRIPT 9.7

Conversation 1

J Look, I'm sorry to have to say this, but I need to talk to you about something.
L Oh, what's that? What's wrong?
J Well, I'm afraid there's a problem with noise.
L Noise?
J Yes. There are a lot of us in this office trying to work, and, well, it's a bit noisy at times.
L Yeah, actually you're right. It is noisy sometimes, isn't it?
J No, what I mean is you're a bit noisy at times. On the phone.
L Well, I did have one long call today – sorry about that.
J To be honest, the problem's been going on for a while now. You keep making personal calls in our shared workspace.

Conversation 2

A Dan, can I have a word?
D Oh, hi, Andy. Yeah, sure. What's up?
A Well, sorry to bother you, but …
D Is everything OK?
A Well, actually, no, not really. Look, it's a bit awkward, but I'm afraid there's something I'm not happy about …
D Oh … what's that?
A It's the office kitchen – well, you don't ever seem to wash up your stuff; you just leave your coffee cups for someone else to do, and you leave food out on the counter. Look, Dan, to be honest, we're all getting a bit fed up with it.

Exercise 7b 9.8

Text summary: In conversation 1, the second person agrees to make social phone calls out of work hours, and where they won't disturb colleagues. In conversation 2, Dan agrees to clear up his own mess.

- Ask students to discuss what would be the best solution for the two situations in exercise 7a.
- Give them three or four minutes.
- Elicit a few ideas together.
- Play track 9.8.
- Ask students to listen and compare their ideas.
- Check the answers together.
- Ask students if these results were the best. Did they come up with better results beforehand?

ANSWERS

Conversation 1: The second person agrees to make social phone calls out of work hours, and where they won't disturb colleagues.
Conversation 2: Dan agrees to clear up his own mess.

AUDIOSCRIPT 9.8

Conversation 1 continued

J Do you think you could take your personal calls outside the office?
L Yes, of course … I'll make sure I get up and go out in future, so people can't hear me.
J Well, actually, would you mind taking the calls in your own time rather than when we're working? Maybe in your lunchtime? Sometimes you're too busy on the phone when one of us needs to speak to you.
L Yes, of course I can do that. And listen, I'd really like to apologize for being so annoying. I didn't realize it was that bad.

Conversation 2 continued

D Oh, Andy, I'm sorry about that. I just didn't think.
A It's OK … it's just that it's a bit annoying at times, especially when everyone else manages to do it. Look, I know it might not seem such a big deal, but it would really help if you could just clear up your stuff – you know, wash your mugs, put things away in the fridge.
D Yeah, of course. I'm sorry. I'll make sure I do that next time … I mean every time!

Exercise 8a

- Ask students to match the two sets of phrases from the conversations in exercise 7.
- Ask students to check their answers in pairs.

Exercise 8b 9.9

- Tell students they will hear the answers.
- Play track 9.9 for students to check their answers.
- Check the answers together.
- Get students to repeat each sentence in full.

ANSWERS

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

AUDIOSCRIPT 9.9

1 I'm sorry to have to say this, but I need to talk to you about something.
2 Look, it's a bit awkward, but I'm afraid there's something I'm not happy about.
3 I'd like to apologize for being so annoying.
4 It would really help if you could just clear up your stuff.
5 Would you mind taking the calls in your own time?

Exercise 9

- This exercise is divided into three parts (see Communication Parts a–c below).
- Put students into pairs.
- Ask students to read the Language for speaking box.
- Ask students to turn to page 131.

EXTRA SUPPORT Help students use the phrases in the Language for speaking box by referring back to the conversations in exercise 7. Ask how they could use each phrase in these contexts, e.g. *Sorry to bother you, but we're finding the noise a bit much*; *I'm afraid there's a problem with the kitchen*, etc.

Communication Part a

- Ask students in pairs to choose one of the situations/problems: work, study or social.
- Tell students to work together to make notes about the situation for points 1–3.
- Tell them to think about when and where the complaint is going to take place and the background details. They will both later be making a complaint about this situation.
- Monitor, and give help as necessary.

Communication Part b

- Put students into new pairs so that each person works with a new partner.
- Ask each student to make their complaint; their new partner responds.
- Remind them to use expressions from the Language for speaking box.
- Give them time to reach a satisfactory outcome.

Communication Part c

- Ask students to sit back with their original partner from exercise 9a.
- Tell them to compare their results – the outcome – with their first partner. Who did best?
- Elicit the results of their discussions together.

FEEDBACK FOCUS Get students to award each other points for each complaint, e.g. 2 points each for a situation which both parties are satisfied with; 2 points for extra polite language; minus 2 points for any rude or impolite language. Add your own comments about how well the students used the phrases, and tried to reach a satisfactory conclusion.

SMART COMMUNICATION Remind students that most complaints are resolved effectively by remaining polite, and demonstrating an understanding of the other person's situation. Phrases for empathizing with the other person, include *I realize you …*; *I know it's difficult to …*, etc.

9.5 Video

The selfie

VIDEOSCRIPT

Hello and welcome to London. I'm Debbie, and today I'm going to look around one of the city's most popular tourist attractions – the National Portrait Gallery. But before I go in, I have to do something very important…
… take a selfie!
There you go. What do you think?
The selfie is an important part of contemporary culture. In 2013 Oxford Dictionaries named 'selfie' the word of the year, and it has now become a common term for a self-portrait taken on a phone and usually shared online.
These 'selfies' and other quickly taken and instantly shared portraits are a modern phenomenon, and there must be thousands of pictures like these all over the internet.
But portraits are much, much older than these instant snaps.
A portrait is an artistic representation of a person. Some of the world's earliest examples of art are portraits, and for centuries people have created images of people for both historical and artistic purposes.
The National Portrait Gallery has a collection of over 300,000 portraits. They show the country's important historical figures and popular personalities.
There are paintings, photographs and busts, and they all tell the history of Britain, while also showing the development of portraiture.
But what is the difference between these artworks and the millions of camera phone portraits people take every day? They can't be that different. After all, they show what a person looks like; and they are a record of that person in a particular time and place.
But these portraits try to capture more than physical appearance. They look further and deeper than instant snaps. They can show a person's joy or their grief, their serious nature or their playful sense of humour.
A great portrait can reveal somebody's character. It can make the viewer feel like they know somebody they have never met, or bring to life somebody who died hundreds of years ago.
The instant portraits we share today aren't as carefully created as older portraits, and many people say they are much less artistic. But these images can also tell a story. They show this generation's fashion and culture, and they can show how things change over time.
In fact, in 200 years from now historians could be using these selfies as a record of the 21st century. They might even put selfies in a museum like this!

VIDEO ANSWERS

Exercise 1
a bust
b self-portrait
c selfies
d portrait

Exercise 2
Students' own answers

Exercise 3
Modern day selfies share a few similarities with the portraits in the National Portrait Gallery.

Exercise 4
a they named selfie 'word of the year'
b for both historical and artistic purposes
c they aren't as carefully created and they're much less artistic
d they show this generation's fashion and culture; they can show how things change over time
e they capture more than just physical appearance; they can show us a person's character and how he/she was feeling

Exercise 5a
Students' own answers

Exercise 5b
Students' own answers

Review

ANSWERS

Exercise 1
Suggested answers:
a He has short dark hair, a moustache and a bit of a beard; in places it is more like stubble. He could be in his forties. He has a big nose, and a large forehead, but kind eyes. He has a square jaw. He's slim.
b She has long, straight, dark hair. She must be in her mid-forties. She is wearing glasses. She has a round face, and looks friendly.

Exercise 2a
Suggested answers:
They are about the same age; he could be a bit older than her.
I don't think she's as old as he is.
She seems much more relaxed than him.
He looks a bit worried.
Her face is rounder than his.
She is not as slim as he is.

Exercise 2b
Students own answers

Exercise 3a 9.10
Suggested answers:
1 It must be curly.
2 He can't be very old.
3 She must be in good shape.
4 He must be clean-shaven.
5 He can't be going bald.

AUDIOSCRIPT 9.10

1 Her hair isn't straight at all.
2 He has been trying to grow a beard for a month.
3 She runs marathons every weekend.
4 He doesn't like beards or moustaches.
5 He has lots of hair.

Exercise 3b
Students' own answers

Exercise 4
Suggested answers:
1 straight lines
2 modern
3 seems/looks
4 warm/colourful
5 tells a story
6 mysterious

Exercise 5a 9.11
Students' own answers

Exercise 5b
Students' own answers

Exercise 5c
Phrasal verbs: look forward to, take up, put off, give up

AUDIOSCRIPT 9.11
I think I'm more like my father than my mother. He's the kind of person who always looks forward to the future, and so am I. My mother always thinks about what might go wrong. Recently my father took up cycling and wanted to teach her how to ride, but she kept making excuses and putting it off. In the end he gave up trying to persuade her.

Exercises 6a and 6b 9.12
f, e, d, a, c, g, b

AUDIOSCRIPT 9.12
C = Customer, A = Assistant
C Sorry to bother you, but I've got a bit of a problem with this tablet.
A Oh, I'm sorry to hear that. What seems to be the problem?
C I only bought it a few weeks ago, but it keeps turning itself off.
A Do you have the receipt?
C Er, no I don't, actually.
A Well, I'm afraid I can't help you, then.
C Do you think you could get the manager? He might remember selling it to me.

Exercise 6c
Students' own answers

10

Compete and cooperate

Unit overview

Language input

Passives (CB p97)	• *The design studio is owned by Ali Ganjavian.* • *Five thousand pillows were sold.*
Using articles: *a/an*, *the*, – (no article) (CB p99)	• *If you lose a race, then you should just try harder.* • *Everyone in the park could watch.* • *Life is competitive.*
Grammar reference (CB pp154–5)	

Vocabulary development

Business (CB p96)	• *raise money, take out a bank loan, increase in value, …*
Competitive sport (CB p98)	• *compete, lose, win, …* • *tournament, race, team, winner, …*
Phrases with *take* and *have* (CB p101)	• *take advantage of, take a decision, have a go at doing something, …*

Skills development

Listening: Unstressed words (CB p100)
Writing: Changes and differences (CB p102)
Speaking: Making recommendations (CB p103)

Video

Documentary: Borussia Dortmund (Coursebook DVD & CB p104)
Vox pops (Coursebook DVD & TG p263)

More materials

Workbook	• Language practice for grammar, vocabulary, pronunciation, speaking, writing and reading
Photocopiable activities	• Grammar: Two amazing inventions (TG p218 & TSRD) • Vocabulary: The world of entrepreneurs (TG p235 & TSRD) • Communication: That sounds like a great holiday! (TG p253 & TSRD)
Tests	• Unit 10 test (TSRD)
Unit 10 wordlist (TSRD)	

10.1 Crowd-funding

Goals

- Talk about business
- Talk about how things are done

Lead-in

- Put students into pairs.
- Ask students if they have ever set up their own company, or know someone who has. Would they like to? What sort of company would it be? What are the pros and cons of working for yourself?
- Ask them to discuss this with their partner.
- Elicit their ideas together.

Vocabulary & Reading business

Exercise 1

- Focus students' attention on the photograph, and the instruction.
- Ask students to discuss what sort of company Kickstarter is.
- Check *kick-start*, *entrepreneur* and *investor*.
- Elicit their ideas together.

Exercise 2a

Text summary: The article describes a musician and two friends who raised money through the internet, instead of taking out a bank loan, so that they could put on their concert.

- Before reading the article, ask students if they know about *crowd-funding*.
- Break down the word: *crowd* + *fund* = *crowd-funding* (= a way of getting money from many people via the internet).
- Ask students to read the article to check their ideas to exercise 1.

ANSWER

Kickstarter helps entrepreneurs find investors (idea a)

Exercise 2b

- Put students into pairs and ask them to answer the questions about the Kickstarter text.
- Check the answers together.

ANSWERS

1 When he had to cancel a concert because he couldn't raise enough money to organize it
2 $1
3 a profit, i.e. more money back than you pay in

EXTENSION Ask if students have ever raised money online (e.g. a sponsored run). Was it successful? Why/Why not?

CRITICAL THINKING Ask students' opinions of Kickstarter. Does it matter if people don't know each other personally? What problems could this cause?

Exercise 3a

- Focus students' attention on the phrases.
- Ask them to work alone to choose the correct word to make a business phrase.
- Ask students to check their answers with a partner.

Exercise 3b

- Ask students to check their answers to exercise 3a by finding the phrases in the article.
- Check the answers together.
- Check the meaning of: *to raise money*; *to set up a business*; *to back a project*; *short of cash*; *get funding*; *take out a loan*; *give a guarantee* (= provide a firm promise).
- Check pronunciation of *loan* /ləʊn/ and *guarantee* /ˌgærən'tiː/

ANSWERS

1 money
2 the risk
3 a business
4 an idea
5 a project
6 an investor
7 short of cash
8 funding
9 a bank loan
10 in value
11 a guarantee
12 a profit

WATCH OUT! Remind students that we use *to raise* with an object (e.g. *money*), but *to rise* without an objective, e.g. *The sun rises at 5 a.m.*

STUDY TIP Remind students that, as these are phrases, it's useful to record and learn them together as a 'chunk'.

PRONUNCIATION Remind students about linking sounds, and unstressed words, e.g. *find yourself short of cash* where *short of* becomes /ʃɔːtəv/.

Exercise 4a

- Ask students to choose six phrases from exercise 3a.
- Ask them to write a definition or sentence for each word. Remind them not to include the word in the sentence.
- Model the task by doing an example for the class (e.g. *to go up in amount* or *The shares went up by 4%. = increase in value*).
- Ask students to read their definitions/sentences to their partner who tries to guess the word.
- Find out how many students guessed all six words.
- Give students, if necessary, an extra two or three minutes to work together to improve their definitions.

EXTENSION Students could write and guess definitions in pairs and then swap them with another pair. This will be easier, and more fun.

EXTRA SUPPORT If your students find writing definitions hard, they can look them up in a monolingual English learner's dictionary.

Exercise 4b

- Put students into pairs.
- Ask students to write a list of the advantages and disadvantages of crowd-funding, for entrepreneurs or investors.
- If needed, prompt with extra questions, e.g. What other ways could they invest/raise money? What are the risks? How will entrepreneurs pay profits to investors?
- Give them time to think of their ideas.

Exercise 4c

- Ask students to compare their ideas with another pair.
- Is crowd-funding better for entrepreneurs, or investors? Why?
- Elicit some of their ideas together.

EXTENSION Ask if any of your students know of a project or event which they could use crowd-funding for. They could discuss in pairs how to make it attractive to investors.

DICTIONARY SKILLS Write these words from exercise 3a on the board: *raise*, *share*, *investor*, *back*, *guarantee*, *fund*, and *loan*. Ask them in pairs to use their dictionaries to find other forms of the word, under the headings: *verb/noun/person*.

EXTRA ACTIVITY Students could find out more about crowd-funding, or find a crowd-funding project online, out of class, and report back to the group next time.

Grammar & Speaking passives

Exercise 5

Text summary: The text describes the success of Ostrich Pillow, a Kickstarter project. The pillow is like a padded hat you pull over your head to help you sleep. It was intended for travellers, but is now used by many other people.

- Put students into pairs.
- Ask students to read the instruction and the questions, and then find the answers to the questions in the article.
- Check *take a nap*, *backer*, *to pledge*, *ostrich* and *padded*.
- Check the answers together.
- Ask students what they think of the Ostrich Pillow, and why.

ANSWERS

1 a kind of pillow which helps you sleep more easily
2 travellers
3 1,846
4 $195,094
5 Yes. Many people in other areas were also interested. They have made and sold over 5,000, and sent them to fifty-two countries.

Exercise 6a

- Check *active* and *passive form* and give examples if necessary.
- Ask students to read the Grammar focus box.
- Tell them to choose the correct options to complete the rules.
- Ask students to check their ideas with a partner.

ANSWERS

1 what someone or something does
2 what happens to someone or something
3 not known
4 unimportant
5 passive

Exercise 6b

- Focus students' attention on the lettered gaps in the Grammar focus box.
- Ask them to find example sentences from the article in exercise 5 to illustrate the rules in exercise 6a.
- Ask students to check with a partner.
- Check the answers together.

EXTRA SUPPORT Remind students that we form the passive with the verb *to be* and the past participle, e.g. *drive – drove – **driven***. Point out that if we want to emphasize who does the action, we use *by*.

SUGGESTED ANSWERS

a … that people can pull over their heads/Ali Ganjavian […] admitted that they had no idea …/We thought it would appeal to travellers/etc.
b Five thousand pillows were sold …
c More are currently being manufactured.

- Refer students to the *Grammar reference* on p154. There are three more exercises here they can do for homework.

Exercise 7

- Ask students to read the grammatically incorrect sentences about the Ostrich Pillow.
- Ask them to correct them by adding one missing word.
- Ask students to check their ideas with a partner.
- Check the answers together.

EXTRA SUPPORT Draw the structure of passives on the board to help them focus on possible errors: noun + (auxiliary verb e.g. *have*, *will*, etc.) + *be* + past participle (+ *by* + noun).

ANSWERS

2 The pillow ***was*** invented in Ganjavian's studio.
3 The Ostrich Pillow ***has*** been well designed.
4 You are protected from all sides ***by*** a soft cushion.
5 There are two holes which ***are*** located near your ears so you can put in earplugs.
6 It arrived safely and it ***was*** packed well.

Exercise 8a

- Ask students to complete the sentences with the verb in brackets in the correct form of either the active or passive.
- Ask students to check their ideas with a partner.
- Check *to ship* (= to transport by sea).

EXTRA SUPPORT Remind students that if the subject of the sentence is not the person or thing that does the action (i.e. the agent), then the sentence is passive.

Exercise 8b 10.1

- Ask students to listen to the sentences to check their answers.
- Play track 10.1.
- If necessary, play the listening again.
- Check the answers together.

ANSWERS

1 travel
2 was invented
3 you pull/is pulled
4 has been pledged
5 shipped

AUDIOSCRIPT 10.1

1 Ali Ganjavian noticed that people who travel a lot often get very tired.
2 The Ostrich Pillow was invented to help long-distance travellers.
3 It's a kind of hat that is pulled over the head in order to take a nap.
4 So far over $195,000 has been pledged by its backers.
5 In the first three months of production, Ganjavian's company shipped five thousand pillows to fifty-two countries.

Pronunciation passives

Exercise 9a 10.2

- Ask students to listen again to the sentences in exercise 8, and mark the main stress.
- Play track 10.2.
- Ask them to decide which word is stressed more, the main verb or the auxiliary verb.
- Ask students to check their ideas with a partner.
- Check the answers together.

ANSWER

The main verb is stressed.

Exercise 9b 10.2

- Ask students to listen and repeat.
- Play track 10.2, pausing after each sentence.
- Play the listening more than once if necessary.
- Encourage students to stress the main verb, and to use the weak form for the unstressed auxiliary (e.g. *been* /bɪn/).

AUDIOSCRIPT 10.2

1 Ali Ganjavian noticed that people who travel a lot often get very tired.
2 The Ostrich Pillow was invented to help long-distance travellers.
3 It's a kind of hat that is pulled over the head in order to take a nap.
4 So far over $195,000 has been pledged by its backers.
5 In the first three months of production, Ganjavian's company shipped five thousand pillows to fifty-two countries.

Exercise 10

- Put students into pairs: Student A and Student B.
- Ask Student A to look at p131, Student B at p134.

Communication Part a

Text summaries: Student A has a text about a bag, called *Everpurse*, with an inbuilt smartphone recharger. Student B has a text about a drinks van, called *Good & Proper Tea*, serving quality tea.

- Ask students to read their text and answer the questions.
- Tell students that they will later present their project to the others.
- Check the following vocabulary: Student A: *to run out of*, *to charge (your phone)*, *built-in*, *mat*. Student B: *in the depths*, *convert*, and *stall*.
- Ask students to read and answer the questions about their project, so that they have a clear understanding of what it's about.

Communication Part b

- Ask students to join one or two other students who have read the same text.
- Tell them to check their answers to the questions in exercise 10a.
- Tell students to work together to prepare a short talk about their project.
- Remind them that the questions in exercise 5 will help them.
- Give them a time limit for the presentations, e.g. 3 minutes.

SMART COMMUNICATION Encourage students to make their project sound exciting, and to get others' attention, e.g. questions about the product, e.g. *Have you ever needed/wondered why/thought about … ?* etc.

Communication Part c

- Ask students to present their project to the class.

FEEDBACK FOCUS Encourage students to give feedback to each other on something that they liked about their presentation.

EXTRA CHALLENGE Ask students to present their own ideas for Kickstarter projects. They could do some research online before presenting to the class and make slides.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 was started
2 was developed
3 is used
4 are made
5 was sent
6 are eaten, are ordered

Exercise 2

1 was invented
2 was called
3 connected
4 set up
5 allowed
6 be completed
7 created
8 were used
9 didn't become
10 followed
11 were launched
12 are sold

Exercise 3

1 The business was started in 2012.
2 Over ten million dollars was invested in the business.
3 The euro isn't used in Switzerland.
4 When was the first text message sent?
5 Paper was invented (by the Chinese) about 4,000 years ago.
6 Millions of items are bought and sold online every day.

10.2 Competitive sport

Goals

- Talk about competition
- Use articles

Lead-in

- Ask students to think of a sport, and keep it a secret.
- Ask students to work in pairs and take turns to explain the rules of their sport. Their partner should try to guess which sport it is.
- Model the activity first, e.g. *In this sport, there are two or four players. They play the sport on a court with a net and use rackets. The players hit a ball over the net*, etc. (sport = tennis).
- Elicit a few of their sports together.

Vocabulary competitive sport

Exercise 1

- Put students into pairs.
- Ask them to look at the photos and to discuss the questions about sports.
- Encourage them to give reasons.
- Elicit some of their ideas together.

Exercise 2a

Text summary: The article explains government plans to introduce competitive sports days in schools partly to help the problem of overweight children. It says that competitive sports teach team skills, and are better than just exercising.

- Ask students what sports children in their country do at school. Are they happy to do these?
- Ask students to read the article and to decide if they agree with the government.
- Ask students to compare their ideas with a partner.
- Elicit some of their ideas together.
- Check *overweight*, *county* (= an area within the UK which has its own local government), *trampolining*, *cheerleading* and *self-esteem*.

Exercise 2b

- Focus students' attention on the words in the box.
- Check pronunciation of *compete* /kəm'piːt/, *competitive* /kəm'petətɪv/ and *tournament* /'tɔːnəmənt/.
- Ask students to use the words in the box to complete the text.
- Do the first one together, i.e. *highly competitive*.
- Ask students to work alone to complete the text.
- Ask students to check their answers with a partner.

Exercise 2c 10.3

- Ask students to listen to check their answers.
- Play track 10.3.

ANSWERS

1 competitive
2 tournaments
3 against
4 compete
5 final
6 race
7 part
8 win
9 lose
10 team
11 break

WATCH OUT! Some phrases are only used one way round, e.g. *win or lose* (NOT ~~*lose or win*~~).

STUDY TIP Remind students to learn new collocations or verbs with dependent prepositions as chunks. This is easier if they learn them within a context, e.g. by noting down a sentence in their notebooks in which the collocation is used.

DICTIONARY SKILLS Ask students to check the difference in meaning between: *competition*, *tournament*, *games* and *championship*.

EXTENSION Ask students if they agree with the ideas. Would this work in their country? Why/Why not?

AUDIOSCRIPT 10.3

As figures show that more and more children are overweight, the government has announced that highly competitive sports days and tournaments are to be re-introduced at schools. Under the new plans, schools will play against each other in an Olympics-style event, with sports such as football, athletics, rugby, swimming, tennis and cycling. Winning teams will compete in sixty county competitions before going on to a national final.
For too long, schools have been avoiding competitive sports, introducing activities such as yoga, trampolining, cheerleading and dancing instead. They seem to believe that losing a race will make people feel bad about themselves. We have to realize that taking part in competitive sport is not bad for people's self-esteem. Whether you win or lose, competitive sport teaches people to work together in a team and to try hard to be the best that they can be. These are skills which are just as important in the workplace as they are in school.
It is also hoped that the new plans will help Britain to break more records in future Olympic Games.

Exercise 3

- Focus students's attention on the six sentences.
- Ask students to choose the best option to complete each sentence.
- Ask students to check their answers with a partner.
- Check the answers together.

ANSWERS

1 winner
2 tournament
3 play against
4 broke
5 losing
6 final

Exercise 4a 10.4

Audio summary: Six speakers give their opinion about competitive sports, in each case giving reasons or examples.

- Before doing this exercise, ask students whether they think competitive sports are good or not.
- Ask students to listen and to mark on the table whether the speaker is against or in favour of competitive sports.
- Point out that some speakers can see both sides of the argument and 'have a different idea'.
- Play track 10.4.
- Ask students to check their answers with a partner.
- Play the listening more than once if necessary.
- Check the answers together.
- Check *unrealistic*, *(do well) academically* and *demotivating*.

ANSWERS

1 in favour of
2 against
3 in favour of
4 against
5 has a different idea
6 has a different idea

AUDIOSCRIPT 10.4

1 It's just unrealistic for children to be told that everyone can win; life is competitive. If you lose a race, then you should just try harder. That's what I learnt when I was at school.

2 I don't think more competition is the answer. Sport at school isn't about teaching children how to be competitive; it's about encouraging them to exercise.
3 There are plenty of children who don't do well academically, who are brilliant at sports. Why shouldn't they be allowed to play against each other and prove how well they can do? No one says that trying to get a good mark in an exam is too competitive.
4 I went to a school that insisted on competitive sports. The school used to hold sports days in a public park, so everyone in the park could watch. I was small for my age and always came last in all the races. It was awful.
5 Competition is healthy, but taking part is more important than winning. Everyone should feel good about having done their best, whether they win or lose.
6 If everyone knows at the start of a race who the winner is going to be, then it can be boring and demotivating. Why can't children be encouraged to compete against themselves, to break their own personal records instead?

Exercise 4b 10.4

- Ask students to listen again and to take notes on what each speaker says.
- Do the first one together.
- Play track 10.4.
- Pause after each speaker to allow students to take notes.
- Ask students to discuss their answers with a partner.
- Check the answers together.
- Ask students which person's opinion they most agree with, and why.

EXTENSION Ask students to discuss ways to get children participating more in sports. Ask students to work in pairs and brainstorm suggestions, and then share these with the class.

ANSWERS

1 in favour of: not everyone can win, but life (like in sports) is about always trying to do better.
2 against: it's more important that children should do exercise than compete against each other.
3 in favour of: school subjects also encourage children to compete in exams; if you are good at something, you should be allowed to show it.
4 against: some people are never good at sports, and big school events can cause embarrassment.
5 has a different idea: children need encouraging to do their best; they don't have to win.
6 has a different idea: the best children always win; children should be encouraged to do better and compete against themselves.

Grammar & Speaking using articles: *a/an, the,* – (no article)

Exercise 5a

- Elicit examples of articles (i.e. *a/an* and *the*).
- Ask students to complete the extracts from the listening in exercise 5a with *a/an*, *the*, or no article.
- Ask students to check their answers with a partner.

Exercise 5b 10.5

- Ask students to listen to the extracts to check their answers.
- Play track 10.5.
- Ask students to check their answers with a partner.
- Play the listening twice if necessary.
- Check the answers together.

ANSWERS

Note that numbers relate to gaps, not sentence numbers.
1 – 2 a 3 – 4 the 5 a 6 the

AUDIOSCRIPT 10.5

1 It's just unrealistic for children to be told that everyone can win; life is competitive.
2 If you lose a race, then you should just try harder.
3 That's what I learnt when I was at school.
4 I don't think more competition is the answer.
5 The school used to hold sports days in a public park, so everyone in the park could watch.

Exercise 6

- Focus students' attention on the Grammar focus box on articles.
- Ask them to complete the rules with the six numbered answers in exercise 5a as examples of each rule.
- Ask students to check their answers with a partner.
- Check the answers together.

ANSWERS

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

- Refer students to the *Grammar reference* on p155. There are two more exercises here they can do for homework.

EXTRA SUPPORT Point out that with some words (e.g. *church*, *school*, *hospital*), we use no article when talking about the activity associated with the place (e.g. *Tom goes to school in Windsor.*) rather than the place itself, (e.g. *I went to the school to collect Tom.*).

WATCH OUT! Remind students we use *the* with superlatives, e.g. *She was **the** best player in the team.*

Exercise 7a

Text summary: The text describes the sport, sepak takraw, a type of kick volleyball which requires players to be very fit.

Background note: Sepak takraw is played in Southeast Asia. It is similar to volleyball, but you can touch or 'kick' the ball using your feet, knees, chest or head.

- Ask students to complete the text with articles, as necessary.
- Ask students to check their answers with a partner.
- Check the answers together.

ANSWERS

1 an 2 a 3 The 4 a 5 – 6 the 7 the 8 the 9 – 10 the 11 –

Exercise 7b

- Ask students to then match their answers to the rules in the Grammar focus box.
- Ask students to check their answers with a partner.
- Check the answers together.

ANSWERS

1 an Rule b
2 a Rule b
3 The Rule d
4 a Rule b
5 – Rule e
6 the Rule d
7 the Rule d
8 the Rule c
9 – Rule f
10 the Rule c
11 – Rule e

EXTRA SUPPORT Use concept questions to help students if necessary, e.g. *Is it something specific, or general? Is it the first time something is mentioned, or do we know what we are talking about? Is it a common phrase?* etc.

EXTRA CHALLENGE Ask students to write a personalized sentence about a sport or activity for each rule in the Grammar focus box, using exercise 5 as a model, e.g. *It's difficult to find time for sports when work is busy*. (rule e). *When I was at college, I played in the volleyball team*. (rule f, rule c).

Exercise 8a

Background note: Martina Navratilova (b. 1956) is a Czech-American former tennis player. She won 18 major international tennis titles. Michael Jordan (b. 1963) is an American former basketball player; he played for the Chicago Bulls and Washington Wizards. Lionel Messi (b. 1987) is an Argentine footballer and plays for the Spanish team Barcelona.

- Put students into pairs.
- Ask them to decide which of the three quotes in the book they most agree with and why.
- Encourage students to give reasons.
- Check *to sacrifice* (= to give up something important and valuable for something that seems more important).

Exercise 8b

- Before re-pairing students, find out which quotes students agree with: write the numbers 1, 2 and 3 vertically on the board, and give each pair a letter, A, B, C, etc. Write these on the board horizontally, next to the quote they agree with.
- Put pairs with another pair with a different opinion.
- Ask them to listen to each other's reasons and to discuss their different views.

Exercise 8c

- Ask students to discuss which pair had the best arguments.
- Encourage students to get the other pair to change their mind.
- Elicit their comments together.

EXTRA ACTIVITY Ask students to search online and find a quotation they like on one of the following topics: *education*, *competition*, *schools*. Ask them to bring it to class to discuss in groups next time.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 –, the, the
2 –, a, a, the
3 –, –, –, a, a, a
4 the, –, the, –, a
5 a, a, –, –, the

Exercise 2

1 The 2 the 3 the 4 the 5 – 6 the 7 the 8 a 9 a 10 a 11 an 12 the 13 the 14 The 15 – 16 – 17 the 18 the 19 the 20 a 21 a 22 – 23 the 24 The 25 a 26 – 27 a 28 – 29 – 30 the

10.3 Vocabulary and skills development

Goals

- Hear unstressed words
- Phrases with *take* and *have*

Lead-in

- Ask students what events they have been to recently, e.g. *a concert*, *theatre performance*, *sporting event*, etc.
- Ask what it was like to be there and experience the atmosphere. How does it compare to seeing the same thing on TV or online?
- Ask students to share their ideas in small groups.
- Elicit a few ideas together.

Listening & Speaking unstressed words

Exercise 1a

- Ask students to work in pairs.
- Tell them to look at the photograph and to guess what it shows.
- Elicit a few ideas together.

Exercise 1b 10.6

- Check *clue*.
- Tell students they will hear a clue. They should try to guess what it is.
- Play track 10.6.
- If necessary, play the listening twice.
- Elicit what they now think the photograph shows.

AUDIOSCRIPT 10.6

Sound of a crowd cheering at a baseball or football match.

Exercise 2a 10.7

Audio summary: The presenter talks about the atmosphere of the crowd at a football match, and how a South Korean baseball team have created a similar atmosphere using robots.

- Ask students to listen to the first part of a radio programme to check their ideas.
- Play track 10.7.
- Ask students to check their ideas with a partner.

- Play the listening again if necessary.
- Check the answers together.
- Check *to attend in person*, *to cheer on* (= to shout loudly in order to encourage someone in a competition) and *to display* (= to show information).

AUDIOSCRIPT 10.7

P = Presenter

P There's nothing quite like the atmosphere of the crowd at a big game, is there? Well, actually a South Korean baseball team, the Hanwha Eagles, think they can create something like the atmosphere of the crowd by using robots instead of real live fans. The robots can cheer on their team, and human fans who aren't able to attend the game in person will be able to upload their faces onto the robot, and make the robots clap and wave. They can also send text messages which the robots will display to the players.

Exercise 2b

- Ask students to discuss in pairs whether they think robot fans are a good idea, and to include reasons.
- Elicit their ideas together.
- Ask students if they would be happy being a team player with only robots for fans. Why/Why not?

Exercise 3a

- Focus students' attention on the extract from the listening.
- Ask them to underline the words which carry the main meaning and stress.

Exercise 3b 10.8

- Ask students to listen to check their answer to exercise 3a.
- Play track 10.8.

ANSWER

The **robots** can **cheer** on their **team**.

AUDIOSCRIPT 10.8

1 The robots can cheer on their team.

Exercise 3c

- Ask students to discuss what happens to the non-stressed words in the sentence in exercise 3a.
- Play track 10.8 again if necessary.
- Check the answers together.

ANSWERS

The other words are not stressed, and so they are usually shorter, at a lower pitch, and quieter, i.e. 'weak'.

Exercise 4a

- Focus students' attention on the extract.
- Ask them to underline the main stresses.

Exercise 4b 10.9

- Ask students to listen to both sentences from exercise 3a and 4a to compare them.
- Elicit their answers.

ANSWERS

Then the **robots** can also **cheer** on their own **team**.
Both sentences stress the same three words. The other non-stressed words are 'swallowed up' between the main stressed words. The length of the two sentences in time is about the same.

AUDIOSCRIPT 10.9

1 The robots can cheer on their team.
2 Then the robots can also cheer on their own team.

Exercise 4c 10.10

- Ask students to listen and read the information in the Unlock the code box to check their ideas.
- Ask students to practise saying both sentences in exercises 3a and 4a. Encourage them to say them rhythmically, focusing on the stressed words.

AUDIOSCRIPT 10.10

Unstressed words

Words which carry the main meaning of a sentence are usually stressed; the other words, which are 'grammar' words, are generally unstressed. The following kinds of 'grammar' words are usually unstressed: the verb *to be*; auxiliary verbs: *do*, *did*, *will*; pronouns: *he*, *it*, *they*; articles: *a*, *an*, *the*; conjunctions: *and*, *so*, *when*; prepositions: *to*, *from*, *at*, *with*.

There may be two or three unstressed words between two stressed words. However, the length of time between the two stressed words remains about the same, no matter how many unstressed words there are between the two stressed words. This can make it harder to hear the unstressed words.

Exercise 5a 10.11

- Ask students to listen to the sentences and write down the number of words in each sentence.
- Play track 10.11.
- Play the listening more than once if necessary, pausing the listening after each sentence.

AUDIOSCRIPT 10.11

1 The atmosphere at the match was amazing.
2 We couldn't have had a better result.
3 I was able to sit right at the front.
4 I rang my friend at the end of the first half of the game.
5 She couldn't come, but she was happy to hear the score.

Exercise 5b

- Ask students to check their answers in pairs.
- Play the listening again if necessary.

ANSWERS

1 7
2 7/8 (if you count *could* and *not* as separate words)
3 9
4 14
5 11/12 (if you count *could* and *not* as separate words)

WATCH OUT! Point out that when words are unstressed, they are often reduced to schwa /ə/, e.g. *I should* ***have*** */ə/ gone to the match.*; *Wait* ***a*** */ə/ moment.*; *A box* ***of*** */ə/ books.*; *The players* ***are*** */ə/ late.* Dictate this at normal speed, and get students to identify what word the /ə/ is in each case.

Exercise 6 10.12

Audio summary: The radio programme continues by discussing fans, and home sports events. It explains that teams usually play better in their home stadium. It also discusses the effect of noise on sports players.

- Before you play the track, ask them to read the questions.
- Check *referee* (= the official person in sports such as football who controls the match).
- Ask students to listen to the rest of the radio programme.
- Play track 10.12.
- Ask students to check their ideas with a partner.
- Play the listening a second time if necessary.
- Check the answers together.
- Check *virtually* (= by using a computer), *to be made up of* (= to consist of), *evidence* , *opponent*, *impact* (= a powerful effect) and *to favour* (= to treat somebody better than others).

ANSWERS

1 53%
2 The shape of the stadium makes the noise as loud as possible.
3 Crowds shouting can affect the decisions of referees.
4 Crowds seem to be good for sporting events which involve teams demonstrating their strength and speed.
5 Noisy crowds might cause athletes who need to concentrate to make mistakes.

AUDIOSCRIPT 10.12

Convenient it might be, but attending a game virtually couldn't possibly be as exciting as being at a real game, surely? And what about the effect on the players? Don't the fans have a responsibility to turn up and encourage their team? Sporting teams always prefer to play in their home stadium, where 70–80% of the crowd will be made up of their own fans, and there is plenty of evidence to show that the home team really does have an advantage. On average, teams playing in their home stadium win about 53% of the time, and there are certain football stadiums, such as the Turkish team Galatasaray's Ali Sami Yen Stadium, which seem to be designed to take advantage of the noise fans make, using the shape of the stadium to make the noise as loud as possible. This then makes it very difficult for the visiting team to do well. Some teams now train using recordings of the other team's fans, so that they can learn to take no notice of whatever their opponents might be shouting. However, there is some evidence to suggest that the biggest impact of the crowd is not on the players, but on the referees, or match officials, who have to take decisions about whether to allow goals and so on. It seems that shouting from the crowd can affect their decisions, and make them more likely to favour the home team.

But is the noise of their supporters always a positive thing for players or athletes? Not necessarily. In general, crowds seem to improve performance for team sports and sports that involve strength or the ability to keep going, such as running or cycling. However, sports which require a lot of concentration don't benefit from the excitement caused by the screaming crowd. These kinds of athletes need calm and quiet to do well, and noise from the crowd might cause them to take unnecessary risks and make a mistake.

Exercise 7a

- Put students into pairs.
- Focus students' attention on the two tasks, and ask them to choose one.
- Make sure that enough pairs choose each option to do exercise 7b.
- Ask students to write five reasons to support their choice.
- Monitor as necessary.

EXTRA SUPPORT If students need help, prompt them by suggesting they think about comfort, price, location, etc.

Exercise 7b

- Ask students to pair up with another pair who chose to make a different list in exercise 7a.
- Ask them to compare their ideas.
- Encourage them to listen carefully to all of each other's ideas.
- Together, they should decide which pair's ideas were the strongest.
- Elicit their conclusions together.

EXTRA ACTIVITY Brainstorm sports, enough for one per pair. In pairs, ask students to choose a sport, write it in the middle of a piece of paper, and add related words (e.g. tennis: *court*, *net*, *ball*). Circulate the papers, and allow students to add to them.

Vocabulary & Speaking phrases with *take* and *have*

Exercise 8a

- Focus students' attention on the extracts from the listening in exercise 6.
- Ask them to complete them with *take* or *have*.
- Do the first one together.
- Ask students to check their answers with a partner.

Exercise 8b 10.13

- Ask students to listen to the sentences, and check the answers.
- Play track 10.13.
- Check the answers together.

ANSWERS

1 have 2 have 3 take 4 take 5 take 6 take

AUDIOSCRIPT 10.13

1 Don't the fans have a responsibility to turn up and encourage their team?
2 … the home team really does have an advantage.
3 … there are certain football stadiums … which seem to be designed to take advantage of the noise fans make.
4 … they can learn to take no notice of whatever the other team's fans might be shouting.
5 … referees, or match officials, who have to take decisions about whether to allow goals and so on.
6 … noise from the crowd might cause them to take unnecessary risks and make a mistake.

Exercise 9

- Focus students' attention on the information in the Vocabulary focus box and the six definitions.
- Ask them to match the definitions with six of the phrases in the box.
- Ask students to check their answers with a partner.
- Check the answers together.

ANSWERS

1 have a feeling that
2 have a go at doing something
3 have nothing to do with something/someone
4 take something seriously
5 have difficulty in doing something
6 take something for granted

EXTRA ACTIVITY Remind students that we say *to **take** a photo*. Write *do*, *have*, *make*, *take* on the board. In pairs ask them to brainstorm as many nouns as possible for each verb.

Exercise 10

- Ask students to read the sentences, and use one of the phrases from the Vocabulary focus box to replace the underlined parts.
- Do the first one together.
- Ask students to check answers with a partner.
- Check the answers together.

ANSWERS

1 Don't take risks – it's not worth it.
2 He took advantage of his friend's kindness to borrow a lot of money he couldn't pay back.
3 Just take no notice of him – he's being silly.
4 I take my studies very seriously.
5 It's very important to take the right decision about which degree to do.
6 It's a bit difficult at first, but just have a go at doing it.
7 I have a feeling this holiday will be a mistake … I don't know why.

EXTENSION Ask students which phrase in the box is not used in exercises 9 or 10 (*have a responsibility to do something*). Ask them, in pairs, to write a sentence with this phrase.

DICTIONARY WORK If students are unsure of any of the phrases with *take* and *have*, ask them to check their dictionaries. Phrases (e.g. *take advantage*) are usually listed under the key word (i.e. *advantage*) rather than the verb (i.e. *take*).

EXTRA CHALLENGE Ask students, alone or in pairs, to choose three 'take' and three 'have' phrases. Tell them to write a sentence using each one, relating to their own context. Ask them to swap and read each other's.

Exercise 11

- Focus students' attention on the situations and ask them each to choose three or four to talk about.
- Give them time to prepare what they want to say.
- When they are ready, ask them to tell each other their stories.
- Tell them to listen and ask questions to find out more information about their partner's story.
- When they have finished, elicit a few ideas together.

EXTRA ACTIVITY Ask students to work in pairs to write a situation to illustrate one of the phrases, e.g. 'Last weekend I lent my bike to a friend. He still hasn't returned it.' (*take advantage of someone*). Ask them to read their situation to the class and get the others to guess what phrase it refers to.

10.4 Speaking and writing

Goals

- Write about changes and differences
- Make recommendations

Lead-in

- Ask students to think about a place they know well, e.g. their own town/village. How has it changed over the past five/ten years? What has been developed/built? Is it better? How?
- Give students a few minutes to think or make notes, and then ask them to share their ideas with a partner.
- Elicit comments together to find out the most typical changes.

Reading & Writing changes and differences

Exercise 1

Background note: Istanbul is a city of 14 million in the north-west of Turkey; Liverpool has a population of about 470,000 and is situated in the north-west of England; Riga is the capital of Latvia, and has a population of almost 700,000.

- Focus students' attention on the photos, and ask if they have been to any of the three cities.
- Ask students to then read and answer the two questions, and discuss their ideas with a partner.
- Give them time to discuss all three photos.
- Then elicit some of the comments together.

Exercise 2a 10.14

Audio summary: The radio extract lists seven cities which have been European Capital of Culture cities. The winning city each year has to organize cultural events to attract visitors.

Background note: Each year, one or two cities are awarded (through competition) the title European Capital of Culture, for a period of one year. This is a European Union initiative.

- Tell students they will hear an extract from a radio programme.
- Tell them to listen for what the cities have in common.
- Play track 10.14.
- Ask students to check their ideas with a partner.
- Check the answers together.

ANSWERS

All three cities have been European Capital of Culture cities in the past.

AUDIOSCRIPT 10.14

Helsinki, Lisbon, Istanbul, Bologna, Liverpool, Riga, Santiago de Compostela … what do they all have in common? They're all in Europe, of course, but they're also all past winners of the title of European Capital of Culture. Since 1985, when Athens was first given the title, a different city has been chosen each year to organize a series of cultural events. As well as the honour of being chosen, the winning cities have often been able to attract more visitors and improve their image, so competition is fierce.

Exercise 2b

- Ask students to think about which city in their country they would recommend to be a European Capital of Culture.
- If one of their cities already has been a European Capital of Culture, ask them to think of a second one.
- Encourage the students to give reasons for their answers.
- Ask students to compare their ideas with a partner.
- Elicit their ideas together, along with their reasons.

Exercise 3a

Text summary: The text describes how Istanbul has changed over the past few years. A lot of building work has taken place, and tourists can now visit both historic buildings and modern galleries and fashionable restaurants.

- Tell students to read the text, and take notes about the past and present of each of the two places in the table.
- Before they read, check *skyline*, *skyscraper*, *to renovate* and *warehouse*.
- Ask students to work on their own. Give them five or six minutes.

Exercise 3b

- Ask students to check their answers with a partner.
- Check the answers together. You could elicit these to the board, in two columns.
- Check *designer* (= made by a famous designer), *dramatic* (= sudden and surprising), *to dominate* (= to be much higher), *to resemble*, *run-down* (= in bad condition), *boutique* /buːˈtiːk/ (= small and offering products or service of a high quality to a small number of customers), *trendy*, *sophisticated*, *must-see attraction*, *stunning*, *state-of-the-art* and *vibrant*.

ANSWERS

The Ortaköy area: before it was a fishing village; now it is an area with nightclubs and restaurants.
Istanbul Modern: before it was an empty warehouse; now it is a modern gallery with a restaurant.

EXTRA ACTIVITY In pairs, ask students to think of a place other classmates will know (a town/city nearby, or famous place). Tell them to write three sentences to describe it, but without naming the place. Ask students to pair up with another pair, read their sentences, and guess the place.

Exercise 4a

- Ask students to look again at the article again and to underline five words or phrases for comparing things.
- Ask students to check their ideas with a partner.
- Ask them to discuss, in each case, what is being compared.
- Do one together first if necessary.

Exercise 4b

- Focus students' attention on the Language for writing box, and ask them to compare their answers.
- Check the answers together.
- Mention that we use *whereas to* show that one fact is different to another fact (e.g. *Whereas Ann likes tennis* (fact 1), *Marta hates it.* (fact 2)).

ANSWERS

Whereas in the past it was …, today it is … (past and present: ancient sites/modern galleries, etc.)
Whereas before, … now it is … (the skyline, then and now)
… in contrast to … (Ortaköy, then and now)
Compared to 20 years ago, … (the city's must-see attractions)
In the past, … but today … (the choice of places for visitors to see)

EXTRA SUPPORT Highlight how to use these words by eliciting/giving the structure, e.g. *Whereas* + clause; *in contrast to/compared to* + noun; *one of the most important changes* + verb. Then use one in the first part of a sentence about your city and ask students to complete it.

Exercise 5

Text summary: The text describes how and why Liverpool has changed over the past years. It used to be known for unemployment and poverty; now, it has fashionable shopping centres, the renovated dock area, and museums and galleries.

- Ask students what they know about Liverpool.
- Ask students to use the phrases from the Language for writing box to complete the text about Liverpool.
- Point out that there may be more than one possible answer.
- Check *image* (= the general impression a person or organization gives to the public), *poverty*, *to link*, and *dock* (= an area of a port where ships stop to be loaded, etc.).
- Ask students to check their answers with a partner.
- Check the answers together.

ANSWERS

1 **Whereas**
2 **One of the most important changes**
3 **Compared to/In contrast to**
4 **Another important change**
5 **Whereas**

WATCH OUT! You can also say compared *with*, and *in contrast with*.

STUDY TIP Ask students to note down phrases in sentences about where they live. Personalizing language will help them.

Exercise 6a

- Ask students to think about a place they know.
- Tell them to make notes about five or more changes that have happened to the town or city in the recent past.
- Re-reading the article in 2a will help with vocabulary.

- Suggest students choose a place they both know, and draft their ideas together.

EXTRA SUPPORT Suggest areas to think about, e.g. new buildings, restaurants, open spaces, etc., and local events.

Exercise 6b

- Ask students to write about the place they have made notes about. Suggest 100–120 words.
- Refer them to the model text about Liverpool for help with the structure.
- Remind them to think of the past and present, and to use contrasting phrases from the Language for writing box in exercise 4.
- They could also do this for homework, and bring in a first draft next time to discuss with a partner, or the teacher.

EXTENSION Ask students to find, at home or online, pictures to illustrate the 'past' and 'present' of the place they wrote about.

CRITICAL THINKING Ask students to discuss if it is important to keep old buildings and why. Should cities be as modern as possible? Ask students to think of one place in their town/city to keep, and one to be renovated/destroyed, and why.

Listening & Speaking making recommendations

Exercise 7a 10.15

Audio summary: Students hear four short conversations about different places. Each one has a recommendation about what to do there: 1 learn flamenco in Seville, Spain; 2 go skiing in Chile, or visit one of Pablo Neruda's houses; 3 go across the Charles Bridge and up to the Castle in Prague, try some Czech food; 4 stay at a ryokan in Kyoto.

- Ask students to read the instructions and the questions.
- Tell them they will hear four short conversations.
- Ask students to fill in the chart with the city and recommendation.
- Play track 10.15.
- Play the listening twice if necessary.

AUDIOSCRIPT 10.15

1 **A** So how long are you going to be in Spain?
B Six months. My company is opening an office in Seville, and I'm involved in setting it up.
A I loved living in Spain. You are so lucky to be going there.
B Yes, but I hope I don't get lonely – being so far from home.
A Well, there's one thing you could do to meet people – you could try learning flamenco. I tried it and I loved it – I made loads of friends.
B But I'm not much of a dancer.
A That doesn't matter. There are fantastic schools – they can teach anyone to dance.
B OK, I'll give it a go!

2 I've just got back from Santiago in Chile. It's such a fabulous city, mountains in one direction, the beach in the other. If you like skiing, I'd strongly recommend Portillo or Valle Nevado, both world-class ski resorts. In the city itself, one of the most interesting things to do is to go to La Chascona, one of the houses of the famous Chilean poet, Pablo Neruda. It's fascinating.

3 **A** Didn't you use to live in Prague?
B Yes, why? Are you thinking of going there?
A We've just booked a weekend there. Is there anything we shouldn't miss while we're there?
B Well, you just have to go to the Charles Bridge and up to the castle – especially at night. It's very romantic. The area near the castle has lots of restaurants and bars where you eat traditional Czech food, and, of course, drink some of our famous beer.

4 **A** OK, I arrive in Kyoto on Thursday. Where would you recommend I stay?
B Well, have you thought of trying a traditional Japanese inn? It's called a ryokan. I stayed in one last year and it was a great experience. They're the last word in luxury and relaxation – you can enjoy traditional Japanese foods and baths – just everything you could ever want.
A That sounds fabulous. I'll definitely try it.

Exercise 7b

- Tell students to compare their answers with a partner.
- Check the answers together.

ANSWERS

1 Seville (Spain) – learn flamenco (a dance)
2 Santiago (Chile) – go skiing; visit one of Pablo Neruda's houses
3 Prague (the Czech Republic) – go across the Charles Bridge and up to the castle at night, and try local food or beer
4 Kyoto (Japan) – stay in a ryokan, a traditional Japanese hotel, and try the traditional baths and food

EXTENSION Ask students if any of them have been to these places and done these activities. Which place or recommendation do they like most? Why?

Exercise 8a 10.16

- Ask students to listen and complete the sentences from the dialogues in exercise 7.
- Before playing the listening again, ask them to try to remember what was said.
- Then tell them they will hear those extracts only.
- Play track 10.16.
- Ask students to compare their answers with a partner.
- Play the listening twice if necessary.
- Check the answers together.
- Check *to give something a go* and *(be) the last word in something* (= the most recent/fashionable, etc.).

ANSWERS

1 could try
2 give it a go
3 strongly recommend
4 we shouldn't miss
5 would you recommend
6 Have you thought of
7 last word
8 sounds fabulous

AUDIOSCRIPT 10.16

1 You could try learning flamenco.
2 OK, I'll give it a go.
3 If you like skiing, I'd strongly recommend Portillo or Valle Nevado, both world-class ski resorts.
4 Is there anything we shouldn't miss?
5 Where would you recommend I stay?
6 Well, have you thought of trying a traditional Japanese inn?
7 They're the last word in luxury and relaxation.
8 That sounds fabulous. I'll definitely try it.

Exercise 8b

- Focus students' attention on the three categories.
- Ask them to match the phrases with the categories.
- Ask students to compare answers with a partner.
- Check the answers together.

ANSWERS

Ask for a recommendation: 4, 5
Recommend something: 1, 3, 6, 7
Respond to a recommendation: 2, 8

EXTRA CHALLENGE Draw students' attention to the Language for speaking box. Ask students to add extra phrases to each category, e.g. *You must …*; *That sounds great.*

PRONUNCIATION We show more enthusiasm if we stress key words. Ask students to look again at the phrases in exercise 8a, and underline words they would stress, e.g. *could try*; *give it a go*; *strongly recommend*; *we shouldn't miss*; *last word*; *sounds fabulous*. Also *I'll definitely try it.*

Exercise 9

- Ask students to work alone.
- Ask them to choose two cities or places they know, and to think of 3–5 things to recommend to a visitor. Remind them to think of ideas for work, study and/or social purposes.
- Give them time to make notes about each idea, and why they recommend each one.
- Monitor and help, as needed.
- Tell them they will be giving each other suggestions.

Exercise 10

- Ask students to work in pairs.
- Focus students' attention on the conversation diagram: this will help them have an effective conversation.
- Model a sample conversation together, or with one student, using the prompts in the diagram.
- Ask students to use the phrases in the Language for speaking box.
- Remind students to ask questions to find out more about each idea.
- When they have both finished, elicit their ideas together. Which recommendation did each person like best? Why?

EXTENSION Ask students to do the activity again but to reverse the orders of the cities so that they give recommendations about the other city they prepared. Afterwards, ask students together which of the two cities was the most interesting.

SMART COMMUNICATION Remind students that when rejecting offers/recommendations, it's polite to say why something isn't suitable, e.g. *I'd love to go, but … I don't like flying/I've been there before/my wife likes going to the coast*, etc.

10.5 Video

Borussia Dortmund

VIDEOSCRIPT

Modern football is big business. Top players can earn hundreds of thousands of euros a week, and can be sold for over a hundred million euros.
The world's biggest clubs have revenue of around 400 million euros, and the Premier League – the world's biggest football league – earns almost 3 billion euros a year.
This money is attracting some of the world's richest individuals, and many clubs in England's Premier League, Spain's La Liga, Italy's Serie A and France's Ligue 1 are now owned by wealthy investors.
But the world's other top league – Germany's Bundesliga – is different.
Here clubs are controlled by their fans. This is because the Bundesliga has a 50 per cent plus 1 rule, so the majority of the club must be owned by the supporters.
This means decisions are made for the benefit of the club rather than rich investors.
Take Borussia Dortmund, for example.
This club was founded in 1909, and is one of Germany's most successful football teams.
They have won the Bundesliga eight times, the German Football cup three times and the Champion's League once.
Recently they won the league in 2011 and 2012, got to the Champion's League final in 2013 and had four players in Germany's World Cup winning squad in 2014.
Over the last few years, they have been one of the best teams in the world, and this success has made them one of the richest, too.
But Dortmund's tickets are still affordable. The cheapest ticket price for this match is only around 16 euros, and the most expensive is around 76 euros.
This is compared to Chelsea, where the most expensive ticket costs over 100 euros, Barcelona, where it is 300 euros, or Real Madrid, where it is over 500 euros.
It's no surprise, then, that the club has the highest average attendance in the world.
Almost 80,000 people come each week to see the black and yellows play, and the stadium is famous for its fantastic atmosphere. Dortmund fans are known all over the world for their passion and loyalty, and as they support the club, the club supports them, too.
They are involved in lots of community initiatives and play an important role in local youth teams. Most importantly, they work hard to achieve sporting success so the city and its people have something to be proud of.
And as long as the fans and the club continue to cooperate, it will enjoy success both on and off the pitch.

VIDEO ANSWERS

Exercise 1
Students' own answers

Exercise 2a
Students' own answers

Exercise 2b
Students' own answers

Exercise 3

1 teams
2 countries
3 investors
4 fans
5 decisions
6 players
7 tickets
8 matches
9 projects
10 people

Exercise 4

- The Premier League earns almost three billion euros a year.
- Prices for match-day tickets to watch Dortmund Borussia cost from 16 to 76 euros.
- Dortmund Borussia was founded in 1909.
- The most expensive ticket for a Real Madrid match costs over 500 euros.
- Dortmund Borussia won the League in 2011 and 2012.
- The most expensive ticket for a Chelsea match costs over 100 euros.
- Four players from Dortmund Borussia were in Germany's World Cup squad.
- Every week, about 80,000 people go to see Dortmund Borussia play.

Exercise 5a
Students' own answers

Exercise 5b
Students' own answers

Exercise 5c
Students' own answers

Review

ANSWERS

Exercise 1a

1 were developed
2 were based
3 were worn
4 became
5 packed
6 were redesigned
7 caused
8 are exported

Exercise 1b
Students' own answers

Exercise 2a
1 – 2 an 3 the 4 the 5 a 6 a 7 the 8 the

Exercise 2b
Students' own answers

Exercise 3a

a get
b make
c become
d get
e give
f find

Exercise 3b 10.17
1 d 2 c 3 f 4 e 5 a 6 b

AUDIOSCRIPT 10.17

1 get money to start a business
2 put money into someone else's business
3 discover that you don't have very much money
4 promise that something will be done or will happen
5 think of something new
6 make money from a business

Exercise 4a

Nouns: (break a) record, final, race, team, tournaments, winner, win
Verbs: break (a record), compete, lose, play against, race, take part, team, win
Adjectives: competitive, final

Exercise 4b and 4c

Students' own answers

Exercise 5a

The following do not go with the verb in the first column:

1 a feeling that
2 something seriously
3 nothing to do with someone
4 notice of

Exercise 5b

Students' own answers

Exercises 6a and 6b 10.18

ANSWERS/AUDIOSCRIPT 10.18

A I'd really like to get a bit fitter. What sport or activity would you recommend?
B I strongly recommend running; you'll get fit very fast.
A That's a good idea, but I have some problems with my knees. Could you recommend something a bit gentler?
B Have you thought of swimming? It's really good for you.
A Thank you, that's a good idea. I'll give it a go.

Exercise 6c

Students' own answers

11 Consequences

Unit overview

Language input

Unreal past conditional (CB p107)	• *If he had crashed the plane in town, he would probably have killed someone.*
should/shouldn't have (CB p109)	• *They should have thought more carefully before putting something on a social media site.* • *They shouldn't have pressed the send button so quickly.*
Grammar reference (CB pp156–7)	

Vocabulary development

Crime (CB p106)	• *theft, robbery, victim, …* • *capture, arrest, sentence, …*
Behaviour on social media (CB p108)	• *communicate face-to-face, stand up for what you believe in, blog or tweet about an issue, …*
Words with multiple meanings (CB p111)	• *bank, fine, jam, key, light, rock, …*

Skills development

Listening: Hearing modal verbs (CB p110)
Speaking: Decisions (CB p112)
Writing: Apologizing (CB p113)

Video

Documentary: Cyber crime (Coursebook DVD & CB p114)
Vox pops (Coursebook DVD & TG p264)

More materials

Workbook	• Language practice for grammar, vocabulary, pronunciation, speaking and writing
Photocopiable activities	• Grammar: Regrets (TG p219 & TSRD) • Vocabulary: Who did it? (TG p236 & TSRD) • Communication: For and against (TG p254 & TSRD)
Tests	• Unit 11 test (TSRD)
Unit 11 wordlist (TSRD)	

11.1 Outlaws

Goals

- Talk about crime
- Talk about unreal situations in the past

Lead-in

- Ask students to think back to a story they know about something that was stolen from them or from someone else, e.g. *a mobile phone*, *a car*, etc.
- What was stolen, and how did it happen? Was the item returned?
- Ask students to share their stories with a partner.
- Elicit one or two ideas together, and find out whose is the most interesting.

Vocabulary & Reading crime

Exercise 1a

- Explain that students are going to read about a real-life crime story.
- Focus them on the title of the article.
- Ask them to discuss what they think a 'barefoot bandit' is.
- Elicit answers together.

Exercise 1b

Text summary: The article is about a thief, Colton Harris-Moore, who carried out more than 100 thefts in the USA. He didn't hurt anyone and was known as the 'barefoot bandit' as he didn't wear shoes. He became popular through a Facebook page. The police tried to catch him for almost two years. He was eventually caught in the Bahamas after stealing a plane which he'd taught himself to fly, using the internet.

- Check *barefoot* and *bandit*.
- Ask students to read the article and compare it with their ideas.
- Ask students to discuss their ideas with a partner.
- Check the answers together.
- Check *injured*, *to turn up* (= to arrive/appear), *sensation* (= great interest among a group of people) and *to crash-land*.

Exercise 2

- Ask students to work in pairs to think of two or three possible reasons why Harris-Moore became a sensation on Facebook.
- Elicit some ideas together. These could include the idea that, although he frightened people, many thought his crimes were fun and wanted to find out where he would be seen next; he also used escape ideas which were unusual, and perhaps like those we see in films.

EXTENSION Ask students to comment on the story in pairs: should Harris-Moore be in prison? Would his story make a good book or film? They could find out more about him online.

Exercise 3a

- Ask students to work alone to match the highlighted words in the text with the definitions.

Exercise 3b

- Ask students to check their answers to exercise 3a with a partner.
- Check the answers together.

ANSWERS

1 burglaries
2 suspected
3 victims
4 arrest
5 prison
6 stolen
7 robberies
8 sentenced
9 escaped
10 capture
11 thefts
12 outlaw

WATCH OUT! Explain the differences between *rob* and *steal*. We *rob* a place or person but we *steal* an object. A *robbery* is usually of a large place (e.g. *a bank*), but a *burglary* is of someone's home. A *robbery* is big, but *theft* is usually small (e.g. *a purse*; *a bag*).

PRONUNCIATION Check students can pronounce the 'f' and 'v' correctly in *thief* /θiːf/ and *thieves* /θiːvz/; check also the changed vowel in *theft* /θeft/.

- Ask students to complete the table in pairs.
- Check the answers together.

ANSWERS

1 theft
2 burglar
3 robbery
4 rob
5 steal

STUDY TIP Encourage students to include tables with word families like this in their notebooks.

DICTIONARY WORK Ask students to find the verbs *to rob*, *to steal*, and *to burgle*, or the nouns *thief*, *burglar* and *robber*, in a dictionary, and write a sentence to illustrate each word.

EXTENSION Ask students if they know of other internet sensations involving unusual people.

Exercise 4

- Ask students to choose the correct word to complete the text.
- Check *stuck* (= not able to move).
- Ask students to check their ideas with a partner.
- Check the answers together.

ANSWERS

1 burglar
2 caught
3 arrested
4 suspect
5 thefts

EXTENSION Ask students to brainstorm any other words related to crime, and to think of related words (as in the table, in exercise 3), e.g. *criminal – crime – to commit a crime*; *to break in – a break-in*. Elicit them to a table on the board.

Exercise 5a

- Ask students to read the reasons why outlaws become popular with the public.

- Ask them to discuss in pairs which reasons could apply to Harris-Moore. Suggest they consider where and how the crimes take place, and who receives any advantage from them.

EXTENSION Ask if there are any outlaws, or famous criminals in their own countries. Ask them to say why they are famous.

Exercise 5b 11.1

Audio summary: The reporter mentions a new film about Colton Harris-Moore. He discusses with Susie, another reporter, why Harris-Moore was so popular. They discuss two other famous outlaws: Ned Kelly, who lived in Australia in the 1800s, and Attila Ambrus from present-day Hungary.

- Ask students to listen to a discussion about three outlaws.
- Focus students' attention on the information under each outlaw's name.
- Check *to claim* (= to say that something is true, without having any proof).
- Tell students to listen, and complete the notes.
- Play track 11.1.
- Play the listening twice if necessary.
- Check *to admire* (= to respect or like somebody/something).

AUDIOSCRIPT 11.1

P = Presenter, S = Susie

P And now let's move on to a new film which has just been announced, about the life and crimes of Colton Harris-Moore, known as the 'barefoot bandit'. Apparently the money Colton makes from the film will be going straight to his victims, but can it be right to make films which celebrate someone's crimes in this way? Susie, will you be going to see the film?

S Yes, definitely. I think it's a fascinating story.

P Why do you think people are so interested in his story? Didn't he get a lot of fans on Facebook as well?

S Yes, he did. I think the biggest thing with Colton is that the story was just so entertaining. Everyone wanted to know what would happen next. And lots of people just loved the idea of him teaching himself to fly – who wouldn't want to do that?!

P Er, me for one! But seriously, he wasn't really someone to be admired, was he? I mean, if he had crashed the plane in a town, he would probably have killed someone. But there are examples of criminals who actually did some good. I can understand those more. Take Ned Kelly, for instance.

S I've heard of him, but I'm not sure what he did.

P He was an outlaw in Australia in the 1800s. His trouble started when a police officer was shot in Ned's house. Ned was arrested for murder, but he claimed he hadn't done it and escaped with his brother and two friends. The four of them then went around robbing banks, but they were kind to the people who actually worked in the banks, and shared the money with other people. Ned claimed that he was being unfairly treated because his family was Irish. When he was finally arrested, thousands of people protested outside the prison.

S That reminds me of someone else I heard about – a Hungarian called Atilla Ambrus. He robbed banks as well, back in the early 1990s. No one was ever hurt, and he treated the people working at the bank very politely. He even gave the women working there flowers! He became popular because many people felt that the banks deserved it! Though I don't think he ever gave any of the money away. When he was arrested, he escaped from prison by tying his bed sheets together! It's a great story, and there's been a film made about him since.

P Really? People do seem to love this kind of story, don't they?

Exercise 5c

- Ask students to check their notes for exercise 5b with a partner.
- Check the answers together.
- Ask which outlaw is most interesting, and why.

ANSWERS

1 the barefoot bandit
2 entertaining
3 fly
4 murder
5 to rob banks
6 kind
7 his family was Irish
8 robbery
9 gave the women flowers
10 the banks deserved it

CRITICAL THINKING Ask students to think about the sort of outlaw which people from their own country might follow with interest. What would make him/her different or 'likeable'? Why?

Grammar & Speaking unreal past conditional

Exercise 6a

- Ask students to read the extract from the listening exercise that uses the third conditional.

EXTRA SUPPORT Elicit the structure of the example sentence. Remind students of the second conditional, i.e. *If* + past simple, *would/might/could* + infinitive (Lesson 8.2), which we use for hypothetical/unreal situations in the present/future.

- Then tell them to answer the questions.
- Ask students to check their answers with a partner.
- Check the answers together.

ANSWERS

1 No; in the sea.
2 No.

Exercise 6b

- Focus students' attention on the sentences in the Grammar focus box about unreal past conditionals. Ask them to read them.
- Ask them to choose the correct options.
- Ask students to check their answers with a partner.
- Check the answers together.

EXTRA SUPPORT Remind students that the *result clause* is the clause without *if*; it describes the possible outcome if another situation changes.

ANSWERS

1 unreal 2 past 3 don't use

- Refer students to the *Grammar reference* on p156. There are three more exercises here they can do for homework.

EXTRA SUPPORT Remind students that, as with unreal conditional sentences (Lesson 8.2), we can use *could* or *might* instead of *would* in the result clause.

PRONUNCIATION Remind students that we usually contract both *would* and *had* to *'d* in informal spoken English, i.e. *If he'd crashed …/he probably would've …* ; in spoken English *He would've* sounds like *He'd've*. Say this, and encourage students to repeat it out loud.

Exercise 7

- Ask students to complete the sentences using the unreal past conditional with the correct form of the verb.
- Ask students to check their answers with a partner.
- Check the answers together.

ANSWERS

1 hadn't stolen; might not have become
2 wouldn't have made; hadn't had
3 hadn't been; wouldn't have got
4 hadn't arrested; wouldn't have robbed
5 had given; might have been
6 hadn't had; couldn't have escaped

EXTRA SUPPORT Help with the contracted forms in the result clause *would've* /ˈwʊdəv/; *wouldn't have* /ˈwʊdəntəv/.

PRONUNCIATION Back-chaining (starting at the end, building up the sentence backwards) helps pronunciation. Ask students to repeat the phrase each time: use sentence 4, e.g. *'any banks', 'have robbed any banks', 'he wouldn't have robbed any banks'.* Allocate a sentence from exercise 7 to each pair to practise.

Exercise 8a

- Ask students to write an extra sentence about one of the outlaws, using an unreal past conditional.
- Demonstrate with an example, e.g. *If Ned Kelly hadn't been Irish, the police wouldn't have been unfair to him.*

EXTRA SUPPORT They could also work in pairs, and then, in exercise 8b, check with another pair.

Exercise 8b

- Ask students to compare their ideas with a partner, and give reasons.
- Elicit some of their ideas together.

Exercise 9

- Put students into pairs: Student A and Student B.
- Ask Student A to read about the Brazilian, Maria Bonita, on p132, and Student B to read about the Welshman, Twm Sion Cati /tʊm ʃɔːn ˈkætɪ/, on p135. Both are 'outlaw' stories.

Communication Part a

Text summaries: Maria Bonita's father was killed by the police. She joined other Brazilian female outlaws, and, dressed as men, they took part in battles against the police. Twm Sion Cati was Welsh, and famous for clever ways of tricking people, and then stealing their goods.

- Ask students to read the instructions and answer the questions.

ANSWERS

Maria Bonita

1 Fighting the police
2 She dressed as a man.

Twm Sion Cati

1 Theft
2 He stole things in clever ways.

EXTRA SUPPORT Ask students to work in pairs with someone with the same outlaw (i.e. A+A, B+B) to write sentences. They should then pair up with another pair to discuss.

Communication Part b

- Ask students to write three sentences using unreal past conditionals.
- Monitor and give help as necessary.

Communication Part c

- Put students into pairs: Student A and Student B.
- Ask students to then tell each other about their outlaw, using the sentences that they wrote.

WATCH OUT! Remind students that we don't use *would* in the *if* clause.

FEEDBACK FOCUS Focus on the unreal past conditionals, paying particular attention that students don't use *if* and *would* in the same clause. Encourage them also to contract *had* /həd/ and *would* /wəd/, and stress key words.

Communication Part d

- Ask them to discuss in pairs which outlaw they most admire, and why.
- Elicit answers together.

CRITICAL THINKING Ask students to discuss why some criminals become folk heroes. Why do people like to read and watch films about criminals? Should it be discouraged?

EXTRA ACTIVITY Ask students to think back to something they did, and regret. They should describe the consequences of what happened to their partner. Provide a non-serious example to the class before they begin (e.g. *If I hadn't got up late, I wouldn't have missed the train and …* , etc.).

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 'd set off, would've missed
2 would've arrested him, 'd found
3 would've got, 'd applied
4 'd asked, could've cleaned
5 would've remembered, 'd met

Exercise 2

1 If Johnny had worked hard at school, he wouldn't have failed all his exams.
2 If he hadn't failed his exams, he would've got a job.
3 If he'd got a job, he would've had (some) money.
4 If he'd had money, he wouldn't have gone back to school.
5 If he hadn't gone back to school, he wouldn't have gone to university.
6 If he hadn't gone to university, he wouldn't have got a good job.

Exercise 3

1 If he hadn't shown the picture to his mother, she wouldn't have contacted the police.

2 If he hadn't pulled the bag out of his pocket (to put the money in), his ID card wouldn't have fallen on the floor.
3 If he'd had the correct money to pay for a ticket, he wouldn't have got off the bus.

11.2 *I should never have clicked 'send'!*

Goals

- Talk about people's behaviour on social media
- Criticize past actions

Lead-in

- Ask students to work in small groups.
- Focus on the section heading: have they ever thought this?
- Ask students to share ideas in small groups: what was the message they sent about, and what happened?
- Ask students what sorts of messages they send, and/or what sort of things they post online. Are there any topics which they do not write about? Why?
- Elicit a few ideas together.

Vocabulary & Reading behaviour on social media

Exercise 1

- Focus students' attention on the headline of the article.
- Put students into small groups and ask them to read and discuss the questions.
- For question 1, encourage students to think about gestures, and correcting oneself when communicating face-to-face.
- Elicit students' ideas together.

EXTRA SUPPORT Remind students of the phrase 'one in four' (taught in Lesson 6.3) and elicit other ways of saying this, e.g. 25%/a quarter (of people).

CRITICAL THINKING Before reading the text, encourage them to think of reasons why people regret sending messages.

Exercise 2a

Text summary: The article gives some reasons why people send stronger messages on social media sites than in face-to-face communication. It includes how people present opinions about important issues online, but also explains how and why some also use social media for hurting people.

- Ask students to read the article and compare their ideas.
- Check *survey* and *findings*.
- Ask students to check their ideas with a partner.
- Elicit some of the similarities/differences between their ideas and the article together.
- Check *to survey* (= to find out opinions or behaviour of a group of people by asking questions), *to reveal*, *to bully*, *feedback* and *interaction* (= communication between people).

WATCH OUT! Remind students that *actual* means 'real'. It is a 'false friend'; it doesn't mean 'current' or 'now'.

EXTENSION Ask students if they agree with the article: do they also send stronger messages online? Why?

Exercise 2b

- Ask students to read the article again and to match the percentages to the statements.
- Ask students to check their answers with a partner.
- Check the answers together.

ANSWERS
1 55% 2 26% 3 36%

Exercise 2c

- Ask students to discuss the questions in pairs.
- Encourage them to discuss each statement in exercise 2b.
- Elicit their ideas and opinions together.

EXTRA CHALLENGE Ask students to find other percentages in the article, and discuss those findings, i.e. 39%, 44%, 44%, 27%. You could allocate each percentage to two students.

Exercise 3a

- Put students into pairs: Student A and Student B.
- Focus students' attention on the boxes with phrases from the article.
- Ask students to read the article again to work out the meaning of the words or phrases in their box.
- Students may also benefit from using dictionaries.
- Encourage them to think about whether these words refer to people or things (or both), whether they are positive, negative or neutral, or formal/informal.

EXTRA CHALLENGE Encourage them to write a sentence using each item.

STUDY TIP Remind students to treat these phrases as 'chunks', paying attention to each word in the phrase, e.g. *stand up for what you believe in*; *blog or tweet about an issue*, etc. They should record them like this in their books.

PRONUNCIATION Students will be able to remember the phrases more easily if they say them aloud, stressing key words, e.g. *speak up about something you feel passionate about*; *make a real difference*, etc. Remind students that the particle is stressed in phrasal verbs, i.e. *speak up about something.*

SUGGESTED ANSWERS
1 If you *criticize* somebody/something, you say what you think is wrong about them/it; if you *insult* somebody, you offend them so it is a stronger word.
2 If you are *rude* to somebody, you don't show enough respect to them; if you are *nasty* you are unkind or unpleasant so it is a stronger word.
3 *to communicate face-to-face* is neutral. If you *say something to someone's face*, you say it directly to them rather than in secret (i.e. behind their back); this can be when you criticize them.
4 *to stand up for what you believe in* is about defending your beliefs through words or actions; *to speak up about something you feel passionate about* is not to be shy about saying what you think.
5 *have a positive effect* is to affect a situation in a good way; *make a real difference* could be positive or negative but is usually positive.

6 *be sorry you did something* is less formal than *to regret doing something*.
7 These two phrases are very similar but *careless* is more negative and suggests that you made a mistake through not paying enough attention.
8 *blog or tweet an issue* just means to talk about it online on social network sites; *cyberbullying* describes online messages which threaten or frighten others.

- Check *to criticize*, *to insult*, *to upset* (= to make somebody worry or feel unhappy), *to stand up for somebody/something*, *passionate* and *to make a difference* (= to have an effect on somebody/something).

WATCH OUT! Note the different word stress between *to insult* (verb) /ɪn'sʌlt/ and *insult* (noun) /'ɪnsʌlt/.

EXTRA CHALLENGE Ask students to check the meanings and word stress of the following in their dictionaries (they all have both a noun and verb form): *discount*, *increase*, *invite*, *object*, *present*. What pattern do they notice? (The nouns are stressed on the first syllable; the verbs on the second.)

Exercise 3b

- Tell students to explain their words to each other in turn, using example sentences and situations.
- Listen in to make sure they clarify the differences between each pair of words or phrases.

EXTENSION Ask students, in pairs, to decide which five words or phrases to remember. They could write them in their notebooks, and add a sample sentence, situation or illustration.

DICTIONARY SKILLS Ask students to find word families (verb, nouns) for the following verbs: *criticize*, *insult*, *upset*, *communicate* and *interact*. Then they should write a sentence to illustrate each one. Remind students to check the word stress.

Exercise 4

- Put students into pairs or small groups.
- Ask them to read the instructions and statements.
- Check *drawback* (= a disadvantage or a problem).
- Ask them to decide which statement they agree with more.
- Ask students to then discuss the statements and compare their ideas.
- Elicit some of their ideas together.

EXTRA ACTIVITY Ask students to do a class survey about online messages. Ask students, in pairs, to choose one of the topics from the article or assign a topic. Tell students to walk around and ask each other questions about their topic, noting down the answers. Then ask them to work out a percentage for the class opinion on their topic.

Grammar *should/shouldn't have*

Exercise 5

- Ask students to read the Grammar focus box and choose the correct option.
- Ask students to check their answers with a partner.
- Check the answers together.

ANSWERS
1 didn't 2 bad 3 did 4 bad

EXTRA SUPPORT Ask students to write down something they did/didn't do recently which wasn't a good idea, e.g. *I locked myself out of the house.* Ask them to rephrase the action using *should/shouldn't have*, and to tell their partner the new sentence. Tell their partners to listen, and guess the original sentence they wrote down.

- Refer students to the *Grammar reference* on p157. There are two more exercises here they can do for homework.

Exercise 6a 11.2

Audio summary: Students will hear two short extracts. Each one describes a mistake they made online.

- Before asking students to complete the sentences, ask them to listen and find out what each person did or didn't do, which they now think is a bad idea.
- Check *accidentally* (= by chance, not planned).
- Play track 11.2.
- Ask students to discuss their ideas with a partner.
- Play the listening again if necessary.
- Ask students to then complete the sentences with *should/shouldn't have* and the verb in its correct form.
- Ask students to check their answers with a partner.

AUDIOSCRIPT 11.2

1 I accidentally posted a video of myself and some friends at a party and my boss saw it. I didn't mean to post it. I was uploading a different video and accidentally clicked on this video, too. It was really embarrassing, and now my boss thinks I'm really unprofessional.
2 I had just had a job interview and one of the interviewers was very rude to me. So I tweeted about it. As soon as I pressed Send, I knew it was a mistake, but it was too late. Later I found out that I would have been offered the job, but someone saw my tweet and they changed their minds and gave the job to someone else.

Exercise 6b 11.3

- Tell students to listen to the sentences to check their ideas.
- Play track 11.3.
- Play the listening twice if necessary.
- Check the answers together.

ANSWERS
1 should've been
2 shouldn't have accepted
3 shouldn't have behaved
4 shouldn't have posted
5 should have thought
6 shouldn't have said
7 should have waited
8 should have given

AUDIOSCRIPT 11.3

1 She should have been more careful when she posted the video.
2 She shouldn't have accepted her boss as a 'friend' online.
3 She shouldn't have behaved badly at the party.
4 She shouldn't have posted any videos online.
5 He should have thought before pressing Send.

6 He shouldn't have said anything negative about the interviewer online.
7 He should have waited until he was offered the job.
8 They should have given him the job anyway, if he was the best candidate.

Exercise 6c

- Ask students to read the statements again, and decide which ones they agree with. Encourage them to give reasons.
- Ask students to discuss their ideas with a partner.
- Elicit a few ideas together.

Pronunciation *should/shouldn't have*

Exercise 7a 11.4

- Focus students' attention on the two statements with *should*.
- Tell students to listen for the pronunciation of *have* in the positive and negative forms.
- Play track 11.4.
- Encourage students to repeat each sentence, highlighting /əv/, and /təv/ (in the negative). Stressing *should* helps.

ANSWERS

Have and *haven't* are pronounced /əv/, and /təv/, i.e. not stressed.

AUDIOSCRIPT 11.4

She should have been more careful.
She shouldn't have behaved badly.

Exercise 7b

- Tell students to listen and repeat the sentences, focusing on the pronunciation of *have*.
- Play track 11.4 again, pausing after each sentence.

Exercise 8 11.5

Audio summary: Students will hear two people talking about their mistakes.

- Ask students to listen to two more mistakes and to find out what each mistake was, and what happened as a result.
- Play track 11.5.
- Play the listening twice if necessary.
- Ask students to discuss what the speakers *should* or *shouldn't have* done, and whether they agree or not.
- Elicit their ideas together to see if they agree.

AUDIOSCRIPT 11.5

1 I really wanted to go to a big football game, but I was supposed to be working. So I told my boss I was ill. The game was brilliant, but unfortunately I got so excited I started tweeting about it and my boss saw the tweets, so she knew I wasn't at home sick. I ended up losing my job.
2 It really wasn't my fault. I was looking after my parents' house while they were away, and I decided to have a party. It was only going to be a few friends, but one of my friends decided to write about it on Facebook. He didn't realize it, but that meant that 500 people knew about the party and about 150 people turned up. It was a great party, but the house was a terrible mess afterwards.

CRITICAL THINKING 'Hate speech' is speech which attacks a person or group because of issues relating to gender, ethnic origin, religion, disability or sexual orientation. It is currently a major issue and is a criminal offence in some countries. Ask students to think about whether hate speech should be a crime and why/why not.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 People shouldn't have opened the email.
2 The employee shouldn't have started the rumour.
3 The CEO shouldn't have sent the email/criticized his employees by email.
4 The girl shouldn't have posted on Facebook that she was having a party.
5 The university should have sent the email to just the successful applicants.

Exercise 2

1 He should have had a shave.
2 He shouldn't have worn jeans and a T-shirt.
3 He should have arrived on time.
4 He shouldn't have kept looking at his phone.
5 He should have asked some questions.
6 He should have said goodbye.

11.3 Vocabulary and skills development

Goals

- Hear modal verbs
- Understand words with multiple meanings

Lead-in

- Ask students to think of something they (or someone they know) did as a child, but should not have done. Give an example first, e.g. *When I was five, I took some plants out of their pots in the garden and filled the pots with sand. Not all the plants survived.*
- Ask students to share their stories with a partner, or in small groups.
- Elicit a few ideas together. What should/shouldn't they have done? Whose story is the funniest/naughtiest?

Listening & Speaking hearing modal verbs

Exercise 1

- Ask students to look at the photos.
- Ask them to describe what they can see in pairs.
- Elicit some of their ideas together.

Exercise 2 11.6

Audio summary: Students hear two conversations: one about a laptop, and one about a student and tutor.

- Ask students to read the instructions and the questions.
- Play track 11.6.

- Ask students to discuss and check their ideas with a partner.
- Play the listening again if necessary.
- Check the answers together.
- Check *slave*.

EXTENSION Ask your students what they would have done in each situation. Have they done something like this that they wished they hadn't? Ask students to compare stories in pairs.

ANSWERS

Conversation 1

1 He borrowed a laptop to finish a report at home.
2 He wanted to take the laptop back to work the next day with the report finished.
3 He got sick, couldn't go to work, and his colleagues called the police because they thought the laptop had been stolen.

Conversation 2

1 She was helping a professor with his new research project.
2 She hoped that by doing this she would get a better exam result.
3 She has to work very long hours for the professor for free.

AUDIOSCRIPT 11.6

Conversation 1

M Something horrible has happened at work.
W Oh no! What?
M I had to finish a report for Tuesday morning, and by Monday afternoon, I hadn't even started it. I decided to borrow a laptop from the office so I could write it at home, and bring it in on Tuesday morning.
W OK. So …?
M The thing is, it's against the rules. Our manager says we must get permission before we do that.
W Right …
M So I took the laptop home, and was writing the report at home. But then during the night I got really sick …
W You were probably feeling guilty …
M Hmmm. Maybe. Anyway, I couldn't go into work on the Tuesday after all, because I was sick. And they discovered the laptop was missing.
W And they realized it was you!
M No, worse than that, actually! They called in the police!
W Why don't you just phone in and tell them it was you?
M Because then they'll realize I was going to be late with the report …

Conversation 2

M Where were you last night?
W I had to help Professor Dudley with his new research project.
M Again? That's all you do at the moment.
W I know! I wish I'd never offered to help him.
M So why did you?
W I thought it would get me a better grade in my exams. But …
M But …?
W I have to work day and night for him – for free! And I don't think he even knows my name. I'm just a slave.
M Ha! Serves you right.

Exercise 3 11.6

- Ask students to read the sentences.
- Ask students to listen again and to complete the sentences.
- Play track 11.6 again.
- Ask students to check their answers with a partner.
- Play the listening twice if necessary.
- Check the answers together.

ANSWERS

Conversation 1

1 I could write
2 must get
3 couldn't go

Conversation 2

1 had to help
2 it would get me

Exercise 4 11.7

- Ask students to read and listen to the Unlock the code box.
- Play track 11.7.

AUDIOSCRIPT 11.7

Hearing modal verbs

Modal verbs such as *must*, *may* and *could* are very important for the meaning of a sentence, but they are often difficult to hear. We sometimes form the past using a different verb.

For example:

*We **must** get permission. I **had** to help.*

When you are listening, use the context to decide if the speaker used a modal verb, and which one suits the context best.

EXTRA SUPPORT Remind students we use modal verbs with other verbs to express obligation, possibility, etc.

EXTRA CHALLENGE Remind students of the difference between *must* and *have to* in the present: *must* is used when the speaker decides something is necessary; *have to* is more usually used when someone else decides.

WATCH OUT! Remind students that, for negative obligation with both *must* and *have to* in the present, we use *mustn't*. *Don't have to* is used when you have a choice.

Exercise 5a

- Ask students to read the definition.
- Check *unintended*, *consequence* and *intention*.
- Ask them to work in pairs to think about how each photograph could illustrate an example of an unintended consequence.
- Elicit students' ideas together.

POSSIBLE ANSWERS

1 The employee borrowed the laptop so that he could complete a report on time; it caused a problem because colleagues thought it had been stolen.
2 The student wanted to help to get a better grade, but found she had to work very long hours for no pay.

Exercise 5b 11.8

Audio summary: The radio programme is an interview with Dr Michelle Hall about introducing a law which means you have to wear a crash helmet when you cycle. However, young people may think it is not fashionable to wear a crash helmet, so they may not cycle. The idea of helping people stay safe when cycling is therefore more difficult than trying to get people to do exercise and keep fit.

- Focus students' attention on the photo and elicit/check *crash helmet*.
- Tell students they will hear an interview about crash helmets for cyclists.
- Before playing the listening, ask them how crash helmets could connect with 'unintended consequences'.
- Give students two minutes to discuss their ideas.
- Elicit some of their ideas together.
- Play track 11.8.
- Ask students to compare their ideas with a partner.
- Discuss the ideas together.
- Check *to pass (a law)* (= to officially approve a law).

AUDIOSCRIPT 11.8

I = Interviewer, H = Dr Hall

I Over the last three programmes, we've looked at the results of actions – both our personal actions and the actions of big business and government. Today we have Dr Michelle Hall with us. She's been researching into an area known as 'unintended consequences'. Good morning, Dr Hall. Just to start off with, can you tell us what you mean exactly by 'unintended consequences'?

H Good morning, Peter. Well, yes, the easiest way to explain is through an example: let's imagine that we pass a law which says that all young people must wear helmets when they are cycling. This looks like a very sensible law. Obviously our intention is that if a young cyclist were to have an accident, their head would be protected.

I Yes, it sounds like a very good idea!

H But the problem is that wearing helmets is very 'uncool', or unfashionable, so young people might say, 'I don't want to wear a helmet'.

I And so …?

H So they'll stop cycling, and go everywhere by car. This means they may take less exercise. And then they could put on weight, and later in life that might bring health problems. And that all means that the unintended result is as bad as the original problem.

Exercise 5c

- Ask students to read the questions.
- Check *reaction* (= something you do or say because of something that has happened).
- Ask students to think about their answers.

Exercise 5d 11.8

- Put students into pairs and tell them to compare their ideas.
- Ask them to listen again and check which modal verbs they heard in the answers.
- Play track 11.8 again.
- Check the answers together. Ask them which modal verbs Dr Hall used, and what each one means.

ANSWERS

1 All young people must wear crash helmets when they are cycling. *must* = obligation
2 If the young cyclist were to have an accident, their head would be protected. *would* = conditional sentence
3 Wearing crash helmets is very 'uncool' or unfashionable, so young people might say 'I don't want to wear a helmet'. *might* = possibility
4 So they'll stop cycling and go everywhere by car. This means they may take less exercise. And then they could put on weight and later in life that might bring health problems. *may/could/might* = possibility

EXTRA CHALLENGE Ask students what the modal expresses in each sentence, i.e. obligation, possibility, or a condition.

PRONUNCIATION We often stress modals, e.g. *I <u>have</u> to do it.* This more strongly suggests external obligation. However, if we are speaking in a neutral way, the modals are usually not stressed, making them more difficult to hear.

Exercise 6

- Put students into pairs.
- Ask them to read the three actions, and choose one to discuss.
- Ask students to discuss the unintended consequences of their situation.
- Encourage students to brainstorm all the possible consequences, good and bad. There are several possible consequences for each situation.
- Elicit ideas for each situation together.

FEEDBACK FOCUS Listen out especially for modals for expressing obligation and possibility. Challenge students' ideas by asking what further consequences there would be. This will elicit more examples of modal verbs, e.g. 1. *Doctors might make a lot of money*. And then what would happen? *They would work fewer hours*. And then? etc.

EXTRA CHALLENGE If two pairs discuss the same situation, which pair can think of the most unintended consequences?

Vocabulary & Speaking words with multiple meanings

Exercise 7a

- Tell students that each pair of sentences uses one of the words from the word pool.
- Do the first one together.
- Ask them to work alone to complete the pair of sentences.
- Ask students to check their answers with a partner.
- Check the answers together.
- Point out that sometimes the words are different parts of speech, e.g. (1) *fine* (see also the Vocabulary focus box).
- Check (2b) *performance* (= how well or badly something works); (3b) *bank* (= the ground along the side of a river); (5a) *jam* (= a situation in which you cannot move because there are too many people or cars).

ANSWERS

1 fine
2 performance
3 bank
4 wave
5 jam

EXTRA CHALLENGE Ask students if they know of any other words which have more than one meaning.

Exercise 7b

- Before doing this exercise, ask students to cover the sentences and focus only on the words in the box.
- Ask students to think of two meanings for each word.
- Tell students to match the word with the two definitions.
- Ask students to check their answers with a partner.
- Check the answers together.

ANSWERS

1 rock
2 square
3 key
4 match
5 light
6 change

Exercise 8a

- Focus students' attention on the Vocabulary focus box, and ask them to read it.

DICTIONARY SKILLS Refer students back to the eleven words in exercise 7, and ask them to check what part of speech each word is. Ask them to check these words in their dictionaries, and find other meanings in different parts of speech, e.g. *change* (verb) (= to become different).

Exercise 8b

- Ask students to work alone to complete the sentences in two different ways, according to the different meanings.
- Encourage them to write sentences which also help illustrate the meaning.
- Ask students to compare their answers with a partner.
- Elicit their answers for each word together.
- Students could vote on the best sentences for each word.

SUGGESTED ANSWERS

2 a … Richard took it to work by mistake.
  b … I was too tired and it was too difficult.
3 a … happens overnight.
  b … is in local currency.
4 a … was 20 cm long!
  b … ended nil-nil. It was very boring.
5 a … went off. There was a power cut.
  b … was very low and we couldn't see.
6 a … from the cliffs, looking out to sea.
  b … concert live in Liverpool.

STUDY TIP Remind students that it is important to record both meanings of each word in their notebooks, ideally in a sentence which helps them remember the meaning.

Exercise 9

- Put students into pairs.
- Ask them to read the instruction and the example.
- Ask each student to work alone. Tell them to choose four words from exercises 7 and 8, and write a sentence for each word; they should leave a gap for the word.
- Ask them to swap papers with their partner, who must guess the word.
- Elicit some examples together.

EXTRA SUPPORT Students could work in pairs to write sentences, and then swap with another pair.

DICTIONARY SKILLS Give each pair of students one of the following words which have several meanings: *back*, *cup*, *fan*, *iron*, *letter*, *park*, *play*, *present*, *stamp* and *tense*. Ask students to check the meanings and to write a definition for each on a slip of paper. Tell them to swap their definitions with another pair, who has to guess the word.

EXTRA ACTIVITY Ask students to work in groups. Write the words from exercises 7 and 8 on slips of paper. Give one set, face down, to each group. In turn, one person should take a word and make two drawings on a piece of paper to illustrate the meanings. No words are allowed. The others should then guess the word.

11.4 Speaking and writing

Goals

- Come to a decision
- Apologize

Lead-in

- Ask students where they live and what they like or dislike about it.
- Ask them to think of three things which they would change about their home if they could, e.g. *location*, *size*, etc.
- Ask students to discuss their ideas with a partner.
- Elicit a few ideas together.

Listening & Speaking decisions

Exercise 1a

- Focus students' attention on the quotation.
- Ask them to work in pairs to discuss if they agree with it, and what the most important factors are when choosing a place to live.
- Elicit some of their ideas together.

Exercise 1b

- Ask students to discuss in pairs the consequences of having or not having each factor.
- Elicit their ideas together.

Exercise 2 11.9

Audio summary: Three friends are discussing what sort of flat they would like to move to. They consider the size of the flat, the number of rooms it has, the floor it is on, the location and price.

- Ask students to read the instructions.
- Tell them to listen and tick any of the factors they listed in exercise 1 that are mentioned.
- Play track 11.9.
- Ask students to check their answers with a partner.
- If necessary, play the listening again.
- Check the answers together.
- Check *estate agent* and *to go for* (= to try to get or achieve something).

WATCH OUT! American English usually uses *apartment*. In British English people usually say *flat*.

SUGGESTED ANSWERS

They discuss: the number of rooms, the floor the apartment is on, the location and the price/rent.

EXTRA ACTIVITY Play the listening again, and ask students to listen carefully to what sort of flat they finally agree to look for. (They decide on a three-bedroomed apartment, near the city centre, with a balcony or garden. They agree to pay more than they are paying now.)

AUDIOSCRIPT 11.9

A OK, so when do we have to move?
B By the end of the month; I think the last day's the 28th.
C I've been checking all the estate agent's sites on the internet, and there seem to be quite a few apartments that would suit us.
A Great. Let's see. It would be a good idea for us to decide what we have to have.
C Well, to start off, a bedroom each, and a nice living room …
B I'd like the apartment to have a balcony.
C Let's leave extras like that for now and concentrate on the essentials.
B Don't you think a balcony is essential? What will we do in the summer when it's hot?
A Well, another option would be to go for a ground-floor apartment, or a building with a shared garden.
C OK, we can see what's available. Could we move on to thinking about where we want to live?
A Near the centre – that would be good for you at the university and for our office.
B OK, now for the difficult question: how much rent can we afford to pay?
C Could we all go up by 100 euros a month? We'd get somewhere really nice for that.
A I suppose so.
C So, we're looking for a three-bedroomed apartment, near the city centre …
B With a balcony or garden …

Exercise 3a 11.10

- Ask students to read the sentences, and try to remember the missing words.
- Ask students to listen and complete the sentences.
- Then play track 11.10.
- Ask students to check their answers with a partner.
- Check the answers together.

ANSWERS

1 leave, for now
2 Don't you think
3 option would be
4 we're looking for

AUDIOSCRIPT 11.10

1 Let's leave extras like that for now …
2 Don't you think a balcony is essential?
3 Another option would be to go for a ground-floor apartment …
4 So, we're looking for a three-bedroomed apartment …

Exercise 3b

- Ask students to match the phrases in exercise 3a with the categories a–d.
- Check the answers together.

ANSWERS

a 4 **b** 3 **c** 2 **d** 1

Exercise 3c 11.10

- Tell students to repeat the phrases in exercise 3a. They can do this in pairs, or as a class.
- If necessary, play track 11.10 again, pausing after each phrase.

EXTRA SUPPORT Help students to sound fluent by focusing on sentence stress, linking sounds and intonation. Tell students to underline the stressed words, to link words starting with a vowel with the end of previous words, and to use wide intonation.

Exercise 4a

- Ask students to read the information in the Language for speaking box. This is needed for the next part of the exercise.
- Check *settled* (= agreed).

EXTRA CHALLENGE Ask students to add the phrases from exercise 3a to the correct category.

Exercise 4b

- Put students into small groups.
- Before they read the descriptions on p132, ask students what factors would be important when choosing a home for a couple with two children, aged nine and eleven, e.g. *They may need to walk to school.*
- Elicit one or two factors together.
- Ask students to then read the three descriptions on p132, and discuss each one in turn.
- Check *suburbs* and *reasonably priced.*
- Ask students to discuss their ideas together, and try to decide which property would suit the family best, and why.
- Remind them also to use phrases from the Language for speaking box.
- Tell students to present their ideas to another group, and to give reasons for their decision.
- You could put two groups together, or, to increase student talking time, ask students to work in pairs with someone from another group.

FEEDBACK FOCUS When they have finished, ask each student to draw a circle, and divide it by how much each person in their group spoke. Who spoke the most, and the least? This will help raise students' awareness about everyone participating equally.

SMART COMMUNICATION Remind students that when discussing options it's important to be polite. Using eye contact, gestures and questions to 'include' other people in the discussion helps show you are taking their ideas into consideration.

Reading & Writing apologizing

Exercise 5

- Put students into small groups.
- Ask students to read the instructions and the four situations.
- Check *consequence*, *deadline* and *to leave somebody out* (= to not include somebody).
- Ask students to discuss their experiences in groups.

- Encourage others to ask questions to find out more, e.g. *What happened? What did you do?* etc.
- Elicit some of the experiences together.

Exercise 6

Text summary: The three messages each apologize for something and explain what happened. The first is about an invitation sent to the wrong person; the second is about a late 'thank you'; the third is from a student about late work.

- Ask students to work in pairs.
- Ask them to read the emails and find out what each person is apologizing for, matching each message to a situation in exercise 5.
- Check (message 2) *to appreciate*; (message 3) *submission* (= the handing in of a paper, document or essay officially); *extension* (= an extra period of time that you are allowed for something); *to face* (= to have to deal with something difficult); and *inconvenience*.
- Ask students to check their answers with a partner.
- Check the answers together.

ANSWERS

Message 1 – sending an invitation to the wrong person
Message 2 – forgetting to thank someone
Message 3 – missing an important deadline at college

Exercise 7

- Ask students to read the four sentences, and find phrases with similar meanings in the four messages in exercise 6.
- Ask students to check their answers with a partner.
- Check the answers together.

ANSWERS

1 I'm sorry for … by mistake./I apologize for the inconvenience./Please accept my apologies.
2 Sorry for not getting in touch sooner.
3 I really hope you understand!/I can see now it would have been better to …
4 Apologies again./I apologize for the inconvenience.

Exercise 8

- Ask students to look at the phrases they have grouped in exercise 7, and decide how formal they are; e.g. *Sorry for not getting in touch sooner* is informal; *I apologize for the inconvenience* is formal.
- Ask students to check their ideas with a partner.
- Tell students to read the Language for writing box to check the phrases in the two columns, formal and informal.

EXTENSION Encourage them to include other phrases they know, e.g. *No problem* for accepting an apology.

EXTRA CHALLENGE Students could write the informal phrases as formal, complete sentences, e.g. *I'm sorry for not getting in touch **with you** sooner*. This focuses on words left out in informal writing (e.g. pronouns; some verbs, etc.).

Exercise 9a

- Ask students to read the email and discuss why it isn't good. (It is too informal.)
- Check *tone* (= the general style of something).
- Ask them then to discuss how they think the customer would react if they received this.
- Elicit some of their ideas together.

Exercise 9b

- Ask students to rewrite the email in exercise 9a so that the tone is more appropriate (i.e. more formal).
- Encourage them to invent any extra information they need in order to make the email polite and formal.
- They could discuss this in pairs, but then write the email on their own.
- Ask them to compare emails with a partner, and decide whose is the most polite and suitable for the situation.

SUGGESTED ANSWER

Dear Mr Carter,
I apologize for not contacting you sooner.
I am very sorry that you had problems in our shop last Tuesday. I can understand that you were not pleased with the situation. I believe you tried to discuss the matter with a member of staff, but could not, as we were very busy. This is unusual, but a lot of staff were away last week.
If we can help with the matter, please feel free to visit our shop again, and I will try to help you.
I apologize for the inconvenience.
Yours sincerely,
Dmitri (+ surname)

Exercise 10

- Put students into pairs.
- Ask them to choose one of the situations in exercise 5 or to think of their own.
- On their own, ask them to write an email to apologize.
- Encourage them to think about the details, and what they want to say before they start writing.
- Monitor and help as necessary.
- When they are ready, ask students to swap emails with a partner.
- Give them time to read the email, and decide if the content is suitable, and also if it is formal or informal enough.
- Elicit some of their comments together.

FEEDBACK FOCUS In this context, style is perhaps more important than content. Make sure students use a style that is appropriate for the situation and the person they are writing to.

EXTENSION Ask students to think about email subject lines for the situations in exercise 6, e.g. *Theatre ticket – sorry*, etc. Students could think of subject lines for the emails they have written.

EXTRA ACTIVITY Redistribute the students' emails (if they agree), and ask each to reply to the complaint email. Remind them to accept the apology, offer thanks, and add anything else appropriate. Ask students to 'send' their reply, and read the one they receive.

11.5 Video

Cyber crime

VIDEOSCRIPT

Technology has always been used by criminals, and the internet – where people can operate anonymously all over the world – is the perfect tool. We now live in the age of cyber crime.

Cyber crime is fundamentally crime, but specifically using computers or the internet to deliver the attack.

This is Fraser Howard. He is a principal threat researcher at Sophos, one of the world's leading internet security firms.

Internet security is basically the steps taken to protect yourself from online attacks.

Internet security is necessary because criminals are targeting users, targeting businesses, looking to steal data in order to profit financially from internet attacks.

Today, almost everybody has been a victim of some kind of cyber crime. But how exactly does it happen? Here, Fraser talks us through an example of cyber crime.

Most people today get infected as they're browsing the Web. So, as they're browsing around they come across a site, a real website, but one that might have been hacked by hackers in order to redirect their browser to somewhere bad, bad stuff happens and their machine gets infected. And that's what we have in this video here.

As the real webpage loads, there's nothing that the user can see that tells them anything is going wrong. But as the page loads, in the background bad stuff is happening and their machine is becoming infected with malware.

So, after a second or so this application, calling itself Security Shield, is now installed on the system, and this is the malware. And it's going to run; it's going to tell them they have lots of problems on their system; and it's going to try, try to trick the user into paying for removal of these non-existent problems.

We can look at that exact attack from a geographical perspective to get a bit more idea of how it's constructed. We start off in the UK, which is where we're browsing the website from, and that first real site that we're browsing to is hosted on a server in Vancouver, Canada. As I said, this is a real site – a normal company site, but one that happens to have been hacked by hackers in order to redirect to somewhere bad. So, it causes your browser to redirect to a server in Russia. This server in Russia then bounces your browser onto another server, this time one in the United States.

How do Sophos combat attacks like this?

The thing you notice about an attack is there is a sequence of steps involved before the user actually gets infected: they browse the real website, they're redirected to another site, they're redirected again, before finally getting infected with the threat of the malware itself. So, our job at Sophos is to protect people from these attacks. So what we do is get visibility into how all these different attacks are working, understand all the different steps involved, such that we can publish the appropriate data and protect our customers from attacks like this by trying to take out all of the relevant steps involved.

But it isn't easy. Cyber crime is changing all the time.

One of the ways in which cyber crime is changing is the target, the actual data that the criminals are after is, is changing in form. Rather than just being focused on information stored on a computer, we're now looking at information stored on mobile devices. There's a broader range of attacks that therefore become possible. And when we think about security and how we secure our information, we're not just looking at securing computers we're looking at securing our whole networks: our mobile phones, our tablets.

To respond to the changes in cyber crime and the types of attacks that the criminals are using, internet security also has to continually adapt. And so internet security nowadays provides solutions that aren't just focused on your computer; they're focused on your entire business network or even your home network, across multiple devices, multiple computers.

In this ever-changing technological landscape, it is important that Fraser and his team stay one step ahead of the cyber criminals. This research means we can adapt to new threats, and we need to adapt in order to survive.

VIDEO ANSWERS

Exercise 1

a Web
b criminals/hackers
c malware
d application

Exercise 2

Students' own answers

Exercise 3

b

Exercise 4

a False: He's a principal threat researcher at Sophos.
b True
c False: It's an application, known as malware, which can infect a system.
d False: The hackers' server is in the US. It is a real company website in Canada, browsers then redirect users from Canada to servers in the US via Russia.

Exercise 5a

Students' own answers

Exercise 5b

Students' own answers

Review

ANSWERS

Exercise 1a

1 a 've locked
  b have left
  c hadn't left, wouldn't have been
2 a 've hidden
  b have left
  c hadn't left, wouldn't have broken

Exercise 1b

Students' own answers

Exercise 2a

1 stole
2 thief
3 arrested
4 robbery
5 prison
6 victims
7 escapes

Exercise 2b

Students' own answers

Exercise 3a

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

Exercise 3b

Students' own answers

Exercise 4a and 4b 11.11

Students' own answers

AUDIOSCRIPT 11.11

1 In the square I saw …
2 The light was …
3 The match was rubbish – it …
4 Please can you give me the key – I need it to …
5 We need change – it's important because …
6 I'll meet you at the bank – bring some …

Exercise 5a

1 We're running out of time.
2 Are there any other suggestions?
3 That's settled, then./Then that's settled.
4 Let's leave that for now.
5 You must admit that's true./That's true, you must admit.
6 That would be another option.
7 I'm convinced that …
8 So what we're saying is …

Exercise 5b 11.12

Students' own answers

AUDIOSCRIPT 11.12

1 We're running out of time.
2 Are there any other suggestions?
3 That's settled, then.
4 Let's leave that for now.
5 You must admit that's true.
6 That would be another option.
7 I'm convinced that …
8 So what we're saying is …

Exercise 5c

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

12 Influence

Unit overview

Language input

Reported speech (CB p117)	• *She said the ad had won an award.* • *He told us it was really amusing.*
Reported questions (CB p119)	• *He asked if she had enjoyed it.* • *He asked where I lived.*
Grammar reference (CB pp158–9)	

Vocabulary development

Advertising (CB p116)	• *advert, logo, slogan, …* • *amusing, effective, persuasive, …*
Persuading people (CB p118)	• *get your own way, convince someone you're right, bring people round to your way of thinking, …*
Dependent prepositions (CB p121)	• *work for, rely on, be good at, be interested in, …*

Skills development

Reading: Complex noun phrases (2) (CB p120)
Speaking: Agreeing and disagreeing (CB p122)
Writing: Advantages and disadvantages essay (CB p123)

Video

Documentary: Starbucks (Coursebook DVD & CB p124)
Vox pops (Coursebook DVD & TG p264)

More materials

Workbook	• Language practice for grammar, vocabulary, pronunciation, speaking, writing and listening
Photocopiable activities	• Grammar: He said …, She said … (TG p220 & TSRD) • Vocabulary: Friendly persuasion (TG p237 & TSRD) • Communication: What do you think? (TG p255 & TSRD)
Tests	• Unit 12 test (TSRD) • Progress test: Units 10–12 (TSRD)
Unit 12 wordlist (TSRD)	

12.1 Advertising

Goals

- Talk about advertising
- Understand and use reported speech

Lead-in

- Ask students to think of their favourite advertisement on television, on the internet, on the street, etc.
- Ask students to tell a partner why they like the advertisement, giving reasons.
- Elicit some of their favourites together.

Vocabulary & Listening advertising

Exercise 1

- Ask students to look at the adverts in pairs, and to decide which makes the biggest impact.
- Check *impact* (= a powerful effect or impression).
- Encourage them to give reasons.
- If necessary, explain the adverts. The advert with the hand is for Dettol, a liquid used to disinfect. The advert at the top illustrates McDonald's french fries as if they were a zebra crossing; the advert on the side of a double-decker bus shows Apple iPods; the advert showing the faces of people watching a major event (a football match) is for Sky TV Sports.
- Elicit a few ideas together.

Exercise 2a

- Focus students' attention on the words in the box, and ask them to find examples of them in the photos in exercise 1.
- Check *billboard*, *brand* (= the name of a product that is made by a particular company), *logo* and *slogan*.
- Elicit examples of each word, focusing on each advert in turn.

WATCH OUT! Remind students that *ad*, *advert* and *advertisement* are all used. Note the different word stress.

Exercise 2b

- Put students into pairs.
- Ask them to match the words with their definitions. Do the first one together.
- Check pronunciation of *confuse* /kən'fjuːz/, *memorable* /'memərəbl/ and *persuasive* /pə'sweɪsɪv/.
- Ask students to check their answers with a partner.
- Check the answers together.

ANSWERS

1 persuasive
2 amusing
3 effective
4 confusing
5 unpleasant
6 memorable
7 clever

Exercise 2c

- Ask students to use the adjectives to describe the photos in exercise 1.
- Ask students to check their answers with a partner.
- Check the answers together.

SUGGESTED ANSWERS

The McDonalds advert: amusing, clever, memorable
The Apple (iPod) advert: memorable
The Dettol advert: (confusing), clever, effective, memorable, unpleasant
The Sky Sports advert: effective, memorable

Exercise 3 12.1

Audio summary: Three people each describe an effective advert. The first describes an ad to encourage people to save electricity; the second ad helps people understand the problems of homeless people more easily; and the third is about the dangers of sending text messages whilst driving.

- Focus students' attention on the photos.
- Tell them they will hear three people, each one talking about an advertisement. Ask them to match each speaker with one of the photographs.
- Elicit/Check *driving instructor* (photo a), *moth* (photo b) and *homeless* (photo c).
- Play track 12.1.
- Ask students to check their answers with a partner.
- Play the listening twice if necessary.
- Check the answers together.
- Check *(to have a) point* (= a serious idea), *raise awareness*; *to present* (= to introduce a TV or radio programme) and *public service*.

ANSWERS

a Speaker 3 b Speaker 1 c Speaker 2

EXTENSION Ask students their opinions of the adverts. Which one do they think is the most effective/memorable/persuasive, etc.? Why?

AUDIOSCRIPT 12.1

1 The best ad I've seen had a serious point, but it was actually really amusing. There were three guys sitting outside somewhere in Australia. There was a house behind them, and the light was on. One of them asked another one to go and turn the light off because it was Earth Hour. You know, every year it's one hour when everyone around the world is supposed to turn off their lights to save energy and make people think about using less electricity. Anyway, the man couldn't be bothered to turn the light off – he said it was just one light and it wouldn't make any difference. Then, suddenly, he saw a HUGE cloud of moths coming towards them. Maybe every moth in Australia was heading for their light because all the others had been switched off! I really think that the most effective adverts are those that make people laugh.

2 I saw an amazing ad to raise our awareness of the problems homeless people have. It said that the weather was one of the biggest problems homeless people have, and that during the previous winter many of them had died. However, because they were homeless, no one really noticed them. So, in Germany, Switzerland, Russia and a few other countries they asked homeless people to present the weather forecast on TV. This helped people watching to see them as real people, just like them, and lots of them were offered

help and jobs. They are now hoping more countries will do it next year.

3 I really liked a public service ad called 'The impossible texting and driving test'. It was really clever. It was made in Belgium, and the point was to persuade people not to send texts on their mobile phones while driving. Of course, no one likes being told not to do something – well, I don't anyway – so they decided the best way to convince people that it's a stupid idea was to show what happens when you actually force people to text and drive! So the ad shows real people learning to drive at a driving school in Brussels. The instructor told them that a new law had been passed and that they now had to prove they could use a mobile phone while driving. Of course, no one could do it, and there were lots of silly little accidents.

Exercise 4 12.1

- Ask students to read the statements.
- Before playing the listening again, ask them to guess which statement most closely relates to which advert.
- Ask them to listen and to write the number of the speaker next to each statement. Point out that there is one extra statement.
- Play track 12.1 again.
- Ask students to check their answers with a partner.
- Check the answers together.

ANSWERS

a Speaker 3 (driving)
b –
c Speaker 2 (homeless people)
d Speaker 1 (moths)

DICTIONARY SKILLS Ask students to choose two words from exercise 2b, and to use their dictionaries to find one or two other words belonging to the same word family, e.g. *confusing – to confuse*. Remind them to check word stress.

Grammar & Speaking reported speech

Exercise 5

- Ask students to read the two sentences from the listening in exercise 3, and the two questions, and to answer the questions alone.
- Ask students to check their answers with a partner.
- Check the answers together.

SUGGESTED ANSWERS

1 a 'It's just one light. It won't make any difference.'
b 'The point of the advert has been to persuade people not to send texts while driving.'
2 The tense shifts back in time: *is – was*; *will not – would not*; *has been – had been*.

Exercise 6

- Ask students to read the information in the Grammar focus box and complete the examples.
- Ask students to check their answers with a partner.
- Check the answers together.

ANSWERS

1 was
2 had won
3 had been
4 were hoping
5 would do

- Refer students to the *Grammar reference* on p158. There are four more exercises here they can do for homework.

WATCH OUT! Clarify to students that if we report information which is still true 'now', we do not need to change the tense, e.g. *John's coming tonight at 9 p.m.* → *He said (that) John's coming tonight at 9 p.m.*

Exercise 7

- Ask students to report the statements. Remind them to refer to the Grammar focus box.
- Ask students to check their answers with a partner.
- Check the answers together.

ANSWERS

1 He said (that) the best ad he'd seen had a serious point.
2 He told us (that) Earth Hour is/was about saving energy.
3 She said (that) they had asked homeless people to present the weather on TV.
4 She told us (that) in future people would think before they text.
5 He said (that) he didn't like being told what to do.
6 He told us (that) there were lots of silly accidents.

STUDY TIP Suggest students note down two sample sentences for each tense, one in direct speech, and one reporting it, as in the Grammar focus box. Remind them to include also the reporting verbs *say* and *tell*, using a personal object with *tell*.

Pronunciation linking

Exercise 8a 12.2

- This exercise focuses on sounds we link when one word ends in a consonant, and the next begins with a vowel sound.
- Ask students to read, then listen to the sentences, paying special attention to how the words in bold are linked.
- Play track 12.2.
- Ask them what they noticed: are the words sounded separately, or together?

EXTRA SUPPORT It will also help students to focus on the words that are stressed in each sentence.

AUDIOSCRIPT 12.2

1 The best ad I've seen had a serious point.
2 Earth Hour is about saving energy.
3 I saw an amazing ad …
4 Lots of them were offered help.
5 The instructor told them that a new law had been passed.
6 There were lots of silly little accidents.

Exercise 8b

- Put students into pairs.
- Ask students to circle all the vowel sounds in bold, and underline the consonants.

Exercise 8c

- Ask students to look at the consonant-vowel sounds at the ends and beginnings of words.
- Suggest they say the sounds out loud, without a gap between the words, to be able to feel and hear what happens.

ANSWER

The consonant connects to the vowel at the beginning of the next word with no break.

Exercise 8d

- Ask students to practise the words by saying each sentence in turn, without a break between each pair of words in bold.
- You could ask students to work in pairs and listen to each other.
- Listen to one or two together.

Exercise 9a

- Ask students to work in pairs.
- Ask students to read the sentences.
- Check *public service announcement*.
- Ask students to think of an advertisement they know.
- Before they discuss it, ask them to take notes according to the five questions.
- When they are ready, ask students to use the questions to help them tell each other about their memorable advert.
- Tell listeners to pay attention, and if necessary take notes. They will need the information they hear later.

FEEDBACK FOCUS While students are doing this part of the task, focus on their use of adjectives from exercise 2b for explaining why their advertisement is memorable.

Exercise 9b

- Re-pair students.
- Check they have their notes about their previous partner's memorable advertisement.
- Tell students to tell their partner about their previous partner's advert.
- Remind them to use reported speech and the questions in exercise 9a.
- When they have finished, elicit one or two ideas from students about what they heard from their partners.

FEEDBACK FOCUS Pay special attention to the tenses students use when reporting information to their new partner. Remember also to listen for accurate use of *say* and *tell*.

EXTRA ACTIVITY Ask students to find a favourite advert online, and to bring a print-out to class. You could vote, as a group, on the most memorable advert.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 said
2 said
3 told
4 said
5 told

Exercise 2

1 Tom said (that) he'd watch the film with us.
2 They said they didn't understand what the advert was selling.
3 Joanna told us (that) Marek had watched TV all day.
4 Sharon said (that) she thought we'd go to the cinema at the weekend.
5 Andrea and Pawel said (that) they didn't like action movies.
6 Andy told me that he'd seen that documentary before.

Exercise 3

1 She said/told me (that) she really wanted to be an actor.
2 She said/told me (that) she thought she had a natural talent for acting.
3 She said/told me (that) she'd been in a few plays.
4 She said/told me (that) she'd once been in a TV advert.
5 She said/told me (that) she'd played a woman queuing in a bank.
6 She said/told me (that) it had been a great experience and (that) she'd really enjoyed it.
7 She said/told me (that) she hoped she'd get another chance to be on TV again.
8 She said/told me (that) she was determined to become a professional actor.

Exercise 4

1 He said (that) he'd seen the film the week before/the previous week.
2 She told me (that) they were having a meeting the next day.
3 He said (that) he was going to London that Monday/the following Monday/the next Monday.
4 They announced (that) the award ceremony would be held there in the hotel.

12.2 How to persuade and influence people

Goals

- Talk about persuading people
- Understand and use reported questions

Lead-in

- Ask students to write down three questions to ask a partner about a recent book they have read, e.g. *why they read it*, *what it was about*, etc.
- Give them two or three minutes.
- Monitor, and check their questions are accurate.
- Get students to ask and answer the questions in pairs.
- Elicit a few ideas about the books they have read.

Vocabulary & Reading persuading people

Exercise 1

- Focus students' attention on the advertisement for a book and ask them to try to guess what it is about.
- Ask students to share their ideas in pairs.
- Elicit a few ideas together.

- Check *to persuade* and *to influence* (= to have an effect on or power over somebody/something.

EXTENSION Would students consider reading the book? Why/Why not?

Exercise 2a

Text summary: The advertisement describes how the ideas and exercises in the book will help you to be persuasive and able to influence people. It also includes a very short biography of the author, Philip Hesketh.

- Ask students to read the advertisement and to think about what they would expect to read about.
- Ask students to share their ideas with a partner.
- Elicit a few ideas together. Encourage students to give reasons for their answers.
- Check *second edition* (= the form in which a book is published for the second time), *negotiator*, *objection* (= a reason why you do not like or are against somebody/something) and *be up to somebody* (= to be somebody's responsibility).

PRONUNCIATION The stress on *be up to somebody* is on *up* and on the person.

WATCH OUT! Point out that the 'p' is not pronounced in *psychology* /saɪˈkɒlədʒi/.

SUGGESTED ANSWERS

The book probably includes examples of people who have been successful in influencing others, tips and advice, and exercises to practise them.

Exercise 2b

- Ask students to think about who might buy the book, and why.
- Students should also consider if they would read it, and why.
- Ask them to then share their ideas with a partner.
- Elicit a few ideas together.

SUGGESTED ANSWERS

People would perhaps read this if they work in business and have to take part in discussions and decision making. People who work in sales would also be possible buyers.

EXTENSION Ask students what similar books they have read, e.g. 'how to' books (for language learning, skills, etc.). Are they useful? Do they do what they say on the cover?

Exercise 3a

- Focus students' attention on the phrases in the list meaning *to persuade or influence someone.*
- Ask students to read the advertisement again, and find four more phrases with a similar meaning.
- Ask students to check their answers with a partner.
- Check the answers together.

ANSWERS

get people to see things your way – a particular method, style or manner of doing something
to bring somebody round – (here) to persuade somebody to agree with your opinion
win somebody over – to persuade somebody to support or agree with you
to overcome objections – to manage to control or defeat somebody

WATCH OUT! Remind students that we put the stress on the particle in phrasal verbs, i.e. *to bring somebody round; win somebody over.*

Exercise 3b

- Ask students to complete the questions with the phrases from exercise 3a.
- Ask students to check their answers with a partner.
- Check the answers together.

ANSWERS

1 your (own) way
2 them over
3 from their point of view
4 you round to, convince
5 objections

Exercise 3c

- Put students into pairs.
- Tell them to ask and answer the questions in exercise 3b together.

EXTRA ACTIVITY Ask students to think about what tips they could offer for being more influential.

SMART COMMUNICATION Ask students to think about the role body language (gestures, facial expressions, eye contact) plays in being able to persuade or influence others.

Exercise 4a

Text summary: The extract describes a situation when a shop doesn't sell what the customer is looking for: BOSS clothes. Boss is a brand of luxury clothing.

- Before doing this exercise, ask students their opinions about shop assistants. Do they try to make you buy things you don't want?
- Ask students to read the extract and the questions.
- Check *menswear store.*
- Ask students to discuss their ideas with a partner.
- Elicit a few ideas together.

Exercise 4b

- Ask students to read the suggestions from the book for dealing with this situation.
- Ask them in pairs to choose one, and to think about the benefits and drawbacks.
- Ask them to discuss their opinions with a partner. Encourage them to give their reasons.

Exercise 4c

- Ask students which option they discussed in exercise 4b.
- Put students with two other pairs who discussed the other options.
- Ask students to read the author's solution on p135 and compare it with their own.
- Do they agree with the author? Why/Why not?
- Elicit a few ideas and opinions together.

Grammar & Listening reported questions

Exercise 5a 12.3

Audio summary: The radio presenter interviews Tania, who has read the book in exercise 1. She says what she thought of it and describes how useful it has been so far for her.

- Ask students to listen to the review and to decide if it is positive or negative.
- Play track 12.3.
- Ask students to check their answer with a partner.
- Check the answer together.
- Check *entertaining*, *owl*, and *to associate*.

ANSWER

The review is positive.

AUDIOSCRIPT 12.3

P = Presenter, T = Tania

P So, Tania, you've been reading our book of the week, *How to Persuade and Influence People*. Did you enjoy it?
T Yes, actually. I thought it might be useful, but I didn't really expect to enjoy reading it. But it was really quite entertaining. There are a lot of personal stories by the author, and some of them are quite funny.
P Can you give an example?
T Er, well, the author probably tells the stories better, but there's one where a bird attacked the audience at a presentation …
P Really?!
T Yes, the author had thought it would be a good idea to have a real owl in his presentation, but it escaped! Amazingly, he still got the job.
P So, what did you actually learn from reading the book?
T Well, there were some very useful tips for remembering people's names. He says that's important in getting people to trust you, so that you can then influence them.
P Oh, I'm not very good at remembering names. What were the tips?
T Erm, to believe that you could do it, to listen carefully when the person first says their name, to use their name in the conversation, to look at their face and associate it with the name, and to write down their name and everything you can remember about them afterwards.
P That sounds sensible. Have you got better at remembering names since you read the book?
T Actually, I think I have … a bit, at least. It probably takes practice.
P And what does the book say about persuading people?
T Well, there's a lot of information – you'll have to read it, really. But probably the most important thing is to really listen to people and to ask questions to find out what's really important to them, what matters to them. When they see that you understand them, you'll be better able to influence or persuade them.
P I guess that makes sense, too … So, most important question: are you better at persuading people now?
T I'm not sure. Ask me again in a few months …
P I certainly will …

Exercise 5b 12.3

- Ask students to listen again and to write down the seven questions asked by the interviewer.
- Play track 12.3 again.
- Ask students to check their questions with a partner.
- You will probably need to play the listening again. Pause after each question if necessary.
- Check the answers together.

ANSWERS

1 Did you enjoy it?
2 Can you give an example?
3 So, what did you actually learn from reading the book?
4 What were the tips?
5 Have you got better at remembering names since you read the book?
6 … what does the book say about persuading people?
7 Are you better at persuading people now?

Exercise 6a

- Before doing this exercise, remind students of the rules for reporting statements: what happens to the tenses? (Tenses shift back, unless the information is still true now.)
- Ask students to read the information in the Grammar focus box and to rewrite the questions in reported speech.
- Remind students to look at the word order: this changes from question to statement word order; we don't use an auxiliary verb.
- Ask students to check their answers with a partner.
- Check the answers together.

EXTRA SUPPORT Remind students that we use *if/whether* when reporting *yes/no* questions, but the question word with *Wh*-questions. (See Lesson 7.2.)

ANSWERS

1 … when I arrived.
2 He asked where I would go.
3 He asked if I had been to France.
4 He asked if he could leave early.

Exercise 6b

- Focus students' attention on the example.
- Ask students to rewrite the seven questions from exercise 5b in reported speech.
- Ask students to check their answers with a partner.
- Check the answers together.

WATCH OUT! The tense can remain the same if the information is still true now.

SUGGESTED ANSWERS

1 He asked if she enjoyed it.
2 He asked for an example/if she could give him an example.
3 He asked what she had actually learnt from reading the book.
4 He asked what tips there are/were.
5 He asked if she has/had got better at remembering names since she had read the book.
6 He asked what the book says/said about persuading people.
7 He asked if she is/was better at persuading people now.

- Refer students to the *Grammar reference* on p159. There are two more exercises here they can do for homework.

Exercise 7a 12.3

- Ask students to listen again and take notes on the answers in the interview in exercise 5b.
- Play track 12. 3 again.
- Ask students to check their answers with a partner.
- Check the answers together.

SUGGESTED ANSWERS

1 She enjoyed it and found it quite funny at times.
2 She mentions an anecdote when the author had an owl in his presentation (a job interview), but unfortunately it escaped.
3 Tips for remembering people's names.
4 To use their name, write it down and anything else you can remember about them afterwards.
5 Yes, a bit, but it takes practice.
6 Listen to people so that you know what matters to them, so that they can see that you understand them.
7 She's not sure, but will perhaps be in a few months' time.

Exercise 7b

- Ask students to work in pairs.
- Ask them to use their notes, and, in turn, to report the questions and answers from the listening.
- Do the first one together.
- When they have finished, elicit answers together.

Exercise 8a

- Focus students' attention on Tania's statement in the box.
- Ask students to read the instructions and sample questions.
- Tell them to write down five questions to help you find out more about someone.
- Encourage students also to think about work/study contexts or holidays, etc.
- Elicit/Give an example, e.g. *Where's your favourite place, and why is it special?*
- Monitor, and make sure their questions are accurate and appropriate.

EXTRA SUPPORT Students could think of questions in pairs, and then work individually in exercise 8b with someone from another pair to ask and answer the questions.

Exercise 8b

- Put students into pairs.
- Tell them to ask and answer the questions they wrote in exercise 8a.
- Ask them to take notes about their partner's questions and answers, as they will need these in the next exercise.

Exercise 9

- Pair students with a new partner.
- Ask them to tell their new partner about the conversation they just had.
- Remind them to use reported speech and to check the Grammar focus box to report the questions accurately.

FEEDBACK FOCUS Pay attention to their use of *if/whether* for *yes/no* questions, and word order in reporting questions.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 He asked where I worked.
2 She asked if I lived near Istanbul.
3 He asked if I'd lived there long.
4 She asked where I'd gone to university.
5 He asked if I could give him some advice.
6 He asked if I'd help him later.
7 She asked if I'd ever read any Shakespeare.
8 She asked what I was doing that evening.

Exercise 2

1 The interviewer asked what made a good leader.
2 She asked what was the highest compliment he had been paid.
3 She asked what was the worst thing anyone had said about him.
4 She asked what he looked for in the people he did business with.
5 She asked what his worst fault was.
6 She asked what was the best piece of career advice he could give.
7 She asked if he had a favourite book.
8 She asked what he did to relax.

12.3 Vocabulary and skills development

Goals

- Recognize complex noun phrases (2)
- Use dependent prepositions

Lead-in

- Ask students to think of what their own country is famous for (e.g. *food*, *sport*, *films*, etc.).
- Ask them to think how well-known these things are, e.g. just in their region of the world, or on other continents? How do these things become famous? How could they make their country more well known abroad?
- Ask students to work in pairs, and exchange ideas.
- Elicit a few ideas together.

Reading & Speaking complex noun phrases (2)

Exercise 1a

Background note: The Alliance Française is an international organization which aims to promote the French language and culture worldwide.

- Ask students to read the instructions and the sentences.
- Check *to have something to do with* (= be connected with) and *to host*.
- Ask them to try to decide what 'soft power' is.
- Ask students to discuss their ideas with a partner.
- Elicit a few ideas together.
- Tell students they will be reading about this later.

SUGGESTED ANSWER

'Soft power' is the ability to attract and influence people, and work together with them, rather than using force as a means of persuasion.

Exercise 1b

- Ask students to circle the subject and verb, and underline the object in sentences four and five in exercise 1a.

EXTRA SUPPORT Help students by explaining that the *subject* does the action and the *object* is the person or thing acted on.

ANSWERS

Subjects

4 The Olympic Games/Japan
5 The 226 Alliance Françaises throughout the world and France 24 online

Verbs

4 can increase/has
5 provide

Objects

4 a country's soft power; something big to aim for.
5 an alternative to the English-language dominated news agenda, i.e. news from a different perspective

Exercise 1c

- Ask students to read the Unlock the code box to check their answers to exercise 1b.

Exercise 2a

Background note: In the photos we can see: *PSY* /saɪ/ (Park Jae-sang), a South Korean singer-songwriter, whose song 'Gangnam Style' was a global hit in 2012; *Samsung*, a multinational electronics company; and *kimchi*, the famous traditional South Korean spicy dish made of fermented cabbage.

- Focus students' attention on the photographs of South Korean culture.
- Ask students to work in pairs to answer the questions.
- Ask them to list what they can see, and then discuss how each one helps make South Korea more important or successful.
- Elicit answers together. Ask students if they can think of anything else South Korea is known for.

ANSWERS

1 The photographs show examples of successful South Korean entertainment, business and cuisine: South Korean pop music is very popular, and has spread world wide, as have South Korean electronic consumer goods, and its food has also increased in popularity.
2 These brands are well known worldwide; they help give an impression of a nation who understands what young people want, who have important intellectual skills, and who are able to influence others.

Exercise 2b

Text summary: The article describes different aspects of South Korean culture, and how they have become popular all over the world, changing the country's image abroad. It explains that this 'soft power' is becoming more important than force or politics to increase influence.

- Ask students to read the article and compare it with their own answers.
- Check the answers together.
- Check *wave* (= a large amount suddenly appearing), *editor-in-chief*, *to rely on* and *to lead to* (= to cause something).

Exercise 3

- Ask students to look at the highlighted verbs in the article.
- Ask students to find the object of the verbs highlighted.
- Do the first one together.
- Ask students to check their answers with a partner.
- Check the answers together.

ANSWERS

has changed *the country's image abroad*
have made *an incredible difference to the country's image*
watched *it*
could forget *Psy's 'Gangnam Style' video, which broke all records for YouTube views*
has increased *the country's soft power, its ability* to *make a positive impression through things like culture, architecture, sport and popular brands*
published *a report about the countries with the most soft power*
said *soft power was more important than ever before*

Exercise 4

- Ask students to read the instruction, and the four topics.
- Ask students to then read the article in full, and take notes on the topics, discussing their ideas with a partner.
- Check the answers together.
- Make sure students give answers which demonstrate their understanding; extra information is usually given in the next sentence(s).

SUGGESTED ANSWERS

1 South Korean TV shows and pop music have made an incredible difference to the country's image (and many think they have done more than the government).
2 80% of TV viewers in Iran watched *Jumong*.
3 *Monocle* magazine published a report about the countries with the most soft power. (The editor-in-chief believes it is now fashionable for countries to use culture, not force or politics, to increase their influence abroad.)
4 Social media has helped Hallyu (South Korean culture) attract attention. (People watch videos on the internet. They don't watch or listen on TV/radio.)

EXTENSION Ask students how products are made famous. What can individuals do to promote a product's success? (e.g. *write blogs*, *spread by word of mouth*).

Exercise 5a

- Put students into pairs.
- Ask students to read the instruction and focus on the topics in the box.
- Tell students to decide which countries have soft power.
- Encourage students to think of countries which are famous for several of the items listed in the box.
- How much soft power do they think their own country has? Why?

Exercise 5b

- Ask students to pair up with another pair and compare their ideas.
- Elicit a few ideas together.
- Find out which countries they think have the most soft power and why.

Vocabulary & Speaking dependent prepositions

Exercise 6

- Ask students to add the missing prepositions to the sentences.
- Ask students to check their ideas with a partner.
- Ask students to find the examples in the text about South Korea.
- Check the answers together.

ANSWERS

1 on 2 to 3 to

Exercise 7a 12.4

Audio summary: Three people each give their views about soft power. The first man explains that originally soft power was connected to foreign policy; now it is used in business. The woman describes the role women have played in making soft power important. The third speaker explains the importance of working together.

- Tell students to listen to three people talking about soft power.
- Ask them to note down what each person says about the subject.
- Ask students to check their answers with a partner.
- Check the answers together.

ANSWERS

1 'Soft power' is not only about foreign policy, but also about business.
2 We are not afraid to show our emotions at work any more. Female influence in business is increasing.
3 Working together with others, job satisfaction and being valued are very important nowadays.

AUDIOSCRIPT 12.4

1 Well, the interesting thing is that soft power is now all about business. Countries no longer depend on force or politics to increase their influence abroad. I mean, when the distinguished American political scientist Joseph Nye used the words 'soft power', he was referring to foreign policy, but now soft power is used in business, too. The idea is that to succeed in business, you need to influence people – so nothing new there – but the best way to do that is through communication and soft skills. You need to respond to your employees and show that you believe in them. Then they will work hard for you and make your business successful.
2 One thing that's really changed in business is the way we persuade people through communication skills and not force. We're not afraid of being more open in the workplace any more. Of course, we have women to thank for a lot of these changes. Women are starting more businesses than ever, so female influence is increasing. Poor leadership and communication lead to employees becoming dissatisfied with their boss and maybe even leaving. That's a disaster because we depend on our employees to make our business a success.
3 The thing we're all concentrating on now is working together and finding work that we find satisfying. We want to work in a group and deal with problems effectively, not spend our time blaming other people for the problems, or feeling jealous of other people's success. I think a lot of young people have stopped worrying about how they are going to get a promotion. They just want to be good at something and to feel they're working for a company that values them as a person.

Exercise 7b 12.4

- Before playing the listening again, focus students' attention on the sentences from the listening.
- Ask students if they know or remember what the missing prepositions are.
- Ask students to listen again and check.
- Play track 12.4.
- Check *force* (= physical strength or power), *soft skills*, *dissatisfied* and *to blame*.

ANSWERS

1 on 2 of; for 3 with

Exercise 8a

- Ask students to write the correct preposition from the box after each verb.
- Ask students to check their answers with a partner.

Exercise 8b 12.5

- Tell students to listen and check their answers.
- Play track 12.5.
- Ask students to check their answers with a partner.
- If necessary, play the listening twice.
- Check the answers together.

EXTRA CHALLENGE Point out that we can use some of the verbs with different prepositions when there is a different focus, e.g. *talk about (a topic) to (somebody)* and *listen to (something in general)*; but *listen for specific information*; *work on (a task) for (somebody)*.

ANSWERS

1 about 2 about 3 in 4 in 5 in 6 to 7 to 8 to 9 on 10 for

AUDIOSCRIPT 12.5

1 We're not worried about showing our emotions in public.
2 What we're talking about is a country's influence in business and culture.
3 The idea is that to succeed in business, you need to influence people.
4 We're becoming more interested in how other people see us.
5 You need to respond to your employees and show that you believe in them.
6 Joseph Nye was referring to foreign policy.
7 Poor communication can lead to employees becoming dissatisfied.

8 Managers need to listen to their staff.
9 The thing we're all concentrating on now is working together.
10 They just want to feel they're working for a company that values them as a person.

Exercise 9 12.5

- Ask students to listen again to the sentences from exercise 8b, and to pay attention to the prepositions.
- Ask them to discuss with a partner how each one is pronounced.
- As these words are not stressed, the pronunciation is weak; this means it is short and quiet.

ANSWERS

1 about /əˈbaʊt/
2 about /əˈbaʊt/
3 in /ɪn/
4 in /ɪn/
5 in /ɪn/
6 to /tə/
7 to /tə/
8 to /tə/
9 on /ɒn/
10 for /fə(r)/

Exercise 10a

- Ask students to read the instruction and question starters.
- Tell students to add a preposition to complete the questions.
- Tell students to read the Vocabulary focus box on dependent prepositions to help them.
- Monitor as they do this.
- Check the answers together.

EXTRA SUPPORT Students could work together to complete the questions, and then pair up with someone else to ask and answer them in exercise 10b.

Exercise 10b

- Ask students to work in pairs to ask and answer the questions they wrote in exercise 10a.
- Remind them about putting the stress on the verbs, not on the prepositions.

FEEDBACK FOCUS Focus on accurate use of verbs and prepositions, but also on complex noun phrases.

EXTRA ACTIVITY If students have recently done Lessons 12.1 and 12.2, ask them to re-pair with another student, and to report their previous partners questions and answers.

CRITICAL THINKING Ask students if they think soft power has a role in world issues (e.g. wars). How can countries avoid conflicts and promote a positive image?

12.4 Speaking and writing

Goals

- Agree and disagree
- Write an advantages and disadvantages essay

Lead-in

- Ask students how important fashion is to them. Do they follow fashion, or not? Why/Why not?
- Who do they know (friends, family or celebrities) who they can describe as 'fashionable', and why?
- Ask students to share their ideas in small groups.
- Elicit a few ideas together.

Listening & Speaking agreeing and disagreeing

Exercise 1a

- Put students into pairs.
- Ask them to read the instructions, and check *to go in/out of fashion*.
- Tell them to add three or more items to the list of things that can go in and out of fashion.
- Elicit their ideas together.
- Other items could include popular music, furniture, shoes, TV programmes, etc.

EXTENSION Ask students to think of specific examples for each category, e.g. *a popular new restaurant in town, and a restaurant people used to go to but now don't.*

Exercise 1b

- Ask students to read the questions, and discuss their ideas in pairs.
- Prompt if necessary, by asking: *How long have you had your phone? When and why did you get it? What sorts of clothes are particularly fashionable/unfashionable now?*
- Elicit a few ideas together.

EXTENSION Ask students what their most fashionable and most unfashionable items are.

Exercise 2 12.6

Audio summary: The first dialogue talks about a new mobile phone; the second talks about an old-fashioned car; in the third, they are discussing a new restaurant.

- Tell students they will hear three short conversations. In each one, they are talking about an item from exercise 1. Ask them to tick the items they hear.
- Play track 12.6.
- You may need to play the listening twice.
- Ask students to compare their answers with a partner.
- Check the answers together.
- Check *to treat somebody/oneself* (= to give something that is very special or enjoyable), *megapixel* (= a million pixels), *be under pressure*; *impression* (= an idea, feeling or opinion) and *spot* (= a particular area).

ANSWERS

1 a mobile phone
2 an old-fashioned car
3 a restaurant

AUDIOSCRIPT 12.6

1 **Emily and Andrew**
E Ooh? Is that new? Very fancy!
A Yes, well I decided to treat myself – my old one wasn't working properly. It has a really good camera – 12 megapixels. That'll be really useful for my holiday.
E I was just going to say that! You won't need to take your camera with you now.
A And the internet is really good on it as well, so I don't think I'll need my computer as much as before.
E I'm not sure about that. Don't you think the screen's a bit too small to read?

A Mm, you might be right. Maybe I'll still use the computer for work. It really does look good, though, doesn't it? Hey, maybe I can persuade you to get one as well!

2 Lena and Matt

L So how did you get home from the party last night?
M In the end I got a lift with Andre. Have you seen that thing he drives? It looks absolutely terrible. So old-fashioned.
L Oh no, I totally disagree … I think it's really cool to go around in something like that. It's so different.
M Yes, but I can't help thinking that 'different' doesn't mean good-looking!
L Well, I think some of the old styles look better than the modern ones. And anyway, we shouldn't be under pressure to buy new stuff.
M I couldn't agree more. But this model never was stylish! It's just awful!

3 Isabella and Marina

I Have you been to that new place in town yet – you know, at the top of the hill?
M Yes, I went last week, actually. What was your impression?
I Well, the food is fantastic, but so expensive. And they encourage you to order so much! Don't you agree?
M Yeah, that's just what I thought. I must say, we enjoyed it, but I didn't enjoy paying the bill. I think it's in a great spot, though, looking out over the city.
I Absolutely! It's a great view. It's even better if someone else is paying!

Exercise 3 12.6

- Ask students to read the statements.
- Ask them to listen again to decide if they are True or False.
- Play track 12.6 again.
- Ask students to check their answers with a partner.
- Play the listening twice if necessary.
- Check the answers together.

ANSWERS

1 T 2 T 3 T 4 T

Exercise 4a

- Focus students' attention on the phrases in the box and the table.
- Ask students to complete the table with the phrases.
- Ask students to then compare their answers with a partner.
- Check the answers together.

ANSWERS

Agreeing: You might be right. I was just going to say that! I couldn't agree more. That's just what I thought. Absolutely!
Disagreeing: I'm not sure about that. I totally disagree.
Asking if someone agrees: Don't you think … ?

Exercise 4b

- Ask students to decide which phrases in the first two columns in the table in exercise 4a show strong or weak agreement or disagreement.
- Ask them to mark them *S* or *W* for *strong* or *weak*.
- Ask students to then compare their answers with a partner.

Exercise 4c

- Ask students to read the Language for speaking box to check their answers to exercise 4b.
- Check the answers together.

WATCH OUT! Students may be confused that *I couldn't agree more* is in fact strong agreement.

ANSWERS

Agree strongly
I was just going to say that!
I couldn't agree more.
That's just what I thought.
Absolutely!

Agree weakly
You might be right, ...

Disagree strongly
I totally disagree.

Disagree weakly
I'm not sure about that.

Exercise 4d 12.7

- Tell students to listen to and repeat the phrases from the Language for speaking box.
- Play track 12.7.
- It will be useful to pause after each one.
- You could encourage students to underline words which are stressed. This will make it easier to repeat them.
- Play the phrases again for students to repeat each one.

PRONUNCIATION Highlight/demonstrate that the intonation is wider for strong agreement/disagreement; flatter intonation shows weaker agreement/disagreement.

AUDIOSCRIPT 12.7

Agree strongly
I was just going to say that!
That's just what I thought.
Absolutely!
I couldn't agree more.
My thoughts exactly.
That's a good point.

Agree weakly
I suppose so.
You might be right, but …

Disagree strongly
I totally disagree.
Rubbish!

Disagree weakly
I'm not sure about that.
Yes, but I can't help thinking …
I agree up to a point.

Exercise 5

- Put students into pairs.
- Focus students' attention on the topics and ask them to choose two.
- Ask them to read the conversation prompts below.
- Demonstrate the conversation together first: choose a topic and give your opinion; ask a student to agree strongly, using a phrase from the box, etc.
- Tell students to decide who is A, and who is B.

- Encourage them to use a range of phrases.
- When they are ready, ask students to carry out their conversations.
- Afterwards, ask if they gave their real opinions.

EXTENSION Ask students their real opinions on the topics, and let them discuss one or two topics briefly together or in small groups.

SMART COMMUNICATION Remind students to be polite, even if they don't agree. Warn students that *Rubbish!* is very strong.

Exercise 6a

- Ask students to work in pairs again.
- Ask them to read the instruction and the statement about fashion.
- Ask them to write three reasons for and against the statement.
- Monitor and help as necessary.
- Encourage them to support their arguments with reasons.

Exercise 6b

- When they are ready, pair students with another pair.
- Before discussing the statement, ask them which pair will agree and which pair will disagree with the statement.
- Give them time to finalize their arguments.
- Ask the two pairs to discuss the topic.
- Encourage them to listen to each other carefully, and respond to each other's opinions.

Exercise 6c

- Ask whether more students agree or disagree with the statement. What are their reasons? You could also ask, if they agree with the statement, which matters more (money, time or effort), and why.

Writing advantages and disadvantages essay

Exercise 7a

- Before doing this exercise, you could ask students in pairs to look at the photos of high street clothes shops at the bottom of the page. Ask if they shop in any of these places. Why/Why not?
- Ask students to discuss what they think 'fast fashion' means.
- Elicit a few of their ideas together. Ask students to read the text to find the answer.

Exercise 7b

Text summary: 'Fast fashion' describes companies which sell the latest fashions very quickly. The text presents arguments for and against 'fast fashion'.

- Ask students to read the first paragraph to find out what 'fast fashion' is.
- Ask students to compare their ideas with a partner.
- Check their ideas together.
- Check *high fashion*, *fashion house* and *to discourage*.

ANSWERS

'Fast fashion' describes companies which make and sell the latest fashions very quickly. They bring clothes to the shops every two to three months, not twice a year, which most fashion houses do.

EXTENSION Ask students if they know of any 'fast fashion' companies. Do they like to wear clothes that come from standard high-street clothes shops? Why/Why not?

CRITICAL THINKING Ask students what they think about using cheap labour for 'fast fashion'. Does it exploit (treat unfairly) the workers, or is a badly-paid job better than no job?

Exercise 8a

- Ask students to work in pairs.
- Ask them to write down two good and two bad things about 'fast fashion'.
- Elicit their ideas together so that they can hear what other students think.

EXTRA SUPPORT If students need help, prompt by asking them to think about price, quality, peer pressure, etc.

Exercise 8b

- Ask students to read the rest of the essay in exercise 7b and underline any ideas that they had already thought of.
- Tell them to ignore the gaps. These will be dealt with later.
- Elicit their answers together.

SUGGESTED ANSWERS

Good things about fast fashion:

Customers can buy very up-to-date, fashionable clothes; there is greater variety in the shops.

Bad things about fast fashion:

Designs are not original; the clothes are usually made very cheaply; the people who make the clothes are not well-paid.

Exercise 8c

- Ask students to decide which paragraph talks about the advantages and which about the disadvantages.
- Elicit their answers together.

ANSWERS

Paragraph 2 talks about the advantages.
Paragraph 3 talks about the disadvantages.

Exercise 9a

EXTRA CHALLENGE Before doing this, ask students to find phrases from paragraphs 2 and 3 which helped them find the advantages and disadvantages.

- Ask students to read the Language for writing box for phrases to introduce advantages and disadvantages.

Exercise 9b

- Ask students to use words from the phrases in the Language for writing box to complete the text in exercise 7b.
- Ask students to check their answers with a partner.
- Check the answers together.

SUGGESTED ANSWERS

1 is that
2 Another
3 positive/advantage/benefit
4 On the other
5 drawbacks/disadvantages
6 One
7 drawback is that/disadvantage is that

Exercise 10

- Check *generalization* and ask students to find two in the introduction and conclusion of the text in exercise 7b.
- Ask students to check their answers with a partner.
- Check the answers together.

ANSWERS

Broadly speaking
Overall

EXTRA CHALLENGE Ask students what other phrases they know for generalizing, e.g. *generally*.

STUDY TIP Encourage students to note down two or three sample phrases under headings for each category.

Exercise 11a

- Ask students to read the instruction and the essay title about technology.
- Ask them to work in small groups to brainstorm advantages and disadvantages and to add these points to the table.
- Suggest they think of at least three of each.
- Elicit one advantage and one disadvantage together.
- Monitor as students do the exercise.

Exercise 11b

- Put students into pairs.
- Ask students to plan the structure of an essay. They should think of two ideas for each paragraph in the list.
- Encourage them to organize their thoughts clearly, and to think carefully about the introduction, and conclusion.

Exercise 12a

- Tell students to use their notes to write an essay.
- Remind them to use suitable phrases from the Language for writing box.
- If you don't have time for students to do this in class, students can do it at home and bring it next time.

Exercise 12b

- Check students are willing to exchange essays.
- Ask students to read each other's essays.
- Ask them first to tell each other two things they like about the essay, and then one thing they could improve.
- Elicit together some of the ideas they came up with, and perhaps discuss which are the most important.

EXTRA ACTIVITY To review the course, ask students what they enjoyed most, and why. Then ask them to think about which skills (e.g. listening) and which areas of language (e.g. grammar) they have developed most in. They could discuss in pairs ways to continue developing their English.

12.5 Video

Starbucks

VIDEOSCRIPT

Starbucks is the biggest coffeehouse company in the world.
There are over 20,000 stores in around 65 different countries.
The company's growth has been remarkable, and thanks to its innovative advertising campaign and aggressive marketing strategy, it now dominates the industry.
A recent survey said Starbucks was one of the best global brands in business, and its iconic logo is instantly recognisable to people across the planet. So, how did this happen?
Starbucks was started by three friends in Seattle in the north-east of the United States.
The original café opened here on Western Avenue in 1971. Five years later, it moved to 1912 Pike Place Market and this store is still open today.
Over the next decade, Starbucks grew. And by 1986, there were six Starbucks cafés in Seattle.
In 1987 a former employee called Howard Schultz asked the original founders if they would sell the chain to him. They said they would, and the rest is history.
Schultz told his employees he had always wanted to combine the Italian café culture with Starbucks's excellent coffee beans and friendly service.
The idea was an instant success and the chain expanded rapidly.
In 1990 there were 84 stores; by 2000 there were 3,501 stores; and by 2010 there were 16,858.
This is the Starbucks Centre, the company's centre of operations. It has a reach that extends all over the globe.
But there have been criticisms of Starbucks's rapid expansion.
Some say that Starbucks have become too big and have an unfair advantage over smaller, local cafés.
Even Howard Schultz admitted that it might become a problem. He said he didn't want growth to change the company's culture. After all, this culture is an important part of the company's success.
Starbucks don't have a slogan, but they do promote a philosophy. They don't just sell coffee; they try to offer customers a complete experience. They want people to enjoy each store's welcoming atmosphere, friendly staff and ethically sourced ingredients.
And it's all of these things that have created one of the strongest coffee brands in the world.

VIDEO ANSWERS

Exercise 1

Students' own answers

Exercise 2

Students' own answers

Exercise 3

Students' own answers

Exercise 4
1971 original café opened on Western Avendue
1986 six Starbucks cafés in Seattle
1987 Howard Schultz buys Starbucks
1990 there are 84 Starbucks cafés
2000 there are 3,501 Starbucks cafés
2010 there are 16,858 Starbucks cafés
Now one of the strongest coffee brands in the world

Exercise 5a
Students' own answers

Exercise 5b
Students' own answers

Exercise 5c
Students' own answers

Review

ANSWERS

Exercise 1a
advertising, advert, billboard, poster, brand, slogan

Exercise 1b
Students' own answers

Exercise 2a 12.8
1 persuasive
2 memorable
3 confusing
4 amusing
5 unpleasant
6 clever

AUDIOSCRIPT 12.8
1 It really makes me want to try the product.
2 I'll never forget that advert.
3 I didn't really understand what it was trying to say.
4 It was really funny.
5 I've never seen anything so horrible. Yuck!
6 It is really imaginative and different.

Exercise 2b 12.8
1 He said it really makes/made him want to try the product.
2 She said she'll/'d never forget that advert.
3 He said he didn't really understand/hadn't really understood what it was/had been trying to say.
4 She said it was/had been really funny.
5 He said he'd never seen anything so horrible.
6 She said it was really imaginative and different.

Exercise 3a 12.9

ANSWERS/AUDIOSCRIPT 12.9
1 Do you usually watch adverts on TV?
2 What kinds of adverts do you notice?
3 Have you ever bought a product because of advertising?
4 What slogans can you remember?
5 Was advertising better when you were a child?
6 What do you think about advertising to children?

Exercise 3b
Students' own answers

Exercise 3c
Suggested answers:
1 I asked her/him if/whether she/he usually watches adverts on TV. She/He said/told me …
2 I asked her/him what kind of adverts she/he noticed. She/He said/told me …
3 I asked her/him if/whether she/he had ever bought a product because of advertising. She/He said/told me …
4 I asked her/him what slogans she/he could remember. She/He said/told me …
5 I asked her/him if/whether advertising was better when she/he was a child. She/He said/told me …
6 I asked her/him what she/he thought about advertising to children. She/He said/told me …

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

Exercise 4b
Students' own answers

Exercise 5a
1 about 2 on 3 at 4 in 5 to 6 in

Exercise 5b
Students' own answers

Exercise 6a
1 about
2 help
3 point
4 exactly
5 so

Exercise 6b
Students' own answers

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Grammar

Unit 1 My life now

Paired/Whole-class activity, with students completing their own social networking page, practising present simple, present continuous and present perfect, and asking questions

Language
Present simple: *I cook dinner …*
Present continuous: *I am learning …*
Present perfect: *I have (just) had a job interview for …/I have already …*

Preparation: Make one copy of the worksheet for each student.

1 Give each student a copy of the worksheet and tell students they have five minutes to complete Marta's social networking page to review the present and perfect tenses. This can be done alone or in pairs. Note that contractions are used where auxiliary verbs are needed. Check answers as a class.

ANSWERS

1 've, had, think **2** 'm studying, remember
3 'm, learning, 've had, 'm, enjoying **4** cook, 've, made
5 haven't had, 've been, play, 're playing, feel

2 Tell students to now complete their own social networking page. Write the following categories on the board to help students think of things to write about themselves: *job/studies, family/friends, hobbies/interests, travel/experiences, home/living.* Monitor and check correct usage of the tenses. Encourage students to use a range of tenses and negative forms.

3 Divide the class into pairs. Tell them they must take turns to read what they have written to their partner. Their partner should ask a question about each piece of information given. Elicit questions students might ask, e.g. *Do you do any other sports? Why are you learning English? How long have you worked as a nurse?*
Alternatively, students cut up their pages into the separate posts. Collect these from the class and distribute them randomly to different students. Students mingle as a whole class, asking questions to find out who the post belongs to, e.g. *Do you want to go to Australia one day?* When they have found the right person, they then ask questions to find out further information about each piece of information.

4 Once pairs have finished (or all students' posts have been identified), ask individual students to tell the class about their partner or the people they spoke to in the mingling activity.

Unit 2 Holiday disasters

Group activity, ordering a story about something that happened on holiday, identifying what two stories have in common

Language
Narrative forms: past simple, past continuous, past perfect

Preparation: Make one copy of the worksheet for each group (up to four students per group) and cut the sheets in half.

Non-cut alternative: Make one copy of the worksheet for each pair and fold the sheet in half. Tell students not to look at the other halves.

1 On the board, write the following sentence: *While I (drive) to work this morning, I (hit) a bus which (pull) out without looking.* Ask students to decide which form of the verb in brackets should be used in each case (*was driving, hit, had pulled*). Ask them why these forms are used in this sentence (past continuous = a long action in the past that was interrupted; past simple = the short action that interrupted the long action, and is also the main event in the story; past perfect = an event that happened before the main event). Remind students that we can also use the past continuous to describe background events.

2 Divide the class into groups of four and sub-divide each group into pairs. Allocate each pair a letter (A or B) and give them the relevant half of the worksheet. They should not show this to the other pair. Explain that each pair has a collection of images that illustrates a different story. In their pairs, students should order the illustrations, numbering them 1–10.

ANSWERS

Pair A
2 c **3** j **4** a **5** i **6** b **7** d **8** h **9** g **10** f
Pair B
2 f **3** c **4** e **5** h **6** b **7** a **8** d **9** g **10** i
Similarities: both people are relaxing/on holiday, both have accidents, a camera gets broken, food gets eaten by an animal/animals

3 In their groups, pairs then imagine that the sequence of events in the illustrations has happened to them and take turns to tell their story to the other pair, using the past simple, past continuous and the past perfect, where relevant. Pairs ask each other questions to get more information, if necessary, e.g. *Where were you? What happened when you fell over?* The aim of the activity is to find the things that their stories have in common. The first group to identify these common factors is the winner.

Unit 3 A Paralympian's story of success

Paired reading activity to review and practise modals of ability

Language
Ability: past, present and future forms: *be able to* + infinitive, *can/can't* + infinitive, *manage to* + infinitive, *succeed in* + *-ing*
Pre-teach vocab: *injury*, *medal*, *Paralympian/Paralympics*, *prosthetic*, *scholarship*

Preparation: Make one copy of the worksheet for each student and fold the sheet into the three sections.

1 Review the modals of ability from Unit 3 in the Coursebook by writing the following examples on the board (plus some of your own) and eliciting the answers from the class:
She _____ run very fast, so I think she'll win the race. (can)
I _____ walk to work in twenty minutes, but yesterday I _____ because I hurt my foot. (am usually able to, couldn't)
I _____ climb the tree and rescue a cat. (managed to)

2 Divide the class into pairs. Allocate each partner a letter (A or B) and give them the relevant section of the worksheet (i.e. folded with the relevant student A/B section showing, plus the questions). They should not show these to their partner. Ask student As to work in pairs with other student As, and the same for student Bs. Ask them to read their texts and answer questions 1–7 about their Paralympian. Monitor and check answers.

3 Rearrange students into new pairs (student A and student B). Students compare their answers to questions 1–7 to find similarities and differences between their Paralympians. Check answers as a class, asking for feedback on what students think about the Paralympians and their lives.

ANSWERS

Student A: **1** running and long jump **2** continue playing rugby **3** compete in the Paralympics **4** becoming a Paralympian, getting a scholarship and winning medals **5** study nutrition **6** Many things are possible if you try hard. **7** win some more medals, become a nutritionist

Student B: **1** basketball **2** move the lower part of her body properly, swim after her shoulder injury **3** play basketball in the Paralympics **4** winning silver and gold in the Paralympics, becoming a lawyer **5** pass her exams to become a lawyer **6** It is possible to overcome difficulties in life/be strong in difficult times. **7** be a successful sportswoman and lawyer

4 Ask students to think of a time in their lives when they have succeeded in doing something they are proud of, e.g. passing an exam, winning a sports match/game, giving a presentation.

5 Write on the board or dictate the following sentences for students to write on the back of their worksheets:
What have you succeeded in doing in your life? At first, did you think you could do it? Did anyone think you couldn't do it? What difficulties did/didn't you manage to deal with? How did you do this? What are you now able to do because of this experience? What did you learn from it?
Students interview their partner using these questions.

6 Finish with whole-class feedback. Encourage pairs to talk about what they have learnt about each other. What have they learnt about how to achieve success despite difficulties?

Unit 4 Looking into the future

Paired activity, talking about predictions and decisions, preparing a class timeline

Language
will/be going to for predictions and decisions
will/may/might to talk about probability
Adverbs to talk about probability: *probably, possibly, definitely*
Adjectives to talk about probability: *be likely/unlikely to*

Preparation: Make one copy of the worksheet for each student.

1 Divide the class into pairs. Give a copy of the worksheet to each student and give them three minutes to choose the correct verb/phrase in sentences 1–8 in their pairs. Check answers as a class.

ANSWERS

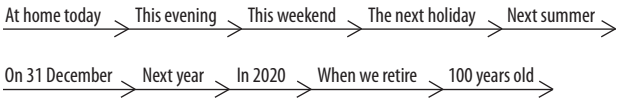
1 won't **2** 's going to **3** unlikely to **4** 'm going to **5** probably **6** Are you going to **7** 'll **8** definitely

2 Focus students on the table in exercise 2. Explain that each student should now make notes about their own plans and predictions for each point of time in the table in the *You* column. Elicit a few examples from the class before they begin.

3 Back in their original pairs, ask students to sit face-to-face. Ask them to take turns to talk about their plans and predictions using the target language. Tell students to make notes about their partner's plans in the *Student 1* column and ask for more details where applicable, e.g. *Can you tell me about …? Please tell me more about …* Explain that they will need this information later in the lesson. Monitor students while they talk and make notes.

4 After a few minutes, ask students to change partners and sit face-to-face again. Tell them to make notes about their new partner's plans in the *Student 2* column. Continue to monitor and note any issues with the target language.

5 Ask students to change partners. Focus students' attention on the board and draw the following future timeline as an example. Ask pairs to copy it onto the back of one of their worksheets (with plenty of space around it to annotate the timeline).



6 In their pairs, students should use the information that they have both collected in their tables to illustrate the timeline with interesting facts about themselves and other students in the class.

7 When pairs have finished annotating their timeline, ask a few pairs to present their timelines to the class.

Unit 5 Personally speaking

Individual/Whole-class activity, with students writing about themselves and then guessing the writer's identity

Language
-ing/Infinitive with *to*: *avoid doing/afford to do,* etc.

Preparation: Make one copy of the worksheet for each student. At the top of each sheet complete the *Student number* with a different number each time. (Students will refer to this in exercise 2.) Shuffle the sheets so that the numbers are not in order when you hand them out.

1 Write the following verbs on the board: *afford, avoid, decide, fail, imagine, recommend*. Ask the class what form any verbs following these verbs will take (*-ing* after *avoid, imagine* and *recommend*; *to* + infinitive after *afford, decide, fail*). Ask them to think of other verbs that can also be followed by verbs, and what form the follow-on verbs

would take. Can they think of any verbs that can be followed by both verbs in the *-ing* form and *to* + infinitive?

2 Give a copy of the worksheet to each student. They should make sure that nobody sees the number at the top of their worksheet. Tell them to write their name in the gap after *Student name*.

3 Working individually, in pairs or as a whole-class task, students complete the sentences with the correct form of the verb *do* (*doing* or *to do*), depending on the verb preceding each gap.

ANSWERS

1 to do, to do **2** to do, to do **3** to do **4** to do
5 doing **6** doing **7** doing **8** doing **9** to do, to do
10 to do **11** doing **12** doing **13** doing/to do
14 to do **15** doing/to do

4 Working individually, give students ten minutes to write short phrases that are true about themselves under at least six of the sentences. Do one as an example so that they know what to do, e.g. sentence 1: *climb a mountain near my home*. Tell students that they do not have to make notes for all of the sentences.

5 Collect the worksheets and redistribute them around the class (ensuring students do not have their own worksheet). Again, they should make sure that nobody sees the number or name at the top of their worksheet. Students then take turns to read out the number at the top of the sheet (but not the name) and make sentences about the student, using the notes in sentences 1–15. They should begin each sentence with *This student …* and use the pronouns *they* and *their*, instead of *he*, *she*, *his* or *her*, e.g. *This student attempted to climb a mountain near their home, but failed.*

6 When they have read out all of their sentences, the others should try to guess who wrote the original phrases. They complete the table with the student's name (continuing on the back of the page if there are more than twenty students in the class).

7 When everyone has read their sentences, students check answers by revealing whose worksheet they had. Students award themselves a point each time they correctly identified the student. The winning student is the one with the most points.

Unit 6 A driving test

Paired information-gap activity, with students defining and guessing words in order to complete a crossword puzzle

Language

Defining relative clauses using *who, which, that*

Preparation: Make one copy of the worksheet for each pair and cut the sheets along one dotted line.

Non-cut alternative: Make one copy for each student and fold them along one dotted line. Tell students not to look at the other part.

1 Write the following sentences on the board and ask students to guess which word completes the gap: *who, which* or *that*. Then ask students to identify the word or phrase the sentence describes:
This is an action _____ means to drive faster. (which/that, speed up)
This is an object _____ helps us see what is behind us when we are driving. (which/that, mirror)
This is the name for the person _____ sits next to the driver in a car. (who, passenger)
This is a type of exam _____ we take to see how well we can drive. (which/that, driving test)
He/She is someone _____ I need to contact if I want to learn to drive. (who, driving instructor)
Tell students it is possible to leave out the relative pronoun from two of the sentences (the final two sentences). Elicit why (because these sentences contain pronouns which are the objects of the verb).

2 Divide the class into two groups (A or B) and give each student in that group the relevant half of the worksheet. Explain that students A and B both have the same crossword (with one example for each), which they will complete by giving definitions to each other. Elicit the questions they will need to ask, e.g. *What's 1 down? What's 5 across?*

3 Ask student As to work in pairs with other student As, and the same for student Bs. Ask them to complete the definitions for the words/phrases in their crossword, reminding them to use *who, which* or *that*. They should then write their words/phrases into the crossword in the correct place. Monitor and help where necessary.

4 Rearrange students into new pairs (student A and student B). Tell pairs to sit face-to-face (or, for extra challenge, back-to-back). Ensure they cannot see each other's crosswords. Students complete them by taking turns to ask each other questions, e.g. *What's 1 down?* Students read their definitions to each other. Monitor and check that they are making correct sentences.

5 When they have finished, students check answers by comparing crosswords.

Unit 7 Could you tell me who you are?

Group activity, a fact finding exercise with students asking and answering (indirect) questions

Language

I'd like to know …, Could you tell me …? Would you mind telling me …?

Preparation: Make one copy of the worksheet for each group of three students and cut it into the three sections. You will also need spare paper for each pair of students.

Non-cut alternative: Make three copies of the worksheet for each group of three students and fold the sheets so that only one section is showing. Tell students not to look at the other sections.

1 Write the following direct questions on the board and ask students to change them into indirect questions:
What's your name? (I'd love to know/Could you tell me/Would you mind telling me what your name is?)
Where did you live? (I'd like to know/Could you tell me/Would you mind telling me where you lived?)
Are you famous? (… if you are famous?)
Why are you famous? (… why you are famous?)
Elicit from the class why indirect questions are used (to make questions softer or more polite). Elicit the appropriate intonation.

2 Tell students that they are each going to read about an important scientist, doctor or archaeologist from history. Copy the table below onto the board. Ask students to check the meaning of the words in the table and to complete the table with the following five words: *a chemistry laboratory, ancient tools, a wheelchair, an athlete, prehistoric life*.

Scientist	Doctor	Archaeologist
a bulletproof vest	the Paralympics	early humans
protective clothing		

Using the information from the table, elicit guesses from the class about who the scientist, doctor and archaeologist from history could be.

3 Divide the class into three groups and give each student in the group the same section of the worksheet. Write the following questions on the board: *Who are you? Why are you important?* Give groups three minutes to read their text and answer the questions. Students check answers in pairs within their groups. Do not ask for feedback at this point.

4 Tell students that they are going to do a fact-finding exercise to find out who the students in the other groups are. Write the following questions on the board: *When were you born? Where were you born? What were you interested in when you were young? Did you go to university? What did you study? Have your achievements helped other people? How have your achievements helped people? Who are you?*
Divide students within each group into pairs and give each pair a sheet of paper. Explain that, in their pairs, they need to make the questions on the board more polite by rewriting them as indirect questions. Monitor and offer support while they work, if necessary.

5 Divide the class into new groups of three (A, B and C), ensuring you have a student from each of the original groups with different worksheets. Tell students not to say who they are. In their groups, students ask and answer indirect questions to try and work out who the scientist, doctor and archaeologist are. Monitor and check students are using the target language correctly while they talk.

6 When they have finished, as a class, students discuss which person they admire most and why.

Unit 8 What's the question?

Group/Whole-class activity, discussing the things you would do in different situations, and deciding what others are talking about

Language

Unreal conditionals: *if* + past simple + *would/could/might* …

Preparation: Make one copy of the worksheet and cut it into twenty cards. You will also need some spare paper for each group (minimum of two students per group).

Non-cut alternative: Make enough copies for each group to have four worksheets, and fold the worksheets so that only one card is showing. Tell students not to look at the other cards.

1 Tell the class to imagine that they see a house on fire. There are two children inside shouting for help. What would they do? Encourage students to give you complete sentences using unreal conditional constructions, e.g. *If I saw a house on fire, I'd call for help on my mobile phone.* Write their answers on the board, paying attention to verb forms, clause order, etc.

2 Divide the class into groups, and give each group four of the cards from the worksheet (try to ensure that one group does not get all of the cards with the longer questions), and a sheet of spare paper. Students should make sure that none of the other groups see their cards, or hear the questions that are on them. Explain that the cards contain questions about the things students would do in different situations. In their groups in front of the rest of the class, they are going to discuss what they would do in these situations, but without saying what the questions are. Let them look at their cards for a couple of minutes to check that they understand the questions, then tell them to turn all the cards over.

3 The first group turns over one of their cards and discusses what they would do in the situation. Allow no more than ninety seconds. The other groups listen to their discussion and try to guess what the question on their card was. Students write their guesses down on the separate sheet of paper. Remind students that each question begins with *What would you do if …?*

4 Once every group has written down the question, ask the speaking group what the question actually is. The other groups win 1 point for each question they wrote down that matches, or closely matches, the original question: you will have to decide if the question they write down is a close approximation of the original in meaning.

5 Stages 3 and 4 are repeated with the other groups and their cards. This carries on until the groups have used up all of their cards or (for a shorter version of the activity) two or three of their cards. The winning group is the group with the most points.

Unit 9 What's happening?

Whole-class activity, speculating on what is happening or going to happen in different situations

Language

Modals of deduction/speculation: *must, might, could, can't*

Preparation: Make one copy of the worksheet and cut it into ten cards. You will also need some spare paper for each group (minimum of two students per group).

Non-cut alternative: Make one copy for each group and fold the sheets so that only one card is showing. Tell students not to look at the other cards.

1 Tell the class to imagine that you have a bucket (draw a simple illustration on the board if they don't know what this is), and ask them to think of reasons why you have it. Elicit sentences with *must*, *might*, *could* and *can't*, e.g. *You might be going to clean something.* Gradually give the class more information in stages: there is water in the bucket; you have a small ladder; you are putting the ladder by a door; you are putting the bucket of water on top of the door. At each stage, ask them questions, e.g. *Why is there water in the bucket? Why have I got a ladder? Why am I putting the ladder by the door?* At each stage, they

should give possible reasons using modals of deduction and speculation until there can be no doubt what you are going to do, i.e. *You must be going to play a trick on someone.*

2 Divide the class into ten groups, and give each group one of the cards from the worksheet and a sheet of spare paper. Explain that each card has a short conversation between two people in different situations. The groups are going to take turns to read out their conversations to the class. The rest of the class will then discuss what they think is happening or is going to happen in each situation. Give groups a few minutes to look at their own card and discuss what they think is happening, then ask them to turn the card face down on their desk.

3 The group with card 1 begins with two students reading out their conversation. In their groups, the other students discuss what they think is happening or is going to happen using modals of deduction and speculation. Encourage them to think of as many possible situations as they can before choosing the most likely one and writing this on the spare paper.

4 Stage 3 is repeated with the other groups and their cards. When all the groups have acted out their conversations, review answers as a class. Award a point for each correct deduction made using *must, might, could* or *can't*.

SUGGESTED ANSWERS

1 A speaker is taking a photograph of the other speaker.
2 They are waiting for a bus.
3 They are going to cut down a tree.
4 They are hanging a picture on the wall.
5 They are trying to get a picture on an old television.
6 They are trying to open a window.
7 They are trying to light a fire or barbecue.
8 They are trying to catch a mouse or other wild creature.
9 They are going to clean the inside of an oven.
10 They are trying to open/unlock their front door.

Unit 10 Two amazing inventions

Paired information-gap activity, practising the passive form

Language

Passives: *to be* + past participle

Preparation: Make one copy of the worksheet for each pair and cut the sheets in half.

Non-cut alternative: Make one copy for each pair and fold the sheets in half. Tell students not to look at the other halves.

1 Explain to students that they are going to read about an unusual ball. Ensure understanding of the following verbs first: *throw*, *catch*, *bounce*.

2 Write the following information on the board:
Ball A could save people's lives!
In what kind of situations _____ this ball _____? (use)
What happens when this ball _____? (throw)
Ball B produces electricity!
How _____ electrical energy _____ by this ball? (create)
After playing for thirty minutes, how many hours of electricity _____? (produce)

Ask students to complete the gaps (ball A: *is, used, is thrown*; ball B: *is, created, are produced*). Elicit how the passive is formed and when it is used.

3 Ask students to refer to the questions on the board again. Tell them they are going to read about these two ball inventions, and that they should try and predict the answers to the questions. But do not expect them to have many ideas about the inventions at this stage. Ask students to discuss their ideas in pairs, before asking for whole-class feedback.

4 Divide the class into two groups (A and B). Sub-divide each group into pairs and give them the relevant section of the worksheet. They should not show these to the other group. Ask students to read their text and discuss with their partner the answers to the questions on the board which relate to their ball. Ask for whole-class feedback. (Ball A: in dangerous situations, it bounces to the correct spot and sends photos; ball B: it takes the energy from the movement of the ball, three hours.)

5 Explain to students that they now need to form questions to interview the other group about their ball. Working in their pairs, students complete questions 1–8. Monitor and deal with any language problems at this stage.

ANSWERS

Pair A: 1 was, designed 2 was, invented 3 was, set up 4 was, raised 5 was, tested 6 were, tested 7 was/has been chosen 8 will, be improved
Pair B: 1 was, designed 2 was, invented 3 is/can be recorded 4 are, sent 5 was, raised 6 are used 7 is thought 8 will be carried

6 Ask students to form new pairs. Pairs interview each other about their ball by asking each other questions 1–8 from exercise 2. Students should make notes of the answers.

7 When students have finished, discuss the answers as a class. Ask them to list the possible advantages and disadvantages of the two balls, and discuss their opinions of these two inventions.

ANSWERS

Ball A
1 Two students.
2 People working in dangerous search-and-rescue situations.
3 Photos.
4 Your tablet or smartphone.
5 They won $60,000 of prize money in two design competitions.
6 Because the balls are cheaper (they can be left in a dangerous space because it doesn't cost so much to buy a new one).
7 Some people may think the ball is a bomb.
8 Yes, it is.

Ball B
1 A group of Harvard University students.
2 Many people around the world.
3 After the students graduated.
4 Using Kickstarter, a crowd-funding website.
5 Nigeria, South Africa, Mexico and Brazil.
6 They tried several different designs.
7 They chose the lightest ball.
8 By providing them with one of life's basic comforts.

Unit 11 Regrets

Paired activity, saying what you *should have* or *shouldn't have* done in different situations

Language

Criticizing past actions: *should/shouldn't have* + verb

Preparation: Make one copy of the worksheet for each pair and cut the sheets in half.

Non-cut alternative: Make one copy for each pair and fold the sheets in half. Tell students not to look at the other halves.

1 Tell the class that you slept badly last night. Ask them to ask you *Yes/No* questions to find out why, e.g. *Were you too hot? Did you eat too much?* In each case, answer their questions with *Yes*. In response, they should give you sentences with *should have* or *shouldn't have*, e.g. *You should have opened a window. You shouldn't have eaten so much.* Write their responses on the board.

2 Divide the class into pairs (A or B) and give them the relevant half of the worksheet. They should not show these to each other. Give students a few moments to read through the sentences in exercise 1. Explain that the aim of the activity is to write sentences using *should have* or *shouldn't have* for each situation, based on the information their partner gives them. The first sentence in each section has been done as an example for them. Student A begins the activity by telling student B what happened to them in situation 2. Student B should look for an appropriate reason in their table, and read it out. Student A should then use this reason to write a sentence using *should have* or *shouldn't have*.

3 Students then swap roles, with student B reading out situation 2 in their section of the worksheet, and student A giving a suitable reason from their table. Pairs continue taking turns in this way until both students have written seven sentences with *should have* or *shouldn't have*. Review answers as a class.

4 Ask pairs to talk about real things they did or didn't do recently where there was a negative outcome. Their partners say what they should have or shouldn't have done in each situation.

ANSWERS

Student A

2 I should have cooked it properly.
3 I shouldn't have been playing my music so loud.
4 I should have done enough revision.
5 I shouldn't have gone into a dangerous part of town.
6 I should have looked after them properly.
7 I should have taken an umbrella with me.
8 I shouldn't have left the lights on last night.

Student B

2 I should have put enough petrol in it.
3 I should have protected it against internet viruses.
4 I shouldn't have left something cooking when I went out.
5 I shouldn't have left the front door unlocked.
6 I shouldn't have watched a horror film before going to bed.
7 I shouldn't have left home late.
8 I shouldn't have written something bad about my boss on a social website.

Unit 12 He said …, she said …

Paired/Group activity, working out the exact words that someone said

Language

Reported speech (focus on tense and time changes)

Preparation: Make one copy of the worksheet for each group (up to four students per group) and cut the worksheets in half. You will also need spare paper for each pair.

Non-cut alternative: Make one copy for each pair and fold the sheets in half. Tell students not to look at the other halves.

1 Write the following sentences on the board: *I've just returned from a holiday. I spent last month travelling around Europe. I'm absolutely exhausted. I'll probably spend this weekend doing nothing.* Tell students to imagine that these sentences were said to you by a friend last month, and you are going to now report what your friend said to another friend. Write on the board: *He said that …* and ask the students to continue the sentence (*… he had just returned from a holiday … he had spent the previous month travelling around Europe … he was absolutely exhausted … he would probably spend that weekend doing nothing.*). Focus students on changes in tenses and time expressions. Ask students which word could be removed from all of these sentences (*that*), and which word we would need to add if *told* replaced *said* (*me*).

2 Divide the class into groups of four, sub-divide each group into pairs and give each pair a sheet of paper. Allocate each pair a letter (A or B) and give them the relevant half of the worksheet. They should not show these to the other pair. Explain that they have ten minutes to write reported speech sentences for the direct speech sentences 2–6. Do not review answers at this stage.

3 Focus students on exercise 2 and explain that pair A should now begin by reading their reported speech sentences (including the example) about what Carla said to pair B. Pair B listens and after each sentence writes down the exact words that Carla said on the separate sheet of paper. When they have finished, they change roles, with pair B reading their reported speech sentences to pair A, and pair A writing the words that Ronaldo said. Give students fifteen minutes to complete the task.

4 Ask pairs to check answers by comparing their sentences. They win one point for each sentence that is a match. The pair with the most correct matches is the winner.

ANSWERS

Pair A: 2 She said (that) it had become one of the country's most-watched programmes. 3 She told us (that) the first series had ended the previous month/the month before. 4 She said (that) she had really enjoyed it. 5 She told us (that) she was hoping the next series would be as good as the first. 6 She said (that) apparently it would have some new characters.

Pair B: 2 He told us (that) it had won a lot of awards. 3 He said (that) he had finished it the previous day/the day before. 4 He told us (that) it had made him laugh a lot. 5 He said (that) he was really looking forward to the writer's next book. 6 He told us (that) it would be available to download the next day/the following day/the day after.

1 Grammar My life now

1 Complete Marta's social networking page with the present simple, present continuous or present perfect form of the verbs from the box.

be cook enjoy feel have (x2) learn make
not have play (x2) remember study think

1 

4 hours

Like Share Comment

I _____ just _____ a job interview for a Personal Assistant. I _____ it was OK. Wish me luck!

2 

1 day

Like Share Comment



I _____ very hard at the moment because I have an English exam in two weeks. I hope I can _____ everything!

3 

1 week

Like Share Comment

I've got a new boyfriend! He's from Japan so I _____ now _____ Japanese. I _____ three lessons already and I _____ really _____ it!

4 

8 days

Like Share Comment



Look at this! I don't _____ dinner very often, but this is the best meal I _____ ever _____! It was soooooooo delicious!

5 

10 days

Like Share Comment

I _____ much free time recently – I _____ really busy at work and I've got a big volleyball match soon. We usually _____ once a week, but we _____ three times a week at the moment! I _____ so tired!

2 Complete your social networking page.

1 4 hours

Like Share Comment

2 1 day

Like Share Comment

3 1 week

Like Share Comment

4 8 days

Like Share Comment

5 10 days

Like Share Comment

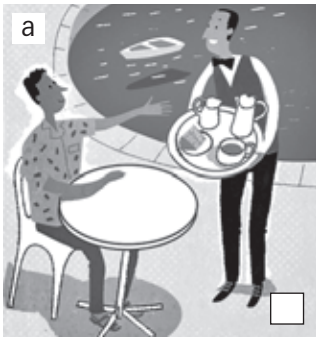
3 Work with a partner. Read your social networking page to your partner. Ask and answer questions.

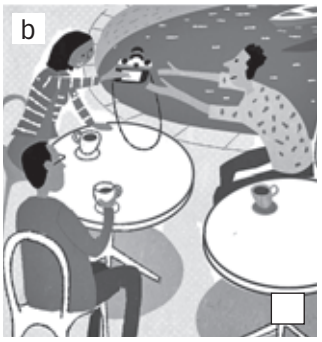
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2 Grammar Holiday disasters

Put the illustrations in the right order. Then tell your story to the other pair and listen to their story.
What is the same in each story?

Pair A



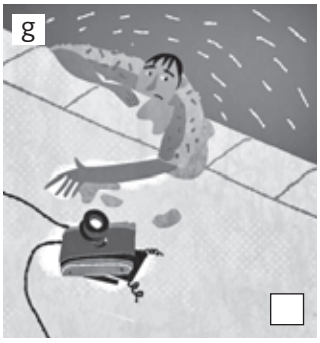


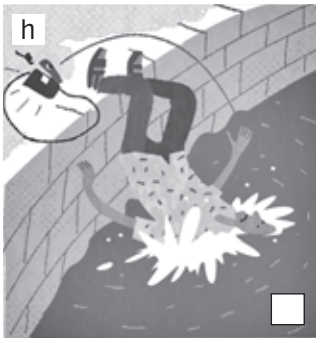
















Pair B









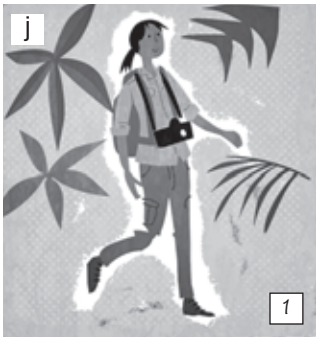












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3 Grammar A Paralympian's story of success

Student A

Stefanie Reid

Stefanie Reid is a successful Paralympian who competes for Great Britain in running events and the long jump.

When she was a child, Stefanie loved doing sports, especially rugby. When she was sixteen, she lost her leg in a boating accident and now has a prosthetic leg. Stefanie wasn't able to continue playing rugby after her accident.

She succeeded in getting a scholarship to study biochemistry at university. She joined her university running team and was later able to compete in the World Championships and the Paralympics.

She has succeeded in winning many medals, including a silver in the London 2012 Paralympics, and hopes she'll be able to win more in the future. She also manages to study as well as train, and plans to be a nutritionist when she retires from her career in sports.



Student B

Sarah Castle

Sarah Castle is a talented Paralympian who competes in basketball for the USA. Many people admire her for managing to deal with the problems she has experienced in her life and being so successful in sports.

When Sarah was eleven, she developed a rare disease in her back. This means she can't move the lower part of her body properly, so she has to use a wheelchair. Sarah has had to be strong and she found sports helped her to feel better about herself.

Sarah discovered she loved swimming and later succeeded in winning silver in the Paralympics. Unfortunately, after a shoulder injury, she wasn't able to compete in that sport any more. That didn't stop her and she began playing basketball. This time, she won gold in the Paralympics.

As well as training, Sarah managed to study to become a lawyer. In the future, she plans to continue to work hard and be successful in both sports and her career as a lawyer.



Work with a partner. Read and answer questions 1–7.

1 What sport does she compete in?

2 What wasn't she able to do after her accident/illness/injury?

3 What is she able to do now?

4 What has she succeeded in doing?

5 What else does she manage/has she managed to do, as well as being a Paralympian?

6 In your opinion, what can people learn from her?

7 What does she hope she will be able to do in the future?

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4 Grammar Looking into the future

1 Work with a partner. Choose the correct word/phrase.

1 She *won't / might not* enjoy the ferry journey because she gets extremely seasick every time she goes on a boat.
2 He *will / 's going to* miss the meeting because his flight has been cancelled.
3 I'm *unlikely to / definitely not going to* visit China again, but if I can save enough money I might go back.
4 I *will / 'm going to* read some articles about the company this evening because my job interview is tomorrow.
5 He's very ill and so he *probably / possibly* won't call you because he's in hospital.
6 *Are you going to / Will you* get married? You both look so happy.
7 Yes, I promise I'*ll / 'm going to* call you as soon as I get home.
8 I'll *definitely / possibly* send back that sweater I bought online because it really doesn't fit me.



2 Make notes in the table for you.

	You	Student 1	Student 2
When you get home today			
This evening			
This weekend			
On your next holiday			
Next summer			
On 31 December			
Next year			
In 2020			
When you retire			
If you live until you're 100			

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5 Grammar Personally speaking

Student number: _____ **Student name:** _____

1a Complete the sentences with the correct form of *do* (*doing* or *to do*). More than one answer may be possible.

b Make notes that are true for you.
Write about:

1 something you once attempted _____, but failed _____.

2 something you once agreed _____, but didn't want _____.

3 something you once managed _____ even though it was extremely difficult.

4 something that you once decided _____ in spite of someone's advice.

5 something you avoid _____, if possible.

6 something you miss _____ that you did in the past.

7 something you can't stand _____, but have to do.

8 something you really enjoy _____.

9 something you can't afford _____, but would like _____.

10 something you tend _____, but know that you shouldn't.

11 something that you would recommend _____.

12 something you can't imagine _____.

13 something you prefer _____ to learning English.

14 something you hope _____ in the near future, but which seems unlikely.

15 something you intend _____ in the near future which seems possible.

2 Take turns to say sentences to the class. Guess the students and complete the table.

Student number	Student name	Student number	Student name
1		11	
2		12	
3		13	
4		14	
5		15	
6		16	
7		17	
8		18	
9		19	
10		20	

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6 Grammar A driving test

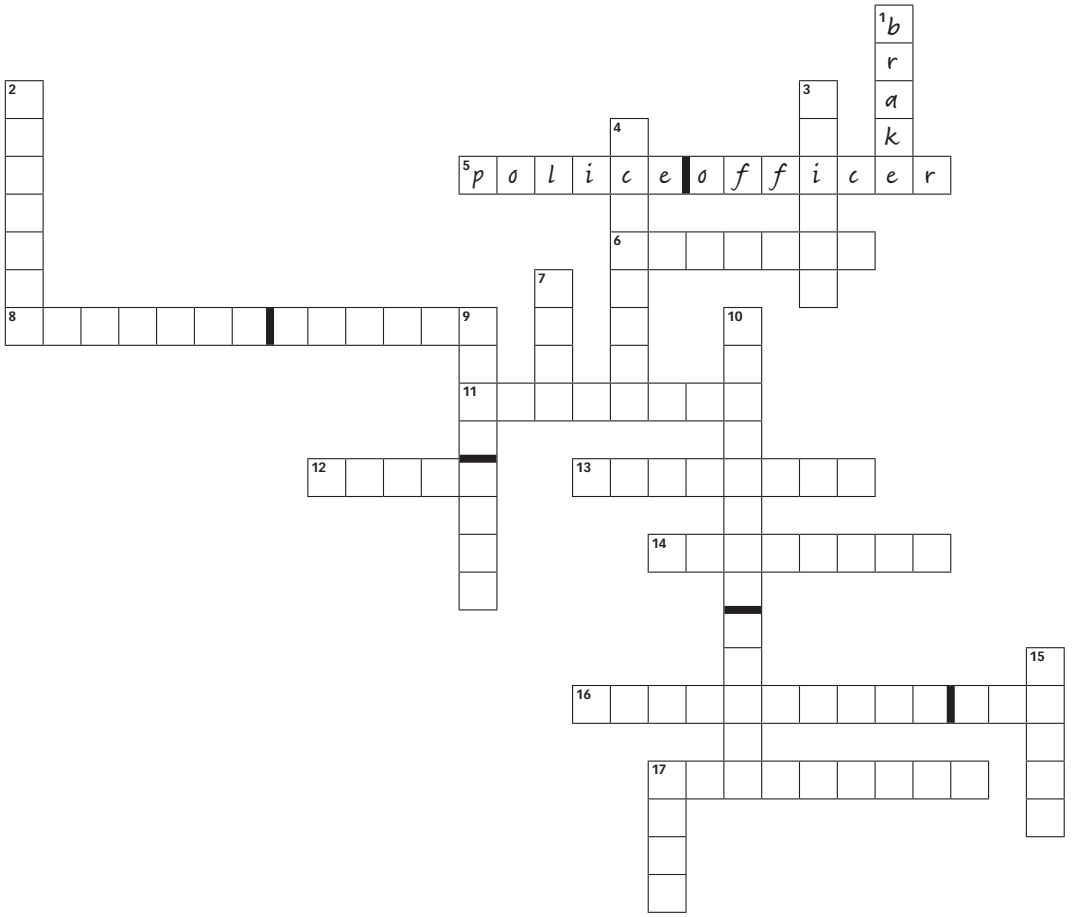
Student A

1 Work with a partner. Complete the definitions, then write the answers into the crossword.

Across

5 This is a person _____. (police officer)
6 This is an adjective _____ means _____. (injured)
8 These are things _____ people _____. (traffic lights)
11 This is a verb _____ means _____. (overtake)
12 This is a noun _____ describes _____. (speed)
13 This is a place _____ people _____. (motorway)
14 This is a place _____ . (junction)
16 This is a noun _____ describes _____. (driverless car)
17 This is a noun _____ describes _____. (pollution)

2 Work with student B to ask and answer questions. Complete the crossword.



Student B

1 Work with a partner. Complete the definitions, then write the answers into the crossword.

Down

1 This is a verb _____ means _____ . (brake)
2 This is a person _____. (cyclist)
3 This is a person _____. (driver)
4 This is a noun _____ describes _____. (accident)
7 This is a place _____ people _____. (lane)
9 This is a verb _____ means _____. (slow down)
10 This is a thing _____ we use to _____. (steering wheel)
15 This is a noun _____ describes _____. (crash)
17 This is a verb _____ means _____. (park)

2 Work with student A to ask and answer questions. Complete the crossword.

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7 Grammar Could you tell me who you are?

Stephanie Kwolek



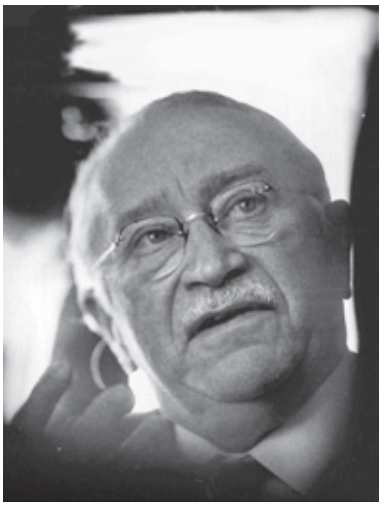
You were born in the USA in 1923. When you were growing up, you were very interested in science. You were happiest when you were outside studying plants and animals with your father.

You studied chemistry at university. After university, you planned to go to medical school. However, you became a scientist and you started work in a laboratory. You found this work very interesting and so you decided not to train as a doctor.

In 1971, you created Kevlar®. This was a very important discovery. It is now a material which is used in many different situations because it is so strong. Kevlar is used in the design of many machines, from cars to space rockets and in building bridges. Camping items and sports equipment are stronger and better now because they contain Kevlar. Police officers wear bulletproof vests and these are made with Kevlar. In a gunfight, these vests are worn as protective clothing. One police officer in the USA once met you and asked you to sign your name on his bulletproof vest because he admired your work so much.

You didn't become a doctor, but your work on Kevlar has saved the lives of many people.

Doctor Ludwig Guttmann



You were born in Germany in 1899. At the age of eighteen, you started working in a hospital. You became interested in medicine and you decided to study to become a doctor. At the beginning of the Second World War, you escaped from Germany with your family and you moved to Oxford to continue working in medicine.

Your hospital patients were suffering from some very serious physical conditions and you decided to try and improve their quality of life. You encouraged the patients to take part in sporting activities. Many of your patients had serious back problems, but you suggested that they could do sport in their wheelchairs.

You helped organize the first hospital games in 1948. Doctors around the world liked your idea and the number of athletes in wheelchairs increased. Your hospital in the UK held regular international sporting events. You were the president of the first Paralympic Games which were held in Rome in 1960.

Queen Elizabeth presented you with an award for your achievements in the medical and sporting world. And most importantly, you succeeded in changing the world's attitude towards people who are in wheelchairs or who have other serious medical conditions.

Louis Leakey



You were born in Kenya in 1903 and spent your childhood in Africa. Your interest in archaeology began when you were a teenager. You found some ancient tools used by people many thousands of years earlier and you started to study prehistoric life.

After graduating in archaeology and anthropology from the University of Cambridge, you returned to Africa and started your work. A lot of your work took place in the Olduvai Gorge in Tanzania. Here you worked with a team of people and you made some very important prehistoric discoveries.

Your team of archaeologists found bones and tools which confirmed that the relatives of very early humans were living nearly 2 million years ago. Your team's discovery of these bones in the Olduvai Gorge was important because we have learnt that these very early humans and their relations were able to use tools and stand up straight.

You always believed that very early human life originally began in Africa. Until your discoveries, many scientists thought that early humans possibly lived in Asia or Europe. Your discoveries showed the world that Africa was probably the birthplace of early humans.

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8 Grammar What's the question?

What would you do if you saw a bank robbery taking place?	What would you do if you got lost in a strange city at night?
What would you do if you found a large snake in your house?	What would you do if you found a box full of money in the street?
What would you do if you won a lot of money in a competition?	What would you do if you were very hungry and had no money?
What would you do if you saw a car hit someone and then drive away?	What would you do if you got home and couldn't find your house keys?
What would you do if you accidentally left a restaurant without paying?	What would you do if there was a fire in the hotel where you were staying?
What would you do if you lost your job because of someone else's mistake?	What would you do if you saw a very young child alone in the street at night?
What would you do if you saw a parent hitting their child in the street?	What would you do if a stranger started shouting at you in the street for no reason?
What would you do if you accidentally broke your friend's computer while he was out?	What would you do if the waiter in the restaurant where you were eating was rude to you?
What would you do if you forgot to feed your friend's pet rabbit while she was on holiday and the rabbit died?	What would you do if you heard someone at work saying bad things about a colleague you liked and respected?
What would you do if you accidentally sent a rude email about someone to the person you were writing about?	What would you do if someone stole your money and passport while you were on holiday in a foreign country?

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9 Grammar What's happening?

1

A Move back a bit.
B OK. Is this better?
A A bit more. A bit more ...
B If I go back any further, I'm going to fall in the water.
A All right, hold it there. That's great.
B Hold on, let me turn around so you get my good side.

2

A We're going to be late. Where is it?
B I've no idea. Maybe it got lost.
A Don't be silly.
B Ah, here it comes. At last!
A And there's another one behind.
B Typical! Why does that always seem to happen?

3

A We need to do this carefully. I don't want it to fall on me.
B Or on me, or on the car.
A Well, move the car first.
B All right. And perhaps we should do it in stages – you know, start at the top and work our way down.
A How are we going to get up there?
B One of us will have to climb it. You're good with heights, aren't you?

4

A How does it look?
B It's not straight. It's lower on the left than it is on the right.
A All right, let me move it slightly. Is that better?
B Now you've gone too far the other way.
A Let me see. Hmm, it looks fine to me.
B Then there must be something wrong with your eyes.

5

A Move it up a bit, now to your left, down a little ... that's perfect!
B Good, but I can't stand here like this for two hours.
A No, don't move. Oh no! We've lost it again. Why did you move?
B My arm was beginning to hurt.
A This is stupid. It's time we got rid of this old thing and got something modern.
B You know we can't afford to do that right now.

6

A What's wrong?
B I can't open it all the way. It just won't go any further.
A Let me help you. Oh, it won't move.
B Let's try closing it and starting again.
A All right. Oh dear. Now it won't close either.
B Push down a bit harder. No, it definitely won't move.

7

A Where are the matches?
B Here they are. There are only a few left.
A OK, so we need to get this right. You'll have to stand next to me to protect me from the wind.
B All right. Is this close enough?
A Perfect, thanks. Oh, this one won't light. And neither will this one. They must be wet.
B Hmm, I think there's a lighter in the kitchen. I'll go and get it.

8

A Where is it?
B It ran under the sofa. It's probably scared.
A Well, what are we going to do? I'm not having it in the house.
B OK, I'll go around to the back of the sofa and make a lot of noise. You wait at the front and catch it when it runs out.
A But it might bite me. And what will we do with it?
B I don't know. Put it out in the garden?

9

A I'd put some rubber gloves on, if I were you.
B OK. Now, let's see. Urgh, it's disgusting in there!
A Yes, I know. That's why we're doing this.
B There's oil and burnt food everywhere. And it smells horrible.
A Perhaps we should just get a new one.
B No. It works perfectly well. It's just very dirty.

10

A What's wrong?
B I can't turn it. It won't move.
A Try taking it out and putting it back in.
B I can't. It's stuck.
A You must have used the wrong one. Pull a little harder.
B OK. Oh no! Now it's broken! Now what are we going to do?

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10 Grammar Two amazing inventions

Pair A



1 Read the text.

Ball A: This ball could save people's lives!

Imagine you need to enter a dangerous building. You don't want to risk your life by going in. So instead you can throw a ball into the space. This special ball bounces to the correct spot and then sends photos of the location to your tablet or smartphone.

While at college in the USA, two students designed this special ball. They saw photos from the earthquake scene in Haiti in 2010 and decided to invent something to help people working in dangerous search-and-rescue situations.

The inventors needed to get funding to develop this product. Luckily, they won $60,000 of prize money in two design competitions. They began production and police forces across the USA started to test this ball in dangerous rescue situations. Some expensive search-and-rescue robots already exist, but soldiers, police officers and firefighters can all benefit from this cheaper piece of equipment.

The advantage of this ball is that rescue workers can throw it into a dangerous space and leave it there, if necessary, because it doesn't cost so much. One possible disadvantage of the ball is that some people might see the ball arrive at their feet and think that a bomb has been thrown at them.

The designers' ambition is that one day all police officers and firefighters will carry one of these balls as an everyday piece of lifesaving equipment.

2 Complete the questions about ball B with the passive form of the verbs in brackets.

Ball B: This ball produces electricity!

1 Who _____ the ball _____ by? (design)
2 Who _____ the ball _____ for? (invent)
3 When _____ the SOCCKET energy ball business _____? (set up)
4 At first, in what way _____ money _____ to help fund this project? (raise)
5 Where _____ the ball first _____? (test)
6 How many different designs _____ first _____ by footballers? (test)
7 Which design _____ by the company? (choose)
8 How _____ people's lives _____ if this ball becomes a popular product in the future? (improve)

3 Ask student B the questions in exercise **2**. Answer student B's questions.

Pair B



1 Read the text.

Ball B: This ball produces electricity!

This ball is not just a normal football. When you kick it around for thirty minutes, it produces three hours of electricity. How does this work? The technical equipment in the ball takes the energy from the movement of the ball and creates electrical energy. After playing football, people can plug an LED-type light into the ball and the light will come on.

A group of Harvard University students designed the ball in 2008. After graduating, two of the students set up the SOCCKET energy ball business and they called this company Unchartered Play.

At first, the business raised money using Kickstarter, the crowd-funding website. Footballers tested the ball in Nigeria, South Africa, Mexico and Brazil. They tried several designs, and they chose the lightest ball which was the most comfortable to play with.

If the company sells a lot of SOCCKET energy balls, this amazing product will improve the lives of many people around the world by providing them with one of life's basic comforts.

2 Complete the questions about ball A with the passive form of the verbs in brackets.

Ball A: This ball could save people's lives!

1 Who _____ the ball _____ by? (design)
2 Who _____ the ball _____ for? (invent)
3 What _____ by the ball? (record)
4 Where _____ the photos _____ to? (send)
5 At first, how _____ the necessary money _____ to help establish the business? (raise)
6 Why is it better if these balls _____ during a dangerous rescue situation instead of hi-tech robots? (use)
7 It _____ that perhaps there is just one disadvantage. What is this? (think)
8 Is the designers' dream that this ball _____ by most rescue workers in the future? (carry)

3 Ask student A the questions in exercise **2**. Answer student A's questions.

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11 Grammar Regrets

Student A

1 Read a sentence and listen to student B's response. Write sentences with *should have* or *shouldn't have*.

1 I got lost while driving my car. *I should have used my satnav.*

2 I became ill after eating some chicken. _____

3 The police came to my house. _____

4 I failed an exam. _____

5 I was robbed in the street. _____

6 Several plants in my garden died. _____

7 I went for a walk and got very wet. _____

8 My car wouldn't start this morning. _____

2 Listen to student B's sentences. Give a reason from the table and cross it out.

That's because you didn't protect it against internet viruses.	That's because you watched a horror film before going to bed.	That's because you left something cooking when you went out.	That's because you didn't put enough petrol in it.
That's because you left home late.	~~That's because you didn't put any suncream on.~~	That's because you wrote something bad about your boss on a social website.	That's because you left the front door unlocked.

Student B

1 Read a sentence and listen to student A's response. Write sentences with *should have* or *shouldn't have*.

1 I got sunburn on the beach. *I should have put some suncream on.*

2 My car broke down on the motorway. _____

3 My new computer stopped working. _____

4 My kitchen caught fire. _____

5 Someone burgled my house. _____

6 I had bad dreams last night. _____

7 I missed my flight on Friday. _____

8 I was fired from my job. _____

2 Listen to student A's sentences. Give a reason from the table and cross it out.

That's because you went into a dangerous part of town.	That's because you left the lights on last night.	That's because you didn't look after them properly.	That's because you didn't cook it properly.
That's because you were playing your music too loud.	That's because you didn't take an umbrella with you.	~~That's because you didn't use your satnav.~~	That's because you didn't do enough revision.

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12 Grammar He said ..., she said ...

Pair A

1 Two months ago you met your friend Carla and she told you about a TV series she had watched. Complete the sentences and report what she said.

1 '*The Street* is my favourite TV series.'
She told *us (that) 'The Street' was her favourite TV series.*

2 'It has become one of the country's most-watched programmes.'
She said _____

3 'The first series ended last month.'
She told _____

4 'I really enjoyed it.'
She said _____

5 'I'm hoping the next series will be as good as the first.'
She told _____

6 'Apparently it will have some new characters.'
She said _____

2 Say the reported speech sentences (1–6) to pair B.

3 Listen to pair B. Write Ronaldo's sentences about the book *Meet Me After Work*.

Pair B

1 Two months ago you met your friend Ronaldo and he told you about a book he had read. Complete the sentences and report what he said.

1 '*Meet Me After Work* is a really funny book.'
He said *(that) 'Meet Me After Work' was a really funny book.*

2 'It has won a lot of awards.'
He told _____

3 'I finished it yesterday.'
He said _____

4 'It made me laugh a lot.'
He told _____

5 'I'm really looking forward to the writer's next book.'
He said _____

6 'It will be available to download tomorrow.'
He told _____

2 Say the reported speech sentences (1–6) to pair A.

3 Listen to pair A. Write Carla's sentences about the television series *The Street*.

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Vocabulary

Unit 1 Special offer!

Paired/Group activity, reviewing and practising vocabulary for spending in the context of a radio advert

Language

Spending: *bargain, buy one get one free, customer, deal, discount, half price, item, special offer, two for the price of one*

Preparation: Make one copy of the worksheet for each student.

1 Give each student a copy of the worksheet. Focus students' attention on exercise 1 and complete the first phrase (*special offers*) as an example. Give students five minutes to rearrange the letters in bold to complete the rest of the advert with the spending words/phrases. This can be done alone or in pairs. Check answers as a class.

ANSWERS

1 special offers 2 bargains 3 half price 4 deals 5 items 6 two for the price of one 7 customers 8 discount 9 buy one get one free

2 Divide the class into pairs. Encourage students in their pairs to take turns to ask and answer the questions about spending habits in exercise 2. These questions are designed to get students thinking about what might attract them in an advert. If possible, play an example radio advert for a supermarket. Encourage students to identify any special offers in the advert.

3 Divide the class into pairs or groups (maximum of five students per group) and explain that they are now going to plan their own 30-second radio advert for a supermarket. Elicit from the class what information should go into the advert, e.g. the supermarket name, different special offers and the tenses they might use, e.g. second person, imperative. In their groups, students first choose four of the items to advertise. Then allow them fifteen minutes to prepare and practise their advert.

4 The groups take turns to act out their adverts for the class. When all the groups have finished, the class decides which advert had the best offers and which supermarket they would choose to go to.

Unit 2 The right words

Group activity, exchanging information to complete a crossword and reveal a mystery word

Language

Communication verbs: *admit, announce, claim, inform, interview, invent, keep quiet, mention, report, tell*

Preparation: Make one copy of the worksheet for each pair and cut the sheets in half.

Non-cut alternative: Make one copy for each pair and fold the sheets in half. Tell students not to look at the other halves.

1 Write the following words and phrases on the board: *admit, announce, claim, inform, interview, invent, keep quiet, mention, report, tell*. Ask students what the words/phrases have in common – they are all verbs and phrases used for communication.

2 Allocate each student or pair/small group one of the words/phrases and ask them to write a sentence using it in any form – past, present or future. Then encourage them to read their sentences to the class. Ask the class if they think the word/phrase has been used correctly. Erase the words/phrases from the board before moving on to the next stage.

3 Divide the class into groups (four students per group) and sub-divide each group into pairs. Allocate each pair a letter (A or B) and give them the relevant section of the worksheet. They should not show these to the other pair. In their pairs, students write four sentences using the verbs in the crossword. These should be different from the sentences that they wrote/heard in stage 2. Remind students to pay attention to the form of the verbs.

4 Once they have written their sentences, pairs take turns to say their sentences to each other, omitting the verbs from their sentences by saying 'blank' where the verbs should be. The other pair listens, decides what the verb is and completes their crossword with the appropriate verb.

5 When both pairs have completed their crosswords, they work together as a group to identify the mystery verb, looking at each other's crosswords. The first group to identify this verb and complete the sentence is the winner.

ANSWER

advertised

Unit 3 Dream team

Paired activity, reviewing and practising vocabulary for work skills in the context of a talk

Language

Collocations for work skills: *be confident in yourself, be reliable, good at solving problems, make decisions, manage a team, manage tight schedules, multitasking, persuade people to buy things, set goals, take responsibility, work hard, work well under pressure*

Preparation: Make one copy of the worksheet for each student and fold the sheet after exercise 2.

1 Give each student a copy of the worksheet and tell them to look at exercise 1. As a whole class, complete the first collocation (*be reliable*) as an example. Students continue matching the words and phrases in exercise 1 to complete the collocations. Check answers as a class.

ANSWERS

1 d 2 j 3 l/a 4 b 5 f 6 k 7 l/a 8 g 9 e 10 m 11 h 12 c 13 i

2 Students complete the sentences in exercise 2 with the collocations from exercise 1. Check answers as a class.

ANSWERS

1 'm reliable 2 set goals 3 manage tight schedules 4 multi-tasking 5 work well under pressure

3 Tell students to turn over their worksheets so that they can see the job adverts. Explain that an exciting new company is looking for the best people to work for them (a *dream team*). Allow the class to decide on what the company is. Explain that students will give a talk to directors from the company in order to get a job. Divide the class into groups (minimum of four students per group). Allocate each group a job from the worksheet. Two students will be applying for the job, while the other two students will be the directors of the company. Encourage students to read their relevant job advert and focus on the essential skills required. Allow time for the directors to decide what they are looking for/prepare any questions they might ask, and applicants to plan their talks based on the requirements for the job.

4 When they are ready, the two applicant students take turns to present themselves to the directors. Once both talks are finished, the directors should discuss the talks in private and decide who should get the job.

5 Ask for whole-class feedback by asking the directors to announce the successful candidates for each job. They have to say what skills have helped each person get the job.

Unit 4 Come and live here!

Paired activity, describing the natural world to persuade their partners to live on the mainland or an island

Language

The natural world: *canal, cliffs, coast, ferry, float, fresh air, green spaces, inland, island, lake, mainland, mountain peak, ocean, pool, rocks, sand, soil, sunset, sunshine, valley, waterfall, waves*

Preparation: Make one copy of the worksheet for each pair and cut the sheets in half.

Non-cut alternative: Make one copy for each student and fold the sheets in half. Tell students not to look at the other halves.

1 Divide the class into pairs. Write the following questions on the board and ask students to discuss their answers: *Do you feel happier in the mountains or by the sea? Why? Would you prefer to go swimming in a lake or in the sea? Why? Would you prefer to walk across a rocky landscape or through a green forest? Why?*

2 Draw a table on the board with three column headings as follows: *Land*, *Water* and *Sky*. Elicit some vocabulary under these headings, e.g. *island*, *river*, *sun*. Then ask students which column in the table the following words/phrases should go in: *steep valleys, sunset, waves, float, sand, ferry, clear pools, green spaces, rocks, sunshine, ocean, soil, mountain peaks, cliffs, fresh air, canal, lake, mainland, waterfall, coast*. Check answers as a class.

ANSWERS

Land: steep valleys, sand, green spaces, rocks, soil, mountain peaks, cliffs, mainland, coast
Water: waves, float, ferry, clear pools, ocean, canal, lake, waterfall
Sky: sunset, sunshine, fresh air

3 Divide the class into two groups (A and B). Group A live on the mainland and group B live on the island. Put students into pairs within their groups and give them the relevant section of the worksheet. Explain that students will prepare a mini presentation to persuade their partner to come and live on their land. At the end of the lesson the class will vote on which place is the most popular place to live. Before they start, draw a basic map on the board. Elicit language for describing locations on a map, e.g. *in the north/south/east/west/centre*.

4 Ask student As to work in pairs with other student As, and the same for student Bs. Give them ten minutes to mark some extra, appealing details on their maps and plan how they are going to persuade their partners to live on their land. Monitor and help where necessary.

5 Put students into new pairs (A and B). Students sit face-to-face and take turns to try and persuade each other to live on the mainland/island. Monitor and check that they are using the target language correctly.

6 When students have finished, elicit feedback from the whole class, and ask students what they liked about the different places. Finally, students vote for the most popular place to live.

Unit 5 I saw it, too

Group activity to match conversations about films, and to complete each conversation with an appropriate adjective

Language

Adjectives for describing films/video games/books, etc.: *amusing, disappointing, dull, enjoyable, entertaining, intelligent, ordinary, original, predictable, silly, surprising, unexciting, violent*

Preparation: Make one copy of the worksheet for each group (maximum of three students per group) and cut the sheet into the three sections.

Non-cut alternative: Make one copy for each student and fold the sheets so that only one section is showing. Tell students not to look at the other sections.

1 Ask a few students to tell you about a film or play they have seen recently, a book they have read recently or a new video game they have played recently. What did they like or dislike about them? Elicit adjectives they would use to describe them.

2 Divide the class into groups. Allocate each student in the group a letter (A, B or C) and give them the relevant section of the worksheet. Explain to the class that student A has eight sentences about films they saw recently, student B has the responses, which contain a gap, to those sentences, and student C has the words to complete the gaps in student B's responses. The aim of the activity is to match the sentences and responses, and to complete the responses with the missing words.

3 Student A begins by reading out the first sentence. Student B identifies and reads out the appropriate response (saying *gap* where the gap is). Then student C identifies which word should be used in the gap; there may be more than one possible answer, but they should use each word once only. One student should keep a record of the answers (sentence number + response letter + missing word) and ensure everyone agrees.

4 When they have matched and completed one conversation, they swap their sections and repeat stage 3.

5 Stages 3 and 4 are repeated until groups have matched and completed all of the conversations.

SUGGESTED ANSWERS

1 c (amusing) 2 h (enjoyable) 3 a (predictable)
4 e (violent) 5 b (surprising) 6 g (disappointing)
7 f (dull) 8 d (original)

6 In their groups, students find out if there is a film or play they have all seen (or a book they have all read, etc.) and tell one another what they thought of it.

Unit 6 Extreme weather

Paired activity, describing extreme weather events, holding an interview with a journalist and producing a news bulletin

Language

Extreme weather events: *a decrease in rainfall, causes, climate change, consequences, crop damage, destroyed housing, drought, effects, extreme weather, floods, forest fires, global warming, heatwave, hurricanes, landslide, strong winds, tropical storm*

Preparation: Make one copy of the worksheet for each pair and cut the sheets in half.

Non-cut alternative: Make one copy for each student and fold the sheets in half. Tell students not to look at the other halves.

1 Read out (or write on the board) the ten questions quiz. Ask students to work in pairs to answer the questions. Check answers as a class.
   1 *The world is getting hotter – what's the name for this situation? (global warming)*
   2 *The world's weather conditions are changing every year – what's the name for this situation? (climate change)*
   3 *What's another word for a water shortage? (a drought)*
   4 *What's the name for a long period of hot weather? (a heatwave)*
   5 *After very heavy rain, there is a sometimes movement of earth and rocks down the side of a steep hill. What's the name for this? (a landslide)*
   6 *When there is heavy rain and when the rivers are full, what can happen? (floods/flooding)*
   7 *What's the name for the plants grown by farmers? (crops)*
   8 *What's the name for the situation when these plants are destroyed by very bad weather or disease? (crop damage)*
   9 *What's the name for a period of strong wind and rain in a very warm, rainy country? (a tropical storm/hurricane)*
   10 *What's the uncountable noun used to describe the houses and homes where people live? (housing)*

2 Explain that students are going to act out an interview with a journalist, in which they will describe an extreme weather event they have experienced. Elicit questions the journalist could ask and write them on the board, e.g. *What happened? When did it happen? Where did it happen? How are the people feeling? What's going to happen now?*

3 Divide the class into two groups (A and B) and give each student the relevant half of the worksheet. Ask student As to work in pairs with other student As and the same for student Bs. Ask students to work together to plan a description of their event for a journalist based on the photos on the worksheet. Remind students to think about the questions which the journalist might ask.

4 Put students into new pairs (A and B). Ask students to sit face-to-face and take turns to be the journalist. Tell them not to show their photos to their partner. Students ask and answer questions in pairs about the extreme weather event they have experienced. Tell the journalists that they need to take notes during the interview because they are going to prepare a news bulletin.

5 After they have finished the interview, ask student As to work in pairs with other student As again, and the same for student Bs. Pairs prepare a news bulletin for the weather event they interviewed their partner about in stage 4. They could write a report for a news website or they could film a report using tablets or smartphones.

Unit 7 The job market

Paired/Whole-class activity, a quiz and a whole-class mingling activity to practise target language

Language

Working conditions: *make redundant, career prospects, job satisfaction, occupation, promotion, qualification, rent-free accommodation, salary, sick pay, unemployed, working conditions, working hours*

Preparation: Make one copy of the worksheet for each pair and cut off the bottom section. Cut into twelve cards or one for each student.

Non-cut alternative: Make one copy for each student and allocate each student one card for the mingling exercise. Tell students not to look at the other cards.

1 Divide the class into pairs and give each pair a copy of the worksheet. Give students ten minutes to complete the definitions. Monitor and note down any pronunciation problems while they work. Check answers as a class.

ANSWERS

1 be made redundant 2 career prospects
3 unemployed 4 job satisfaction 5 qualification
6 sick pay 7 rent-free accommodation 8 salary
9 promotion 10 working hours 11 occupation
12 working conditions

2 Divide the twelve cards equally among the class. Explain that they are going to explain their problem one by one to everybody in the class. Explain that they must not say the word in bold at the bottom of the card. After listening to a student speak, students will need to guess the key word/phrase. Then, in response, they must give the speaker one piece of advice. On the board, write the following example to show the pattern students' conversations should follow:
   A *My problem is …*
   B *Is your key word/phrase …?*
   A *Yes, it is./No, it isn't.*
   B *I'm sorry to hear about your problem. You should/shouldn't …*

3 Give students ten minutes to mingle as a whole class, explaining their problems and giving advice to each other.

4 When they have finished, divide the class into pairs and ask them to tell each other about the advice they were given. Then ask for whole-class feedback. What was the best advice they received?

Unit 8 The right choice

Paired/Whole-class activity, completing paragraphs with appropriate phrases and then making a choice

Language

Happiness factors: *balanced diet, childcare facilities, cultural activities, free healthcare, good neighbours, heavy pollution, leisure time, physical activities, strong economy, terrible poverty*

Preparation: Make one copy of the worksheet for each pair and cut the sheets in half.

Non-cut alternative: Make one copy for each student and fold the sheets in half. Tell students not to look at the other halves.

1 Divide the class into pairs. Allocate each partner a letter (A or B) and give them the relevant half of the worksheet. They should not show these to each other. Tell them to imagine that they work for a city council (the group of people who run the city, or a city department) that has a sum of money to spend on improving or creating something that will make their city a better place. The paragraphs on their sections of the worksheet are suggestions from members of the public as to how the money could be spent. Students take turns to read the suggestions to their partner, saying *gap* where the gap is. Their partner chooses the two words from the box on their section of the worksheet to complete each suggestion and tells their partner. Together, they decide if these words are correct (in some cases, more than one answer may be possible, but each word should be used only once). Check answers as a class.

ANSWERS

Student A: 1 balanced diet 2 leisure time 3 childcare facilities 4 physical activities 5 heavy pollution
Student B: 1 strong economy 2 terrible poverty 3 good neighbours 4 cultural activities 5 free healthcare

2 Tell students to place both sections of the worksheet next to each other. Explain that there is enough money to spend on eight of these things only. In their pairs, students discuss which eight suggestions to choose and which two to reject from their lists. Give pairs 10–15 minutes to discuss and make their choices, then ask each pair which two they rejected. Write these on the board in note form (any choices that are repeated do not need to be written on the board again).

3 When you have written all the rejected suggestions on the board, explain that the city council has received extra funding to include one of these suggestions. Working as a class, they decide which one to include. Go through the choices on the board, asking for a show of hands for each one. Ask those who raise their hands why they selected that suggestion, using real conditionals where possible, e.g. *If we spend the money on …, then … will …* Other students can challenge them and try to influence or change their choice. The choice that receives the biggest show of hands is the 'winner'.

Unit 9 The new employee

Paired activity, matching names with faces and identifying two different people

Language

Describing physical appearance (age, build, facial features, hair colour, type of hair, hair style and facial hair)

Preparation: Make one copy of the worksheet for each pair and cut the sheets in half.

Non-cut alternative: Make one copy for each student and fold the sheets in half. Tell students not to look at the other halves.

1 Ask students to think about how they would describe one of their classmates. Select a few students at random, and tell them that they should describe a classmate to the others in the class. As they do this, write on the board any useful words/phrases for describing their build, hair colour, hairstyle, etc. After each student has spoken, ask the others in the class to guess who is being described.

2 Divide the class into pairs. Allocate each partner a letter (A or B) and give them the relevant half of the worksheet. They should not show these to each other. Explain that on their sections of the worksheet they have photos of people who work in a shop. Student B's photos were taken a few weeks after student A's. In the period between, one of the people in student A's photos has left and been replaced by a new employee in student B's photos. The aim is to identify who has left, and who has replaced them.

3 Give students twenty minutes to describe the named people in their photos to their partner. Their partner should listen and label their illustrations with the correct name of the person, asking questions to check they have the correct person, e.g. *Does Tomas have straight hair?* Through a process of elimination, they should be able to identify who has left (in student A's photos), and who has replaced them (in student B's photos).

4 After they have finished and have made their guesses, tell pairs to compare their sections of the worksheet and check their answers.

ANSWERS

Student A: Eduardo is no longer an employee.
Student B: Maria is the new employee.

Unit 10 The world of entrepreneurs

Individual activity, identifying vocabulary collocations and paired information-gap activity

Language

Business verb + noun collocations: *become an investor/an entrepreneur, find yourself short of money/cash, get funding/the idea to do something, give support/a guarantee, increase in value/profits, make a profit/a presentation, present an idea/a product, raise funds/£30,000, set up a business/a company, share the money/the risk, support a project/an idea, take out a loan/a mortgage*

Preparation: Make one copy of the worksheet for each student.

1 Ask students to remember how the crowd-funding website Kickstarter works in Unit 10.1. Ask students if they know of any other crowd-funding projects.

2 Give each student a copy of the worksheet. Focus students' attention on exercise 1 and the example.

Ask students to circle the other business verb + noun collocations. Ask students to check answers with the student next to them before asking for whole-class feedback.

ANSWERS

2 a, b **3** a, c **4** a, b **5** a, b **6** a, c **7** a, c **8** b, c **9** a, c **10** a, b **11** a, c **12** a, c

3 Divide the class into pairs. Ask students to imagine that they are business entrepreneurs. Write the following prompts on the board: *Your business idea? A product or a service?* In their pairs, students discuss and decide on their business idea. If necessary, elicit a variety of business ideas as a class and write these on the board first.

4 Explain to students that, in their pairs, they are going to complete a flowchart describing their business story. Refer them to the flowchart in exercise 2 and explain that they should write their business idea in box 2. They then write a short sentence in the boxes, using the collocations in exercise 1, to show the progression of their business idea. Ensure students understand that they do not need to write in all twelve boxes, but that they should decide together if their business story was a success or a failure. Elicit suggestions for what students could write in boxes 3 and 4, e.g. *I needed to raise a lot of funds. I made a presentation to possible investors.* In their pairs, students complete their business story (on both worksheets). Monitor students and prompt with ideas, if necessary.

5 Rearrange students into different pairs. Tell them that they will now take turns to interview their new partner about their business story. Give them time to prepare questions using the prompts from the box in exercise 3.

6 When students have finished interviewing each other, ask a few students about their new partner's business story. Ask if each business was a success or a failure. Collect all the business ideas on the board, and ask the class to vote on which business idea they would support.

Unit 11 Who did it?

Paired activity, working out who committed a crime and how they did it

Language

Crime: *arrest*, *burglary*, *catch*, *escape*, *rob*, *robbery*, *sentence*, *steal*, *suspect*, *theft*, *thief*, *victim*

Preparation: Make one copy of the worksheet for each pair, and fold the sheets along the line.

1 Divide the class into pairs and give each pair a copy of the folded worksheet. Tell them to look at exercise 1 only. Give students five to ten minutes to complete the text by choosing the correct words. Review answers as a class. Write the words on the board and ask the class if they know any other forms for these words, e.g. the plural of *thief* is *thieves*, and the noun is *theft*.

ANSWERS

1 thefts **2** stolen **3** victims **4** burglaries **5** suspected **6** arrested **7** escaped **8** catch **9** suspect/thief

2 Ask pairs to unfold their worksheets and look at exercise 2. Explain that this is the street where the crimes took place. In their pairs, using the text in exercise 1, they try to work out which four houses were burgled, who the criminal was and how they got into the houses. Alternatively, this could be done as a whole-class discussion.

ANSWERS

The houses that were burgled were 1, 4, 7 and 9. The criminal was a cat. It got into house 1 through the open window on the first floor, houses 4 and 9 through the cat flaps, and house 7 through the attic window (by climbing up the tree on the right). (This event is based on the true story of a cat in the USA that stole hundreds of items from houses before he was caught.)

3 In exercise 3, pairs imagine they are journalists and that the police have caught the thief. Students write a short article for their local newspaper describing the crime, using (where possible and relevant) various forms of the words from exercise 1. Alternatively, they could write it as a televised news report, with two reporters. Ask some of the pairs to read out their report for the class.

Unit 12 Friendly persuasion

Group activity, persuading and influencing classmates

Language

Phrases for persuading people: *bring someone round to your way of thinking, convince someone that you are right, get someone to see things your way, get your own way, influence someone's decision, overcome someone's objections to something, understand someone's point of view, win someone over*

Preparation: Make one copy of the worksheet for each student.

1 On the board, write the phrase: *win someone over*. Tell the class that last year you and a friend decided to go on holiday together. Your friend wanted to go during the summer, but you wanted to go in the winter. Ask the class how they think you managed to *win your friend over*, e.g. you said that places would be less crowded and cheaper. Elicit other phrases that have a similar meaning to *win someone over*, e.g. *get your own way, convince/persuade someone you're right, bring someone round to your way of thinking, overcome someone's objections to your ideas*. Write these phrases on the board.

2 Divide the class into groups of three and allocate each student in the group a letter (A, B or C). Give each student a copy of the worksheet. Explain that there are three rounds on the worksheet, each containing three different situations. In each situation, two students have two minutes to persuade the third about something. The third student is going to decide whose advice is most persuasive.

3 Focus students' attention on round 1. Students A and B begin by looking at the first situation and then arguing their case to student C. After the two minutes are up, student C should join in the discussion, asking questions, objecting to and challenging their arguments. Student C makes his/her decision and tells students A and B who the winner is, using phrases from the list at the top of the worksheet, e.g. *Xavier, I see your point of view, but I'm afraid Janice has won me over.* All students then write the winning student's name in the space in the table.

4 The process is repeated for each of the other situations in round 1, as well as those in rounds 2 and 3. The overall winner is the student in each group who has been the most persuasive and won the most arguments.

1 Vocabulary Special offer!

1 Rearrange the letters in bold to complete the advertisements.

Don't miss our fantastic
[1] **picales fofres**
_____
– on today only!

Great [2] **grainbas**
_____
in store this week!

Save money!
All washing powder
[3] **falh cripe**
_____!

All sale [5] **metis**
_____
must go!

Regular
[7] **rusectoms**
_____
receive 10%
[8] **nioctsud**
_____!

Amazing [4] **sedal**
_____
on fresh fruit – today only!

Buy extra – [6] **wot rof teh ricep fo neo**
_____
on all chocolate bars!

Breakfast special –
milk and cereals
[9] **yub eno teg oen refe**
_____!

2 Work with a partner. Take turns to ask and answer the questions.

1 How often do you go shopping in a supermarket?
2 What special offers are the most attractive to you?
3 What encourages you to buy a more expensive product?
4 Do you always buy the same things or do you like to try something new?

3a Work in small groups. Choose four items. Plan a radio advert for a supermarket.



b Act out the advert.

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2 Vocabulary The right words

Pair A

1 Write five sentences using the verbs in the crossword.

2 _____

6 _____

8 _____

9 _____

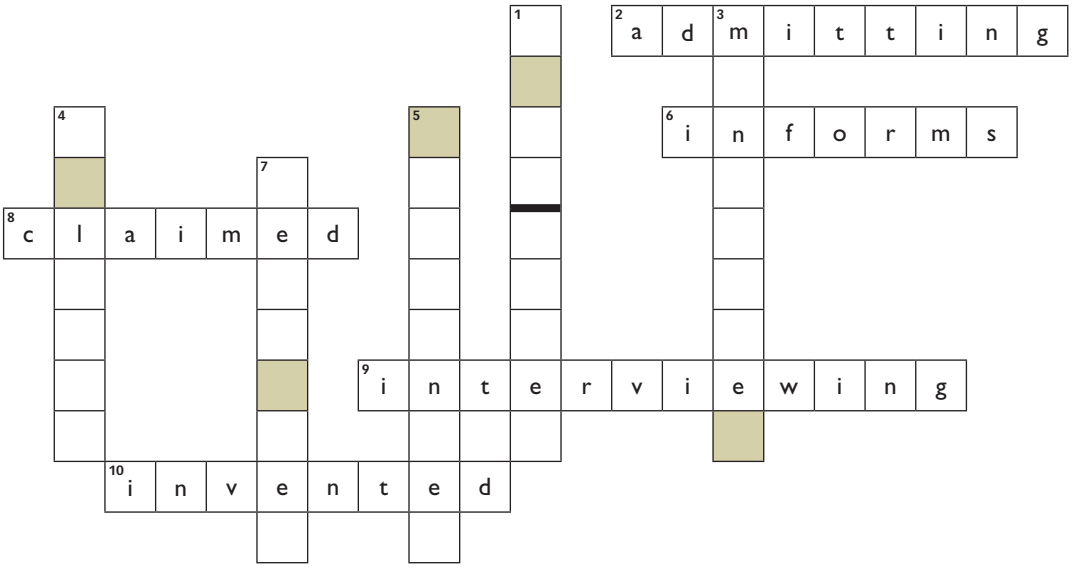
10 _____

2 Say your sentences to pair B. Do not say the verbs from the crossword.

3 Listen to pair B's gapped sentences. Complete the crossword with the verbs.

4 Work with pair B. Find the mystery verb to complete the sentence.

The hotel we stayed at was _____ as being the best in the city, but it really wasn't very good.



Pair B

1 Write five sentences using the verbs in the crossword.

1 _____

3 _____

4 _____

5 _____

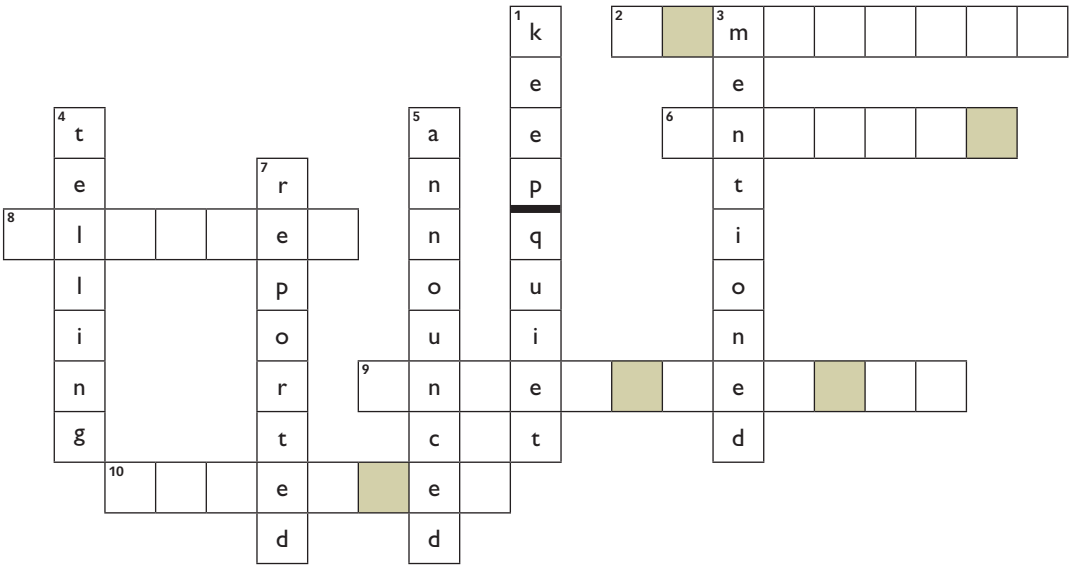
7 _____

2 Listen to pair A's gapped sentences. Complete the crossword with the verbs.

3 Say your sentences to pair A. Do not say the verbs from the crossword.

4 Work with pair A. Find the mystery verb to complete the sentence.

The hotel we stayed at was _____ as being the best in the city, but it really wasn't very good.



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3 Vocabulary Dream team

1 Match the words and phrases to make collocations.

1 be	a a team
2 set	b solving problems
3 manage	c hard
4 good at	d reliable
5 make	e good leader
6 be confident	f decisions
7 manage	g tasking
8 multi-	h responsibility
9 be a	i under pressure
10 persuade	j goals
11 take	k in yourself
12 work	l tight schedules
13 work well	m people to do things

2 Complete the sentences with the collocations from exercise **1**.

1 If you ask me to do something, I won't forget so I _____ _____.
2 I like to think about what I want to achieve in the future so I _____ _____.
3 If I have a lot to do, I can make sure I get it all done on time. So I can really _____ _____ _____.
4 I'm able to do lots of things at the same time so I'm good at _____.
5 If I have a lot to do, I manage to get it all done. That's why my boss says I _____ _____ _____ _____.

Web-design Manager required

Needed to develop company website. This role requires a creative individual with previous experience. Needs to be able to set goals, make decisions and be good at solving problems.

HR Manager required

Friendly and organized individual needed. Must be confident and excellent at multitasking, and work well under pressure.

Finance Manager needed

Will have to work hard and take a lot of responsibility. Must work well under pressure and be very reliable.

Project Manager wanted

Work will involve persuading people to take on demanding tasks. Ability to manage tight schedules essential. Should be able to take responsibility, be good at solving problems and managing a team.

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4 Vocabulary Come and live here!

Student A

1 Work with a partner. Draw more details on the map.

2 Persuade student B to come and live on the mainland.



Student B

1 Work with a partner. Draw more details on the map.

2 Persuade student A to come and live on the island.



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5 Vocabulary I saw it, too

Student A

Match sentences 1–8 to student B's responses a–h.

1 I saw a funny film at the cinema last week about two people who have never met face-to-face falling in love. I laughed a lot from beginning to end.

2 The film I saw last night had lots of great song and dance routines. I thought it was so good that I'm going to get it on DVD.

3 The film I watched last night about space travellers landing on a strange planet was just like any other film about space travellers landing on a strange planet. You knew exactly what was going to happen next.

4 I saw a film at the cinema last night about dead people coming back to life and attacking people in their homes. I didn't enjoy it at all. There was so much blood that I had to leave the cinema.

5 I watched a film called *Back Home* on Saturday afternoon. I don't normally like films that are supposed to appeal to people of all ages, as they can be a bit boring. But a lot of things happened in it that I didn't expect, so I enjoyed it quite a lot.

6 I stayed up late last night to watch a film called *Fire on the Horizon* about a group of soldiers who rescues a family from a country at war. I expected it to be really good, but it wasn't half as good as everyone said it was.

7 I saw a film a couple of weeks ago called *The Chocolate Factory*. It was a good example of how computer technology can be used to make films, but I found it rather boring.

8 The film I saw at the cinema last night, *Stealing Bicycles*, was not only extremely funny, but also very different from any film I have ever seen before. I thought it was fantastic.

Student B

Match responses a–h to student A's sentences 1–8. Complete the sentences with words from student C.

a ☐ I saw it, too. Some science-fiction films are really good, but like you say, this one was so _____.

b ☐ I saw it, too. I don't particularly like family films for the same reason as you, but this one had a few _____ moments.

c ☐ I saw it, too. It was a wonderful, romantic comedy, and I thought it was extremely _____.

d ☐ I saw it, too. It was a really _____ comedy and I'm sure a lot of film makers are going to copy its style.

e ☐ I saw it, too. I love horror films, but I agree that it was much too _____.

f ☐ I saw it, too. I think that modern animation is much better than it used to be, but I also found it rather _____.

g ☐ I saw it, too. Everyone I know who saw it told me that it was a really good action film, but like you, I found it very _____.

h ☐ I saw it, too. I thought it was the most _____ musical I've seen for ages.

Student C

Complete student B's responses with words from the box.

amusing disappointing dull enjoyable original predictable surprising violent

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6 Vocabulary Extreme weather

Student A

1 Work with a partner. Look at the photos. Prepare for an interview with a journalist.

Weather event



Results



2 Imagine you are a journalist. Interview student B. Make notes.

3 Answer student B's questions.

Student B

1 Work with a partner. Look at the photos. Prepare for an interview with a journalist.

Weather event



Results



2 Answer student A's questions.

3 Imagine you are a journalist. Interview student A. Make notes.

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7 Vocabulary The job market

Complete the definitions.

1 It's when people lose their jobs because their business suffers financial problems.
b e m ___ ___ ___ r ___ ___ ___ ___ ___ ___ ___ ___

2 It's when there is the possibility of being very successful in your job in the future.
c ___ ___ ___ ___ ___ p ___ ___ ___ ___ ___ ___ ___ ___

3 It's when you don't have a job and you can't find a job.
u ___ ___ ___ ___ ___ ___ ___ ___ ___

4 It's when you get a lot of happiness from doing your job.
j ___ ___ s ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

5 It's what you receive when you successfully complete a course or pass an exam.
q ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

6 It's the money you receive when you take time off work for illness or for a planned break.
s ___ ___ ___ p ___ ___

7 It's somewhere to stay which doesn't cost you any money at all.
r ___ ___ ___ - f ___ ___ ___ a ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

8 It's the money you receive every month.
s ___ ___ ___ ___ ___

9 It's when you get a better job and move into a higher position at work.
p ___ ___ ___ ___ ___ ___ ___ ___

10 It's the time you spend at work.
w ___ ___ ___ ___ ___ ___ h ___ ___ ___ ___

11 It's a person's job or profession (you might see this word on an application form).
o ___ ___ ___ ___ ___ ___ ___ ___ ___

12 It's your situation at work, such as pay, hours and location.
w ___ ___ ___ ___ ___ ___ c ___ ___ ___ ___ ___ ___ ___ ___ ___



My company has had a lot of financial problems recently. They've asked one hundred people, including me, to leave. ***make redundant***	I don't have any work. I go to the job centre every day, but I just can't find a job. ***unemployed***	I took a lot of exams at school and I passed them all. Now I'm at college and I hope to get my degree this year. ***qualifications***
I don't think I can make much progress in my job. There's no chance of promotion and I can't really develop my skills at the moment. ***career prospects***	I don't feel happy in my job. I don't think I'm helping people and I don't enjoy the work. ***job satisfaction***	I enjoy my job, but I don't get any money if I have to take time off because I'm ill. If I'm ill, I can lose a lot of money. ***sick pay***
When I filled in the form, I had to state what my present job is. ***occupation***	I earn very little. My monthly pay is only just enough for my family. ***salary***	I work from six o'clock in the morning to seven o'clock in the evening, six days a week. It's very tiring. ***working hours***
My job is really hard and I work really long hours. My pay is bad and my office is dirty! ***working conditions***	I'd like to get a better job in my company with more responsibility and more money. ***promotion***	I work in a hotel in the centre of town. It's a very expensive area. I wish the hotel could pay for my housing costs. ***rent-free accommodation***

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8 Vocabulary The right choice

Student A

Take turns to say suggestions 1–5 and listen to student B's suggestions. Complete your suggestions with the two words student B says. Complete student B's suggestions with two words from the box.

activities cultural economy free good healthcare neighbours poverty strong terrible

1 I think the money should be spent on TV and newspaper advertisements encouraging people to eat a _____ _____. Too many people eat unhealthy food and this is having a bad effect on their health.

2 People have more _____ _____ these days, but most of them just sit around watching TV or sitting at their computers. We should spend the money on centres where people can go to do other things, like play sports or take up hobbies like painting.

3 Many people, especially women, want to work, but can't because they have to stay at home to look after their children. We should give the money to companies so that they can provide _____ _____ for working parents.

4 Poor diet and lack of exercise mean that there are a lot of unhealthy people in the country. We need to encourage people to do more _____ _____ like running and swimming. We could use the money to build sports centres where people can go to get fit and healthy.

5 Because of heavy traffic, the city suffers from _____ _____. We must encourage people to use public transport more, and in order to do this we need to improve our public transport services. Therefore I think we need to spend the money on new buses and trains.

Student B

Take turns to say suggestions 1–5 and listen to student A's suggestions. Complete your suggestions with the two words student A says. Complete student A's suggestions with two words from the box.

activities balanced childcare diet facilities heavy leisure physical pollution time

1 The country has a _____ _____ at the moment, but this may not last. We need to make sure people continue to spend money, so I think we should reduce taxes on luxury goods. The money we have now can make up for the money we lose in taxes.

2 There is a big gap between the very rich and the very poor in our city. Many people here live in _____ _____, with no clean water or electricity in their homes. We should spend the money on providing these services to the poorest members of our society.

3 After family and friends, the people who live near us are the ones we rely on the most if we need help. We ought to spend the money on adverts that encourage people to be _____ _____, to help one another and keep an eye out for one another.

4 Our city doesn't have many museums, art galleries or theatres. In fact, when it comes to _____ _____ like seeing a play or visiting a museum, there are very few choices in the city. I think that the money should be spent on creating more museums, art galleries, etc.

5 If you become ill in our city, a trip to the doctor is extremely expensive, and many medicines are too expensive for a lot of people. I therefore believe that the money we have should be used to provide _____ _____ for everyone.

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9 Vocabulary The new employee

Student A

Take turns to describe the employees and label the photos. Who is no longer an employee?

Need help? Ask one of our friendly staff members.


1 Carla


2 Georgio


3 _____


4 _____


5 Eduardo


6 _____


7 Tomas


8 Heidi


9 _____

Student B

Take turns to describe the employees and label the photos. Who is the new employee?

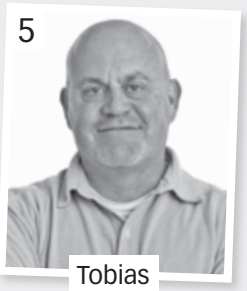
Need help? Ask one of our friendly staff members.


1 Camilla


2 Hans


3 _____


4 _____


5 Tobias


6 _____


7 Fatima


8 _____


9 Maria

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10 Vocabulary The world of entrepreneurs

1 Circle the collocations. There are two in each line.

1	take out	a a loan	b a mortgage	c a presentation
2	raise	a funds	b £30,000	c a loan
3	share	a the money	b the investors	c the risk
4	set up	a a business	b a company	c an entrepreneur
5	present	a an idea	b a product	c a presentation
6	support	a a project	b a profit	c an idea
7	become	a an investor	b some money	c an entrepreneur
8	find yourself short of	a loans	b money	c cash
9	get	a funding	b profit	c the idea to do something
10	increase	a in value	b profits	c websites
11	give	a support	b a project	c a guarantee
12	make	a a profit	b an increase	c a presentation

2 Work with a partner. Imagine you are an entrepreneur. Complete your business story using the collocations in exercise **1**.

1 I always wanted to become an entrepreneur.

↓

2 I got the idea to _____.

↓

3 _____

↓

4 _____

↓

5 _____

↓

6 _____

7 _____

↓

8 _____

↓

9 _____

↓

10 _____

↓

11 _____

↓

12 _____

3 Work with a new partner. Take turns to ask and answer questions about your business stories. Use the phrases in the box.

what/your idea? a profit? how/funding? many customers? many investors? a success or a failure? a loan?

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11 Vocabulary Who did it?

1 Work with a partner. Choose the correct words to complete the text.

Three nights ago, there were two [1] *thefts / robberies* in the houses along my street. In the first case, the only thing that was [2] *robbed / stolen* was a single shoe. In the second case, it was a child's teddy bear. No windows or doors were broken, and none of the [3] *suspects / victims* saw or heard anything before, during or after the [4] *burglaries / robberies* took place.

The police [5] *arrested / suspected* a local man who was often in trouble with the law. They [6] *arrested / sentenced* him and took him to the police station, but let him go a few hours later because he could prove he was at home with his family.

The next night, a ball of wool disappeared from another house on the street, and the owner of a fourth house reported a missing glove. The owner of the last house heard something on the roof, but by the time he got out of bed to investigate, the criminal had [7] *escaped / sentenced*.

So far, the police have been unable to [8] *catch / suspect* the [9] *suspect / thief* and have absolutely no idea who it is.

2 Look at the illustration. Which four houses were burgled? Who was the criminal? How did the criminal get into the houses?



3 Imagine you are journalists. Write a short article for your local newspaper about the crime.

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12 Vocabulary Friendly persuasion

(fail to) bring someone round to your way of thinking (fail to) win someone over
(fail to) convince someone that you are right (fail to) get your own way (fail to) understand someone's point of view
(fail to) get someone to see things your way (fail to) influence someone's decision
(fail to) overcome someone's objections to something

Round 1

Student A You think that a self-help book you have read called *How To Be A Better Person* is a complete waste of money and didn't help you in any way. You think that student C should not buy it.	**Student B** You think that a self-help book you have read called *How To Be A Better Person* is very useful and really improved your life. You want to recommend it to student C.	**Winner**
Student B You have a good speaker system for your MP3 player. It's called a Soundbox. You think it's the best speaker system money can buy and you want to recommend it to student A.	**Student C** You have a good speaker system for your MP3 player. It's called a Beatwave. You think it's the best speaker system money can buy and you want to recommend it to student A.	**Winner**
Student C You believe that global warming is caused by human activity. You want to persuade student B that this is the case.	**Student A** You believe that global warming is a natural thing, and has absolutely nothing to do with human activity. You want to persuade student B that this is the case.	**Winner**

Round 2

Student A There's a new comedy that you would really like to see at the cinema this Saturday night. You want student C to come with you.	**Student B** There's a new musical that you would really like to see at the theatre this Saturday night. You want student C to come with you.	**Winner**
Student B You think that the government should increase the tax on petrol so that people don't use their cars so much and use public transport instead. You want to persuade student A that this is a good idea.	**Student C** You think that petrol is already very expensive, and increasing tax on petrol will have a negative effect on a lot of people. You want to persuade student A that taxes should not be increased.	**Winner**
Student C You and your partners have just had a really bad meal in a restaurant. You think you should leave the restaurant without paying. You want to convince student B that this is the right thing to do.	**Student A** You and your partners have just had a really bad meal in a restaurant. You think that you should complain (but still pay) before leaving the restaurant. You want to convince student B that this is the right thing to do.	**Winner**

Round 3

Student A You think that the company you and your partners work for should advertise your products on national TV. You want to convince student C that this is a good idea.	**Student B** You think that advertising on TV would be expensive and a waste of money. You want to convince student C that this would be a bad idea.	**Winner**
Student B You have a new smartphone called a Twango. You think it's excellent, and want to recommend it to student A.	**Student C** You have a new smartphone called a Blueberry. You think it's excellent, and want to recommend it to student A.	**Winner**
Student C It is student B's birthday next week. You want to convince student B that he/she should have a big party at his/her house.	**Student A** It is student B's birthday next week. You want to convince student B that he/she should go to a restaurant with a small group of close friends.	**Winner**

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Communication

Unit 1 Opinion poll: Social media

Paired/Group activity, finding out people's opinions on social media

Language
Giving your opinion: *According to (someone), …, As far as I'm concerned, …, If you ask me, …, I'm convinced …, I really feel that …, Personally, I think …, Some people say that …*
Asking for someone's opinion: *Don't you think …? How do you feel about …? Shouldn't …? What do you think (about) …?*

Preparation: Make one copy of the worksheet for each student. You will also need some spare paper for each group of four students.

1 Give a copy of the worksheet to each student, and give them two or three minutes to match the beginnings and endings of the opinions. This can be done in pairs or individually. Check answers as a class.

ANSWERS

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

2 In pairs, students discuss the opinions in exercise 1a, asking each other whether they agree or disagree with the statements. Encourage students to use language for giving/asking for opinions. Monitor and correct language where necessary. After a few minutes, ask a few pairs for feedback.

3 In their pairs, students then write four of their own opinions on the topic of social media in the table. Before they do this, elicit from the class the positive aspects of social media, e.g. *it is a place where we can discuss homework, it can be a way of finding a good/better job, it can be a place for talking about problems and finding out useful information*. Also discuss the negatives of social media, e.g. *people tell lies/gossip/get bullied on social networking sites, your personal information may not be secure, incorrect factual information*. Encourage students to write opinions in the table that are both for and against social media.

4 Put two pairs together to make a group of four and give them a spare sheet of paper. Ask groups to write numbers 1–7 on bits of paper and put them in a bag or pencil case.

5 Each pair now takes turns to read the opinions in their table to the other pair, who must respond to the opinion using phrases 1–7 in the box on the worksheet. They pick a piece of paper from the bag or pencil case, and must use the phrase with the corresponding number in their response. Each student may only use the same phrase once, so they must pick again if they get the same number twice. The original pair must then challenge that response, using one of the phrases at the bottom of the worksheet, e.g. *Don't you think Facebook friends are not real friends?*

6 Put different pairs together and allow the new groups to repeat the activity, taking turns to read their opinions, respond to those opinions and challenge the responses. Students discuss their findings.

7 Once pairs have finished, elicit feedback from students as a whole class. Ask them to report on whether they mostly agreed or disagreed with each other.

Unit 2 Amazing but true … or is it?

Group activity, identifying stories about coincidences that are true

Language
Engaging the listener: *I heard this incredible story about …, Someone told me about …, You're not going to believe this, but …*
Showing interest: *How amazing/surprising! No way! Really? That's awful/incredible! What, you mean …? You're joking!*

Preparation: Make one copy of the worksheet for each pair and cut the sheets in half.

Non-cut alternative: Make one copy for each pair to have one worksheet and fold the sheets in half. Tell students not to look at the other halves.

1 Ask the class for any phrases they know of that we use when we are telling a story about something real that happened to us or someone else, and want to engage the listener's interest. Elicit the phrases in the *Language* box (give them the first two or three words from each phrase to help them, if necessary). Explain that you are going to tell them a short story about something that happened to someone you know. As you tell the story, encourage students to respond using words and phrases for showing interest. As they say the words/phrases, write them on the board. Read the following story or invent your own:

Someone told me about a coincidence he had. Several years ago, he had a very unpleasant boss. She was rude, unfriendly and was never satisfied with anything he did. He really hated her. Luckily, one day, his boss left the company and he thought he would never see her again. A few years later, the company offered him a job in their Australian office. He moved to Australia and found a flat. On his first day there, he decided to introduce himself to his neighbours, so he went next door. You're not going to believe this, but he knocked on the door and, to his horror, it was opened by his old boss, who had moved there a few years before.

2 Divide the class into groups (four students per group) and sub-divide each group into pairs. Allocate each pair a letter (A or B) and give them the relevant section of the worksheet. They should not show these to the other pair. Explain that each pair has four stories about coincidences. Three of these stories are true and one is not. In their pairs, give students 4–5 minutes to read their stories and to try to remember as much as possible about each one. When they have finished, they should put their worksheets face down so they cannot see them.

3 With both their worksheets face down, pairs now take turns to tell each other their stories. For each story, encourage students to begin with an expression for engaging the listener. They should not say whether the story is true or not. The listening pair should show interest by responding accordingly.

4 In their pairs, give students five minutes to guess which of the three stories they heard were true, and which one was not true. Once they have decided, encourage pairs to check their answers with their opposite pair.
5 Tell students that now, in their groups, they should write a short story about another coincidence. This story can be true or not true. Allow groups ten minutes to write their stories.
6 When groups have completed their stories, encourage them to read them to the rest of the class. Remind them to begin with an expression for engaging the listener. Encourage the class to respond using words and expressions for showing interest. Finally, ask the class to vote on whether each story is true or not.

Unit 3 Origami

Paired activity, reviewing and practising language for giving practical instructions while making two origami models

Language
Putting instructions in order/explaining/asking questions: *The first thing you do is …, When you've done this …, While you're doing this …, After doing this …, Make sure …, OK, what next? Can you say that part again?*
Pre-teach vocab: *fold, origami, ladybird, a triangle, a rectangle, a crease, a point (of a triangle), to keep something up the same way/the same way up, to turn something over*

Preparation: Make one copy of the worksheet for each pair and cut the sheets in half.

Non-cut alternative: Make one copy for each student and fold the sheets in half. Tell students not to look at the other halves.

1 Review the language for giving instructions in Unit 3 in the Coursebook by eliciting the steps for how to make a cup of tea.
2 Divide the class into two groups (A and B). Sub-divide each group into pairs and give them the relevant section of the worksheet. They should not show these to students in the other group. Tell students that they each have instructions for an origami model. Before making the model, they must first put the stages of the instructions in the correct order. Monitor students while they work, and encourage pairs to check their answers with other pairs who have the same instructions.

ANSWERS
Student A: 1 f 2 a 3 e 4 c 5 b 6 d
Student B: 1 d 2 c 3 a 4 e 5 b 6 f

3 Students should now make their origami models to check their ordering of the instructions. (Note: The models are basic and may require some imagination to see a ladybird or a house.) They should not let students from the other group see them doing this.
4 Tell students that they must now work with a student from the other group to teach each other how to make their origami models. They can read the instructions from their sheet and pairs should sit back-to-back. Student A begins by reading the instructions from their worksheet to student B. Student B listens and makes the model. Elicit phrases student B can use while listening, e.g. *OK, what next? Can you say that part again?*
5 Once student B has finished, student A checks their partner's model. Then they swap roles.
6 Once all students have finished, encourage students to circulate their models around the class. The class votes on who made the best model.

Unit 4 Six enquiries

Paired activity, practising making and dealing with enquiries

Language
Dealing with enquiries: *Can I help you with anything else? Could I just check some details? How can I help/assist you?*
Making enquiries: *Could you tell me …? I wonder if you could …? Just one last question/thing …, Thanks for your help – I really appreciate it.*

Preparation: Make one copy of the worksheet for each student. You will also need some spare paper for each student.

1 Divide the class down the middle. Tell one side of the class to imagine they are going to stay in a hotel and want to find out as much as possible about the hotel by phoning and making enquiries. Tell the other side of the class that they work for the hotel and are going to answer these enquiries. What phrases would they both use when making and dealing with these enquiries? Elicit suitable phrases (prompting them with phrases from the *Language* box), but do not write these on the board.
2 Divide the class into pairs and give each student a copy of the worksheet. Ask them to fold the sheet so they can only see the table. Students complete the table in pairs. Check answers as a class.

ANSWERS
1 help/assist 2 check 3 anything 4 tell 5 wonder 6 question/thing 7 appreciate

3 Now allocate each partner in their pairs a letter (A or B) and ask them to fold their sheet so they can see the relevant section of the worksheet (which they should not show to their partner). Give out sheets of spare paper to each student. Explain that they each have three different situations, involving making and dealing with enquiries on the phone, which they will act out in their pairs. Give students a few minutes to read their situations.
4 Once students have read their situations, student A begins by briefly explaining what their situation is to student B, e.g. *I'm a member of the public and you work in a museum. I'm going to ask you some questions.* Student A acts out each of his/her situations, asking the relevant questions, while student B answers their questions by locating the relevant information in their table. When student A gets the answer they need for each question, they should write their answers on the separate sheet of paper. During the conversation, remind students that they should use the phrases for dealing with/making enquiries in the table.

5 After approximately ten minutes, students swap roles, with student B now acting out their phone calls and asking the relevant questions. Alternatively, they can swap roles after each situation.

6 After another ten minutes, tell pairs to stop and review answers as a class.

ANSWERS

Student A

Situation A:

1 nine o'clock in the morning (closed on Monday) **2** five o'clock in the afternoon (closed on Monday) **3** £8 for the whole day **4** up to three children

Situation B:

1 eleven o'clock in the morning **2** eight o'clock the following morning **3** Terminal 5 **4** only one piece

Situation C:

1 the number ten **2** about one hour, depending on the traffic **3** £14 return **4** nothing (if travelling with an adult)

Student B

Situation A:

1 *The Incredible Five* **2** two hours, not including advertisements **3** £7 each **4** the number 11 bus

Situation B:

1 the Talkman 3 **2** £18 a month **3** five hours a month **4** free with a contract

Situation C:

1 4 November **2** eighteen years old **3** only one entry **4** a two-week art tour of Europe

7 Pairs add up the number of correct answers between them. The pair with the most points is the winner.

Unit 5 Recommendations

Paired/Group activity, discussing films, songs, etc. and preparing a list of recommendations

Language
Comparing and contrasting alternatives: *It's nothing like as good as …, I expected it to be …, but it's not really. It's (much) … -er than I thought (it would be).*
Recommending: *I'd/I wouldn't recommend* + verb/noun, *I'm pretty/not at all sure about that. It's really/not worth* + noun/+ *-ing*, *It sounds/looks* + adjective, *You must …, You really should/shouldn't …*

Preparation: Make one copy of the worksheet for each pair.

1 Divide the class into pairs and give one worksheet to each pair. Students complete the sentences in exercise 1 with phrases from the box, referring to the ratings they gave each song. Check answers as a class.

ANSWERS

1 nothing like as good as **2** much better than I thought they would be **3** really should **4** wouldn't recommend **5** not sure about that **6** really not worth **7** sound

2 Focus pairs on exercise 2. Together, they should choose a category and discuss the films/books/songs/TV programmes using the language in the box in exercise 1. They then complete the sentences in exercise 3.

3 Pairs should then join with two or three other pairs and tell them about their categories and recommendations. Again, they should use the words and phrases from the box in exercise 1 (and not just read out their sentences from exercise 3), e.g. *We both liked the film 'Go West', but it was nothing like as good as 'Running Against the Wind'.* The other pairs ask for more information, e.g. *What was so good about 'Running Against the Wind'?*

4 In their groups, students write a list of must-sees, must-reads, must-downloads, etc. for the categories they discussed. This could be in the form of a poster for the classroom wall which other groups can then look at. They could also add a list of must-avoids, so their classmates know what to avoid seeing, reading, etc.

Unit 6 A very busy holiday!

Paired activity, practising language for discussing availability and changing arrangements

Language
Saying you are/aren't free: *I'm (not) available then. I can('t) make it then. I've got something else on.*
Changing arrangements: *How about … -ing … instead? Can you make …? There's been a change of plan. We had thought we'd …, but now I …, I'm supposed to …, but …, I'm meant to …, but …*
Confirming arrangements: *That's fine with me. I'll confirm it with you …, I'll get back to you.*

Preparation: Make one copy of the worksheet for each pair and cut the sheets in half.

Non-cut alternative: Make one copy for each student and fold the sheets in half. Tell students not to look at the other halves.

1 Ask students if they have any interesting arrangements during the next month. Ask them if they have needed to change any important arrangements recently. Write the following headings on the board: *Saying you are/aren't free*, *Changing arrangements* and *Confirming arrangements*, and elicit the language they can use for each of these situations.

2 Divide the class into two groups (A and B). Sub-divide each group into pairs and give them the relevant half of the worksheet. They should not show these to the other group. Explain to students that they are going on a European tour, and that during their holiday they want to meet a friend. Their problem is that their holiday schedule is very busy so they need to change some arrangements! Write the following questions on the board: *Who are you? What is your friend's name? When and where have you arranged to meet each other?* Ask students to work in pairs within their groups and answer the questions.

3 Rearrange students into new pairs (A and B). Students sit back-to-back and act out two phone conversations (in call 1, student A calls student B; in call 2, student B calls student A). Monitor students to make sure they are practising the target language.

4 Finish with whole-class feedback. Encourage pairs to talk about their new arrangements.

Unit 7 Everyone is an expert

Paired activity, practising language for asking for and giving clarification

Language

Asking for clarification: *Could you repeat that, please? Could you explain what you mean? I'm not sure I understand. Do you mean …? Could you give some examples of that?*

Giving clarification: *What I mean is …, In other words …, Let me give you a good example …, Well, for instance …*

Getting time to think: *Let me see …, Let me think …, Now, what's the word again?*

Preparation: Make one copy of the worksheet for each student.

1 Write the following subjects on the board: *art and design, technology, cookery, biology, sport, machines, economics, physics and chemistry, transport, politics, making things at home, computers.* Divide the class into groups (maximum of four students per group), and ask them which subjects they enjoy learning about and which subjects they know a lot about. Students look at the list on the board and discuss their answers in their groups. Ask for feedback from a few groups.

2 Write the following headings on the board: *Asking for clarification*, *Giving clarification* and *Getting time to think*. Ask students what language they can use in each of these situations. Write the phrases on the board, but erase these before moving on to the next stage. If necessary, prompt by writing gapfilled sentences on the board, e.g. *Could you repeat _____, please?*

3 Give each student a copy of the worksheet. Ask each student to prepare to give a technical explanation of a subject which they know quite a lot about. Instruct students to complete the first sentence on their worksheet with the subject they are going to explain. Then give students ten minutes to write some key words, draw a diagram and make notes on their worksheet. Monitor students as they work and prompt ideas, if necessary.

4 When students have finished, explain that they now have ten minutes to speak to as many students in the class as possible. They must explain their chosen subject and show each other their diagrams. Remind students to use the language for asking for clarification when they don't understand something. Monitor students as they mingle and note any problems with the target language.

5 When they have finished, write these questions on the board:
Which subjects did you learn about today?
Which subjects did you find most interesting?
Which subjects were difficult to understand?
Divide the class into small groups again, and ask them to discuss their answers, then ask for feedback as a whole class.

Alternatively, in a small class, students can make mini presentations about their subjects instead of doing a mingling activity.

Unit 8 Keep talking

Paired activity, preparing for and giving a short talk

Language

Useful phrases for giving a talk: *Hello, everyone. I'm here to talk to you …, Firstly …, … then …, And finally …, The first point I'd like to talk about …, Let's start …, Our next factor …, The third and last factor is …, Let's move on now to look at …, So we've looked at …, Now I'd like to finish …, Does anyone have any questions?*

Preparation: Make one copy of the worksheet for each pair. You will also need some spare paper for each pair.

1 Ask the class to imagine that they are going to give a talk on a subject they know about. How would they structure their talk? What would they do first? What would they do after that? etc. Elicit any useful phrases that they could use during their talk, for example to explain what they are going to talk about, to indicate when each section of the talk begins, etc.

2 Divide the class into pairs and give each pair a copy of the worksheet, as well as a sheet of spare paper. Explain that the text is a talk about how to sell photographs to books, magazines and newspapers. In their pairs, give students ten minutes to complete the talk with the words and phrases in the box. Review answers as a class.

ANSWERS

1 Hello, everyone. **2** I'm here to talk to you **3** Firstly **4** then **5** and finally **6** The first point I'd like to talk about **7** Let's start **8** Our next factor **9** The third and last factor is **10** Let's move on now to look **11** So we've looked **12** Now I'd like to finish **13** Does anyone have any questions?

3 On the separate sheet of paper, explain that students should now write the words and phrases in the same order as they appear in the talk. They should change any instances of *I* to *we*, and they should leave enough space between the words and phrases to make notes.

4 Tell pairs to think of a subject they could both talk about. It could be a particular skill they both have, a shared hobby or pastime, advice about their hometown or country to visitors, etc. Let them discuss this for a few minutes, then ask each pair what they have chosen.

5 Working together, they should make notes between the words and phrases from the talk in exercise 1. Explain that they will use these notes when giving a short talk about their chosen subject. They should only make notes, not write complete sentences, and they should use the talk in exercise 1 to help them structure their own talk.

6 Pairs then give their talk to the class using their notes. Students in each pair should share this task: the first student introduces themselves and their topic, the second student describes the structure of the talk, the first student begins the main body, the second student continues, and so on.

7 When all the talks are complete, students can vote on the most interesting talk(s). The pair with the most votes is the winner.

Unit 9 How can I help you?

Paired activity, practising making complaints and apologizing, and judging the result of each complaint

Language
Introducing the complaint: *Sorry to bother you, but …, I'm sorry to have to say this, but …, I'm afraid there's a problem with …, There's something I'm not happy about …*
Explaining the problem: *The problem's been going on for …, They keep … -ing …, I'm getting tired of …, I think it's unfair that …*
Proposing a solution: *It would really help if …, Would you mind … -ing …? Do you think you could …?*
Apologizing: *I'm sorry about that. I didn't mean to …, I'd like to apologize for … -ing …, I'll make sure …*

Preparation: Make one copy of the worksheet for each pair and cut the sheet into the sixteen cards.

Non-cut alternative: Make one copy of the worksheet for each student. Student As fold the sheet so they can only see the student A cards, and vice versa for student B. Tell students not to look at the other halves.

1 Write the following two short conversations on the board:
   A *I'm afraid your car is blocking my path.*
   B *I'm sorry about that. Would you like me to move it for you?*
   A *Would you mind turning down your music? It's too loud!*
   B *I'm sorry, but I don't think it's very noisy.*
   For each conversation, ask the class if A or B is making the complaint. Ask a few students to score on a scale of 1–5 how satisfied they think A would feel after the conversation (1 = very satisfied, 5 = very unsatisfied).
2 Elicit other language for introducing a complaint, explaining a problem, proposing a solution and apologizing. Refer students to Unit 9.4 in the Coursebook, if necessary. Elicit different phrases student A could use to complain about the parked car and the loud music. Then ask pairs of stronger students to demonstrate alternative conversations based on these situations.
3 Divide the class into pairs. Allocate each partner a letter (A or B) and give them the relevant set of cards. Explain to students that one person in each conversation needs to make a complaint and the other person needs to decide how to react. Explain that when they have finished acting out each situation, the person making the complaint must decide how satisfied they feel (using the scale of 1–5 as outlined in stage 1). They should circle the appropriate number at the bottom of their card. Give students ten minutes to act out as many situations as possible, beginning with the *In the restaurant* situation. Alternatively, students can move on to talk to a new student with the other set of cards, after completing two or four situations.
4 When students have finished, ask a few pairs to report what happened in their situations. Ask them to comment on how satisfied the person complaining felt after the conversation, and why they felt this way.

Unit 10 That sounds like a great holiday!

Group activity, asking for, responding to and making recommendations about different holiday types

Language
Asking for a recommendation: *Could you recommend (a/an) …? What would you recommend?*
Responding to a recommendation: *I'll give it a go! Thank you, that's a great suggestion, but …, That sounds great. That's a good idea (, but) …*
Recommending something: *Don't miss …, I'd definitely recommend …, It might be a good idea to …*

Preparation: Make one copy of the worksheet for each group (of up to three students) and cut the sheet into the three cards.

Non-cut alternative: Make one copy for each student and fold the sheets so that only one card is showing. Tell students not to look at the other cards.

1 Tell students to imagine they have met a person who is visiting the town where they are studying. Elicit recommendations about where to stay, eat, visit, etc. using the target language. Check grammar and pronunciation of the target language.
2 Divide the class into three groups (A, B and C) and give each student in the group the relevant section of the worksheet. Explain to students that each group has information about a different type of holiday and they will need to recommend this holiday to the other students.
3 Sub-divide each group into pairs and encourage them to identify together the best points of the holiday so they can recommend it to students in the other groups. Before they start, check understanding of the following vocabulary: *activities, kayaking, trekking, sledging*.
4 Once they have identified the best points of their holidays, ask students to work in new groups of three (A, B and C). Write the following three points on the board and remind students that this is what they ought to be doing while talking in their groups: *Ask for recommendation, Respond to recommendation, Recommend something*. Give groups ten minutes to take turns making recommendations about their holidays. If possible, students should agree on one holiday for the group. Monitor students while they talk, and note any language problems or any examples of good language use.
5 Finish with whole-class feedback. Which holiday did each group choose? Which holiday is the most popular?

Unit 11 For and against

Group/Whole-class activity, arguing for and against a new shopping centre and making decisions

Language
Controlling the time: *Could we move on? Let's leave that for now. We're running out of time.*
Discussing options: *Another option would be …, Are there any other suggestions? What would happen if …?*
Making your point stronger: *Don't you think …? I'm convinced that …, You must admit that …*
Arriving at a decision: *So, we've decided that …, So, what we're saying is …, That's settled, then.*

Preparation: Make one copy of the worksheet for each pair and fold half the sheets so the *Against* section is hidden, and the other half with the *For* section hidden. (Both illustrations should be visible on each worksheet.)

1 Tell the class to imagine that they are going to go on a class trip for the day. The trip should provide them with an opportunity to practise their English. Where would they go and what would they do? Ask them for their suggestions. Explain that they now have to discuss their options and choose just one of them. What functional language would be useful during their discussion? Elicit phrases for controlling the time, making your point stronger, discussing options and arriving at a decision. Write these on the board. (Refer them to the *Language for speaking* box on page 112 of the Coursebook, if necessary.)

2 Divide the class into groups (four students per group) and sub-divide each group into pairs. Allocate each pair a position (for or against) and give them the relevant section of the worksheet. They should not show these to the other pair. Explain that property developers want to build a new shopping centre in their town, and that they are either for or against this. Give students a few minutes to study the illustrations, and to read the instructions and the points they are going to discuss/the arguments they are going to present.

3 Give groups ten minutes to discuss their points and argue their case. Explain before they begin that, at this stage, they do not need to make any decisions – they are merely presenting their views. The pair who are for the shopping centre should begin with their first point, and the pair who are against it should present their counter-argument using point 1.

4 When finished, tell pairs to work with a different pair (ensuring they are still working in groups of *For* and *Against* pairs). Write the word *compromise* on the board, and ask the class if they can tell you what it means. Give them an example, if necessary, e.g. *Mr and Mrs Smith are going on a two-week holiday. Mr Smith wants a beach holiday and Mrs Smith wants a holiday in the countryside. They compromise: they will spend one week at the beach and one week in the countryside.* Tell students that they have fifteen to twenty minutes to discuss the new shopping centre in their new groups, and that they are going to make a decision about it. They will need to compromise, where possible or necessary, e.g. the pair who is against the shopping centre might agree to it if it were smaller.

5 Finish with whole-class feedback. Ask groups to outline the decision they reached and any compromises they had to make.

Unit 12 What do you think?

Group activity, agreeing and disagreeing with different statements

Language
Asking if someone agrees: *Don't you agree? Don't you think …? Would you agree? Wouldn't you say that …?*
Agreeing Agree strongly: *I was just going to say that. That's just what I was thinking. Absolutely! I couldn't agree more. My thoughts exactly. That's a good point.* Agree weakly: *I suppose so. You might be right.*
Disagreeing Disagree strongly: *I totally disagree.* Disagree weakly: *I'm not sure about that. Yes, but I can't help thinking …, I agree up to a point, but …*

Preparation: Make one copy of the worksheet for each pair.

1 Divide the class into pairs. Give a copy of the worksheet to each pair and give students five minutes to choose the correct words to complete the phrases in exercise 1. Review answers as a class.

ANSWERS

1 Don't **2** view **3** Don't **4** Would **5** say **6** sure **7** totally **8** help **9** point **10** differ **11** just **12** might **13** couldn't **14** point **15** suppose **16** just **17** Absolutely! **18** thoughts

2 Ask pairs to join with another pair and look at exercise 2. Draw their attention to the example sentence, and ask them, as a group, to discuss other things that people feel strongly about (ideally, these should be fairly controversial, but your students should try to avoid sensitive or potentially offensive subjects, such as race, religion or gender) and to write four sentences on one of their worksheets. Give groups about five minutes to do this. Monitor groups as they work, and prompt any groups struggling to think of subjects.

3 Ask groups to then pass their completed worksheet to another group and divide into their original pairs from stage 1. Students in their pairs take turns to discuss a sentence in exercise 2. Explain that one student in each pair should agree with the sentence, while the other should disagree. They should each speak for up to three minutes, and should try to use the phrases from the tables in exercise 1, where possible. The other pair in their group monitors and times them while they talk. They should also complete the table for the pair, awarding them points as outlined in the table.

4 Pairs then swap roles, discussing a new sentence, while the other pair times them and completes the table for that pair.

5 When both pairs have spoken about each of the sentences, they should add up their combined points in the table. The group in the class with the most points is the winner.

1 Communication Opinion poll: Social media

1a Work with a partner. Match sentence beginnings 1–6 to endings a–f.

1 Facebook is a great way	a a waste of time.
2 Twitter helps people to	b is confusing and not useful to learn.
3 Without social media, people	c to keep in touch with friends.
4 People have more friends nowadays	d because of social media.
5 Social networking sites are	e would see each other more face-to-face.
6 English used for tweeting	f share their daily lives with others.

b Discuss the opinions in exercise **1**.

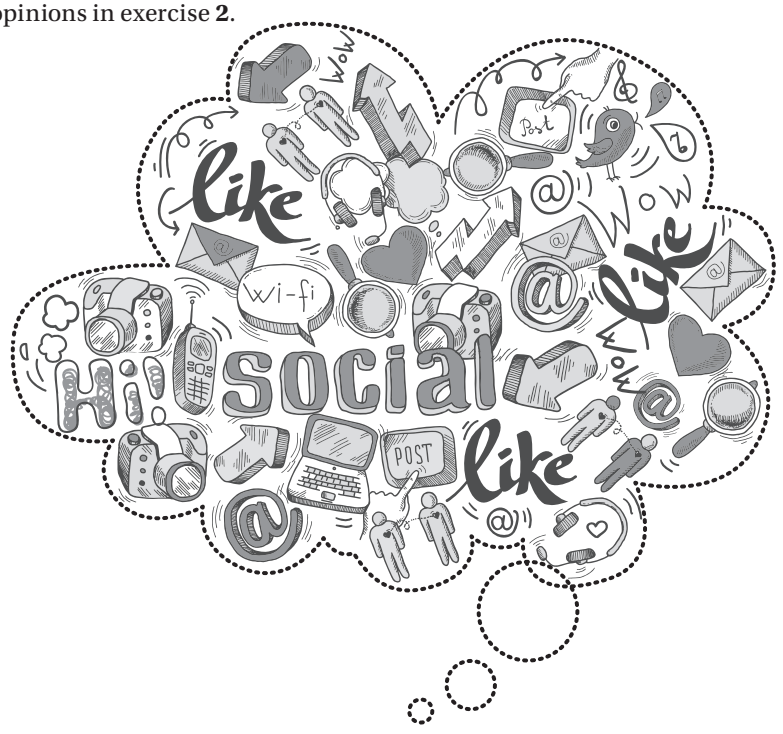
2 Complete the table with four more opinions. Use your own ideas.

Opinions
Facebook is a great way to keep in touch with friends.

3 Work in small groups. Take turns to discuss your opinions in exercise **2**.

1 As far as I'm concerned, ...
2 I really feel that ...
3 I'm convinced ...
4 If you ask me, ...
5 Personally, I think ...
6 Some people say that ...
7 According to (someone), ...

Don't you think ...?
Shouldn't ...?
What do you think about ...?
How do you feel about ...?



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2 Communication Amazing but true ... or is it?

Pair A

1 Read the stories. Take turns to tell pair B your stories. Do not tell them which are true and not true.

1 A man called Joseph Figlock was walking along a street when a baby fell out of a fourth-floor window and landed on him. Both the man and the baby were unhurt. A year later, the same man was walking along the same street when the same baby fell on him. Again, both the man and the baby were unhurt.
This story is TRUE.

2 A man called Ned Halliday needed money so badly that he decided to rob a shop. He drove into town, parked outside the shop, went in, made the shop owner give him all the money in the cash register and came out again. In the five minutes that he had been in the shop, someone had stolen his car.
This story is NOT TRUE.

3 Two British sisters, Lorraine and Levinia, lived a long way from each other and hadn't seen each other for a long time. One day, they decided to visit each other as a surprise. Unfortunately, they both ended up in hospital because they both had car accidents: they had driven their cars into each other.
This story is TRUE.

4 A young woman called Cassie was walking past a phone box when the phone started ringing. She answered it and was amazed when she heard her colleague's voice speaking to her. Her colleague had intended to call her on her mobile, but had accidentally dialled her employee reference number instead.
This story is TRUE.

2 Listen to pair B's stories. Which three are true?

Pair B

1 Read the stories. Take turns to tell pair A your stories. Do not tell them which are true and not true.

1 In 1898, a writer called Morgan Robertson wrote a novel called *Futility*. In the novel, a ship called *Titan* is on its first voyage across the Atlantic when it hits an iceberg and sinks. Fourteen years later, a real ship called *Titanic* was making its first voyage across the Atlantic when it hit an iceberg and sank.
This story is TRUE.

2 Two twin brothers were given away to different parents shortly after they were born. Forty years later, they met for the first time since they were separated. They had both been given the name James by their parents, they both worked for the police, they both had a wife called Betty and they both had a dog called Troy.
This story is TRUE.

3 In 2008, a young couple called Tom and Alison moved into an old house with their baby, Briony. They decided to decorate the house, and began by removing the paint from the living-room walls. Underneath the paint, they found a message written on the wall. The message said: 'Tom, Alison and baby Briony. 13 January 1962.'
This story is NOT TRUE.

4 A Norwegian boy called Robert Johansen went fishing and caught a large fish. He took it home and gave it to his grandmother to cook for dinner. While she was preparing the fish, she found a valuable diamond ring inside it. It was her own ring that she had lost when fishing ten years before.
This story is TRUE.

2 Listen to pair A's stories. Which three are true?

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3 Communication Origami

Student A

Ladybird

1 Put the instructions in the right order.

- ☐ a When you've done this, fold the triangle in half. Then open it again. Make sure you can see the crease where you folded it.
- ☐ b Nearly finished! Fold this small triangle in half so the point touches the top of the model.
- ☐ c Turn this square over, but make sure you keep it up the same way! Fold down the top corner to the middle of the model, making another small triangle.
- ☐ d Finally, turn the model over. This is your ladybird! Decorate with red and black, if you wish.
- ☐ e Now put the triangle so the longest side is at the top. After doing this, fold the two top corners down towards the crease you made before. You should now have a square.
- ☐ f The first thing you do is fold a square piece of paper in half, from corner to corner. You should now have a triangle.



2 Make the ladybird.

3 Teach student B how to make your origami ladybird.

Student B

House

1 Put the instructions in the right order.

- ☐ a After doing this, fold the rectangle in half, making a small square. Open it again. Make sure you can see the crease where you folded it.
- ☐ b Nearly finished! Pull the bottom left corner of the top-right square up and over to the right. Be very careful while you're doing this. Press down to make a triangle.
- ☐ c When you've done this, fold the top half of the square into the middle to where the crease is. Repeat with the bottom half of the square. You should now have a rectangle.
- ☐ d The first thing you do is fold a square piece of paper in half, from top to bottom. Open it again. Make sure you can see the crease where you folded it.
- ☐ e Now turn the rectangle over. Fold the two halves of the rectangle into the middle of the model where the crease is. You should now have a square made of four smaller squares.
- ☐ f Finally, repeat with the bottom-right corner of the top-left square, but take it to the left of the model. Turn it over. Here's your house! Decorate with colours, if you wish.



2 Make the house.

3 Teach student A how to make your origami house.

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4 Communication Six enquiries

Complete the table.

Dealing with enquiries	Making enquiries
How can I [1] _____ you?	Could you [4] _____ me what time you open?
Could I just [2] _____ some details?	I [5] _____ if you could call me back later?
Can I help you with [3] _____ else?	Just one last [6] _____: how much does it cost?
	Thanks for your help – I really [7] _____ it.

Student A

1 Read the situations. Act out the phone calls and ask student B the questions.

Situation A

You are a member of the public and student B works at a museum.

You want to visit the museum. Call the museum and ask them:

1 what time the museum opens
2 what time the museum closes
3 how much a family ticket costs
4 how many children you can take in on a family ticket

Situation B

You are a member of the public and student B works for an airline.

You are going to catch a flight to Tokyo tomorrow, but you've lost the flight information. Call the airline and ask them:

1 what time the flight leaves
2 what time the flight arrives
3 which terminal the flight usually leaves from
4 how many pieces of hand luggage you can take on the flight

Situation C

You are a member of the public and student B works for a bus company.

You want to take a bus to the capital. Call the bus company and ask the assistant:

1 which number bus you need to take
2 how long the journey takes
3 how much an adult ticket costs
4 how much a child's ticket costs

2 Act out the phone calls. Answer student B's questions using the information in the table.

free with a contract	only one entry
the Talkman 3	4 November
£7 each	the number 11 bus
a two-week art tour of Europe	two hours, not including advertisements
five hours a month	*The Incredible Five*
£18 a month	eighteen years old

Student B

1 Act out the phone calls. Answer student A's questions using the information in the table.

up to three children	about one hour, depending on the traffic
Terminal 5	five o'clock in the afternoon (closed on Monday)
eight o'clock the following morning	the number 10
only one piece	nothing (if travelling with an adult)
£14 return	£8 for the whole day
eleven o'clock in the morning	nine o'clock in the morning (closed on Monday)

2 Read the situations. Act out the phone calls and ask student A the questions.

Situation A

You are a member of the public and student A works at a cinema.

The cinema has opened near the town and you want to check it out. Call the cinema and ask them:

1 what film is currently showing
2 how long the film lasts
3 how much a ticket costs
4 how to get to the cinema from the town centre

Situation B

You are a member of the public and student A works in a phone shop.

You want to get a new mobile phone. Call the phone shop and ask the assistant:

1 which phone they recommend
2 how much a monthly contract costs
3 how much talk time you get each month
4 how much insurance for the phone costs

Situation C

You are a member of the public and student A is organizing an art competition.

You have heard about the art competition, and have promised your artistic nephew you will get some information about it for him. Call the competition organizers and ask them:

1 what the final date is for entries
2 what the age limit is for entries
3 how many pieces of art each person can enter
4 what the prize is

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5 Communication Recommendations

1 Work with a partner. Look at the ratings you gave the songs and complete the sentences with words and phrases from the box.

5 = excellent 4 = really good 3 = quite good 2 = nothing special 1 = very disappointing

Song	Your rating
Here she comes	5
You don't know me	4
Don't pass me by	4
Lucky you	3
Let there be light	2
Stop looking at me	1

much better than I thought they would be wouldn't recommend really not worth
not sure about that sound really should nothing like as good as

1 *Lucky you* is quite a good song, but it's _____ *Here she comes*.
2 I had heard that *You don't know me* and *Don't pass me by* were weak songs, but they were _____.
3 You _____ download *Here she comes*. It's fantastic!
4 I _____ *Let there be light*. It's a bit boring.
5 The reviews said that *Lucky you* was the group's best song, but I'm _____.
6 It's _____ downloading *Stop looking at me*. I didn't like it.
7 *You don't know me* and *Don't pass me by* both _____ good, but *Here she comes* is better.

2 Choose a category. Discuss the category using the words and phrases from the box in exercise **1**.

films you have both seen
books you have both read
songs you have both heard
TV programmes or series you have both watched

3 Complete the sentences.

1 '12 Years a Slave' was excellent.
2 _____ was excellent.
3 _____ was really good.
4 _____ was quite good.
5 There was nothing special about _____.
6 _____ was very disappointing.

4 Work in small groups. Discuss the category you chose.

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6 Communication A very busy holiday!

Student A



Call 1

1 You are Kia Sumo. You arranged to meet your friend, Til Smith, on Monday 9 April in Venice, but now you're not available. Call Til and arrange to meet at a new time.

Monday 9 April

9.30–12.00	Cathedral tour in Venice
~~**10.00**~~	~~Bar Max, Venice – meet Til Smith~~ Cancel!
12.00–13.00	Lunch with tour group in five-star restaurant
14.00–18.00	Trip to Venice glass-making factory

Tuesday 10 April

14.00–17.00	Cruise ship departs for Greece

Wednesday 11 April

9.00	Visit Olympia
11.00	Travel to Athens by bus (260 km!)
16.00–18.45	Tour around Archaeological Museum in Athens
Evening plan	Get some rest before tomorrow!

Thursday 12 April

9.00–11.30	Trip to the Acropolis
Midday	Lunch with family members who live in Greece
14.30–17.00	Dance show – traditional Greek dancing

Friday 13 April

14.00	Cruise ship departs for Crete

Call 2

2 Your friend, Til Smith, wanted to meet you on Monday 23 April, but now he is not available. Til will call and arrange to meet at a new time.

Monday 23 April

10.00	Crete – meet Til Smith at Café Central
12.00–18.30	Archaeology lecture with Professor Valentino, followed by drinks
Evening	Meeting friends

Tuesday 24 April

9.30–11.30	Tour of ancient ruins at Knossos
18.00	Theatre trip – traditional Greek dancing

Wednesday 25 April

9.00	Early-morning expedition to visit mountain caves
14.15–16.30	Tour around olive oil factory
17.15	Cruise ship departs for Istanbul

Thursday 26 April

9.00–12.00	Tour around the Sultan Ahmed Mosque

Friday 27 April

9.00	Flight to Rome
Afternoon	Rome – museum tour

Student B



Call 1

1 You are Til Smith. Your friend, Kia Sumo, wanted to meet you on Monday 9 April, but now she is not available. Kia will call and arrange to meet at a new time.

Monday 9 April

10.00	Meet Kia in Venice for a coffee at Bar Max

Tuesday 10 April

9.00–13.30	Guided tour around art gallery in Venice
17.30	Fly to Athens

Wednesday 11 April

15.00	Walking tour around Athens centre

Thursday 12 April

17.15	Evening trip to visit the Acropolis in Athens

Friday 13 April

9.00	Flight to Crete

Call 2

2 You arranged to meet your friend, Kia Sumo, on Monday 23 April in Crete, but now you're not available. Call Kia and arrange to meet at a new time.

Monday 23 April

9.00–11.30	Diving expedition
~~**10.00**~~	~~Meet Kia Sumo at Café Central~~ Cancel!

Tuesday 24 April

12.00	Lunch with tour group at typical Greek restaurant
14.00–15.00	Lecture about ancient Greek architecture
15.30–17.30	Trip to ancient ruins at Knossos

Wednesday 25 April

10.00–12.00	Fishing trip
12.30–14.00	Lunch with Greek friends
19.00	Flight to Istanbul

Thursday 26 April

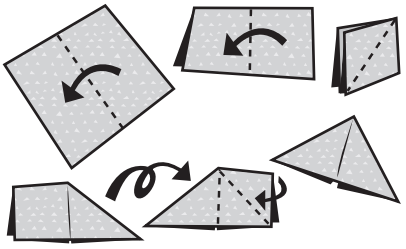
9.00–12.00	Tour around the Turkish Bazaar, shopping
12.00	Lunch at Turkish cookery school
13.00–17.00	Turkish cookery course

Friday 27 April

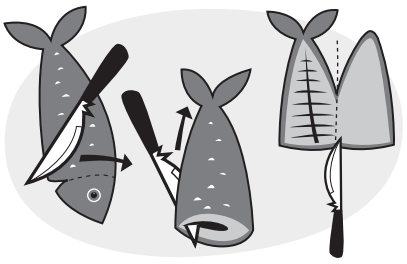
11.00	Flight to Rome
14.00	Guided tour around the Colosseum
16.30	Shopping

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7 Communication Everyone is an expert







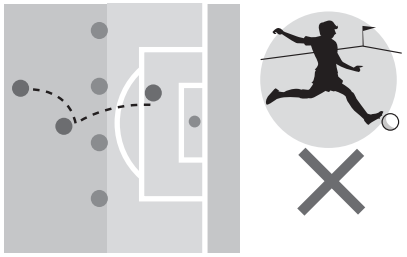
I am an expert!

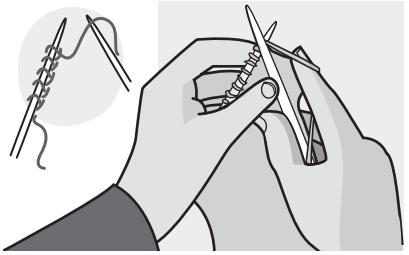
I'm going to explain how _____.

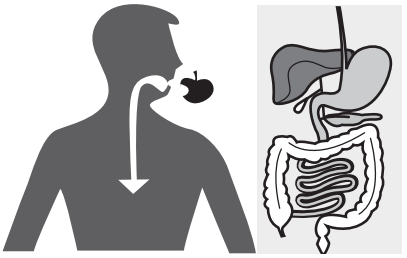
Write key words here:

Draw a diagram here:

Make notes here:







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8 Communication Keep talking

1 Work with a partner. Complete the text with words/phrases from the box.

and finally	Does anyone have any questions?	Firstly	Hello, everyone.	I'm here to talk to you
Let's move on now to look	Let's start	Now I'd like to finish	Our next factor	then
So we've looked	The first point I'd like to talk about	The third and last factor is		



[1] _____ I'm Alex Jones, and [2] _____ about how to sell your photographs to books, magazines and newspapers. [3] _____, I'm going to tell you about the equipment you need, [4] _____ I'm going to explain how to actually sell your photographs, [5] _____ I'm going to tell you about the sort of photographs that sell.



[6] _____ is the equipment you need. You need a good camera, a computer and some photographic software. [7] _____ with the camera. Small pocket cameras produce good quality photographs at small sizes, but for bigger photos you need something more professional. This doesn't mean that you need an enormous camera with lots of things to attach to it, but your camera should have a big memory and a good quality lens – that is, the glass piece on the front of the camera.



[8] _____ is the computer. Photographs take up a lot of memory, so you need a computer that can handle this. It should also have a good screen and a proper keyboard. Tablet computers are not very good, as they don't give you enough control, so I don't recommend them.



[9] _____ the photographic software. You need this to prepare your photos so that they can be sold. For example, you may want to add more colour to your photographs or remove things like red eyes. There are many different programmes available, but my favourite is called SnapBox which costs about £70.



[10] _____ at how to sell your photos. Most photographers use something called a picture library. They send their photographs to the library over the internet, they are checked for quality by the library and then the photographer adds words (called 'keywords') to each photograph. When a customer enters these keywords into a search engine, they will find those photographs and can then buy them.

[11] _____ at how to prepare and sell your photographs. [12] _____ by looking at the sort of photographs that sell. The answer to this is simple: *anything* can sell. Buildings, food, animals, people, flowers, vehicles, sports: you name it, there's a market for it.

So that's it. [13] _____

2 Choose a subject. Make notes.

3 Take turns to give a talk to the class.

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9 Communication How can I help you?

Student A In the restaurant
You've found an insect in your salad. Decide what you want the waiter/waitress to do.
Start the conversation.
1 2 3 4 5

Student B In the restaurant
You are the waiter/waitress. Your customer has already complained about the music and the wine.
Decide how helpful you want to be.
1 2 3 4 5

Student A At the cinema
You are enjoying a film and some popcorn. The person behind you wants to start a conversation.
Decide how helpful you want to be.
1 2 3 4 5

Student B At the cinema
The person in front of you is eating popcorn very noisily. You have already asked him to be quiet three times. Decide what you want him/her to do.
Start the conversation.
1 2 3 4 5

Student A In a clothes shop
You are the manager of the clothes shop. In your shop you normally only exchange items. The customer wants a refund for a sweater, but you never want to give refunds. You want to see the customer's receipt.
Decide how helpful you want to be. 1 2 3 4 5

Student B In a clothes shop
You bought a new red sweater. When you washed it the colour changed to pink. You've lost your receipt. You want a refund. Decide what you want the manager of the shop to do.
Start the conversation. 1 2 3 4 5

Student A At work
Your manager often says unkind things about you in front of your colleagues. This is a difficult conversation. Decide how you want your manager to change.
Start the conversation.
1 2 3 4 5

Student B At work
You have an employee who doesn't understand your jokes. You think he/she is too sensitive.
Decide how helpful you want to be.
1 2 3 4 5

Student A In a nightclub
You are the manager of the nightclub. You are not responsible for people's things in the nightclub.
Decide how helpful you want to be.
1 2 3 4 5

Student B In a nightclub
Nobody can find your expensive coat. When you arrived, you left it at the entrance and you were given a ticket in exchange. Decide what you want the manager to do.
Start the conversation.
1 2 3 4 5

Student A On the phone
Your flight was cancelled last month because of bad weather. You've emailed the airline company about a refund five times, but you've never received a reply. Decide what you want the company to do.
Start the conversation. 1 2 3 4 5

Student B On the phone
You work for an airline company. Your company doesn't like giving refunds.
Decide how helpful you want to be.
1 2 3 4 5

Student A At the gym
You are the manager of a smart, five-star gym. You are proud of your business and you think the price of the gym membership is too cheap.
Decide how helpful you want to be.
1 2 3 4 5

Student B At the gym
You are the member of a very expensive gym. You've noticed some problems – the changing rooms are smelly, the showers are often blocked and the towels look dirty. Decide what you want the manager to do.
Start the conversation. 1 2 3 4 5

Student A In a café
You slipped on some food and you've hurt your leg. You saw someone drop the food thirty minutes ago and nobody cleared up the mess. Decide what you want the manager to do.
Start the conversation. 1 2 3 4 5

Student B In a café
You are the manager of a very busy café. You need to talk to a difficult customer who often comes into the café. This isn't the first time he/she has complained.
Decide how helpful you want to be.
1 2 3 4 5

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10 Communication That sounds like a great holiday!

Student A



Type of holiday: A trekking holiday to Machu Picchu and working with the local community.

Location: Peru

Excellent accommodation: Camping and hotels

Exciting activities: Travellers work with local people on a small building project. No previous experience needed! Non-Spanish speakers can improve their language skills. At the end of the stay, there's an amazing climb to Machu Picchu.



Perfect relaxation: Visitors can sit outside their tents and enjoy watching the animals and birdlife.

Beautiful scenery: People can admire the impressive mountains and valleys of the Andes.

Delicious food: Try *Pachamanca* (a selection of meats cooked in a hole in the ground) and a wonderful collection of creamy cheeses.

One unforgettable experience: See the sunset over Machu Picchu.

One recommendation: People on this trek need to be fairly fit. Strong legs are needed for climbing up the mountains.

Student B



Type of holiday: A working holiday helping ocean scientists to research sea life and the effect of climate change.

Location: The Bahamas in the Caribbean

Excellent accommodation: Visitors stay at the scientific research centre. The beach is just two minutes away. Wake up and go for a morning swim.

Exciting activities: Visitors work with scientists. They measure how climate change could be affecting the ecosystem under the sea. No previous experience needed!



Perfect relaxation: People enjoy swimming, cycling and kayaking in the day. In the evenings, they can watch films or just relax in the bar.

Beautiful scenery: A beautiful environment. Enjoy the clear, blue sea and white, sandy beaches.

Delicious food: Try traditional Caribbean home-cooking and an amazing range of fresh fish.

One unforgettable experience: Go on a special diving expedition and swim safely with local sharks!

One recommendation: People must have good swimming skills. Diving skills are recommended.

Student C



Type of holiday: A husky-dog expedition on sledges through the snow and ice.

Location: In the north of Sweden

Excellent accommodation: Cosy wood cabins. People can sit around open fires in the evenings.

Exciting activities: Tourists learn to drive the dogs and sledges. They get to know the dogs.

Perfect relaxation: People love to relax in a hot sauna at the end of a tiring day.



Beautiful scenery: Impressive Arctic scenery, freezing waterfalls, icy lakes and Sweden's highest mountains.

Delicious food: Try Swedish meatballs, traditional apple pie and great pancakes.

One unforgettable experience: People who go at the right time during the winter months might see the Northern Lights – if they're lucky!

One recommendation: A good level of fitness is required.

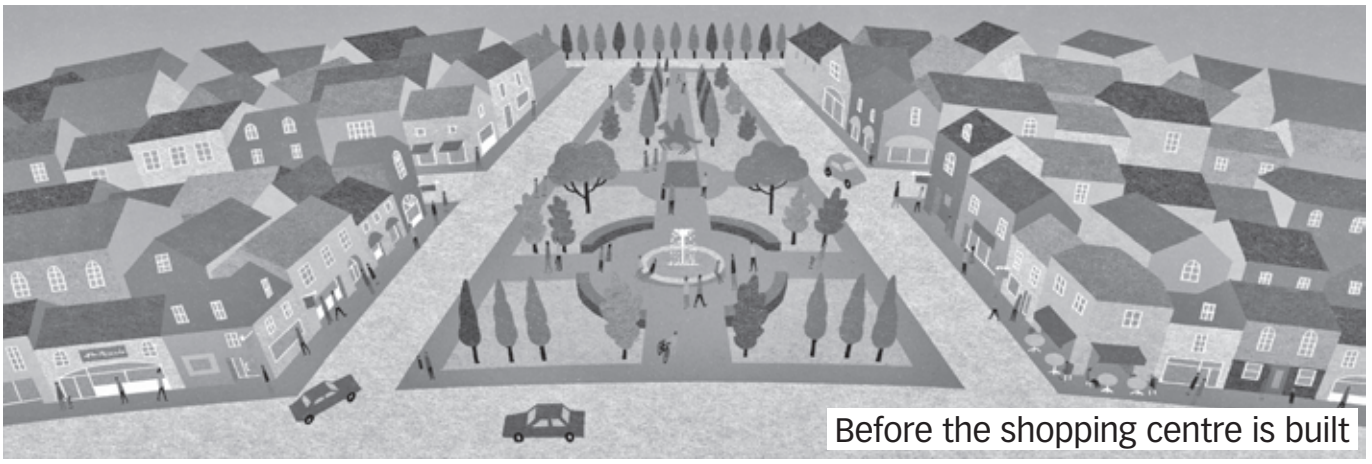
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11 Communication For and against

For

Work with a partner. Look at the illustrations and use arguments 1–9 to tell the other pair why you think the new shopping centre is a good idea.

1 The shopping centre is modern and exciting, and it will make the town more interesting.
2 It will replace several old buildings – some of these are in a very bad condition.
3 The shopping centre will be the town's new main square.
4 It will attract more people to the town.
5 People can use public transport to get into the town.
6 The public transport system can be improved.
7 It will mean a greater choice of shops.
8 It will attract big-name shops to the town.
9 People will have more places to spend their money.



Before the shopping centre is built



After the shopping centre is built

Against

Work with a partner. Look at the illustrations and use arguments 1–9 to tell the other pair why you think the new shopping centre is a bad idea.

1 The shopping centre is modern and ugly, and it will not fit in with the other buildings in the town.
2 The old buildings which will be knocked down are historically important.
3 The existing town square is very attractive and is a popular place for people to go to relax.
4 More people in the town will mean more traffic and more pollution.
5 The public transport system is not very good.
6 The town does not have enough money to improve the public transport system.
7 If people want a greater choice of shops, they can look on the internet.
8 Big-name shops coming to the town will mean that a lot of independent shops in the town will have to close down.
9 People don't have much money for shopping at the moment.

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12 Communication What do you think?

1 Work with a partner. Choose the correct words to complete the phrases.

Asking if someone agrees
[1] *Can* / *Don't* you think (that) ...?
What's your [2] *think* / *view*?
[3] *Don't* / *May* you agree?
[4] *Should* / *Would* you agree?
Wouldn't you [5] *discuss* / *say* (that) ...?

Disagreeing
I'm not [6] *agree* / *sure* about that.
I [7] *fully* / *totally* disagree.
Yes, but I can't [8] *avoid* / *help* thinking ...
Well, I agree up to a [9] *point* / *moment*, but ...
I beg to [10] *differ* / *disagree*.

Agreeing
That's [11] *completely* / *just* what I was thinking.
You [12] *might* / *should* be right.
I [13] *couldn't* / *might not* agree more.
That's a good [14] *point* / *thought*.
I [15] *feel* / *suppose* so.
I was [16] *just* / *soon* going to say that.
[17] *Absolutely!* / *Perfectly!*
My [18] *thinks* / *thoughts* exactly.

2 Work in small groups. Discuss subjects that people feel strongly about. Write sentences.

It's wrong that famous football players get paid more money than people who provide essential services, like healthcare workers.

1 _____

_____

2 _____

_____

3 _____

_____

4 _____

_____

3 Read the sentences (1–4) in exercise **2**. Take turns to discuss the subjects using the phrases in exercise **1**. Complete the table.

	Minutes spoken (2 points per minute)	Phrases used (1 point per phrase)	Total
Sentence 1			
Sentence 2			
Sentence 3			
Sentence 4			
		Total points for both pairs	

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Vox pops

Aim: Each of these video worksheets aims to provide students with extra listening and speaking practice on topics connected to the unit in the Coursebook.

Preparation: Make one copy of the worksheet for each student and cut or fold in half as shown.

Unit 1 Are you really my friend?

1 Give a copy of the worksheet to each student. Ask the students to complete the sentences individually and then compare their ideas with a partner. Feed back as a class.

2 Ask students to read through sections 1 and 2 of exercise 2. Play the video, pausing after all speakers have answered the question in that section. Play the whole of the video again for students to check. Check answers as a class.

ANSWERS

1 David: Telephone, email
Kiran: Facebook, telephone, SMS
Tom: Telephone, SMS, email
Sophie: Telephone, SMS, Snapchat, WhatsApp, email
Sagar: Facebook, SMS
Tom and Sagar mention meeting people face to face as another way of keeping in touch.

2 1 F (some are, but a lot probably aren't)
2 T
3 T
4 F (not to keep in touch with closest friends)
5 F (usually)

3 Divide the class into small groups. Ask students to discuss the different ways of communicating using the table in section 1 of exercise 2. Feed back as a class. Finally, take a class vote to see which is everyone's favourite way of keeping in touch with friends.

Unit 2 I'll never forget that day

1 Give a copy of the worksheet to each student. Divide students into pairs and ask them to discuss their ideas. Elicit and check *puncture* and *crutches* as these words are needed in the following task.

2 Ask students to look at the first section in exercise 2. Play the video. Check answers as a class. Ask students to look at the second section and to discuss which is the correct option. Play the video again for students to check their answers. Feed back as a class.

ANSWERS

1 1 W 2 U 3 U + C 4 W + C 5 W

2 1 Hunter's manager
2 relaxed
3 had already broken her ankle when she slipped
4 fire
5 drive

3 Tell students that they need to find someone in the class who has had these different experiences in their lives. Before starting, check that students can form a question for each situation. Students mingle, asking and answering each other's questions. Feed back as a class.

Unit 3 Life skills

1 Give a copy of the worksheet to each student. Ask students to do the activity individually and then discuss with a partner. Check as a class.

ANSWERS

1 have good people skills
2 manage my time
3 cope/manage well under pressure
4 deal with many jobs at the same time
5 pay attention to detail

2 Ask students to read through the sections. Play the video, stopping after the speakers have answered the first question. When students do the second section, offer extra support by pausing the video after each speaker has spoken to allow thinking time. Check answers as a class after each section.

ANSWERS

1 1 Alba 2 Bella 3 Niall 4 Stephanie 5 Andy

2 1 chef / long hours
2 confident / ambitious
3 university professor / planning
4 head teacher / get on
5 computer science / creative

3 Ask students to work in pairs. Ask each pair to ask and answer the questions about the three different jobs. Feed back as a class to decide which job most people would like to do.

Unit 4 Space

1 Give a copy of the worksheet to each student. Divide students into pairs. Ask them to do the matching exercise and discuss their ideas.

ANSWERS

1 exercise
2 fresh air
3 city living
4 relaxation
5 nature

2 Ask students to look at section 1 in exercise 2. Play the video. Check answers as a class. Ask students to look at the second section and to discuss their ideas. Play the video again for students to check their answers. Feed back as a class.

ANSWERS

1 1 Stephen: quiet
2 Patricia: fresh air, sun
3 Niall: nature, walks
4 Stephanie: space
5 Andy: relaxation

2 1 keep him calm
2 take nice walks
3 enjoying the outdoors
4 escape city life
5 a green environment

3 Ask students to work in small groups and discuss their ideas. Put students into new groups and ask them to present their weekend plans to each other. Feed back on which weekend sounds the most enjoyable.

Unit 5 Entertainment

1 Give a copy of the worksheet to each student. Ask students to work individually and complete the three sentences. Divide students into pairs and ask them to discuss their answers.

2 Ask students to read through sections 1 and 2. Play the video, pausing after all speakers have answered the questions. Then play each section of the video again for students to check. Check answers as a class.

ANSWERS

1 1 funny
2 science fiction films in particular
3 make her think.
4 help him relax
5 quite a few genres of film

2 Kiran: *Pulp Fiction* – fascinating monologues
Alex: *Shawshank Redemption* – good plot and good acting
Bella: *Fight Club* – good fun with a great twist at the end
Ebbe: *Dumb and Dumber* – it makes me laugh
David: *Heat* – a very good cast and several clever twists

3 Put students into new pairs. Ask them to look at the genres and discuss their opinions. Ask students to find out how much they have in common with their partner. Feed back on their opinions as a class.

Unit 6 Controlling the weather?

1 Give a copy of the worksheet to each student. Divide students into pairs and ask them to complete the exercise. Check answers as a class.

ANSWERS

1 d 2 a 3 b 4 c

2 Ask students to read through sections 1 and 2. Play the video, pausing after all speakers have answered the question. Then play each section of the video again for students to check. Check answers as a class.

ANSWERS

1 1 F (it's definitely becoming more extreme)
2 T
3 F (humans have made it worse)
4 T
5 T

2 • causes really big disruption
• causes damage to buildings
• is a typhoon or a hurricane

3 Write on the board: *Extreme weather – four seasons in one day!* Explain to students that they are going to write a short weather forecast. Divide students into pairs. Allow about ten minutes for writing. Ask students to exchange forecasts with another pair. Students read and discuss their ideas in pairs and talk about how the weather is going to have an effect on their behaviour tomorrow. Feed back as a class.

Unit 7 Ambitions

1 Give a copy of the worksheet to each student and some spare paper for note-taking. Ask students to do the activity individually and then discuss their person with a partner. Students change partners several times and exchange information, making notes on each person. Feed back as a class and ask students if the people have a lot in common.

2 Ask students to read through sections 1 and 2. Play the video, pausing after all speakers have answered the questions. Then play each section of the video again for students to check. Check answers as a class.

ANSWERS

1 Sarah: Yes. It's great thing to do.
Peter A: Yes. (No reason given)
Peter E: No. Too old. Wouldn't want to leave family.
Patricia: Yes. An exciting opportunity.
Andy: Yes. Opportunity to learn about a country's culture and systems.

2 1 Sarah
2 Peter A, Patricia and Andy
3 Peter E and Andy
4 Sarah
5 Peter A and Andy
6 Peter E and Patricia

3 Divide the class into pairs, A and B. Ask students to prepare for a discussion. When they are ready, ask students to sit so that a pair A is facing a pair B. Tell them to discuss the statement. Feed back on the winning arguments.

Unit 8 World happiness report

1 Give a copy of the worksheet to each student. Divide students into pairs. Ask them to discuss their ideas. Feed back as a class.

2 Ask students to look at section 1. Play the video. Check answers as a class. Ask students to look at section 2 and to discuss which is the correct option. Play the video again for students to check their answers. Feed back as a class.

ANSWERS

1 1 Michael: happiness/enjoyment
2 Sarah: community/health
3 Niall: health/enjoyment
4 Kira: family/education
5 Harry: health/community

2 1 T
2 F (she suggests both are equally good factors)
3 F (do something you enjoy every day)
4 T
5 F (friends and family are the most important)

3 Divide students into pairs. Allow 5–10 minutes for writing the advice. Ask students to compare their ideas with another pair. Feed back as a class. Take a vote to decide which is the most important piece of advice.

Unit 9 Real beauty?

1 Give a copy of the worksheet to each student. Divide students into pairs and ask them to discuss their answers. Check answers as a class.

ANSWERS

1 generous 2 easy-going 3 intelligent
4 humourous 5 friendly and open

Follow up this short exercise with an additional task. Ask students to write a short description of a person they would NOT like to meet. Tell them to read their description to their partner. Partners should listen and then describe a person with the opposite personality.

2 Ask students to read through section 1. Play the video once and check answers to this task. Ask students to read through section 2 and to decide if the statements are true or false. Then students watch the video again and check their ideas. Feed back as a class.

ANSWERS

1 Henry 2
Bella 4
Hayden 5
Arielle 1
David E 3

2 1 T
2 T
3 F (He likes people who are willing to accept a wide variety of people.)
4 F (She likes people who don't take themselves seriously.)
5 T

3 Put students into new pairs. Ask them to discuss their opinions about the different qualities. Encourage them to give reasons. Feed back on their opinions as a class.

Unit 10 Competitive sport

1 Give a copy of the worksheet to each student. Divide students into pairs and ask them to interview each other. Feed back as a class.

2 Ask students to read through sections 1 and 2. Play the video, pausing after all speakers have answered the questions. Then play each section of the video again for students to check. Check answers as a class.

ANSWERS

1 1 F (He enjoys live football in the stadium.)
2 T
3 F (He speaks about the sports he watches.)
4 F (She is a competitive person.)
5 T

2 1 being part of
2 team sports
3 have some thinking time
4 feeling part of the group
5 has been living in London

3 Put students into small groups. Monitor and prompt with ideas if necessary. Feed back as a class and ask students to decide on the best reason for and against each sport.

Unit 11 Outlaws

1 Give a copy of the worksheet to each student. Divide the class into pairs. Set the time limit and students do the brainstorming activity. This could be done as a competition. Feed back as a class.

2 Ask students to read through sections 1 and 2. Play the video, pausing after all speakers have answered the questions. Then play each section of the video again for students to check. Check answers as a class.

ANSWERS

1 Lauren B
Andy C
Sarah T
Peter C
Kira T

2 3 the acting of the cast was very good
5 it had a really clever plot
6 it paints a very good picture
8 they really make you think

3 Explain to students they are going to do a class survey. Ask them to interview a number of other people about their preferences. After they have finished, ask students which form of entertainment is most popular. Consider different ways you might like students to collect and present the results of their survey.

Unit 12 Advertising

1 Give a copy of the worksheet to each student. Divide students into pairs. Ask them to discuss their ideas. Feed back as a class.

ANSWERS

1 moving
2 dull
3 persuasive
4 amusing

2 Ask students to read through sections 1 and 2. Play the video, pausing after all speakers have answered the questions. Then play each section of the video again for students to check. Check answers as a class.

1 1 b 2 a 3 b 4 b 5 a

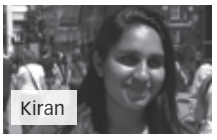
2 1 Sarah 2 Stephanie 3 Lauren 4 John 5 Andy

3 Divide students into pairs. Ask them to read the situation. Explain that they need to consider what makes an effective advertisement. Do an example with the class. Ask students to choose a product and list what they would include in their ad. When they have planned their ads, ask students to present them to the class.

1 Video Are you really my friend?

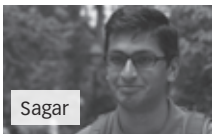
Vox pops











1a Complete the sentences.

- Close friends are ...
- Facebook friends are ...

b Compare sentences with a partner.

2 Watch the video. Do sections 1 and 2.

How do you keep in touch with your friends?

1 Tick the ways of communicating that each speaker mentions.

	David	Kiran	Tom	Sophie	Sagar
Facebook					
LinkedIn					
Telephone					
SMS texts					
Snapchat					
WhatsApp					
Email					

Which other way of keeping in touch do Tom and Sagar mention?

Do you think that Facebook and LinkedIn friends are real friends?

2 Decide if the sentences are true (T) or false (F). Correct the false sentences.

1 David only has good friends on his Facebook page. T F
2 Kiran knows most people on her Facebook page in real life. T F
3 Tom only uses social media for work purposes. T F
4 Sophie uses Facebook to keep in touch with close friends. T F
5 Sagar's Facebook friends are always people he knows in real life. T F

3a Work in small groups. Look at the list of ways of communicating in the table in section 1 of exercise **2**. How do you keep in touch with your friends? Give reasons why.

b Which is the most common way of staying in touch?

2 Video I'll never forget that day

Vox pops

1 Work with a partner. Name two things that could go wrong in each situation.

- You're driving to work in heavy snow.
- You fall over in the street.
- You have an important exam today.

2 Watch the video. Do sections 1 and 2.

Have you ever had a really bad day at work, college or when travelling?

1 Which speakers are on their way to work or at work (W), at university (U) or on crutches (C)? Tick up to two boxes for each speaker.

1 **Hunter** W☐ U☐ C☐
2 **David E** W☐ U☐ C☐
3 **Sophie** W☐ U☐ C☐
4 **David R** W☐ U☐ C☐
5 **Alex** W☐ U☐ C☐

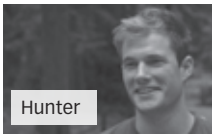
2 Work with a partner and circle the correct options to complete the sentences.

1 *Hunter's manager* / *Hunter* left his job and just walked out of the office.
2 David E's parents made him feel more *relaxed* / *worried* about his exams.
3 On her bad day, Sophie *slipped and broke her ankle* / *had already broken her ankle when she slipped*.
4 David R had to get down the stairs quickly because there was a *fire* / *fire practice*.
5 Alex tried to *drive* / *walk* to the garage in the snow.

3a Walk around the class and find someone who ...

a has been on crutches. _____
b had had a bad day of exams. _____
c has been stuck in the snow. _____
d has done a fire practice recently. _____
e has had a puncture in their car. _____

b Find out more about each story. (When? Where? Why? How?)











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3 Video Life skills

Vox pops

1 Complete the phrases with the verbs from the box. Which of these skills do you possess in your personal life or at work?

cope deal have manage pay

1 ... good people skills
2 ... my time
3 ... well under pressure
4 ... with many jobs at the same time
5 ... attention to detail

2 Watch the video. Do sections 1 and 2.

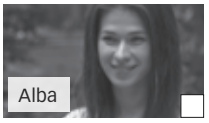
Do you cope well under pressure?

1 Match each person to a statement.

I cope well, ...

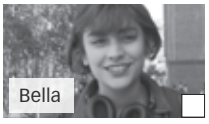
1 and I often achieve more when there's a lot of pressure.
2 but only if I have some thinking time on my own first.
3 particularly if I have time to get things ready in advance.
4 but I can feel quite anxious if there's too much pressure.
5 even though my job involves managing a variety of tasks.











What skills do you need to be successful in your ideal job?

2 Complete the sentences with up to two words in each gap.

1 Stephanie's ideal job is to be a _____, and she'll need to be able to work very _____.
2 Alba thinks she'll succeed if she is _____, _____ and believes in herself.
3 Niall's ideal job is to be a _____, and he'll need to be good at long-term _____.
4 Andy's ideal job is being a _____, and he needs to be able to _____ with a wide variety of people.
5 Bella's ideal job is working in _____, and she'll need to be able to cope well under pressure and be _____.

3 Work with a partner. Ask and answer the questions about the three different jobs.

Would you like to be a ...?

1 chef | 2 computer scientist | 3 head teacher

YES. Why? — What skills do you possess which could help you do this job?

NO. Why not? — What skills would you need to develop in order to do this job?

4 Video Space

Vox pops

1 Match words and phrases a–e to sentences 1–5. Work with a partner and discuss which ideas play an important part in your life.

a nature
b exercise
c relaxation
d city living
e fresh air

1 I often go jogging along country paths. ___
2 I can breathe easily because the air quality is good. ___
3 People rush past my window on their way to work. ___
4 I went on a yoga and meditation course. ___
5 I love walking in the hills, watching the wildlife. ___

2 Watch the video. Do sections 1 and 2.

What are the benefits of visiting the countryside?

1 Circle one or two benefits that each speaker says.

1 Stephen:	exercise	quiet	fresh air
2 Patricia:	calm	sun	fresh air
3 Niall:	fresh air	nature	walks
4 Stephanie:	space	exercise	calm
5 Andy:	exercise	relaxation	space

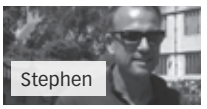
2 Complete the sentences with phrases from the box.

a green environment enjoying the outdoors
escape city life keep him calm take nice walks

1 Stephen thinks the countryside helps to _____.
2 Patricia likes to _____ and enjoy the sun.
3 Niall says the greatest benefit is _____.
4 Stephanie feels that it's good to _____ a little bit.
5 Andy likes doing sport in _____.

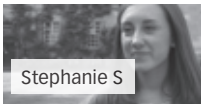
3 Work in small groups. Plan an ideal weekend in the countryside. Write one idea for each of the points below. Then present your plan to another group.

• Location • Food • Sport • Nature • Relaxation











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5 Video Entertainment

Vox pops

1 Complete these sentences with the name of a film you have seen. Compare your ideas with a partner.

- _____ really made me think.
- There's a clever twist at the end in _____.
- _____ made me laugh out loud.

2 Watch the video. Do sections 1 and 2.

What's your favourite kind of film?

1 Circle the correct option.

1 Kiran likes watching *funny* / *science-fiction* films.
2 Alex enjoys watching *any kind of action film* / *science fiction films in particular.*
3 Bella tends to like films which *help her relax* / *make her think.*
4 Ebbe prefers films that *help him relax* / *make him think.*
5 David likes *only one genre* / *quite a few genres* of film.

What's your favourite movie of all time?

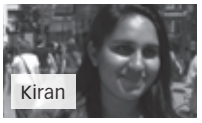
2 Connect the words in the three columns.

Person	Favourite film	Reasons for liking the film
Kiran	*Dumb and Dumber*	good plot and good acting
Alex	*Heat*	fascinating monologues
Bella	*Pulp Fiction*	a very good cast and several clever twists
Ebbe	*Fight Club*	good fun with a great twist at the end
David	*Shawshank Redemption*	it makes me laugh

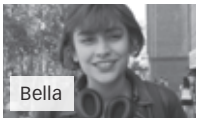
3 Work with a new partner. What do you think of the genres of film in box A? Find an adjective in box B that matches your opinion about each genre of film. Discuss your opinions.

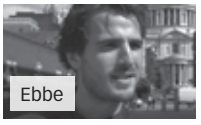
A
action film comedy
documentary style film
historical film science fiction

B
enjoyable entertaining interesting
predictable and dull silly











6 Video Controlling the weather?

Vox pops

1 Match each situation to a result. Discuss your ideas about the meaning of the words in bold.

Situation

1 Flooding has caused a lot of **disruption** in the city centre.
2 The **ice caps** are melting as global temperatures rise.
3 Everyone had received the warning that the **typhoon** was due to hit the coast of Thailand last night.
4 **Data** from the weather office reports a decrease in rainfall.

Result

a Sea levels will rise in general. There will be more flooding.
b People had the chance to escape to a safer place inland.
c Droughts will happen more often in some places.
d There is no bus service. The police have closed most roads.

2 Watch the video. Do sections 1 and 2.

Do you think the climate has been changing over the last 10 years?

1 Are the sentences true (T) or false (F)? Correct the false sentences.

1 Bella doubts temperatures are becoming more extreme. T F
2 David E studied geography at university. T F
3 Lyndsay believes humans are completely responsible for changing weather patterns. T F
4 David R believes there has been an increase in rainfall. T F
5 Sophie has noticed that summers start later nowadays. T F

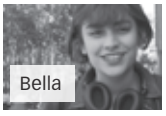
Can you give an example of what you consider extreme weather?

2 Tick the sentences that you hear.

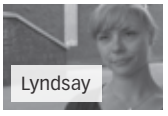
Extreme weather ...

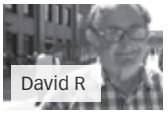
- causes really big disruption. ☐
- causes damage to buildings. ☐
- caused floods and hurricanes in the UK. ☐
- is a typhoon or a hurricane. ☐

3 Work with a partner. Write tomorrow's weather forecast. Exchange your forecast with another pair. Discuss how the forecasts will affect your plans.











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7 Video Ambitions

Vox pops

1 Think of someone you know who has moved abroad. Prepare to speak about this person. Use the question words in the box to help you plan what you are going to say.

Who? Why? How long? Where? When?

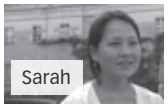
Share your information about this person with other students in the class. Work with different partners and take notes. Do these people have a lot in common?

2 Watch the video. Do sections 1 and 2.

Would you ever move abroad for a job?

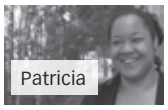
1 Circle the answer each person gives. Write the reason why.

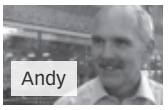
			Why?
Sarah:	Yes	No	_____
Peter A:	Yes	No	(no reason given)
Peter E:	Yes	No	_____
Patricia:	Yes	No	_____
Andy:	Yes	No	_____











What are the advantages and disadvantages of living and working abroad?

2 Write the correct names.

Advantages

Who mentions that ...

1 it's easier to learn a particular language living among people who speak it? _____
2 it's a great chance to learn about different people and cultures? _____, _____ and _____
3 you could earn more money abroad? _____ and _____

Disadvantages

Who feels that ...

4 using a new currency could be difficult? _____
5 learning a new language isn't easy? _____ and _____
6 they'd miss family and friends? _____ and _____

3 Look at the statement below. Do you agree or disagree?

Everyone should spend some time living and working abroad.

Work with a partner. Pair A, prepare your arguments in favour of living and working abroad. Pair B, prepare your arguments against living and working abroad.

Pair A, sit facing pair B. Discuss your reasons for or against the statement above. Who has the winning arguments?

8 Video World happiness report

Vox pops

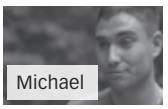
1 Work in pairs. What three things would make you feel very happy if they happened today?

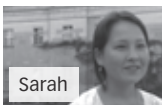
2 Watch the video. Do sections 1 and 2.

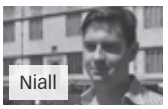
Which three factors do you think are important to have a good quality of life?

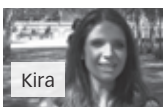
1 Choose two correct options for each speaker.

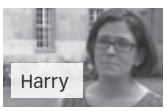
1	Michael:	happiness	enjoyment	community
2	Sarah:	community	education	health
3	Niall:	happiness	health	enjoyment
4	Kira:	health	family	education
5	Harry:	health	education	community











2 Decide if the sentences are true (T) or false (F). Correct the false sentences.

1	Michael thinks that it is important to know what you want from life and why.	T	F
2	Sarah feels that hobbies are more important than job satisfaction.	T	F
3	Niall believes that you need to see the people you love every day.	T	F
4	Kira says that having a good range of job prospects keeps people happy.	T	F
5	Harry believes that being surrounded by family is the single most important factor.	T	F

3a Work with a partner. Complete the sentences with a suitable piece of advice.

How to have a good quality of life

1 It's a good idea to ...
2 You mustn't ...
3 You could try ...
4 Aim to ... every day.
5 You should ... if you can.

b Share your ideas with another pair. What is the best piece of advice?

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9 Video Real beauty

Vox pops

1a Work with a partner. Replace the underlined sections with an item from the box which has an opposite meaning.

easy-going friendly and open
generous humorous intelligent

a He's [1] quite selfish and I'd say he is very [2] difficult to get on with. He also has some very [3] stupid ideas sometimes.

b She can be very [4] serious when we are having a laugh. She is [5] not happy meeting up with people and chatting about herself.

b Write a short description of a person you would NOT like to meet. Work with a partner and discuss.

2 Watch the video. Do sections 1 and 2.

What qualities make a person attractive?

1 Match each person to a statement.



1 I like people who are generous, kind and funny.
2 Kindness and honesty are very attractive qualities.
3 Character is important, but looks are the first thing you notice.
4 I like people who are clever.
5 I like people who try to accept people the way they are.

2 Decide if the sentences are true (T) or false (F). Correct the false sentences.

1 Henry thinks that a person's character is more important than any other personal qualities.
2 Bella thinks that there is nothing more important than intelligence.
3 Hayden likes meeting a wide variety of people.
4 Arielle believes that it is important to take yourself seriously.
5 David likes people who are friendly and open.

3 Work with a partner. Put the qualities in the box in exercise **1** in order of importance for you in your relationships (1= most important). Say why and give examples.

- I like people who are ... because ...
- I prefer people who are ... because ...

10 Video Competitive sport

Vox pops

1 Work with a partner. Ask and answer the following questions. Do you have a lot in common? Why/Why not?

What sport did you last ...

- ... watch on TV?
- ... go and watch live?
- ... do in a team?
- ... do solo?

2 Watch the video. Do sections 1 and 2.

Do you enjoy watching sports? If so, which sports?

1 Decide if the sentences are true (T) or false (F). Correct the false sentences.

1 Ebbe really enjoys watching football on TV.
2 Lyndsay really enjoys watching international football competitions.
3 Henry speaks about the sports he enjoys playing.
4 Kiran is not a competitive person.
5 David likes both team sports and sport for individuals.

Do you prefer to play a team sport or a solo sport?

2 Circle the correct answers.

1 Ebbe enjoys *competing against* / *being part of* a team.
2 Lyndsay prefers playing *sport on her own* / *team sports*.
3 Henry cycles solo when he needs to *feel better about himself* / *have some thinking time*.
4 Kiran enjoys *meeting new people* / *feeling part of the group* when she plays a team sport.
5 Since David *was at university* / *has been living in London*, he has been less involved in team sports.

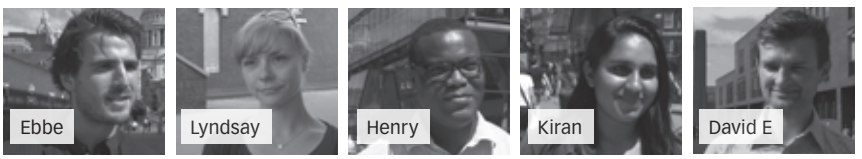
3 Work in small groups. Think of one reason for doing each of these sports below and one reason for not doing them.

Example: *cricket*

For – it's an attractive and traditional sport
Against – the rules are very complicated

- football
- snooker
- running
- yoga
- motor racing
- cycling
- trampolining
- rugby

Compare your answers as a class. Decide on the best reasons for and against each sport.



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11 Video Outlaws

Vox pops

1 Work with a partner. In one minute, list as many words or phrases as possible on these two topics below.

- Crime fiction
- Thrillers

2 Watch the video. Do sections 1 and 2.

Do you enjoy reading crime fiction or watching thrillers?

1 Which speakers enjoy crime fiction? Which speakers enjoy thrillers? Which speakers enjoy both? Write C (crime), T (thrillers) or B (both) next to the names.



Do you have a favourite?

2 Tick the phrases you hear.

1 my favourite crime story is by Stephen King ☐
2 it's filmed in Oxford ☐
3 the acting of the cast was very good ☐
4 it's a great film starring Bruce Willis ☐
5 it had a really clever plot ☐
6 it paints a very good picture ☐
7 it's set in Victorian England ☐
8 they really make you think ☐

3 Do a class survey. Ask and answer the questions.

Do you enjoy crime fiction?

YES — Why? — What's the best crime story you have read?

NO — Why not? — What would you prefer to read?

Do you enjoy watching thrillers?

YES — Why? — What's the best thriller you have watched?

NO — Why not? — What type of film would you prefer to watch?

12 Video Advertising

Vox pops

1 Work with a partner. Match the adjectives in the box to the sentences and talk about an ad which matches each description.

amusing dull moving persuasive

1 I felt tears in my eyes when I first watched the ad.
2 It's just really boring.
3 I went out and bought the product almost immediately.
4 I certainly smiled when I first saw it.

2 Watch the video. Do sections 1 and 2.

What advertisement has made a big impact on you?

1 Choose the correct options to complete the sentences.

1 Lauren thinks the Taco Bell advertisement was ...
a terrible. b incredible.
2 John describes a persuasive advertisement which convinced him to ... a children's charity.
a make a donation to b find out more about
3 Sarah thinks the bread advertisement created a romantic image of British life ...
a nowadays. b many years ago.
4 Andy liked the car advertisement because it showed ...
a the car's special features. b how it was built.
5 Stephanie enjoyed the coffee adverts because they ...
a were amusing. b were very beautiful.



Do you remember any ads, but not what they're for?

2 What do the speakers say about different kinds of ad? Match each person to a statement.

1 These adverts are all so similar.
2 It's difficult to understand this type of advert.
3 After an advertisement has finished, it's not always easy to remember what it was for.
4 These days it's easy to remember what advertisements are for because they are repeated so often.
5 It's easier to remember the celebrities than what the advertisements are for.

3 Work with a partner. Read the situation. Then plan and present your idea to the class.

You work for a TV and online ad agency. You need to design a two-minute advertisement for one of these products:

- a coffee
- a car
- a supermarket
- a perfume/an aftershave

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