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Navigate

Teacher's Guide

with Teacher's Support and Resource Disc
and Photocopiable Materials

Upper-intermediate → B2

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Contents

Coursebook contents 4

Introduction to *Navigate* 8

***Navigate* overview** 10
Coursebook 10
Workbook 15
Teacher's guide; Teacher's Support and Resource Disc 16
e-Books 17
iTools 18
Online practice 19

The *Navigate* Approach 20
Reading 20
Listening 22
Grammar 24
Vocabulary 26
Photocopiables 28
The CEFR 30
Testing 32

Teaching notes 34
Unit 1 34
Unit 2 47
Unit 3 61
Unit 4 74
Unit 5 88
Unit 6 102
Unit 7 115
Unit 8 128
Unit 9 143
Unit 10 157
Unit 11 172
Unit 12 187

Photocopiable teacher's resource materials 202
Grammar 202
Vocabulary 220
Communication 238
Vox pops video worksheets 256

On the Teacher's Support and Resource Disc
Lesson overview videos with Catherine Walter
Photocopiable activities
Vox pops video worksheets
Tests
Wordlists
Audio and video scripts

Coursebook contents: Units 1–6

Contents

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

		GRAMMAR
1 Communication page 6	1.1 **The rules of conversation** p6	Using different question types p7
■ Talk about conversation in different cultures ■ Use different question types ■ Talk about written communication ■ Use present perfect tenses ■ Guess the meaning of new words ■ Verbs + prepositions ■ Deal with problems on the phone ■ Write an informal email	1.2 **The letter is dead, long live the letter!** p8	Present perfect simple and continuous p8
	1.3 **Vocabulary and skills development** p10	
	1.4 **Speaking and writing** p12	
	1.5 **Video** *Minority languages in the British Isles* p14 **Review** p15	
2 Escape page 16	2.1 **Out of your comfort zone** p16	Talking about past events p16
■ Talk about travel and adventure ■ Talk about past events ■ Use past perfect forms ■ Talk about feelings ■ Understand North American and British accents ■ Understand North American English ■ Tell and react to a story ■ Write an email of complaint	2.2 **An extraordinary escape** p18	Past perfect forms p18
	2.3 **Vocabulary and skills development** p20	
	2.4 **Speaking and writing** p22	
	2.5 **Video** *Learning holidays* p24 **Review** p25	
3 Invest page 26	3.1 **Invest in your future** p26	Talking about the future (1) p26
■ Talk about the future (1) ■ Talk about learning, thinking and knowledge ■ Use collocations with *time* and *money* ■ Talk about the future (2) ■ Skim a text using topic sentences ■ Use noun suffixes ■ Say how likely something is to happen ■ Write a balanced opinion essay	3.2 **Best ways to invest your time** p28	Talking about the future (2) p29
	3.3 **Vocabulary and skills development** p30	
	3.4 **Speaking and writing** p32	
	3.5 **Video** *The future of work* p34 **Review** p35	
4 Creativity page 36	4.1 **Inventive ideas** p36	Using the passive p36
■ Use the passive ■ Talk about how things work ■ Describe your impressions of something ■ Use causative *have* and *get* ■ Understand speech when consonant sounds are omitted ■ Recognize easily confused words ■ Write a summary ■ Give opinions and try to change someone's opinion	4.2 **Creative environments** p38	Using causative *have* and *get* p39
	4.3 **Vocabulary and skills development** p40	
	4.4 **Speaking and writing** p42	
	4.5 **Video** *La Belle Époque* p44 **Review** p45	
5 Mind page 46	5.1 **As if it were yesterday ...** p46	Using verbs with *-ing* and infinitive p47
■ Talk about childhood memories ■ Use verbs with *-ing* and infinitive ■ Talk about emotions and behaviour ■ Other uses of *-ing* and infinitive with *to* ■ Understand linkers ■ Understand phrasal verbs with *out* and *up* ■ Language to give solutions ■ Write an article giving advice	5.2 **Bored!** p48	Other uses of *-ing* and infinitive with *to* p48
	5.3 **Vocabulary and skills development** p50	
	5.4 **Speaking and writing** p52	
	5.5 **Video** *Boredom* p54 **Review** p55	
6 Community page 56	6.1 **Crossing cultures** p56	Articles p57
■ Talk about cultures and communities ■ Understand and use articles ■ Talk about housing and living ■ Use determiners and quantifiers ■ Understand fluent speech ■ Use high-frequency verb collocations ■ Start a conversation with a stranger ■ Write a description of data	6.2 **Alone or together?** p58	Using determiners and quantifiers p59
	6.3 **Vocabulary and skills development** p60	
	6.4 **Speaking and writing** p62	
	6.5 **Video** *Communal living* p64 **Review** p65	

VOCABULARY	PRONUNCIATION	LISTENING/READING	SPEAKING/WRITING
Conversation p6		**Video** Vox pops 1 p7	
Written communication p8	Auxiliary verbs: *have* and *been* p9		
Verbs + prepositions p11		Reading guessing the meaning of new words p10	
Dealing with problems on the phone p12			Writing an informal email giving news p13
Talking about travel and adventure p16		**Video** Vox pops 2 p17	
Adjectives of feeling p19	Word stress – adjectives (1) p19		
North American English p21		Listening understanding North American and British accents p20	
	Intonation – making exclamations p22		Speaking telling and reacting to a story p22 Writing an email of complaint p23
Talking about learning, thinking and knowledge p27	Pronouncing the letter 'l' p27	**Video** Vox pops 3 p27	
Collocations with *time* and *money* p28			
Noun suffixes p31	Word stress – nouns p31	Reading skimming a text using topic sentences p30	
	Intonation – expressing certainty p32		Speaking saying how likely something is to happen p32 Writing a balanced opinion essay p33
How things work p37	Weak forms: *to be* p37	**Video** Vox pops 4 p37	
Describing your impressions p38			
Easily confused words p41	Easily confused words p41	Listening omitting consonant sounds p40	
	Intonation – softening language p43		Writing writing a summary p42 Speaking giving opinions and trying to change someone's opinion p43
Talking about childhood memories p46			
Emotions and behaviour p48			
Phrasal verbs with *out* and *up* p51		Reading understanding linkers p50 **Video** Vox pops 5 p51	
	Phrase stress p52		Speaking language to give solutions p52 Writing an article giving advice p53
Cultures and communities p56		**Video** Vox pops 6 p57	
Housing and living p58	Weak sounds: *of* p59		
High-frequency verb collocations p61		Listening understanding fluent speech p60	
			Speaking starting a conversation with a stranger p62 Writing describing data p62

Coursebook contents: Units 7–12

		GRAMMAR
7 Rules page 66	7.1 **Finders keepers?** p66	Present modal verbs p67
■ Talk about crime and justice ■ Use present modal verbs ■ Use verbs and prepositions ■ Use past modals of deduction ■ Understand ellipsis ■ Understand the meaning of prefixes ■ Agree and disagree ■ Write a persuasive letter/email	7.2 **Rules at work** p68	Past modals of deduction p69
	7.3 **Vocabulary and skills development** p70	
	7.4 **Speaking and writing** p72	
	7.5 ▶ **Video** *Against the law?* p74 **Review** p75	
8 Old and new page 76	8.1 **The Internet of Things** p76	Relative clauses p77
■ Talk about smart technology ■ Use relative clauses ■ Describe people ■ Use participle clauses ■ Listen for stressed words ■ Understand adjectives + dependent prepositions ■ Give your impressions of an event ■ Write a review	8.2 **Gen X, Gen Y, Gen Z** p78	Participle clauses p79
	8.3 **Vocabulary and skills development** p80	
	8.4 **Speaking and writing** p82	
	8.5 ▶ **Video** *Traditional skills* p84 **Review** p85	
9 Nightlife page 86	9.1 **Dark days and white nights** p86	Adjectives and adverbs p87
■ Talk about different climates and lifestyles ■ Use adjectives and adverbs ■ Talk about past and present habits ■ Talk sleep patterns ■ Understand reference ■ Use synonyms and antonyms ■ Interrupt appropriately ■ Write a report	9.2 **Sleep** p88	Past and present habits p88
	9.3 **Vocabulary and skills development** p90	
	9.4 **Speaking and writing** p92	
	9.5 ▶ **Video** *A town in the shadows* p94 **Review** p95	
10 Senses page 96	10.1 **Can you believe your eyes?** p96	Order of adjectives p97
■ Talk about looking and seeing ■ Use adjectives in the correct order ■ Use *if* + other conjunction clauses ■ Rate performances ■ Understand assimilation ■ Recognize easily confused sense verbs ■ Check and clarify ■ Write a detailed description of a scene	10.2 **Sense of humour** p98	*If* + other conjunction clauses p98
	10.3 **Vocabulary and skills development** p100	
	10.4 **Speaking and writing** p102	
	10.5 ▶ **Video** *Why we see colour* p104 **Review** p105	
11 Media page 106	11.1 **Extreme streaming** p106	Reported speech p107
■ Talk about television viewing habits ■ Use reported speech ■ Talk about news ■ Use reporting verbs ■ Understand complex sentences ■ Understand and use adjective suffixes ■ Retell a (news) story ■ Write an opinion essay in a formal style	11.2 **Positive news** p108	Reporting verbs p108
	11.3 **Vocabulary and skills development** p110	
	11.4 **Speaking and writing** p112	
	11.5 ▶ **Video** *Going viral* p114 **Review** p115	
12 Life stages page 116	12.1 **Nearest and dearest** p116	Unreal situations p117
■ Talk about family and relationships ■ Talk about unreal situations ■ Talk about life events and choices ■ Use *wish* and *if only* ■ Listening: recognize vague language ■ Understand and use compound language ■ Reflect on life events and choices ■ Write a biography	12.2 **If I could turn back time, …** p118	Using *wish* and *if only* p119
	12.3 **Vocabulary and skills development** p120	
	12.4 **Speaking and writing** p122	
	12.5 ▶ **Video** *Dynasty – the Churchills* p124 **Review** p125	

Communication page 126 **Grammar Reference** page 136

VOCABULARY	PRONUNCIATION	LISTENING/READING	SPEAKING/WRITING
Crime and justice p66			
Using verbs and prepositions p68	*have* in past modals p69		
The meaning of prefixes p71		**Reading** understanding ellipsis p70 **Video** Vox pops 7 p71	
	Agreeing or disagreeing strongly p72		**Speaking** agreeing and disagreeing p72 **Writing** a persuasive letter/email p73
Smart technology p76	Pauses in relative clauses p77	**Video** Vox pops 8 p77	
Describing people p78			
Adjectives + dependent prepositions p81		**Listening** listening for stressed words p80	
			Speaking giving your impressions of an event p82 **Writing** a review p83
Different climates and lifestyles p86	Dropped syllables p87		
Sleep patterns p89		**Video** Vox pops 9 p89	
Synonyms and antonyms p91		**Reading** understanding reference p90	
	Polite intonation – interrupting p93		**Speaking** interrupting appropriately p92 **Writing** a report p93
Words for looking and seeing p96			
Rating performances p99	Word stress – adjectives (2) p99	**Video** Vox pops 10 p99	
Easily confused sense verbs p101		**Listening** understanding assimilation p100	
			Speaking checking and clarifying p102 **Writing** describing a scene in detail p103
Television viewing habits p106		**Video** Vox pops 11 p107	
Talking about news p108	Weak syllables /ɪ/ and /ə/ in reporting verbs p109		
Adjective suffixes p111		**Reading** understanding complex sentences p110	
			Speaking retelling a (news) story p112 **Writing** an opinion essay in a formal style p113
Family and relationships p116	Sentence stress in conditional sentences p117	**Video** Vox pops 12 p117	
Life events and choices p118			
Compound adjectives p121		**Listening** Recognizing vague language p120	
			Speaking reflecting on life events and choices p122 **Writing** a biography p123

Audioscripts page 160 **Irregular verbs** page 174 **Phonemic symbols** page 175

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.

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Navigate content overview

Coursebook lesson 1

Unit topics

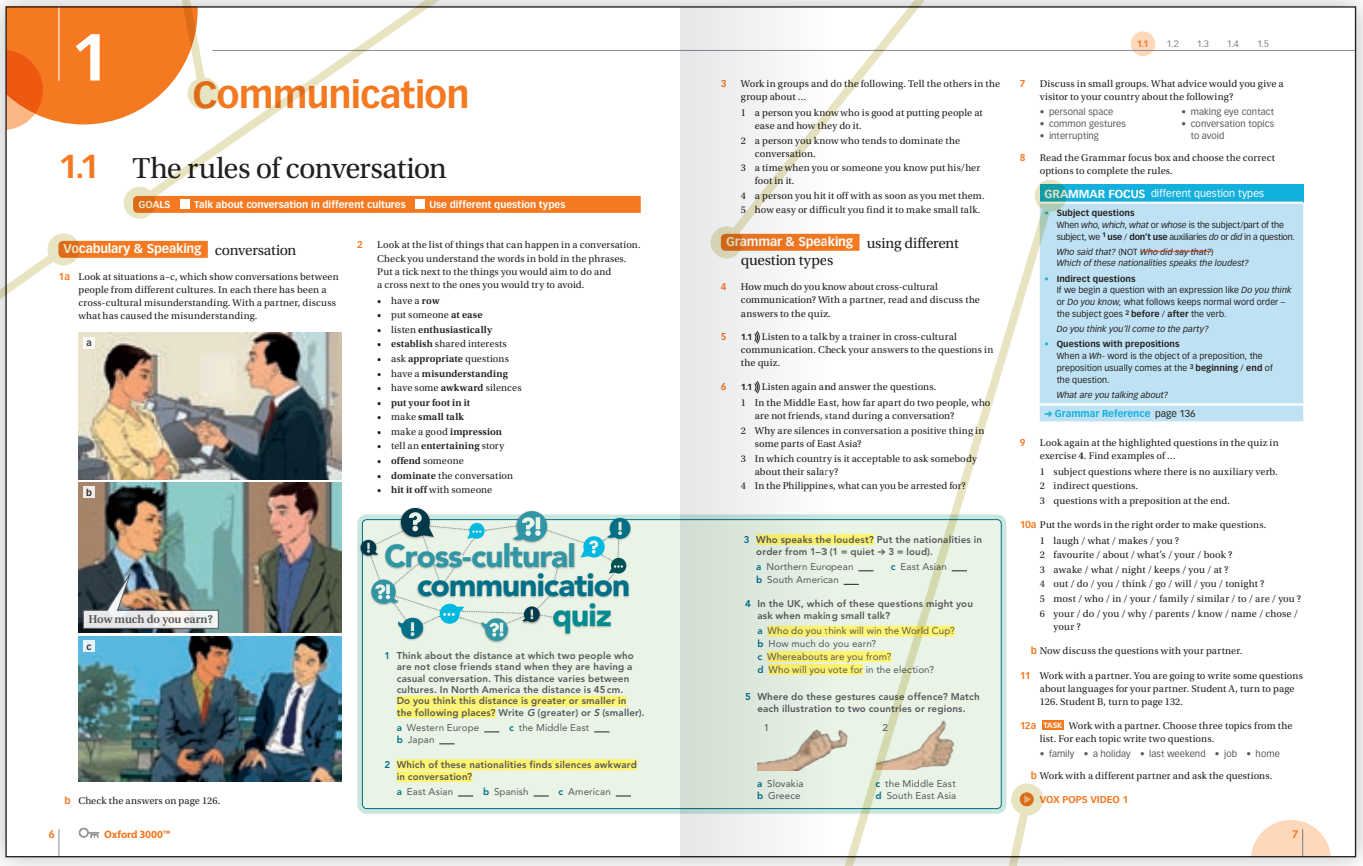
Navigate is created for adult students with content that appeals to learners at this level. The unit topics have been chosen with this in mind and vary from *The rules of conversation* and *Crossing cultures* to *Media*.

Goals

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

Grammar & Speaking

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



1 Communication

1.1 The rules of conversation

GOALS ☐ Talk about conversation in different cultures ☐ Use different question types

Vocabulary & Speaking conversation

1a Look at situations a–c, which show conversations between people from different cultures. In each there has been a cross-cultural misunderstanding. With a partner, discuss what has caused the misunderstanding.

a

b

How much do you earn?

c

b Check the answers on page 126.

2 Look at the list of things that can happen in a conversation. Check you understand the words in bold in the phrases. Put a tick next to the things you would aim to do and a cross next to the ones you would try to avoid.

- have a **row**
- put someone **at ease**
- listen **enthusiastically**
- **establish** shared interests
- ask **appropriate** questions
- have a **misunderstanding**
- have some **awkward** silences
- **put your foot in it**
- make **small talk**
- make a good **impression**
- tell an **entertaining** story
- **offend** someone
- **dominate** the conversation
- **hit it off** with someone

Cross-cultural communication quiz

1 Think about the distance at which two people who are not close friends stand when they are having a casual conversation. This distance varies between cultures. In North America the distance is 45 cm. Do you think this distance is greater or smaller in the following places? Write *G* (greater) or *S* (smaller).
a Western Europe ___ c the Middle East ___
b Japan ___

2 Which of these nationalities finds silences awkward in conversation?
a East Asian ___ b Spanish ___ c American ___

3 Who speaks the loudest? Put the nationalities in order from 1–3 (1 = quiet → 3 = loud).
a Northern European ___ c East Asian ___
b South American ___

4 In the UK, which of these questions might you ask when making small talk?
a Who do you think will win the World Cup?
b How much do you earn?
c Whereabouts are you from?
d Who will you vote for in the election?

5 Where do these gestures cause offence? Match each illustration to two countries or regions.
1 2
a Slovakia c the Middle East
b Greece d South East Asia

3 Work in groups and do the following. Tell the others in the group about ...
1 a person you know who is good at putting people at ease and how they do it.
2 a person you know who tends to dominate the conversation.
3 a time when you or someone you know put his/her foot in it.
4 a person you hit it off with as soon as you met them.
5 how easy or difficult you find it to make small talk.

Grammar & Speaking using different question types

4 How much do you know about cross-cultural communication? With a partner, read and discuss the answers to the quiz.

5 1.1 Listen to a talk by a trainer in cross-cultural communication. Check your answers to the questions in the quiz.

6 1.1 Listen again and answer the questions.
1 In the Middle East, how far apart do two people, who are not friends, stand during a conversation?
2 Why are silences in conversation a positive thing in some parts of East Asia?
3 In which country is it acceptable to ask somebody about their salary?
4 In the Philippines, what can you be arrested for?

7 Discuss in small groups. What advice would you give a visitor to your country about the following?
- personal space
- common gestures
- interrupting
- making eye contact
- conversation topics to avoid

8 Read the Grammar focus box and choose the correct options to complete the rules.

GRAMMAR FOCUS different question types

- **Subject questions**
When *who, which, what* or *whose* is the subject/part of the subject, we [1] **use** / **don't use** auxiliaries *do* or *did* in a question.
Who said that? (NOT *Who did say that?*)
Which of these nationalities speaks the loudest?
- **Indirect questions**
If we begin a question with an expression like *Do you think* or *Do you know,* what follows keeps normal word order – the subject goes [2] **before** / **after** the verb.
Do you think you'll come to the party?
- **Questions with prepositions**
When a *Wh-* word is the object of a preposition, the preposition usually comes at the [3] **beginning** / **end** of the question.
What are you talking about?

→ Grammar Reference page 136

9 Look again at the highlighted questions in the quiz in exercise 4. Find examples of ...
1 subject questions where there is no auxiliary verb.
2 indirect questions.
3 questions with a preposition at the end.

10a Put the words in the right order to make questions.
1 laugh / what / makes / you ?
2 favourite / about / what's / your / book ?
3 awake / what / night / keeps / you / at ?
4 out / do / you / think / go / will / you / tonight ?
5 most / who / in / your / family / similar / to / are / you ?
6 your / do / you / why / parents / know / name / chose / your ?

b Now discuss the questions with your partner.

11 Work with a partner. You are going to write some questions about languages for your partner. Student A, turn to page 126. Student B, turn to page 132.

12a TASK Work with a partner. Choose three topics from the list. For each topic write two questions.
• family • a holiday • last weekend • job • home

b Work with a different partner and ask the questions.

VOX POPS VIDEO 1

6 Oxford 3000™

7

Vocabulary & Speaking

Navigate has a strong emphasis on active vocabulary learning. The first lesson in each unit contains 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 lesson 1 and 2 is taught in topic sets, allowing students to build their vocabulary range in a logical and systematic way.

Grammar focus box

In general, grammar is introduced deductively when a new topic is introduced or inductively when the students are extending their knowledge on a particular area (see the Grammar focus box in lesson 2.2). Students are asked to complete the information in the Grammar focus box based on what has been introduced in previous exercises in the *Grammar, Grammar and Listening, Grammar and Reading or Grammar and Speaking* exercises. The Grammar focus box is followed by a number of spoken and written exercises in which the grammar is practised further.

Vox pops video

Most 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. 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.

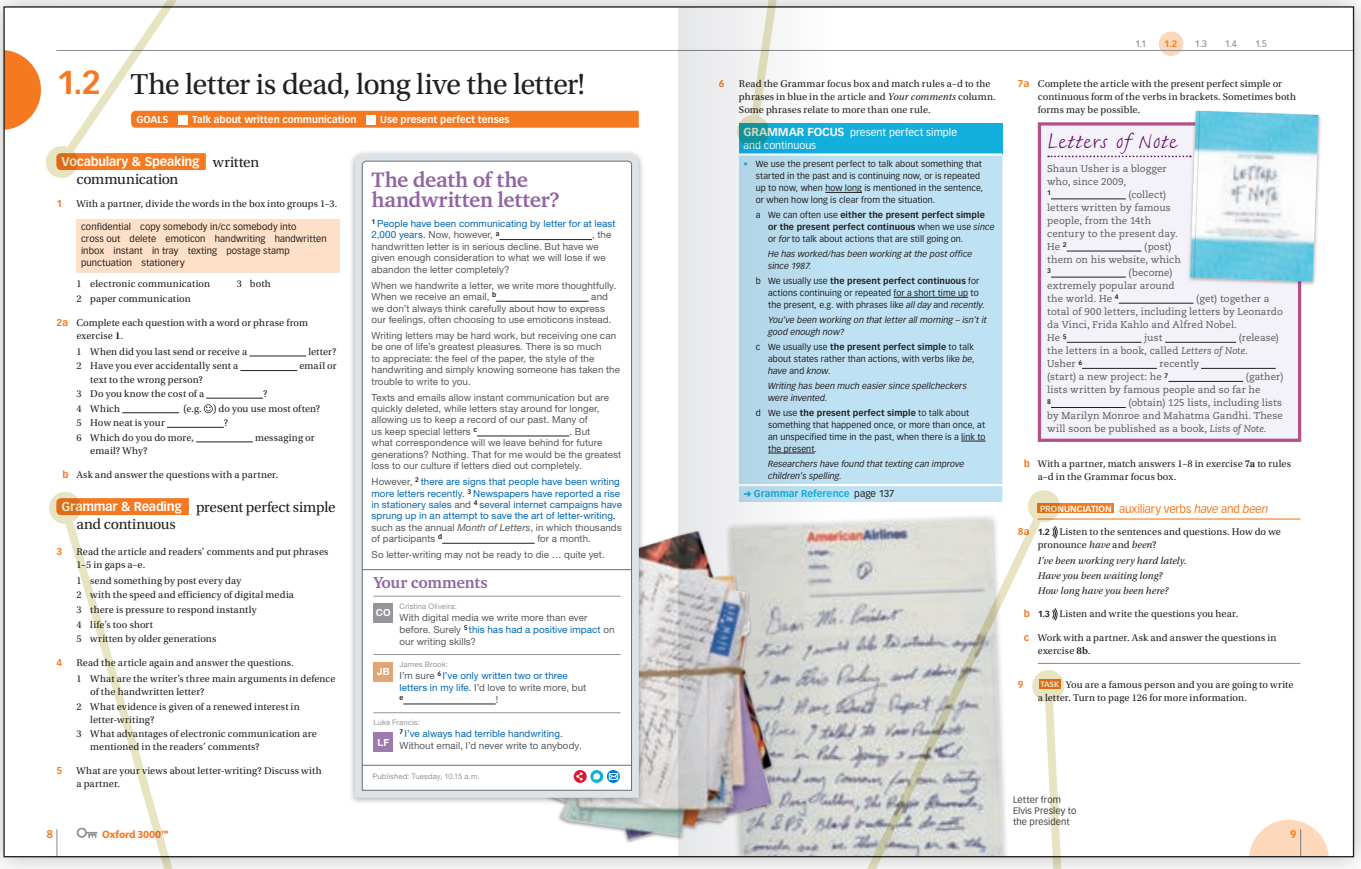
Coursebook lesson 2

Vocabulary & Speaking

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 written communication. 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 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.



1.1 1.2 1.3 1.4 1.5

1.2 The letter is dead, long live the letter!

GOALS ■ Talk about written communication ■ Use present perfect tenses

Vocabulary & Speaking written communication

1 With a partner, divide the words in the box into groups 1–3.

confidential copy somebody in/cc somebody into cross out delete emoticon handwriting handwritten inbox instant in tray texting postage stamp punctuation stationery

1 electronic communication 3 both
2 paper communication

2a Complete each question with a word or phrase from exercise 1.

1 When did you last send or receive a _____ letter?
2 Have you ever accidentally sent a _____ email or text to the wrong person?
3 Do you know the cost of a _____?
4 Which _____ (e.g. ☺) do you use most often?
5 How neat is your _____?
6 Which do you do more, _____ messaging or email? Why?

b Ask and answer the questions with a partner.

Grammar & Reading present perfect simple and continuous

3 Read the article and readers' comments and put phrases 1–5 in gaps a–e.

1 send something by post every day
2 with the speed and efficiency of digital media
3 there is pressure to respond instantly
4 life's too short
5 written by older generations

4 Read the article again and answer the questions.

1 What are the writer's three main arguments in defence of the handwritten letter?
2 What evidence is given of a renewed interest in letter-writing?
3 What advantages of electronic communication are mentioned in the readers' comments?

5 What are your views about letter-writing? Discuss with a partner.

The death of the handwritten letter?

[1] People have been communicating by letter for at least 2,000 years. Now, however, [a]_____, the handwritten letter is in serious decline. But have we given enough consideration to what we will lose if we abandon the letter completely?

When we handwrite a letter, we write more thoughtfully. When we receive an email, [5]_____ and we don't always think carefully about how to express our feelings, often choosing to use emoticons instead.

Writing letters may be hard work, but receiving one can be one of life's greatest pleasures. There is so much to appreciate: the feel of the paper, the style of the handwriting and simply knowing someone has taken the trouble to write to you.

Texts and emails allow instant communication but are quickly deleted, while letters stay around for longer, allowing us to keep a record of our past. Many of us keep special letters [c]_____. But what correspondence will we leave behind for future generations? Nothing. That for me would be the greatest loss to our culture if letters died out completely.

However, [2] there are signs that people have been writing more letters recently. [3] Newspapers have reported a rise in stationery sales and [4] several internet campaigns have sprung up in an attempt to save the art of letter-writing, such as the annual *Month of Letters*, in which thousands of participants [d]_____ for a month.

So letter-writing may not be ready to die … quite yet.

Your comments

CO Cristina Oliveira: With digital media we write more than ever before. Surely [b] this has had a positive impact on our writing skills?

JB James Brook: I'm sure [e] I've only written two or three letters in my life. I'd love to write more, but [e]_____!

LF Luke Francis: [7] I've always had terrible handwriting. Without email, I'd never write to anybody.

Published: Tuesday, 10.15 a.m.

6 Read the Grammar focus box and match rules a–d to the phrases in blue in the article and *Your comments* column. Some phrases relate to more than one rule.

GRAMMAR FOCUS present perfect simple and continuous

- We use the present perfect to talk about something that started in the past and is continuing now, or is repeated up to now, when how long is mentioned in the sentence, or when how long is clear from the situation.

a We can often use **either the present perfect simple or the present perfect continuous** when we use *since* or *for* to talk about actions that are still going on.
He has worked/has been working at the post office since 1987.

b We usually use **the present perfect continuous** for actions continuing or repeated for a short time up to the present, e.g. with phrases like *all day* and *recently*.
You've been working on that letter all morning – isn't it good enough now?

c We usually use **the present perfect simple** to talk about states rather than actions, with verbs like *be, have* and *know*.
Writing has been much easier since spellcheckers were invented.

d We use **the present perfect simple** to talk about something that happened once, or more than once, at an unspecified time in the past, when there is a link to the present.
Researchers have found that texting can improve children's spelling.

→ Grammar Reference page 137

7a Complete the article with the present perfect simple or continuous form of the verbs in brackets. Sometimes both forms may be possible.

Letters of Note

Shaun Usher is a blogger who, since 2009, [1]_____ (collect) letters written by famous people, from the 14th century to the present day. He [2]_____ (post) them on his website, which [3]_____ (become) extremely popular around the world. He [4]_____ (get) together a total of 900 letters, including letters by Leonardo da Vinci, Frida Kahlo and Alfred Nobel. He [5]_____ just _____ (release) the letters in a book, called *Letters of Note*. Usher [6]_____ recently _____ (start) a new project: he [7]_____ (gather) lists written by famous people and so far he [8]_____ (obtain) 125 lists, including lists by Marilyn Monroe and Mahatma Gandhi. These will soon be published as a book, *Lists of Note*.

b With a partner, match answers 1–8 in exercise 7a to rules a–d in the Grammar focus box.

PRONUNCIATION auxiliary verbs *have* and *been*

8a 1.2 Listen to the sentences and questions. How do we pronounce *have* and *been*?
I've been working very hard lately.
Have you been waiting long?
How long have you been here?

b 1.3 Listen and write the questions you hear.

c Work with a partner. Ask and answer the questions in exercise 8b.

9 TASK You are a famous person and you are going to write a letter. Turn to page 126 for more information.

Letter from Elvis Presley to the president

8 Oxford 3000™

9

Grammar & Reading

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.

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, minimal pairs and word stress). 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).

Task

Most lessons end 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 content overview

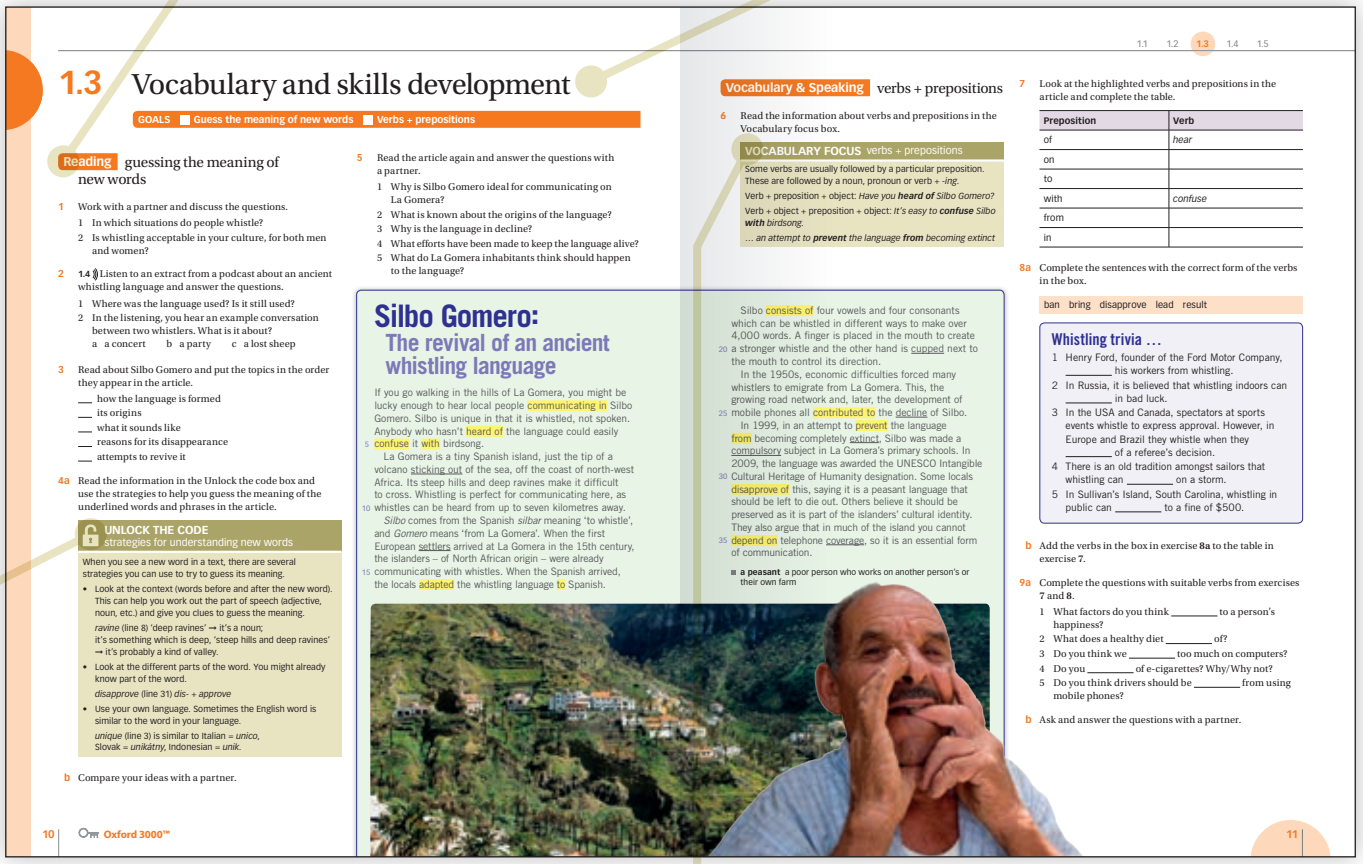
Coursebook lesson 3

Reading

Navigate contains reading 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 ■ Guess the meaning of new words ■ Verbs + prepositions

Reading guessing the meaning of new words

1 Work with a partner and discuss the questions.
1 In which situations do people whistle?
2 Is whistling acceptable in your culture, for both men and women?

2 1.4 Listen to an extract from a podcast about an ancient whistling language and answer the questions.
1 Where was the language used? Is it still used?
2 In the listening, you hear an example conversation between two whistlers. What is it about?
a a concert b a party c a lost sheep

3 Read about Silbo Gomero and put the topics in the order they appear in the article.
___ how the language is formed
___ its origins
___ what it sounds like
___ reasons for its disappearance
___ attempts to revive it

4a Read the information in the Unlock the code box and use the strategies to help you guess the meaning of the underlined words and phrases in the article.

UNLOCK THE CODE strategies for understanding new words

When you see a new word in a text, there are several strategies you can use to try to guess its meaning.
- Look at the context (words before and after the new word). This can help you work out the part of speech (adjective, noun, etc.) and give you clues to guess the meaning.
ravine (line 8) 'deep ravines' → it's a noun; it's something which is deep, 'steep hills and deep ravines' → it's probably a kind of valley.
- Look at the different parts of the word. You might already know part of the word.
disapprove (line 31) *dis- + approve*
- Use your own language. Sometimes the English word is similar to the word in your language.
unique (line 3) is similar to Italian = *unico*, Slovak = *unikátny*, Indonesian = *unik*.

b Compare your ideas with a partner.

5 Read the article again and answer the questions with a partner.
1 Why is Silbo Gomero ideal for communicating on La Gomera?
2 What is known about the origins of the language?
3 Why is the language in decline?
4 What efforts have been made to keep the language alive?
5 What do La Gomera inhabitants think should happen to the language?

Silbo Gomero:
The revival of an ancient whistling language

If you go walking in the hills of La Gomera, you might be lucky enough to hear local people communicating in Silbo Gomero. Silbo is unique in that it is whistled, not spoken. Anybody who hasn't heard of the language could easily confuse it with birdsong.

La Gomera is a tiny Spanish island, just the tip of a volcano sticking out of the sea, off the coast of north-west Africa. Its steep hills and deep ravines make it difficult to cross. Whistling is perfect for communicating here, as whistles can be heard from up to seven kilometres away.

Silbo comes from the Spanish *silbar* meaning 'to whistle', and *Gomero* means 'from La Gomera'. When the first European settlers arrived at La Gomera in the 15th century, the islanders – of North African origin – were already communicating with whistles. When the Spanish arrived, the locals adapted the whistling language to Spanish.

Silbo consists of four vowels and four consonants which can be whistled in different ways to make over 4,000 words. A finger is placed in the mouth to create a stronger whistle and the other hand is cupped next to the mouth to control its direction.

In the 1950s, economic difficulties forced many whistlers to emigrate from La Gomera. This, the growing road network and, later, the development of mobile phones all contributed to the decline of Silbo.

In 1999, in an attempt to prevent the language from becoming completely extinct, Silbo was made a compulsory subject in La Gomera's primary schools. In 2009, the language was awarded the UNESCO Intangible Cultural Heritage of Humanity designation. Some locals disapprove of this, saying it is a peasant language that should be left to die out. Others believe it should be preserved as it is part of the islanders' cultural identity. They also argue that in much of the island you cannot depend on telephone coverage, so it is an essential form of communication.

■ **a peasant** a poor person who works on another person's or their own farm

Vocabulary & Speaking verbs + prepositions

6 Read the information about verbs and prepositions in the Vocabulary focus box.

VOCABULARY FOCUS verbs + prepositions

Some verbs are usually followed by a particular preposition. These are followed by a noun, pronoun or verb + *-ing*.
Verb + preposition + object: *Have you **heard of** Silbo Gomero?*
Verb + object + preposition + object: *It's easy to **confuse** Silbo **with** birdsong*
*... an attempt to **prevent** the language **from** becoming extinct*

7 Look at the highlighted verbs and prepositions in the article and complete the table.

Preposition	Verb
of	*hear*
on	
to	
with	*confuse*
from	
in	

8a Complete the sentences with the correct form of the verbs in the box.

ban bring disapprove lead result

Whistling trivia ...
1 Henry Ford, founder of the Ford Motor Company, _____ his workers from whistling.
2 In Russia, it is believed that whistling indoors can _____ in bad luck.
3 In the USA and Canada, spectators at sports events whistle to express approval. However, in Europe and Brazil they whistle when they _____ of a referee's decision.
4 There is an old tradition amongst sailors that whistling can _____ on a storm.
5 In Sullivan's Island, South Carolina, whistling in public can _____ to a fine of $500.

b Add the verbs in the box in exercise **8a** to the table in exercise **7**.

9a Complete the questions with suitable verbs from exercises **7** and **8**.
1 What factors do you think _____ to a person's happiness?
2 What does a healthy diet _____ of?
3 Do you think we _____ too much on computers?
4 Do you _____ of e-cigarettes? Why/Why not?
5 Do you think drivers should be _____ from using mobile phones?

b Ask and answer the questions with a partner.

10 Oxford 3000™

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 strategies for understanding new words.

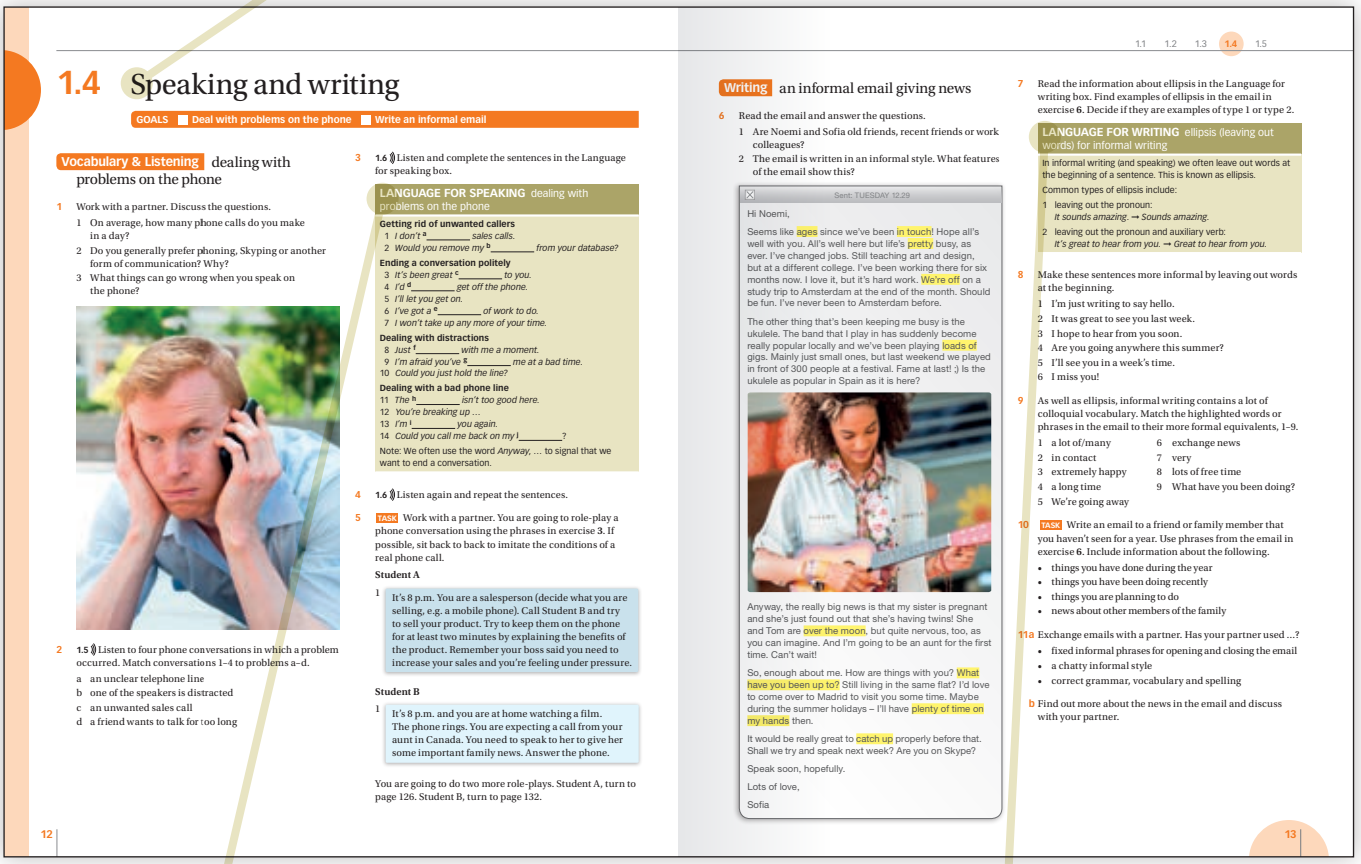
Vocabulary focus

Vocabulary focus boxes appear in this lesson to draw attention to a particular vocabulary area, in this case verbs and their prepositions. The students go on to do some exercises where they use the information in this study tip. In other units, Vocabulary boxes deal with noun suffixes, easily confused words, 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 ■ Deal with problems on the phone ■ Write an informal email

Vocabulary & Listening dealing with problems on the phone

1 Work with a partner. Discuss the questions.
1 On average, how many phone calls do you make in a day?
2 Do you generally prefer phoning, Skyping or another form of communication? Why?
3 What things can go wrong when you speak on the phone?

2 1.5 Listen to four phone conversations in which a problem occurred. Match conversations 1–4 to problems a–d.
a an unclear telephone line
b one of the speakers is distracted
c an unwanted sales call
d a friend wants to talk for too long

3 1.6 Listen and complete the sentences in the Language for speaking box.

LANGUAGE FOR SPEAKING dealing with problems on the phone

Getting rid of unwanted callers
1 *I don't* [a]_____ *sales calls.*
2 *Would you remove my* [b]_____ *from your database?*

Ending a conversation politely
3 *It's been great* [c]_____ *to you.*
4 *I'd* [d]_____ *get off the phone.*
5 *I'll let you get on.*
6 *I've got a* [e]_____ *of work to do.*
7 *I won't take up any more of your time.*

Dealing with distractions
8 *Just* [f]_____ *with me a moment.*
9 *I'm afraid you've* [g]_____ *me at a bad time.*
10 *Could you just hold the line?*

Dealing with a bad phone line
11 *The* [h]_____ *isn't too good here.*
12 *You're breaking up …*
13 *I'm* [i]_____ *you again.*
14 *Could you call me back on my* [j]_____*?*

Note: We often use the word *Anyway, …* to signal that we want to end a conversation.

4 1.6 Listen again and repeat the sentences.

5 TASK Work with a partner. You are going to role-play a phone conversation using the phrases in exercise 3. If possible, sit back to back to imitate the conditions of a real phone call.

Student A

1 It's 8 p.m. You are a salesperson (decide what you are selling, e.g. a mobile phone). Call Student B and try to sell your product. Try to keep them on the phone for at least two minutes by explaining the benefits of the product. Remember your boss said you need to increase your sales and you're feeling under pressure.

Student B

1 It's 8 p.m. and you are at home watching a film. The phone rings. You are expecting a call from your aunt in Canada. You need to speak to her to give her some important family news. Answer the phone.

You are going to do two more role-plays. Student A, turn to page 126. Student B, turn to page 132.

12

Writing an informal email giving news

6 Read the email and answer the questions.
1 Are Noemi and Sofia old friends, recent friends or work colleagues?
2 The email is written in an informal style. What features of the email show this?

Sent: TUESDAY 12.29

Hi Noemi,

Seems like ages since we've been in touch! Hope all's well with you. All's well here but life's pretty busy, as ever. I've changed jobs. Still teaching art and design, but at a different college. I've been working there for six months now. I love it, but it's hard work. We're off on a study trip to Amsterdam at the end of the month. Should be fun. I've never been to Amsterdam before.

The other thing that's been keeping me busy is the ukulele. The band that I play in has suddenly become really popular locally and we've been playing loads of gigs. Mainly just small ones, but last weekend we played in front of 300 people at a festival. Fame at last! ;) Is the ukulele as popular in Spain as it is here?

Anyway, the really big news is that my sister is pregnant and she's just found out that she's having twins! She and Tom are over the moon, but quite nervous, too, as you can imagine. And I'm going to be an aunt for the first time. Can't wait!

So, enough about me. How are things with you? What have you been up to? Still living in the same flat? I'd love to come over to Madrid to visit you some time. Maybe during the summer holidays – I'll have plenty of time on my hands then.

It would be really great to catch up properly before that. Shall we try and speak next week? Are you on Skype?

Speak soon, hopefully.

Lots of love,

Sofia

7 Read the information about ellipsis in the Language for writing box. Find examples of ellipsis in the email in exercise 6. Decide if they are examples of type 1 or type 2.

LANGUAGE FOR WRITING ellipsis (leaving out words) for informal writing

In informal writing (and speaking) we often leave out words at the beginning of a sentence. This is known as ellipsis.

Common types of ellipsis include:
1 leaving out the pronoun:
It sounds amazing. → *Sounds amazing.*
2 leaving out the pronoun and auxiliary verb:
It's great to hear from you. → *Great to hear from you.*

8 Make these sentences more informal by leaving out words at the beginning.
1 I'm just writing to say hello.
2 It was great to see you last week.
3 I hope to hear from you soon.
4 Are you going anywhere this summer?
5 I'll see you in a week's time.
6 I miss you!

9 As well as ellipsis, informal writing contains a lot of colloquial vocabulary. Match the highlighted words or phrases in the email to their more formal equivalents, 1–9.

1 a lot of/many	6 exchange news
2 in contact	7 very
3 extremely happy	8 lots of free time
4 a long time	9 What have you been doing?
5 We're going away	

10 TASK Write an email to a friend or family member that you haven't seen for a year. Use phrases from the email in exercise 6. Include information about the following.
- things you have done during the year
- things you have been doing recently
- things you are planning to do
- news about other members of the family

11a Exchange emails with a partner. Has your partner used …?
- fixed informal phrases for opening and closing the email
- a chatty informal style
- correct grammar, vocabulary and spelling

b Find out more about the news in the email and discuss with your partner.

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 deal with problems on the phone and they can use the phrases in the box. Other language for speaking boxes cover *Telling and reacting to a story, Likelihood and Working out solutions to problems.*

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 the focus is on the ellipsis. In other units, the boxes focus on topics such as *Writing an email of complaint, Writing a balanced opinion essay and An article giving advice.*

Navigate content overview

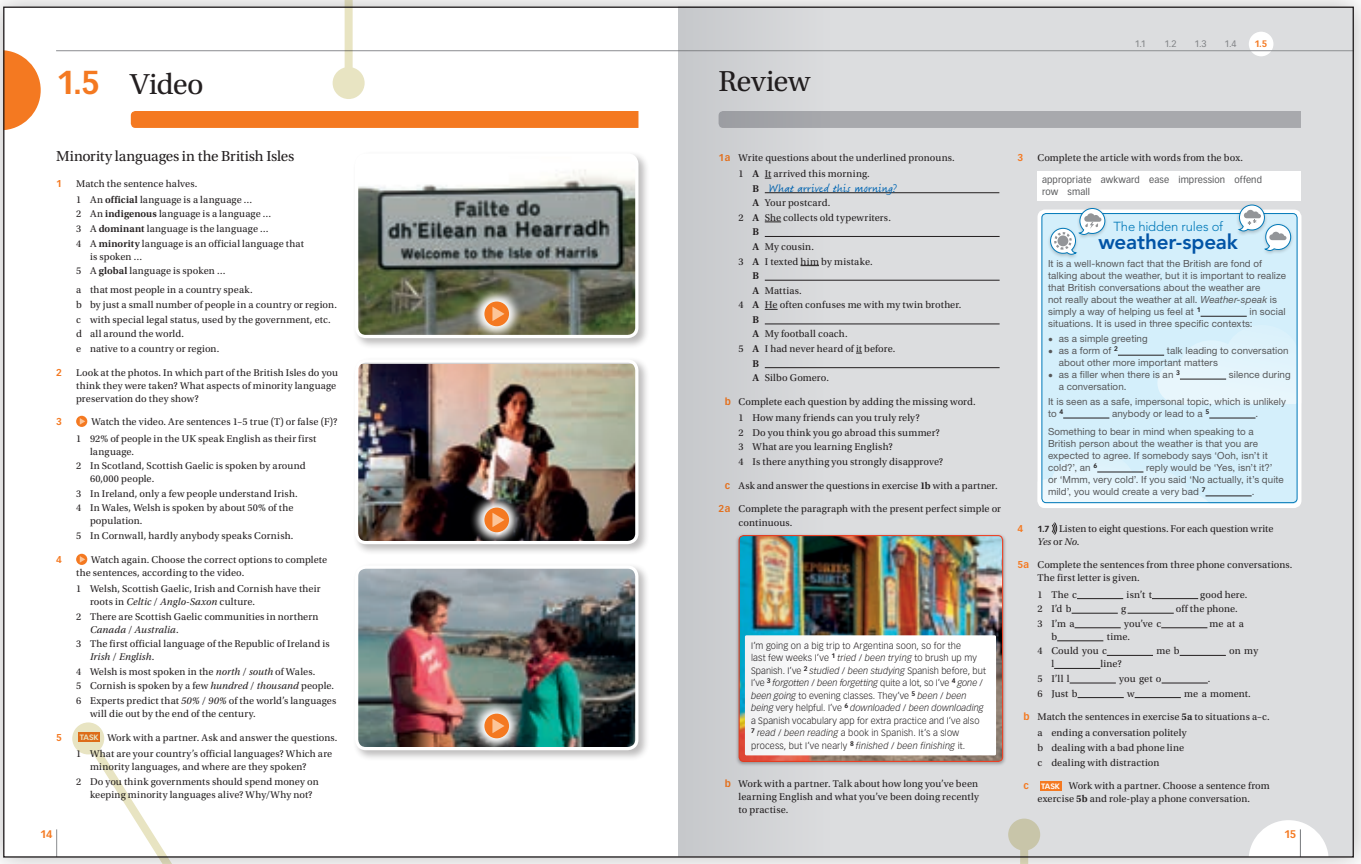
Coursebook lesson 5

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 one or two activities which check understanding of the video. The final activity is a task based on what the students have just watched.

In B2 the video topics are:

Unit 1: Minority languages in the British Isles
Unit 2: Learning holidays
Unit 3: The future of work
Unit 4: La Belle Époque
Unit 5: Boredom
Unit 6: Communal living
Unit 7: Against the law?
Unit 8: Traditional skills
Unit 9: A town in the shadows
Unit 10: Why we see colour
Unit 11: Going viral
Unit 12: Dynasty – the Churchills



1.5 Video

Minority languages in the British Isles

1 Match the sentence halves.
1 An **official** language is a language ...
2 An **indigenous** language is a language ...
3 A **dominant** language is the language ...
4 A **minority** language is an official language that is spoken ...
5 A **global** language is spoken ...
a that most people in a country speak.
b by just a small number of people in a country or region.
c with special legal status, used by the government, etc.
d all around the world.
e native to a country or region.

2 Look at the photos. In which part of the British Isles do you think they were taken? What aspects of minority language preservation do they show?

3 Watch the video. Are sentences 1–5 true (T) or false (F)?
1 92% of people in the UK speak English as their first language.
2 In Scotland, Scottish Gaelic is spoken by around 60,000 people.
3 In Ireland, only a few people understand Irish.
4 In Wales, Welsh is spoken by about 50% of the population.
5 In Cornwall, hardly anybody speaks Cornish.

4 Watch again. Choose the correct options to complete the sentences, according to the video.
1 Welsh, Scottish Gaelic, Irish and Cornish have their roots in *Celtic* / *Anglo-Saxon* culture.
2 There are Scottish Gaelic communities in northern *Canada* / *Australia*.
3 The first official language of the Republic of Ireland is *Irish* / *English*.
4 Welsh is most spoken in the *north* / *south* of Wales.
5 Cornish is spoken by a few *hundred* / *thousand* people.
6 Experts predict that *50%* / *90%* of the world's languages will die out by the end of the century.

5 TASK Work with a partner. Ask and answer the questions.
1 What are your country's official languages? Which are minority languages, and where are they spoken?
2 Do you think governments should spend money on keeping minority languages alive? Why/Why not?

14

1.1 1.2 1.3 1.4 1.5

Review

1a Write questions about the underlined pronouns.
1 A It arrived this morning.
B *What arrived this morning?*
A Your postcard.
2 A She collects old typewriters.
B _____
A My cousin.
3 A I texted him by mistake.
B _____
A Mattias.
4 A He often confuses me with my twin brother.
B _____
A My football coach.
5 A I had never heard of it before.
B _____
A Silbo Gomero.

b Complete each question by adding the missing word.
1 How many friends can you truly rely?
2 Do you think you go abroad this summer?
3 What are you learning English?
4 Is there anything you strongly disapprove?

c Ask and answer the questions in exercise **1b** with a partner.

2a Complete the paragraph with the present perfect simple or continuous.

I'm going on a big trip to Argentina soon, so for the last few weeks I've [1] *tried / been trying* to brush up my Spanish. I've [2] *studied / been studying* Spanish before, but I've [3] *forgotten / been forgetting* quite a lot, so I've [4] *gone / been going* to evening classes. They've [5] *been / been being* very helpful. I've [6] *downloaded / been downloading* a Spanish vocabulary app for extra practice and I've also [7] *read / been reading* a book in Spanish. It's a slow process, but I've nearly [8] *finished / been finishing* it.

b Work with a partner. Talk about how long you've been learning English and what you've been doing recently to practise.

3 Complete the article with words from the box.

appropriate awkward ease impression offend row small

The hidden rules of **weather-speak**

It is a well-known fact that the British are fond of talking about the weather, but it is important to realize that British conversations about the weather are not really about the weather at all. *Weather-speak* is simply a way of helping us feel at [1] _____ in social situations. It is used in three specific contexts:
- as a simple greeting
- as a form of [2] _____ talk leading to conversation about other more important matters
- as a filler when there is an [3] _____ silence during a conversation.

It is seen as a safe, impersonal topic, which is unlikely to [4] _____ anybody or lead to a [5] _____.

Something to bear in mind when speaking to a British person about the weather is that you are expected to agree. If somebody says 'Ooh, isn't it cold?', an [6] _____ reply would be 'Yes, isn't it?' or 'Mmm, very cold'. If you said 'No actually, it's quite mild', you would create a very bad [7] _____.

4 1.7 Listen to eight questions. For each question write *Yes* or *No*.

5a Complete the sentences from three phone conversations. The first letter is given.
1 The c_____ isn't t_____ good here.
2 I'd b_____ g_____ off the phone.
3 I'm a_____ you've c_____ me at a b_____ time.
4 Could you c_____ me b_____ on my l_____line?
5 I'll l_____ you get o_____.
6 Just b_____ w_____ me a moment.

b Match the sentences in exercise **5a** to situations a–c.
a ending a conversation politely
b dealing with a bad phone line
c dealing with distraction

c TASK Work with a partner. Choose a sentence from exercise **5b** and role-play a phone conversation.

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 ask and answer questions with a partner about official and minority languages. Other tasks on Video pages are, for instance, designing a learning holiday, discussing ways to improve a particular town or city, creating a survey about people's news sharing habits, writing a short biography about Winston Churchill's life.

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 group work tasks to give learners additional opportunities to practise key language from the unit.

Workbook

Unit structure

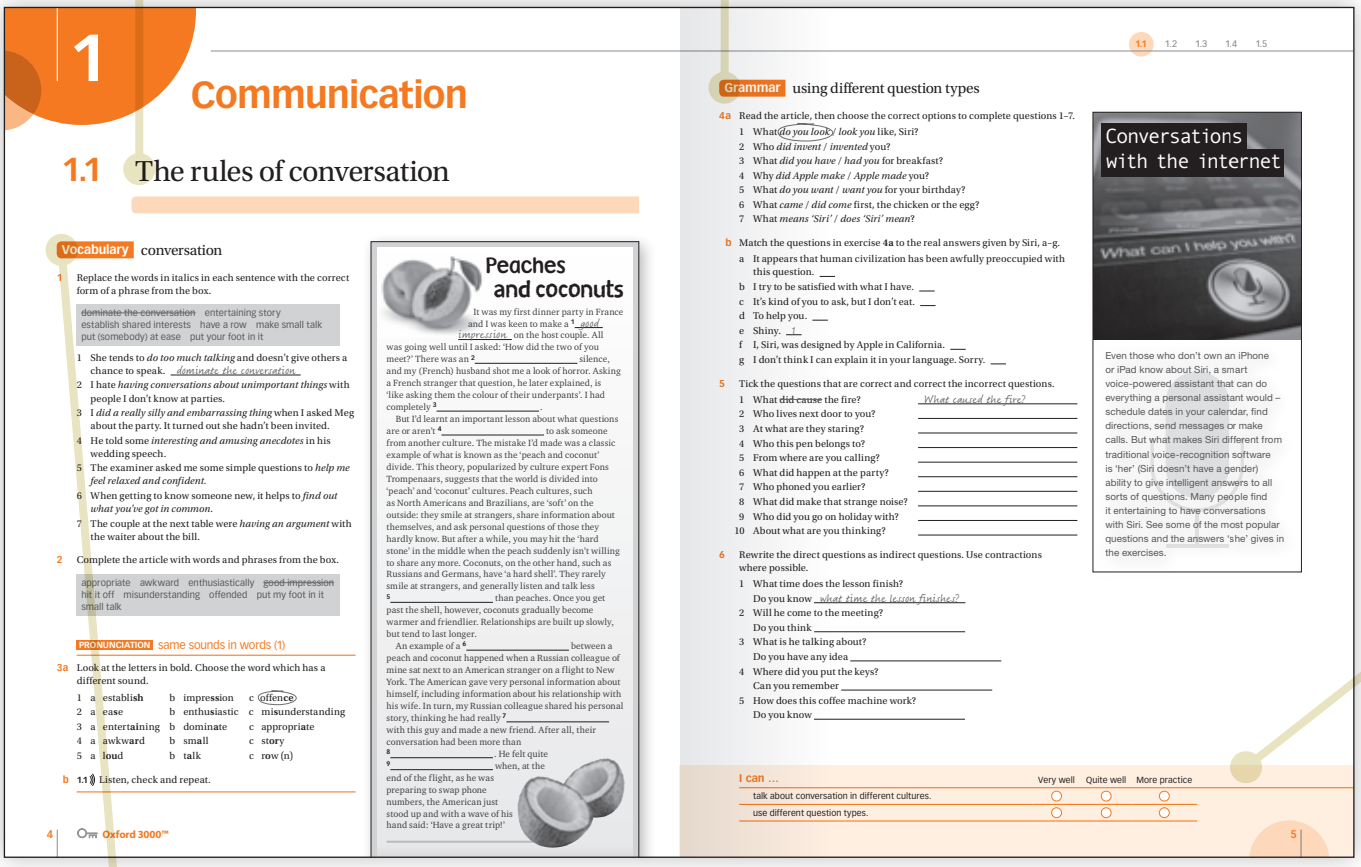
The Workbook follows the Coursebook lessons. The first two spreads each have two pages of exercises which correspond with the Coursebook contents of the same lessons. Spreads 3 and 4 of the Workbook each have a page of extra practice which corresponds to the material in lessons 3 and 4 of the Coursebook. 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).

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 and adverbs of frequency as introduced in the Coursebook.

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 Communication

1.1 The rules of conversation

Vocabulary conversation

1 Replace the words in italics in each sentence with the correct form of a phrase from the box.

~~dominate the conversation~~ entertaining story establish shared interests have a row make small talk put (somebody) at ease put your foot in it

1 She tends to *do too much talking* and doesn't give others a chance to speak. *dominate the conversation*
2 I hate *having conversations about unimportant things* with people I don't know at parties.
3 I *did a really silly and embarrassing thing* when I asked Meg about the party. It turned out she hadn't been invited.
4 He told some *interesting and amusing anecdotes* in his wedding speech.
5 The examiner asked me some simple questions to *help me feel relaxed and confident.*
6 When getting to know someone new, it helps to *find out what you've got in common.*
7 The couple at the next table were *having an argument* with the waiter about the bill.

2 Complete the article with words and phrases from the box.

appropriate awkward enthusiastically ~~good impression~~ hit it off misunderstanding offended put my foot in it small talk

PRONUNCIATION same sounds in words (1)

3a Look at the letters in bold. Choose the word which has a different sound.

1	a establish	b impression	c offence
2	a ease	b enthusiastic	c misunderstanding
3	a entertaining	b dominate	c appropriate
4	a awkward	b small	c story
5	a loud	b talk	c row (n)

b 1.1 Listen, check and repeat.

Peaches and coconuts

It was my first dinner party in France and I was keen to make a 1 *good impression* on the host couple. All was going well until I asked: 'How did the two of you meet?' There was an 2 _____ silence, and my (French) husband shot me a look of horror. Asking a French stranger that question, he later explained, is 'like asking them the colour of their underpants'. I had completely 3 _____.

But I'd learnt an important lesson about what questions are or aren't 4 _____ to ask someone from another culture. The mistake I'd made was a classic example of what is known as the 'peach and coconut' divide. This theory, popularized by culture expert Fons Trompenaars, suggests that the world is divided into 'peach' and 'coconut' cultures. Peach cultures, such as North Americans and Brazilians, are 'soft' on the outside: they smile at strangers, share information about themselves, and ask personal questions of those they hardly know. But after a while, you may hit the 'hard stone' in the middle when the peach suddenly isn't willing to share any more. Coconuts, on the other hand, such as Russians and Germans, have 'a hard shell'. They rarely smile at strangers, and generally listen and talk less 5 _____ than peaches. Once you get past the shell, however, coconuts gradually become warmer and friendlier. Relationships are built up slowly, but tend to last longer.

An example of a 6 _____ between a peach and coconut happened when a Russian colleague of mine sat next to an American stranger on a flight to New York. The American gave very personal information about himself, including information about his relationship with his wife. In turn, my Russian colleague shared his personal story, thinking he had really 7 _____ with this guy and made a new friend. After all, their conversation had been more than 8 _____. He felt quite 9 _____ when, at the end of the flight, as he was preparing to swap phone numbers, the American just stood up and with a wave of his hand said: 'Have a great trip!'

4 Oxford 3000™

1.1 1.2 1.3 1.4 1.5

Grammar using different question types

4a Read the article, then choose the correct options to complete questions 1–7.

1 What ~~do you look~~ / *look you* like, Siri?
2 Who *did invent* / *invented* you?
3 What *did you have* / *had you* for breakfast?
4 Why *did Apple make* / *Apple made* you?
5 What *do you want* / *want you* for your birthday?
6 What *came* / *did come* first, the chicken or the egg?
7 What *means 'Siri'* / *does 'Siri' mean*?

b Match the questions in exercise 4a to the real answers given by Siri, a–g.

a It appears that human civilization has been awfully preoccupied with this question. ___
b I try to be satisfied with what I have. ___
c It's kind of you to ask, but I don't eat. ___
d To help you. ___
e Shiny. *1*
f I, Siri, was designed by Apple in California. ___
g I don't think I can explain it in your language. Sorry. ___

5 Tick the questions that are correct and correct the incorrect questions.

1 What ~~did cause~~ the fire? *What caused the fire?*
2 Who lives next door to you? _____
3 At what are they staring? _____
4 Who this pen belongs to? _____
5 From where are you calling? _____
6 What did happen at the party? _____
7 Who phoned you earlier? _____
8 What did make that strange noise? _____
9 Who did you go on holiday with? _____
10 About what are you thinking? _____

6 Rewrite the direct questions as indirect questions. Use contractions where possible.

1 What time does the lesson finish?
Do you know *what time the lesson finishes?*
2 Will he come to the meeting?
Do you think _____
3 What is he talking about?
Do you have any idea _____
4 Where did you put the keys?
Can you remember _____
5 How does this coffee machine work?
Do you know _____

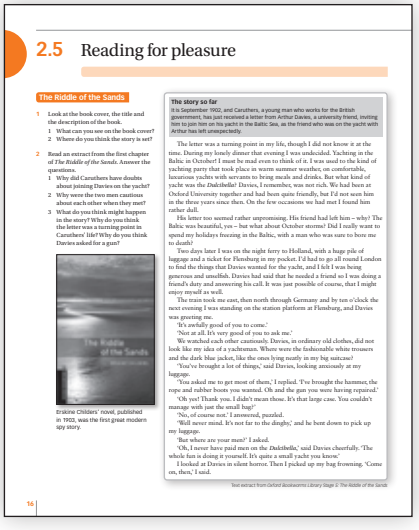
Even those who don't own an iPhone or iPad know about Siri, a smart voice-powered assistant that can do everything a personal assistant would – schedule dates in your calendar, find directions, send messages or make calls. But what makes Siri different from traditional voice-recognition software is 'her' (Siri doesn't have a gender) ability to give intelligent answers to all sorts of questions. Many people find it entertaining to have conversations with Siri. See some of the most popular questions and the answers 'she' gives in the exercises.

I can …	Very well	Quite well	More practice
talk about conversation in different cultures.	○	○	○
use different question types.	○	○	○

5

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 vocabulary to do with conversation.



2.5 Reading for pleasure

The Riddle of the Sands

1 Look at the book cover, the title and the description of the book.
1 What can you see on the book cover?
2 Where do you think the story is set?

2 Read an extract from the first chapter of *The Riddle of the Sands*. Answer the questions.
1 Why did Caruthers have doubts about joining Davies on the yacht?
2 Why were the two men cautious about each other when they met?
3 What do you think might happen in the story? Why do you think the letter was a turning point in Caruthers' life? Why do you think Davies asked for a gun?

The story so far:
It is September 1902, and Caruthers, a young man who works for the British government, has just received a letter from Arthur Davies, a university friend, inviting him to join him on his yacht in the Baltic Sea, as the friend who was on the yacht with Arthur has left unexpectedly.

The letter was a turning point in my life, though I did not know it at the time. During my lonely dinner that evening I was undecided. Yachting in the Baltic in October? I must be mad even to think of it. I was used to the kind of yachting party that took place in warm summer weather, on comfortable, luxurious yachts with servants to bring meals and drinks. But what kind of yacht was the *Dulcibella*? Davies, I remember, was not rich. We had been at Oxford University together and had been quite friendly, but I'd not seen him in the three years since then. On the few occasions we had met I found him rather dull.

His letter too seemed rather unpromising. His friend had left him – why? The Baltic was beautiful, yes – but what about October storms? Did I really want to spend my holidays freezing in the Baltic, with a man who was sure to bore me to death?

Two days later I was on the night ferry to Holland, with a huge pile of luggage and a ticket for Flensburg in my pocket. I'd had to go all round London to find the things that Davies wanted for the yacht, and I felt I was being generous and unselfish. Davies had said that he needed a friend so I was doing a friend's duty and answering his call. It was just possible of course, that I might enjoy myself as well.

The train took me east, then north through Germany and by ten o'clock the next evening I was standing on the station platform at Flensburg, and Davies was greeting me.

'It's awfully good of you to come.'

'Not at all. It's very good of you to ask me.'

We watched each other cautiously. Davies, in ordinary old clothes, did not look like my idea of a yachtsman. Where were the fashionable white trousers and the dark blue jacket, like the ones lying neatly in my big suitcase?

'You've brought a lot of things,' said Davies, looking anxiously at my luggage.

'You asked me to get most of them,' I replied. 'I've brought the hammer, the rope and rubber boots you wanted. Oh and the gun you were having repaired.'

'Oh yes! Thank you. I didn't mean those. It's that large case. You couldn't manage with just the small bag?'

'No, of course not.' I answered, puzzled.

'Well never mind. It's not far to the dinghy,' and he bent down to pick up my luggage.

'But where are your men?' I asked.

'Oh, I never have paid men on the *Dulcibella*,' said Davies cheerfully. 'The whole fun is doing it yourself. It's quite a small yacht you know.'

I looked at Davies in silent horror. Then I picked up my bag frowning. 'Come on, then,' I said.

Text extract from *Oxford Bookworms Library Stage 3: The Riddle of the Sands*

Erskine Childers' novel, published in 1903, was the first great modern spy story.

16

Also in the Workbook

Reading 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 a book called *The Riddle of the Sands*.

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

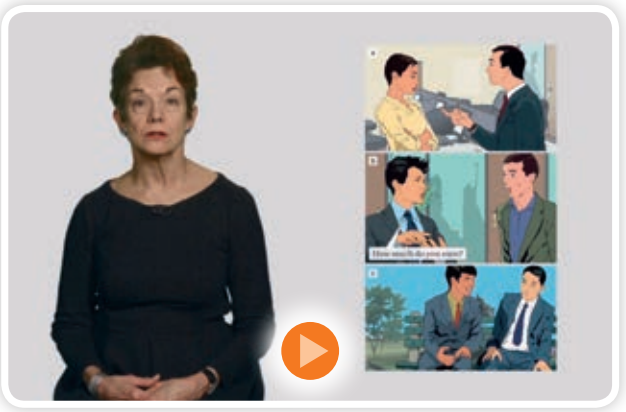
- **Lead-in:** an extra activity at the start of every unit to encourage engagement with the topic of the unit.
- **Extra activity:** an activity that offers an alternative approach to the one in the Coursebook for variety or to tailor the material to a specific teaching situation.
- **Extension:** an idea on how to extend the activity in the Coursebook, useful especially if learners 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:

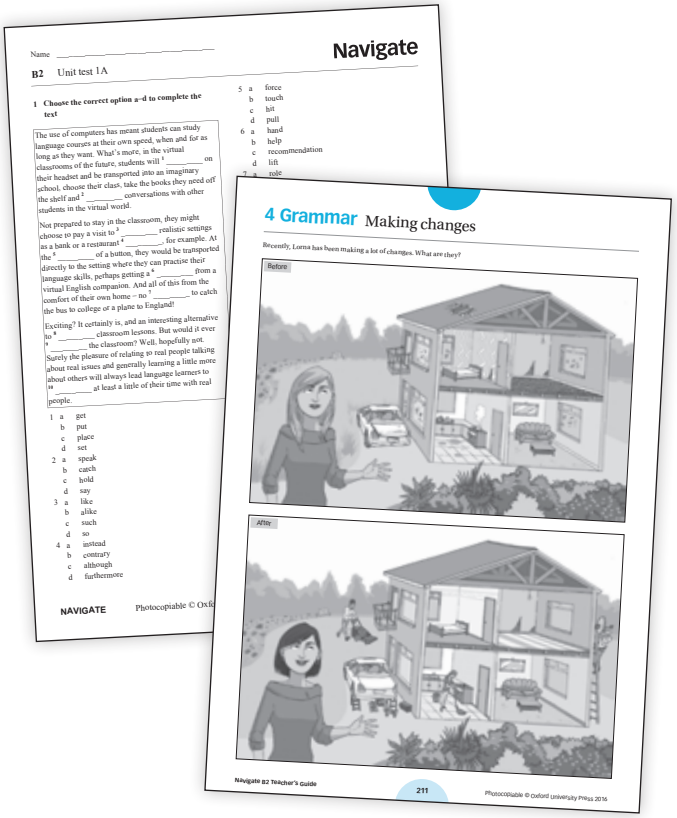
- Essays by influential authors and experts in the fields of reading, listening, grammar, the CEFR, testing and photocopiable materials. These essays have been written by people who have contributed to the development of material used in *Navigate*.
- Photocopiable materials: Extra grammar, vocabulary 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 Exit 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)
- Audioscripts in Word of all Coursebook, Workbook and Test audio.
- 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.

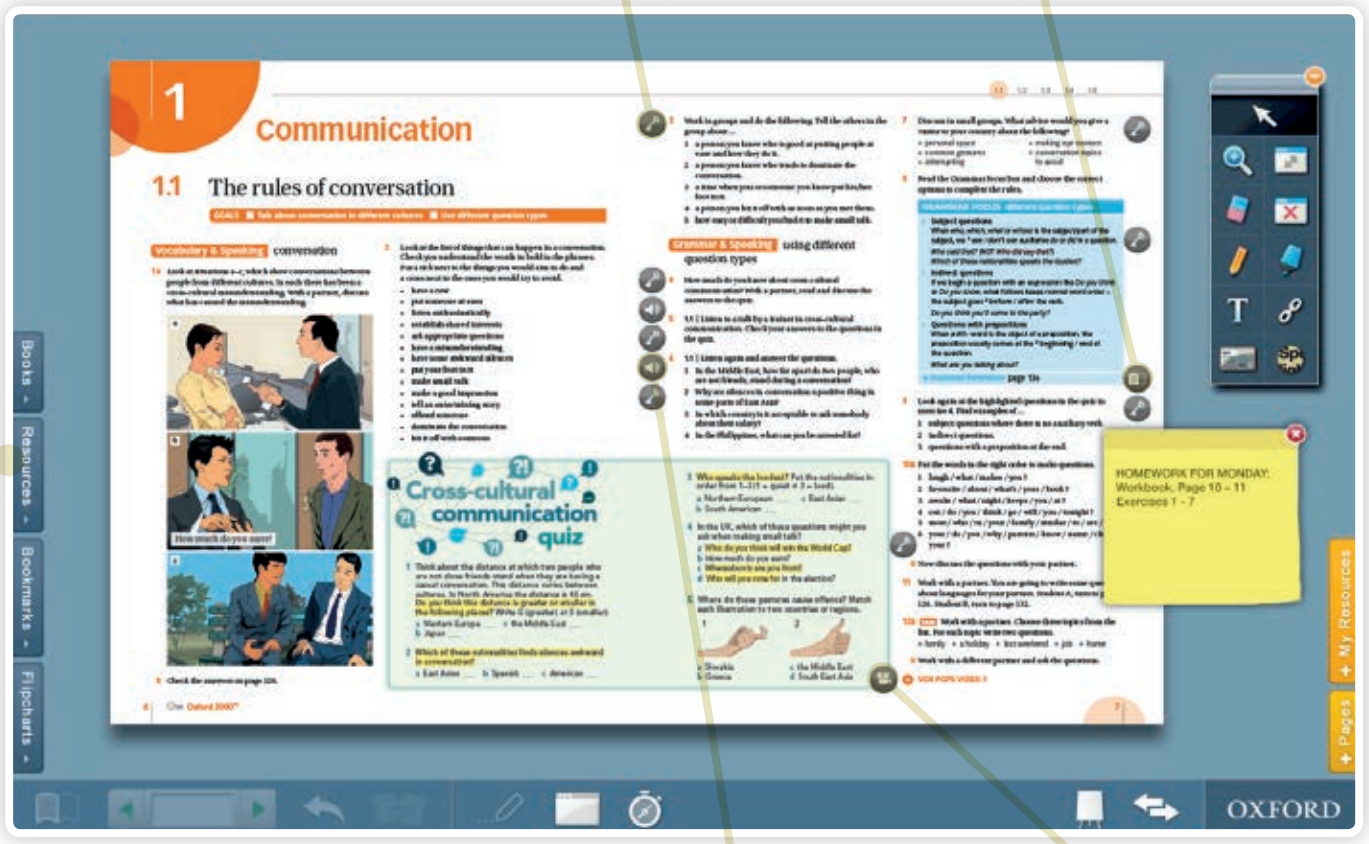
Navigate content overview

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, as are wordlists.
- New Grammar Powerpoint presentations for display on your whiteboard help you teach the grammar from the Coursebook in a more interactive way.

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

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

Online practice

Our online practice course gives 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.

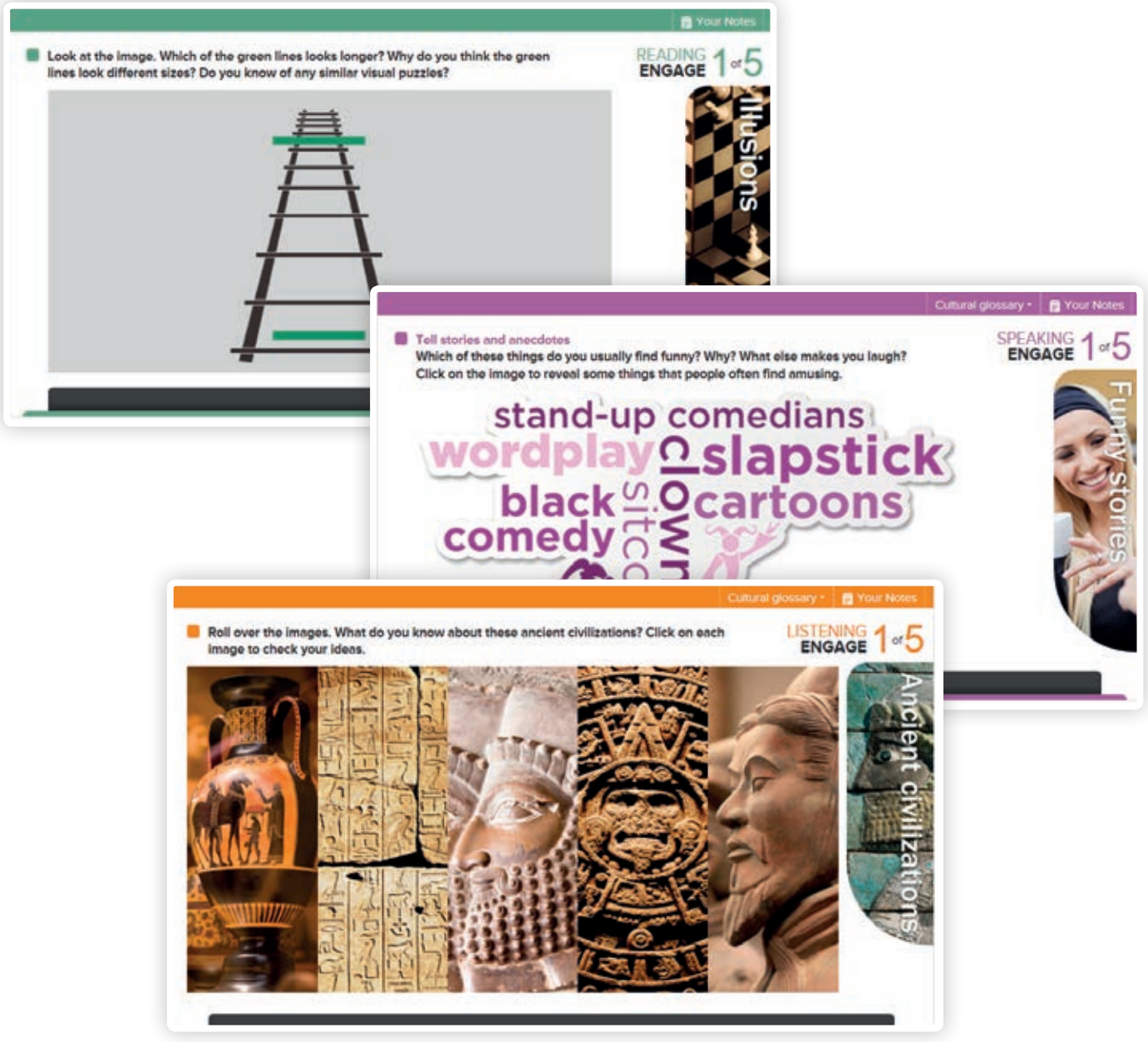
Create your own new content to meet the needs of your learners, including speaking and writing tasks, tests, discussions and live chat. You can also upload videos, audio and PowerPoint® presentations.

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: Technology, humour, illusions, looking ahead.
- 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**.



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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Jensen, C. & Hansen, C. (1995). The effect of prior knowledge on EAP listening-test performance. *Language Testing* 12:99–119.

Juel, C. (1999). The messenger may be wrong, but the message may be right. In J. Oakhill & S. Beard (Eds.), *Reading Development and the Teaching of Reading*, 201–12. Malden, MA: Blackwell.

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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 linkers

Linkers are used by writers and speakers to help show the connection between what has been said and what is going to be said. Use them to help you predict what comes next in a text.

Linkers have different functions, e.g.

- Making things clearer: *that is to say …* or *to put it another way …*
- Giving examples: *for example, …, e.g. …, thus …*
- Showing cause or reason: *because of …, owing to …, since …*

UNLOCK THE CODE
understanding complex sentences

- To understand a sentence you need to be able to quickly identify the subject, verb and object. Certain features of long sentences can make this difficult.

a **Present or past participle clauses**

subject **verb** **object**

First founded in the US in 2006, *BuzzFeed now has branches in several countries,* including France, Germany and Brazil.

b **Relative clauses**

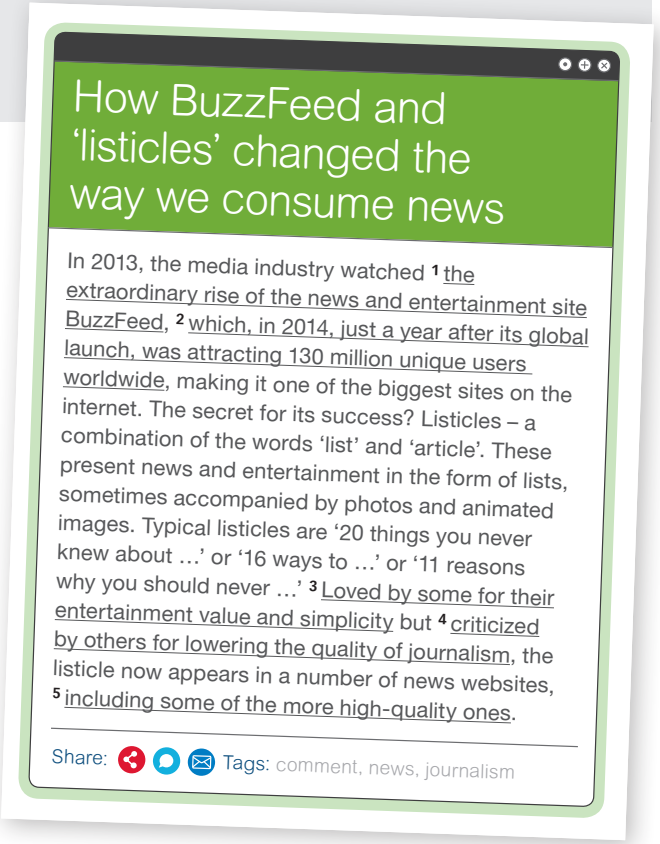
subject **verb** **object**

The site, which used to publish only entertaining lists, *now publishes serious news, too.*

c **Subjects or objects consisting of several words**

subject **verb** **object**

BuzzFeed provides a fun, easy-to-read alternative to more serious news items.



How BuzzFeed and 'listicles' changed the way we consume news

In 2013, the media industry watched [1] the extraordinary rise of the news and entertainment site BuzzFeed, [2] which, in 2014, just a year after its global launch, was attracting 130 million unique users worldwide, making it one of the biggest sites on the internet. The secret for its success? Listicles – a combination of the words 'list' and 'article'. These present news and entertainment in the form of lists, sometimes accompanied by photos and animated images. Typical listicles are '20 things you never knew about …' or '16 ways to …' or '11 reasons why you should never …' [3] Loved by some for their entertainment value and simplicity but [4] criticized by others for lowering the quality of journalism, the listicle now appears in a number of news websites, [5] including some of the more high-quality ones.

Share: Tags: comment, news, journalism

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 L1 and 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 five 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
understanding different accents

There are many regional accents in both North America and Britain. Below are some of the most important general differences between standard North American English (NAmE) and standard British English (BrE):

- One of the most noticeable differences is the pronunciation of 'o'. In NAmE, 'o' often sounds like /ɑː/ or /ɔː/, for example, *not* /nɑːt/ and *strong* /strɔːŋ/ (in contrast to BrE: *not* /nɒt/ and *strong* /strɒŋ/).
- Some words with /ɑː/ in standard BrE are pronounced with /æ/ in NAmE, for example: *ask* /æsk/ and *aunt* /ænt/ (in contrast to BrE: *ask* /ɑːsk/ and *aunt* /ɑːnt/).
- In NAmE, 't' often sounds like /d/ in the middle of words, for example, *water* /ˈwɔːdər/ and *writer* /raɪdər/.
- In NAmE, 'r' is always pronounced, for example *car* /kɑr/. In standard BrE, it is generally pronounced before a vowel, for example: *career* /kəˈrɪə/.

UNLOCK THE CODE
putting in extra sounds to link vowels

If one word ends in a vowel sound and the next word begins with a vowel sound, we often add a consonant sound /j/, /w/ or /r/ between the vowels.

/j/: If the vowel sound at the end of the first word is /iː/ or /aɪ/, we use /j/ to link the words.

I didn't realize he would be /j/ *English.* *I only speak a little Spanish.* /j/

/w/: If the vowel sound at the end of the first word is /uː/, /au/ or /əʊ/, we use /w/ to link the words.

Who is living there? /w/ *The class is now over.* /w/

He wanted to go /w/ *outside.*

/r/: If the word ends in 'r' or 're', some varieties of English don't pronounce the 'r', making the last sound a vowel, for example *car* /kaː/. When the word is linked to a word beginning with a vowel, the /r/ sound reappears.

The car /r/ *is ready.*

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 (Meisel, 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 summarize: 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 & Oikkonen, 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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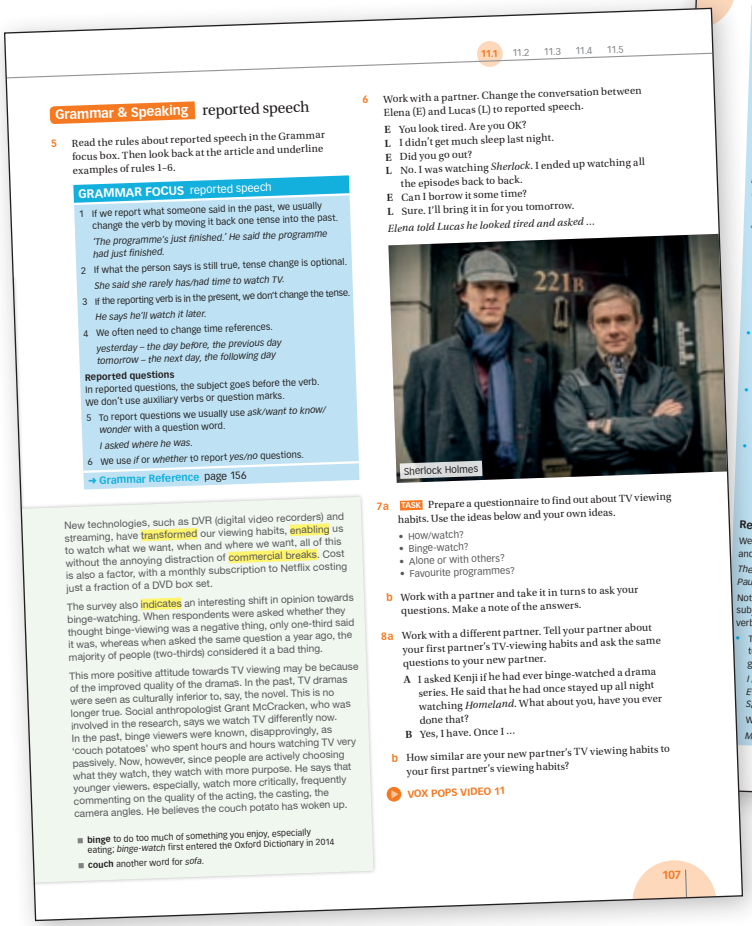
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Grammar teaching in *Navigate*

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.



11.1 11.2 11.3 11.4 11.5

Grammar & Speaking reported speech

5 Read the rules about reported speech in the Grammar focus box. Then look back at the article and underline examples of rules 1–6.

GRAMMAR FOCUS reported speech

1 If we report what someone said in the past, we usually change the verb by moving it back one tense into the past.
'The programme's just finished.' He said the programme had just finished.
2 If what the person says is still true, tense change is optional.
She said she rarely has/had time to watch TV.
3 If the reporting verb is in the present, we don't change the tense.
He says he'll watch it later.
4 We often need to change time references.
yesterday – the day before, the previous day
tomorrow – the next day, the following day

Reported questions
In reported questions, the subject goes before the verb. We don't use auxiliary verbs or question marks.
5 To report questions we usually use *ask/want to know/wonder* with a question word.
I asked where he was.
6 We use *if* or *whether* to report *yes/no* questions.

→ Grammar Reference page 156

New technologies, such as DVR (digital video recorders) and streaming, have transformed our viewing habits, enabling us to watch what we want, when and where we want, all of this without the annoying distraction of commercial breaks. Cost is also a factor, with a monthly subscription to Netflix costing just a fraction of a DVD box set.

The survey also indicates an interesting shift in opinion towards binge-watching. When respondents were asked whether they thought binge-viewing was a negative thing, only one-third said it was, whereas when asked the same question a year ago, the majority of people (two-thirds) considered it a bad thing.

This more positive attitude towards TV viewing may be because of the improved quality of the dramas. In the past, TV dramas were seen as culturally inferior to, say, the novel. This is no longer true. Social anthropologist Grant McCracken, who was involved in the research, says we watch TV differently now. In the past, binge viewers were known, disapprovingly, as 'couch potatoes' who spent hours and hours watching TV very passively. Now, however, since people are actively choosing what they watch, they watch with more purpose. He says that younger viewers, especially, watch more critically, frequently commenting on the quality of the acting, the casting, the camera angles. He believes the couch potato has woken up.

- **binge** to do too much of something you enjoy, especially eating; *binge-watch* first entered the Oxford Dictionary in 2014
- **couch** another word for *sofa*.

6 Work with a partner. Change the conversation between Elena (E) and Lucas (L) to reported speech.

E You look tired. Are you OK?
L I didn't get much sleep last night.
E Did you go out?
L No. I was watching *Sherlock*. I ended up watching all the episodes back to back.
E Can I borrow it some time?
L Sure. I'll bring it in for you tomorrow.

Elena told Lucas he looked tired and asked ...

Sherlock Holmes

7a TASK Prepare a questionnaire to find out about TV viewing habits. Use the ideas below and your own ideas.

- How/watch?
- Binge-watch?
- Alone or with others?
- Favourite programmes?

b Work with a partner and take it in turns to ask your questions. Make a note of the answers.

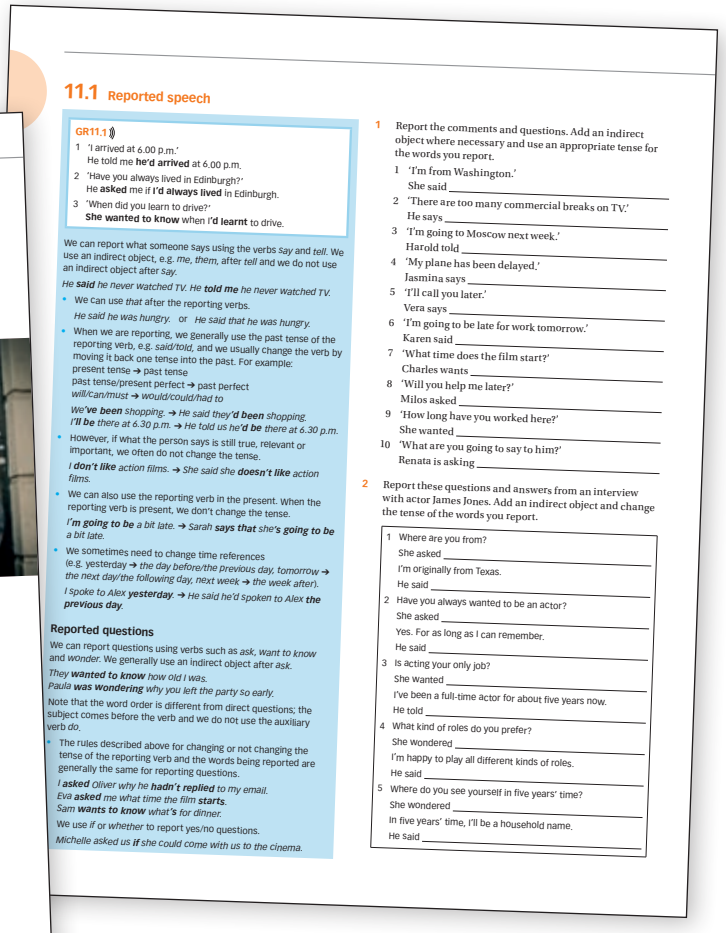
8a Work with a different partner. Tell your partner about your first partner's TV-viewing habits and ask the same questions to your new partner.

A I asked Kenji if he had ever binge-watched a drama series. He said that he had once stayed up all night watching *Homeland*. What about you, have you ever done that?
B Yes, I have. Once I ...

b How similar are your new partner's TV viewing habits to your first partner's viewing habits?

VOX POPS VIDEO 11

107



11.1 Reported speech

GR11.1
1 'I arrived at 6.00 p.m.'
He told me **he'd arrived** at 6.00 p.m.
2 'Have you always lived in Edinburgh?'
He **asked** me if **I'd always lived** in Edinburgh.
3 'When did you learn to drive?'
She wanted to know when **I'd learnt** to drive.

We can report what someone says using the verbs *say* and *tell*. We use an indirect object, e.g. *me*, *them*, after *tell* and we do not use an indirect object after *say*.
*He **said** he never watched TV. He **told me** he never watched TV.*

- We can use *that* after the reporting verbs.
He said he was hungry. or *He said that he was hungry.*
- When we are reporting, we generally use the past tense of the reporting verb, e.g. *said/told*, and we usually change the verb by moving it back one tense into the past. For example:
present tense → past tense
past tense/present perfect → past perfect
will/can/must → *would/could/had to*
*We've **been** shopping.* → *He said they'**d been** shopping.*
*I'**ll be** there at 6.30 p.m.* → *He told us he'**d be** there at 6.30 p.m.*
- However, if what the person says is still true, relevant or important, we often do not change the tense.
*I **don't like** action films.* → *She said she **doesn't like** action films.*
- We can also use the reporting verb in the present. When the reporting verb is present, we don't change the tense.
*I'**m going to be** a bit late.* → *Sarah **says that** she's **going to be** a bit late.*
- We sometimes need to change time references (e.g. *yesterday* → *the day before/the previous day*, *tomorrow* → *the next day/the following day*, *next week* → *the week after*).
*I spoke to Alex **yesterday**.* → *He said he'd spoken to Alex **the previous day**.*

Reported questions
We can report questions using verbs such as *ask*, *want to know* and *wonder*. We generally use an indirect object after *ask*.
*They **wanted to know** how old I was.*
*Paula **was wondering** why you left the party so early.*
Note that the word order is different from direct questions; the subject comes before the verb and we do not use the auxiliary verb *do*.

- The rules described above for changing or not changing the tense of the reporting verb and the words being reported are generally the same for reporting questions.
*I **asked** Oliver why he **hadn't replied** to my email.*
*Eva **asked** me what time the film **starts**.*
*Sam **wants to know** what's for dinner.*

We use *if* or *whether* to report yes/no questions.
*Michelle asked us **if** she could come with us to the cinema.*

1 Report the comments and questions. Add an indirect object where necessary and use an appropriate tense for the words you report.

1 'I'm from Washington.'
She said _____
2 'There are too many commercial breaks on TV.'
He says _____
3 'I'm going to Moscow next week.'
Harold told _____
4 'My plane has been delayed.'
Jasmina says _____
5 'I'll call you later.'
Vera says _____
6 'I'm going to be late for work tomorrow.'
Karen said _____
7 'What time does the film start?'
Charles wants _____
8 'Will you help me later?'
Milos asked _____
9 'How long have you worked here?'
She wanted _____
10 'What are you going to say to him?'
Renata is asking _____

2 Report these questions and answers from an interview with actor James Jones. Add an indirect object and change the tense of the words you report.

1 Where are you from?
She asked _____
I'm originally from Texas.
He said _____
2 Have you always wanted to be an actor?
She asked _____
Yes. For as long as I can remember.
He said _____
3 Is acting your only job?
She wanted _____
I've been a full-time actor for about five years now.
He told _____
4 What kind of roles do you prefer?
She wondered _____
I'm happy to play all different kinds of roles.
He said _____
5 Where do you see yourself in five years' time?
She wondered _____
In five years' time, I'll be a household name.
He said _____

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 3000 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 seventy 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 3000 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 1000	74.1%	
2nd 1000	7.2%	2000 = 81.3% coverage (74.1% + 7.2%)
3rd 1000	3.9%	3000 = 85.2% coverage (81.3% + 3.9%)
4th 1000	2.4%	4000 = 87.6% coverage (85.2% + 2.4%)
5th 1000	1.8%	5000 = 89.4% coverage (87.6% + 1.8%)
12,500 word families cover 95% of text.		

By learning the first 3000 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

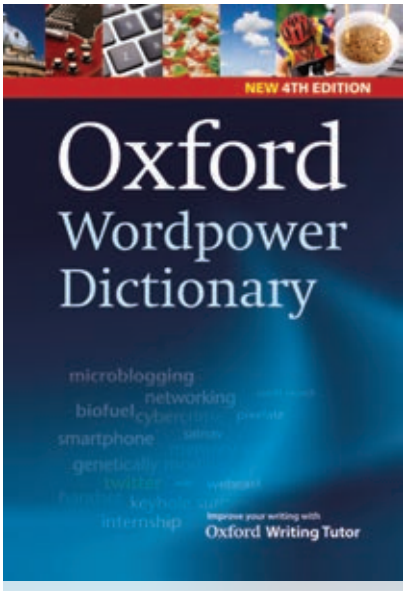
Oxford 3000 is a list of the most important and useful words to know in English informed by corpus-based research. In a recent survey, over 60% of teachers told us they believe that learning the *Oxford 3000* expands their students' vocabulary. The new Learn the *Oxford 3000* app for iPad™/iPhone® helps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

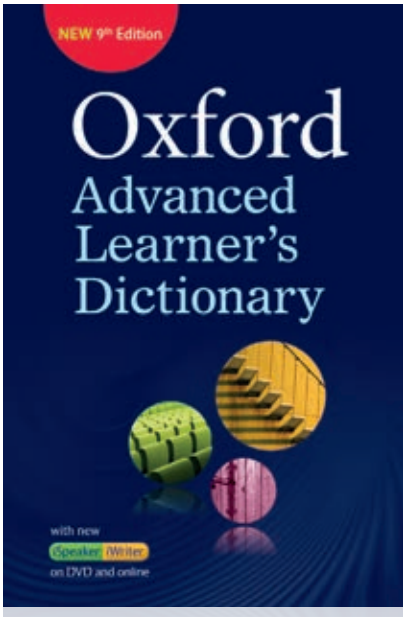
Oxford Wordpower Dictionary 4th edition

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.

References

Hadfield, J. *Elementary Communication Games* Pearson 1987.

Krashen, S. *Principles and Practice in Second Language Acquisition* Prentice-Hall International, 1987.

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 learnt 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 prioritize different skills and aspire to reach different objectives. Nor does everyone progress in their language learning in quite the same way. Someone who has learnt 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 – competencies – 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.

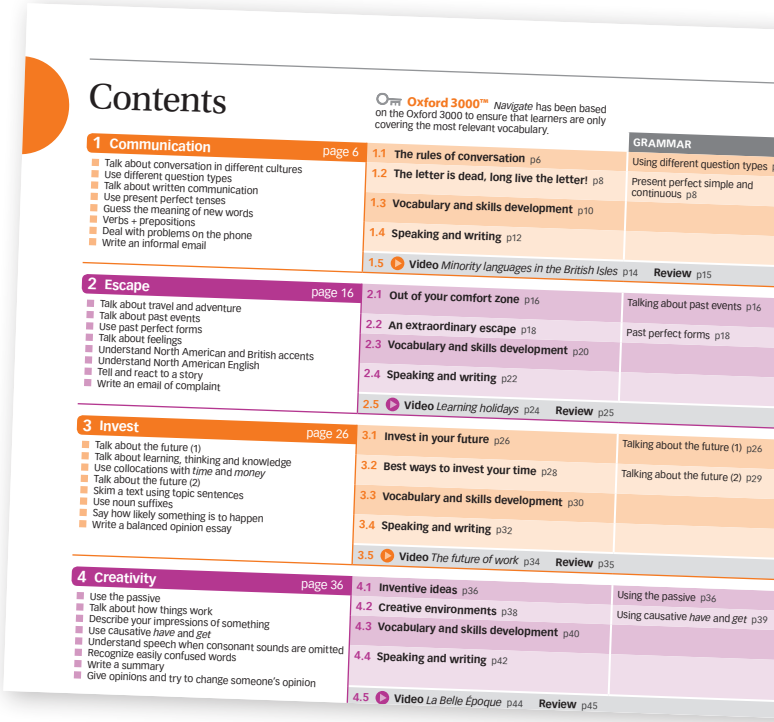
Each lesson shows clear communicative goals.

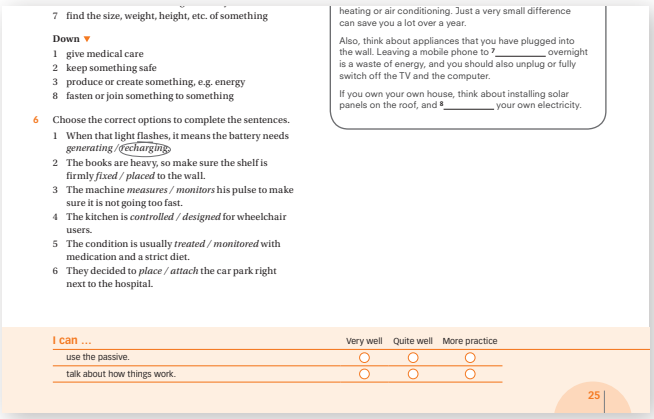




The *Navigate* Workbook allows students to self-assess on Can Do statements at the end of every section, giving them the opportunity to check their progress and manage their learning.

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





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 package is included in the Teacher's Guide and is published in both Word and PDF formats. At B2 Upper-intermediate level, 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 sixty 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 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 tasks 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 as possible, 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, the 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 course books.

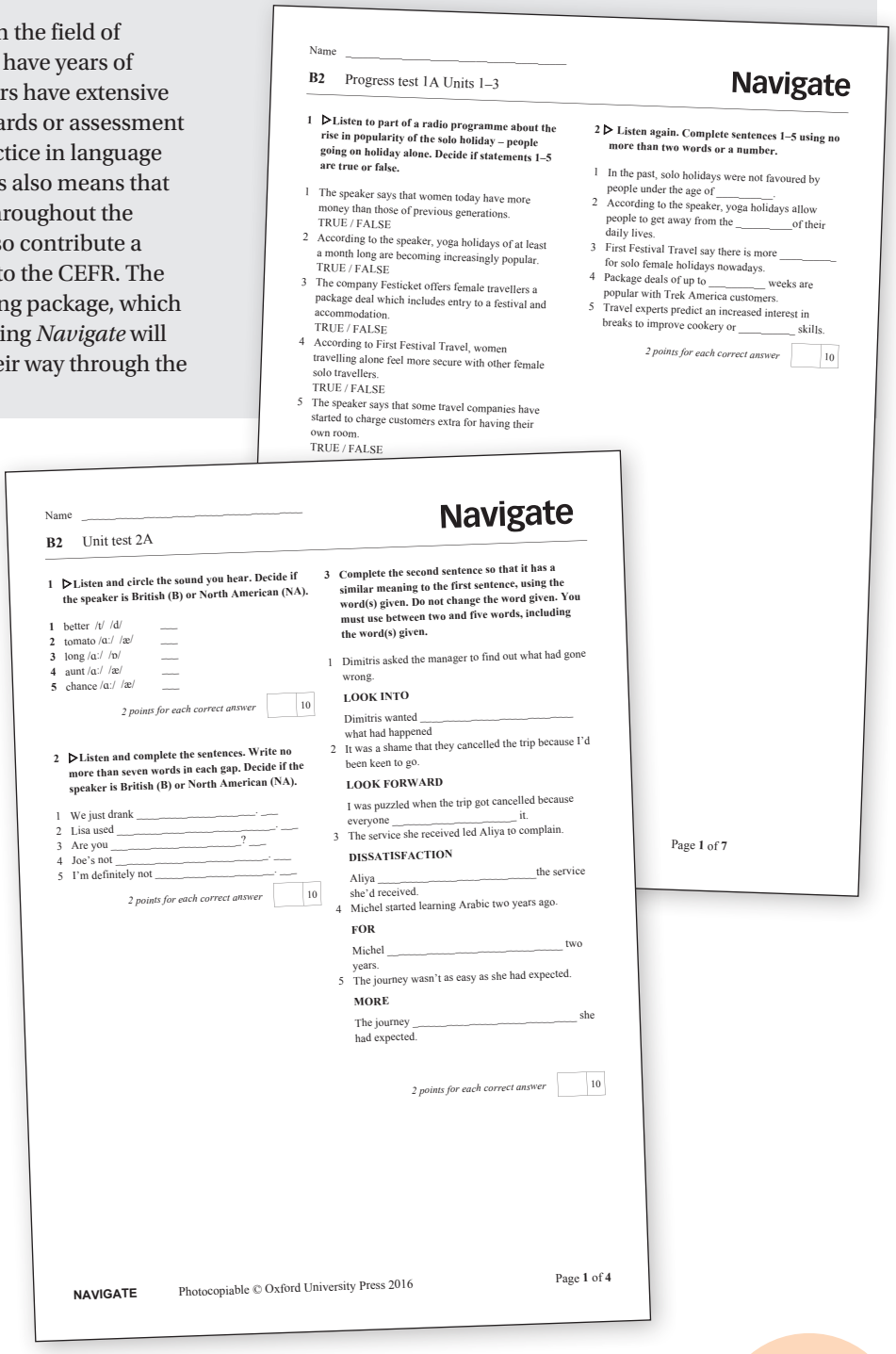
She has written course-based assessment and exam practice materials for *New Headway* (OUP), *English File* (OUP), *Touchstone* (CUP), and *Foundation IELTS Masterclass* (OUP)

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 _____

B2 Progress test 1A Units 1–3 **Navigate**

1 ▷ Listen to part of a radio programme about the rise in popularity of the solo holiday – people going on holiday alone. Decide if statements 1–5 are true or false.

1 The speaker says that women today have more money than those of previous generations.
TRUE / FALSE
2 According to the speaker, yoga holidays of at least a month long are becoming increasingly popular.
TRUE / FALSE
3 The company Festicket offers female travellers a package deal which includes entry to a festival and accommodation.
TRUE / FALSE
4 According to First Festival Travel, women travelling alone feel more secure with other female solo travellers.
TRUE / FALSE
5 The speaker says that some travel companies have started to charge customers extra for having their own room.
TRUE / FALSE

2 ▷ Listen again. Complete sentences 1–5 using no more than two words or a number.

1 In the past, solo holidays were not favoured by people under the age of _____.
2 According to the speaker, yoga holidays allow people to get away from the _____ of their daily lives.
3 First Festival Travel say there is more _____ for solo female holidays nowadays.
4 Package deals of up to _____ weeks are popular with Trek America customers.
5 Travel experts predict an increased interest in breaks to improve cookery or _____ skills.

2 points for each correct answer 10

Name _____

B2 Unit test 2A **Navigate**

1 ▷ Listen and circle the sound you hear. Decide if the speaker is British (B) or North American (NA).

1 better /t/ /d/ ___
2 tomato /ɑ:/ /æ/ ___
3 long /ɑ:/ /ɒ/ ___
4 aunt /ɑ:/ /æ/ ___
5 chance /ɑ:/ /æ/ ___

2 points for each correct answer 10

2 ▷ Listen and complete the sentences. Write no more than seven words in each gap. Decide if the speaker is British (B) or North American (NA).

1 We just drank _____. ___
2 Lisa used _____. ___
3 Are you _____? ___
4 Joe's not _____. ___
5 I'm definitely not _____. ___

2 points for each correct answer 10

3 Complete the second sentence so that it has a similar meaning to the first sentence, using the word(s) given. Do not change the word given. You must use between two and five words, including the word(s) given.

1 Dimitris asked the manager to find out what had gone wrong.
LOOK INTO
Dimitris wanted _____ what had happened
2 It was a shame that they cancelled the trip because I'd been keen to go.
LOOK FORWARD
I was puzzled when the trip got cancelled because everyone _____ it.
3 The service she received led Aliya to complain.
DISSATISFACTION
Aliya _____ the service she'd received.
4 Michel started learning Arabic two years ago.
FOR
Michel _____ two years.
5 The journey wasn't as easy as she had expected.
MORE
The journey _____ she had expected.

2 points for each correct answer 10

Page **1** of 7

NAVIGATE Photocopiable © Oxford University Press 2016 Page **1** of **4**

1 Communication

Unit overview

Language input

Using different question types (CB p7)	• *Who speaks the loudest?* • *Do you think you'll come to the party?*
Present perfect simple and continuous (CB p8)	• *He has worked at the post office since 1987.* • *You've been working on that letter all morning.*
Grammar reference (CB pp136–137)	

Vocabulary development

Conversation (CB p6)	• *establish shared interests, put someone at ease, tell an entertaining story …*
Written communication (CB p8)	• *copy someone in, confidential, punctuation …*
Verbs + prepositions (CB p11)	• *hear of, confuse with, prevent from …*
Dealing with problems on the phone (CB p12)	• *You're breaking up …*

Skills development

Vocabulary & Listening: dealing with problems on the phone (CB p12)
Reading: guessing the meaning of new words (CB p10)
Writing: an informal email giving news (CB p13)

Video

Documentary: Minority languages in the British Isles (CB p14)
Vox pops (Coursebook DVD & TG p259)

More materials

Workbook	• Language practice for grammar, vocabulary, pronunciation, speaking and writing
Photocopiable activities	• Grammar: Pick and mix (TG p208 & TSRD) • Vocabulary: The best party in town (TG p226 & TSRD) • Communication: Not now! (TG p244 & TSRD)
Tests	• Unit 1 test (TSRD)
Unit 1 wordlist (TSRD)	

1.1 The rules of conversation

Goals

- Talk about conversation in different cultures
- Use different question types

Lead-in

If you have a new class who do not know each other, do a brief getting-to-know-you activity before starting the lesson.

- Write the following question prompts on the board: *Name? / Where/from? / What/do? / Why/study English?*
- Put students into pairs to answer the questions.
- Ask each student to introduce their partner to the class. Do this in random order to prevent students from switching off while waiting for their turn to speak.

Vocabulary & Speaking conversation

Exercise 1a

- Focus students' attention on the illustrations. Explain that each shows a conversation between two people from different cultures and that in each conversation there has been a misunderstanding.
- Ask them to work in pairs and to discuss what has caused the misunderstandings.
- Elicit some of their suggestions in open class.

POSSIBLE ANSWERS

a **The woman is offended because the man is pointing his finger at her.**
b **The man finds the question too personal.**
c **Carlos is sitting very close to the other man, who comes from a culture where it is not usual to sit so close.**

Exercise 1b

- Refer students to page 126 to confirm the cause of each misunderstanding. Find out if they are surprised by any.

EXTENSION In small groups, students discuss the following questions: *What is your experience of meeting people from different cultures? What differences in behaviour have you noticed? Have you ever had a misunderstanding similar to the ones in exercise 1a?*

Exercise 2

- Focus on the list of things that can happen in a conversation.
- Encourage students to use a dictionary to check the meanings of the words in bold.
- Check comprehension of some of the words and phrases by asking questions, e.g.
  - *Which noun means 'a serious disagreement'?* (a row)
  - *Which adjective means 'suitable, acceptable or correct for a particular situation'?* (appropriate)
  - *Which verb means 'control something, especially in an unpleasant way'?* (dominate)
  - *Which adjective means 'making you feel embarrassed'?* (awkward)
  - *Which expression means 'to say or do something that upsets or embarrasses somebody'?* (put your foot in it)
  - *Which expression means 'to make polite conversation about unimportant subjects'?* (make small talk)
  - *Which expression means 'to have a good, friendly relationship with somebody'?* (hit it off)
- Students tick the things they would aim to do and put a cross against those they would avoid.
- Let them compare answers with a partner before checking the answers together as a class.
- Model and drill words with difficult pronunciation, namely, *awkward* /ɔːkwəd/, where the last syllable is pronounced with a weak schwa, and *row* /raʊ/, which is sometimes confused with *row* /rəʊ/, as in *row a boat*.
- Finally, drill the sentence stress in *put your foot in it, make small talk* and *hit it off*.

PRONUNCIATION Contrast the pronunciation of *-ate* in *appropriate* and in *dominate*, explaining that *-ate* at the end of an adjective or noun is pronounced with a weak schwa (e.g. *private*, *chocolate*, *climate*), whereas *-ate* at the end of a verb is pronounced with a long /eɪt/ (e.g. *educate*, *operate*).

ANSWERS

Things you would aim to do: **put someone at ease, listen enthusiastically, establish shared interests, ask appropriate questions, make small talk, make a good impression, tell an entertaining story, hit it off with someone**
Things you would try to avoid: **have a row, have a misunderstanding, have some awkward silences, put your foot in it, offend someone, dominate the conversation**

Exercise 3

- Read through the task together and begin by giving one or two examples of your own. Put students into small groups to discuss the points.
- Ask a few students to share the most interesting parts of their group discussion with the class.

Grammar & Speaking using different question types

Exercise 4

- Make sure students understand *cross-cultural* (= between cultures).
- Put students into pairs to discuss the questions in the quiz. Make it clear that you don't expect them to know the answers, but to have a guess (this will give them extra motivation for the listening to come).
- You could briefly elicit the answers, but don't confirm or deny them at this stage.

WATCH OUT! Students may be unfamiliar with *whereabouts* in question 4. It is used to ask about the general area where something is.

EXTRA SUPPORT For this and future activities which require students to say how much they know or don't know about a subject, write the following expressions on the board for them to refer to in their discussion.

- *I'm not sure, but I think …*
- *I'm pretty/fairly sure that …*
- *I've got a feeling that …*
- *I've got no idea.*

Exercise 5 1.1

Audio summary: A trainer gives a talk about the five different aspects of communication mentioned in the Cross-cultural communication quiz. He talks first about personal space and how far apart people stand. He then talks about the role of silence in conversation. Next he talks about voice volume. He then goes on to talk about which topics of conversation are appropriate or not, and finally he describes two gestures which can cause offence in some countries.

- Explain to students that they are going to listen to a talk by a trainer in cross-cultural communication.
- Play track 1.1. Students listen to the talk and check their answers in the quiz.

ANSWERS

1 a S b G c S
2 b & c
3 a 2 b 3 c 1
4 a & c
5 1 a & d 2 b & c

AUDIOSCRIPT 1.1

Communication between people from different cultures involves far more than simply understanding each other's words. For communication to be successful, we need to be aware of others' rules of conversation, like how far apart we should stand, which topics are acceptable to talk about, or whether it's OK to interrupt a person or to be silent. Getting these things wrong can lead to misunderstandings or even cause offence.

So let's look first at the question of personal space. How far apart do you stand during conversation? Well, this varies widely between cultures. In North America, the average distance between two people, who are not close friends, who are engaged in casual conversation, is 45 centimetres. But in Western Europe, this distance is a little less – 36–40 centimetres. In Japan, a respectful distance is considered to be around 90 centimetres, whereas in the Middle East a distance of 20–30 centimetres is the norm. You need to get these distances right. Stand too close and you might make someone feel awkward; too far away and you will give the impression of being distant and unfriendly.

Another important aspect of cross-cultural communication is the number of silences in a conversation. Most Europeans and North Americans avoid long silences. For them, silence suggests something negative – it can mean that you feel uncomfortable, or shy, or angry or that you are not interested in the topic. But in some East Asian countries, for example, silences are perfectly acceptable. In fact, silence is seen as a positive thing. It shows respect … It shows you are listening.

Voice volume also differs greatly between cultures. People from South America, for example, or southern Europe, tend to speak more loudly than people from northern Europe. It is easy, for example, to think a group of people from Brazil are having an argument when in fact they are just having an enthusiastic discussion. In some parts of East Asia, on the other hand, people speak more softly than either Europeans or Americans.

Another key to successful communication between cultures is knowing which topics are appropriate to discuss. Different cultures have different rules, and it's easy to put your foot in it by asking the wrong questions, particularly when making small talk with people you don't know well. In many countries, like China, for instance, it's very normal to ask somebody how old they are, or how much they earn. But a person from the UK, for example, wouldn't feel at ease with these questions. Questions about somebody's political views are also not appropriate. Safer topics of conversation would include questions about where they are from or about sport. And of course the weather is also a favourite.

And finally, I'd like to talk about gestures – the signs we make with our hands. Although many gestures have the same meaning the world over, there are a few common ones which can offend people in some countries. The 'come here' sign made by curling your finger towards you is extremely rude in many countries, including Slovakia and many parts of South East Asia. In the Philippines, you can actually be arrested for making this gesture! And then there's the 'thumbs up' sign, which in many parts of the world means 'Well done!' or 'I like it'. However, in some countries, like Greece and countries in the Middle East, it can cause great offence.

Exercise 6 1.1

- Give students time to read through the questions.
- Play track 1.1 again. Students listen and answer the questions.
- Let them compare answers with a partner before checking the answers together as a class.
- Ask students if any of the answers in the quiz surprised them.

ANSWERS

1 20–30 centimetres
2 silence shows respect
3 China
4 curling your finger up to ask someone to 'come here'

Exercise 7

- Tell students they are going to discuss the topics in the quiz in relation to their own culture.
- Students talk about what advice they would give to a visitor to their country about the items in the list.
- Put the students into new pairs and ask them to give advice about communicating well in their country.

EXTENSION If your students are based away from home (e.g. in the UK), they could give advice about communication in that country.

Exercise 8

- Ask students to read the Grammar focus box on different question types and choose the correct options in the rules.
- Let them compare answers with a partner before checking the answers together as a class.

ANSWERS

1 don't use 2 before 3 end

EXTRA SUPPORT Show the difference in form between subject and object questions by giving an example of each on the board, e.g.
Subject question: *Who won the match? Our team won.*
Object question: *What does he teach? He teaches business studies.*
Elicit two or three more examples of each.

WATCH OUT! Often students think that indirect questions seem unnecessarily long-winded and 'over-polite'. Point out that in English, unlike in many other languages, there is no formal *you* form. It is therefore common to use this kind of language when we want to use a polite register.

EXTRA CHALLENGE Elicit some more phrases which are followed by the word order of indirect questions, e.g.

- *Could you tell me …?*
- *Can you tell me …?*
- *Do you have any idea …?*
- *I wonder …*
- *I'd like to know …*

- Refer students to *Grammar reference* on page 136. There are two more exercises here students can do for homework.

Exercise 9

- Ask students to look at the highlighted questions in the quiz and find examples of question types 1–3.
- Do the first one together.
- Let students compare answers with a partner before checking the answers together as a class.

ANSWERS

1 Which of these nationalities finds silences awkward in a conversation? Who speaks the loudest?
2 Do you think this distance is greater or smaller in the following places? Who do you think will win the World Cup?
3 Whereabouts are you from? Who will you vote for …?

Exercise 10a

- Students do the activity alone or in pairs.
- Check the answers together as a class.

EXTRA SUPPORT Ask students to match each of the questions with one of the question types in exercise 9.

ANSWERS

1 What makes you laugh?
2 What's your favourite book about?
3 What keeps you awake at night?
4 Do you think you will go out tonight?
5 Who are you most similar to in your family?/Who in your family are you most similar to?
6 Do you know why your parents chose your name?

Exercise 10b

- Put students into pairs to ask and answer the questions.
- Ask a few students to share some of their partner's answers with the class.

EXTRA ACTIVITY For more practice of questions with prepositions at the end, write the following gapped questions on the board. Students complete the questions in pairs.

1 *What (kind) of music (do) (you) listen (to)?*
2 *What (are) you learning English (for)?*
3 *Which school/What kind of school (do) (you) go (to)?*
4 *How many people (do) (you) live (with)?*
5 *What (does) (your) perfect evening consist (of)?*
6 *What (are) (you) looking forward (to)?*

Remind students that one aim of successful conversation is to establish shared interests and things in common. Students ask and answer the questions in their pairs and try to find one or two things in common.

Exercise 11

Background note: English is spoken by 359 million people as a first language. This makes it the third most spoken language by native speakers. The language with the most native speakers is Mandarin Chinese, with 955 million native speakers, and Spanish comes second with 405 million native speakers.

- Ask students to work in pairs. Refer Student A to page 126 and Student B to page 132.
- Explain that they each have the same sentences about languages, but the gaps in Student A's sentences are different from the gaps in Student B's sentences. To complete their sentences, they need to write a question, which they will then ask their partner in order to find the missing word in the sentence. The questions should begin with the words provided.
- As the students work individually to prepare their questions, circulate and monitor to check the questions are correctly formed.
- When the students have finished making their questions, demonstrate the activity by asking a Student A to ask their first question to a Student B across the class (Question: *How many people in the world speak English?* Answer: *1.8 billion*) Then ask a Student B to ask their first question to a Student A across the class (Question: *How many people speak English as a native language?* Answer: *359 million*).
- Students continue asking and answering their questions in closed pairs.
- Check the answers together as a class.
- Find out which facts students found most surprising.

ANSWERS

Student A

1 How many people in the world speak English?
2 How many languages disappear every year?
3 What is it known as in Dutch?
4 What does the number four sound similar to?
5 What does a person with xenoglossophobia have a fear of?

Student B

1 How many people speak English as a native language?
2 How many languages exist in the world today?
3 What is it known as in Danish?
4 Which number brings bad luck in some Asian countries?
5 What is a person with sesquipedalophobia afraid of?

Exercise 12a

- Put students into pairs. Explain that they are going to prepare some questions that would be suitable for small talk, i.e. the sort of questions you ask somebody the first time you meet.
- Ask them to choose three topics from the list and write two questions for each, e.g. for *family*, they might ask:
  - *How many people are there in your immediate family?*
  - *What does your brother/sister/mother/father do?*
  - *What is the age difference between you and your brothers and sisters?*

Exercise 12b

- Ask students to work with a different partner to ask the questions. Encourage them to ask follow-up questions. Ask a question to a student followed by two or three follow-up questions to demonstrate this way of keeping a conversation going.
- Circulate as students are speaking and make a note of any mistakes related to question formation. At the end of the activity, write those mistakes on the board and ask students to correct them in pairs.

EXTRA SUPPORT If your class is not very confident or are reluctant to speak, rather than focusing on their mistakes during feedback, praise their efforts and give constructive suggestions about different ways of expressing their ideas.

EXTRA CHALLENGE Ask students to write two questions for the remaining topics in exercise 12a to ask their partner.

EXTRA ACTIVITY Ask students to imagine they are at an international conference or a party. Tell them to move around the room asking their questions.

GRAMMAR REFERENCE ANSWERS

Exercise 1

POSSIBLE ANSWERS

1 What are languages grouped into?
2 Which language do Romance languages come from?
3 What does nearly every language share/have in common?
4 Which country has around 830 different languages?
5 Around how many people speak Mandarin Chinese?
6 Where do most Mandarin speakers come from?
7 What are the (six) official languages of the United Nations?/Which (six) official languages does the United Nations use?

Exercise 2

1 Do you know what time you will be arriving?
2 Do you think it's going to rain?
3 Have you any idea how many languages they speak in India?
4 Have you any idea what time the museum closes?

1.2 The letter is dead, long live the letter!

Goals

- Talk about written communication
- Use present perfect tenses

Lead-in

- Ask students to work in pairs and make a list of everything they have written in the last 24 hours (e.g. meeting notes, lesson notes, to-do lists, texts, essays).
- Elicit their ideas onto the board.
- Ask: *Which of these things do you prefer to write by hand? Which do you write electronically? Why?*
- Focus attention on the title of the lesson and ask students to discuss what it is referring to (see Background note).

Background note: The title of the lesson is a reference to the expression 'The king is dead. Long live the king!' which is the traditional announcement that follows the death of a king or queen and the accession of a new king or queen to the throne. The expression is used in various European countries and dates back to when the French king Charles VII came to the throne following the death of his father, Charles VI, in 1422. The expression is often used to say that something is going out of use and being replaced by something else.

Vocabulary & Speaking written communication

Exercise 1

- Students work in pairs to divide the words in the box into the three categories.
- Check the answers together as a class and ask questions to check students understand the meaning of some of the words, e.g.
  - *What do you find in an in tray?* (letters, invoices, etc.)
  - *What do you find in an inbox?* (emails)
  - *What can you buy in a stationery shop?* (pens, paper, etc.)

ANSWERS

1 copy somebody in/cc somebody into, delete, emoticon, inbox, instant, texting
2 cross out, handwriting, handwritten, in tray, postage stamp, stationery
3 confidential, punctuation

WATCH OUT! Explain that the spelling of *stationery* is commonly confused (even by native speakers!) with the spelling of its homophone, *stationary*, which means 'not moving'. A helpful way to remember the correct spelling is to associate the 'e' in *stationery* with the 'e' in *pen* and *pencil* and the 'a' in *stationary* with the 'a' in *car*.

Exercise 2a

- Students complete the questions using a word from exercise 1. Point out that for question 1 there may be more than one possible answer.
- Check the answers together as a class.

ANSWERS

1 handwritten/confidential
2 confidential
3 postage stamp
4 emoticon(s)
5 handwriting
6 instant

Exercise 2b

- Put students into pairs to ask and answer the questions.
- Have a brief class feedback session. Ask students to share some of their partner's answers with the class.

PRONUNCIATION Write the following words from exercises 1 and 2a on the board: *confidential*, *postage*, *stamp*, *punctuation*, *handwriting*, *instant*, *in tray*, *stationery*, *message*, *last*. Ask students to categorize the words according to the sound of the letter 'a':

/æ/ (stamp, handwriting)
/ə/ (confidential, instant)
/eɪ/ (punctuation, in tray, stationery)
/ɪ/ (postage, message)
/ɑː/ (last)

Grammar & Reading present perfect simple and continuous

Exercise 3

Text summary: In the article, the author expresses regret that letter-writing is in decline, describing what society would lose if it disappeared completely. He explains that there are, however, signs of a revival in letter-writing. The article is followed by readers' comments expressing different views on letter-writing.

- Explain that students are going to read an article about the decline of the handwritten letter.
- Ask them to read the article and put phrases 1–5 in the correct gaps. Encourage them to look carefully at the words and the punctuation before and after each gap to help them decide which phrase fits.

ANSWERS

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

Exercise 4

- Ask students to re-read the article and answer the questions.

POSSIBLE ANSWERS

1 We write letters in a more thoughtful way than emails and texts; more consideration goes into the writing process.
Receiving (handwritten) letters is a great pleasure.
Letters are kept for longer and can provide a record of our past for future generations.
2 There has been an increase in stationery sales.
There are several internet campaigns which encourage letter-writing.
3 With electronic communication, people write more than they did before, so this should have a positive effect on writing skills.
Electronic communication is quicker.
Electronic communication is good for people with bad handwriting.

CRITICAL THINKING When writers have a strong opinion about a subject, they often use emotive language and ask rhetorical questions in order to try to persuade the reader to share their opinions. Ask the students to find examples of this in the article. (Answers: Have we given enough consideration to what we will lose if we abandon the letter completely? Receiving one can be one of life's greatest pleasures. There is so much to appreciate … What correspondence will we leave behind for future generations? Nothing. That for me would be the greatest loss to our culture.)

Exercise 5

- Focus on the question and find out through a show of hands how many students think it's a shame that we don't write handwritten letters any more.
- Ask students to work in pairs or small groups to discuss their views about letter-writing in more detail.
- To add structure to their discussions, write the following questions on the board for them to consider:
  1 *To what extent do you agree with the three main arguments the writer gives in defence of the handwritten letter?* (exercise 4 question 1)
  2 *Which of the readers' comments do you identify with?*
- Conduct a brief class feedback session of students' discussions.

Exercise 6

- Read through the information in the Grammar focus box on present perfect simple and continuous together.
- Ask students to match the rules to the phrases in blue in the article.
- Check the answers together as a class.

ANSWERS

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

EXTRA SUPPORT The present perfect continuous tends to be used with a limited number of verbs. Whilst it is important for students to know that we don't use this form with state verbs, it is also very helpful for them to know which verbs it *is* typically used with, e.g. *working*, *waiting*, *studying*, *living*, *getting*, *making*, *thinking*, *trying*, *expecting*.

- Refer students to *Grammar reference* on page 137. There are two more exercises here students can do for homework.

Exercise 7a

- Ask students to work alone to complete the article with the present perfect simple or continuous form of the verbs.
- Where both forms are possible, ask students to discuss why both forms are possible and if there is any difference in meaning.

ANSWERS

1 has collected/has been collecting
2 has posted/has been posting
3 has become
4 has got
5 has … released
6 has … started
7 has been gathering
8 has obtained

Exercise 7b

- Put students into pairs to match each answer from exercise 7a to a rule in the Grammar focus box. Go round monitoring and guiding students where necessary by asking questions, e.g. *Is it something that happened once? Is it a state verb?*

ANSWERS

1 a **2** a **3** d **4** d **5** d **6** d **7** b **8** d

Pronunciation auxiliary verbs *have* and *been*

Exercise 8a 1.2

- Explain that students are going to listen to sentences and questions with *have* and *been*. Ask them to notice the pronunciation of these auxiliary verbs.
- Play track 1.2, pausing after each sentence. You may need to play the recording again as *have* is pronounced in three different ways.
- Ask students to compare their ideas with a partner and then check together as a class.
- Play track 1.2 one more time for students to listen and repeat.

ANSWERS

been should be pronounced /bɪn/ and *have* should be pronounced /həv/ or /əv/

Exercise 8b 1.3

- Play track 1.3.
- Students listen and write the five questions they hear.
- Check the answers together as a class.

ANSWERS/AUDIOSCRIPT 1.3

1 Have you been practising your English much this week?
2 Have you been having a good day?
3 Have you been watching any good TV programmes recently?
4 Have you been spending much time outdoors lately?
5 Have you been going out much in the evenings?

Exercise 8c

- Put students into pairs to ask and answer the questions.
- Remind them to use the weak forms of *been* and *have*.

Exercise 9

- Tell students to imagine that they are a famous person and that they are going to write a letter.
- Refer them to the task instructions on page 126. Point out that they shouldn't say who the famous person is, as the aim will be for the others to guess.
- Ask students to include at least three examples of the present perfect simple or present perfect continuous.
- Circulate and monitor as the students write their letter, feeding in ideas as appropriate.
- When students have finished, divide them into small groups and ask them to read out the letters. The others in the group try to guess the identity of the famous person.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 've been revising
2 've eaten
3 Have you been waiting
4 's fixed, 've had
5 have you been learning, have you been, 've been
6 have you been doing, 've been trying, 've lost

Exercise 2

1 has predicted
2 have been increasing
3 have developed
4 have been using
5 has been
6 have been brought back

1.3 Vocabulary and skills development

Goals

- Guess the meaning of new words
- Verbs + prepositions

Lead-in

- Before students open their books, elicit the word *whistle* either by whistling or drawing a whistle on the board.
- Drill the word, drawing attention to the silent 't'.
- Ask the following questions to individual students: *Can you whistle? How often do you whistle to yourself? Can you whistle in tune? Do you find whistling an annoying habit? Can you do a one-finger/two-finger whistle? How loudly?*

Reading guessing the meaning of new words

Exercise 1

- Put students into pairs to discuss the questions.
- After two to three minutes, get feedback from the class.

EXTRA SUPPORT To help students to structure their answer to question 1, write two headings on the board: *whistling a tune* and *whistling to communicate*.

Exercise 2 1.4

Audio summary: In this short podcast extract we learn that Silbo Gomero is an ancient language consisting of whistles, used on the Spanish island of La Gomera. We hear a real example of a whistled conversation.

- Explain to students that they are going to hear an extract from a podcast about an ancient whistling language.
- Give students time to read the questions.
- Play track 1.4.
- Check the answers together as a class. Ask students if they've heard of Silbo Gomero before and what else they'd like to know about it.

ANSWERS

1 On a Spanish Island, La Gomera; Yes, it is.
2 b

AUDIOSCRIPT 1.4

How many whistling sounds are you familiar with? There are quite a few in common use, aren't there? We whistle when we want to get someone's attention …
We whistle to show our appreciation at a concert, for example …
And then there's this whistle …
But did you know that on the Spanish island of La Gomera there is an entire whistling language? This language has existed for thousands of years and is still spoken …
I mean, whistled … today.
Listen to this …
Extraordinary, isn't it? Have you any idea what the conversation was about? Well, according to the translation I have here, they were discussing a party and one was asking the other to go and get a musical instrument to bring to it …
The language is called Silbo Gomero – the whistling language of the island of La Gomera.
Last year, I decided to go to La Gomera to find out for myself …

Exercise 3

Text summary: The article explains how Silbo Gomero developed as the ideal language for communicating across the steep hills and deep ravines of La Gomera. We learn about the features of Silbo Gomero and how emigration, the growth of road networks and the development of the mobile phone have led to its decline. The article describes the steps that have been taken to revive the language and opposing views towards this.

- Focus students' attention on the task instructions and the topics. Check the meaning of *origins* (= how something started) and *revive* (= bring something alive again).
- Demonstrate the task by getting students to read the first paragraph and eliciting which of the topics it matches (*what it sounds like*).
- Students continue the matching exercise working alone. Tell them to ignore the underlined words at this stage.
- Let them compare answers with a partner before checking the answers together as a class.

ANSWERS

1 what it sounds like
2 its origins
3 how the language is formed
4 reasons for its disappearance
5 attempts to revive it

Background note: UNESCO (The United Nations Educational, Scientific and Cultural Organization) is a branch of the United Nations which aims to encourage peace between countries through education, science and culture. UNESCO is responsible for awarding cultural heritage status. Cultural heritage refers to the aspects of a culture that are passed on through the generations. It consists of 'tangible' culture (i.e. physical things) such as buildings or works of art, and 'intangible' culture (i.e. things which cannot be touched), for example, music, song, dance, festivals, languages and cuisine.

Exercise 4a

- Have the students focus on the Unlock the code box about strategies for understanding new words.
- Either ask students to read it themselves or go through the information together as a class.
- Point out that although it is not always possible to guess the meaning of new words correctly, these three strategies will help students to make an intelligent guess.
- Ask the students to work out the meaning of the underlined words in the article.

EXTRA SUPPORT When going through the first strategy, explain that we can work out which part of speech a word is by its position in the sentence and by the word's ending. For example, we know that *ravines* is a noun because it is preceded by an adjective (*deep*) and it ends in an *-s*, which means it is plural. An *-ed* or *-ing* ending, on the other hand, might indicate that it is a verb or an adjective.

Exercise 4b

- Ask students to compare their guesses with a partner. Encourage them to explain which of the strategies they used to help them make their guess.
- During feedback, ask students to say which part of speech the word is (e.g. adjective, verb). Elicit their suggestions for the meaning and give the correct answers. Give praise for intelligent guesses.

STUDY TIP Encourage students to write down new words, with their meaning in English or a translation, in a notebook. Suggest also that sometimes a simple picture can be very helpful to aid learning.

Exercise 5

- Set a time limit (e.g. four or five minutes) for students to re-read the article and discuss the questions in pairs.
- Check the answers together as a class.

EXTRA SUPPORT To help students find the answers, ask them to underline the key words in the question first and then scan the article to find the same word, a synonym or words with a similar meaning. For example, in question 1 the key words are *ideal* and *communicating*. The words in the article that match are *perfect* and *communication*.

POSSIBLE ANSWERS

1 It is difficult to travel across the island to speak to somebody because of the hills and ravines. It is easier to whistle.
2 We know the African inhabitants spoke it before the Spanish arrived in the 15th century.
3 Some of the original speakers of the language emigrated in the 1950s. Then, with the building of new roads and the development of mobile phones, it was no longer necessary to whistle to each other.
4 In 1999, the language was made compulsory in La Gomera's primary schools and, in 2009, it was awarded the UNESCO Intangible Cultural Heritage of Humanity designation.
5 Some think it's a peasant language and that it should be left to die. Others think it's important to protect it because it is part of their identity. Also, it is very useful to know it as mobile phones don't work everywhere on the island.

CRITICAL THINKING Supporting your opinions with reasons is a key feature of critical thinking. Ask students to discuss the following questions: *Should Silbo Gomero be a compulsory subject in La Gomera's primary schools? Why/Why not? Should dying languages be revived or left to die out? Why/Why not?* Encourage students to give reasons for their opinions using linkers of reason (e.g. *because*, *because of*, *as*, *since*).

EXTRA ACTIVITY Focus on the adjective-noun collocations in the article. Write the following adjectives and nouns in two lists on the board. Students match them, then check their answers in the article. (Answers: 1d, 2e, 3a, 4c, 5b)

1 *local*	a *difficulties*
2 *steep*	b *identity*
3 *economic*	c *subject*
4 *compulsory*	d *people*
5 *cultural*	e *hills*

Vocabulary & Speaking verbs + prepositions

Exercise 6

- Focus students' attention on the Vocabulary focus box on verbs + prepositions. Go through the information together.
- Suggest that students keep a record of verbs with their prepositions in a vocabulary notebook.

WATCH OUT! Highlight the difference between *hear about* and *hear of*. *Have you heard about John?* means 'Have you heard the news about John?' *Have you heard of John Donne?* means 'Do you know who John Donne is?' *Hear of* is usually used in the present perfect or past perfect, e.g. *I've/'d never heard of Silbo Gomero.*

Exercise 7

- Ask students to work individually to complete the table.
- Let them compare answers with a partner before checking the answers together as a class.
- As you go through the answers, check the meaning of *disapprove* (= think something is bad or wrong), *contribute* (= be one of the causes of something) and *adapt* (= change something to make it suitable for a new situation).

ANSWERS

of: hear, consist, disapprove
on: depend
to: adapt, contribute
with: confuse
from: prevent
in: communicate

Exercise 8a

- Focus students' attention on the Whistling trivia sentences and explain or elicit the meaning of *trivia* (= small, interesting facts). Check the meaning of *ban* (= to say officially that something is not allowed).
- Ask students to work alone to complete the sentences.
- Check the answers together as a class.

ANSWERS

1 banned 2 result 3 disapprove 4 bring 5 lead

EXTENSION Discuss the following questions with the class: *What do people in your country do at a concert/play/sports match, etc. to show they disapprove of something? What do they do to show approval? Can you think of other actions which are believed to result in bad luck?*

Exercise 8b

- Students add the verbs in exercise 8a to the table in exercise 7.
- Check the answers together as a class.

ANSWERS

of: disapprove
on: bring
to: lead
from: ban
in: result

DICTIONARY SKILLS Point out to students that a good monolingual dictionary will show them which preposition or prepositions follow a verb. Ask them to look up *agree* and *care* and find out which prepositions they can be followed by and what the difference in meaning is.

Exercise 9a

- Ask students to work alone to complete the questions with a verb from exercises 7 and 8. Remind them to look at the preposition to help them decide which verb to choose.
- Check the answers together as a class.

ANSWERS

1 contribute/lead
2 consist
3 depend
4 disapprove
5 banned

Exercise 9b

- Put students into pairs to discuss the questions in exercise 9a.
- Encourage them to ask follow-up questions to keep the conversation going. Useful language for this could include: *How come? Why do you say that? What makes you think that? What do you mean, exactly?*

FEEDBACK FOCUS Invite students to share with the class anything interesting from their discussions. You could use this opportunity to check their use of verbs + prepositions.

1.4 Speaking and writing

Goals

- Deal with problems on the phone
- Write an informal email

Lead-in

- With books closed, tell students you are going to dictate some words and you would like them to tell you which one noun can follow them all.
- Dictate them in the following order: *long*, *short*, *local*, *international*, *long-distance*, *sales*, *conference*, *incoming*.
- Tell students to raise their hands when they think they know the answer (rather than call out the answer), but continue writing all the words so that they can check. The answer is *call*.
- Check understanding of the words and ask students to say briefly, in pairs, how they feel about making conference calls and receiving sales calls, and how they feel generally about speaking on the phone.

Vocabulary & Listening dealing with problems on the phone

Exercise 1

- Put students into pairs to discuss the questions.
- Elicit their answers in open class and ask follow-up questions with individual students, e.g. *How many calls do you make in a day? Are they mostly on a landline or mobile phone? Who do you speak to most often on the phone? How often do you make calls in English?*

Exercise 2 1.5

- Focus students' attention on the instructions and the descriptions of each problem.
- Check the meaning of *distracted* (= unable to pay attention because you are thinking about something else).
- Play track 1.5. Students match the conversations to the problems.
- Let them compare answers with a partner before checking the answers together as a class.

EXTRA CHALLENGE Ask students to say how each speaker dealt with the problem. (Answers: Speaker 1 ended the call quickly, asking for her number to be removed from their database; Speaker 2 arranged to meet soon; Speaker 3 said she'd call back when she was free; Speaker 4 asked the caller to call back on the landline.)

ANSWERS

1 c 2 d 3 b 4 a

AUDIOSCRIPT 1.5

Conversation 1

A Hello, am I speaking to Mrs Helen Carter?
B Er yes, speaking.
A How are you today, Mrs Carter?
B Fine … erm … Who am I speaking to?

A I'm calling from The Northern Energy Company, and I would like to inform you of a superb electricity deal that we are offering …
B Er, no, can you just stop there, please? I'm not interested.
A You're not interested in saving money on your energy bills, Mrs Carter?
B No, I'm not interested in buying anything from you. I don't take sales calls. So would you remove my details from your database, please? Thank you. Goodbye.

Conversation 2

A … Well, Joe, it's been great talking to you. Thanks a lot for calling.
B My pleasure. It's been good to hear all your news.
A Yeah … No … Absolutely … But listen, I'd better get off the phone … I'm still at the office and I've got a ton of work to do.
B Yes, yes. I'll let you get on. OK. Listen, before you go … tell me, do you ever see anything of Clive?
A Clive? Yes, yes, I see him occasionally. He's fine. Anyway, …
B We used to have such a laugh together, me and Clive. Never hear anything from him these days …
A No, well, you know, he's pretty busy … Anyway, listen Joe, I've really got to get off the phone. I'll give you a call soon. We'll get together for a drink or something.
B Yes, that would be good. We could go to that place down by the river, er … what's it called?
A Yeah, yeah, we'll work that out when we speak. OK. Cheers, Joe. I'll be in touch. Bye.

Conversation 3

A Hello, is that Sarah Fox?
B Yes, it is.
A Oh hello, this is Steve from the garage. Just calling to let you know that we've had a look at the car and we estimate that it's going to cost £550 to repair the engine. So if you'd like us to go ahead with it, could you …
B Sorry, Steve … just bear with me a moment … Rosie, let Thomas play with the balloon, please … What? Yes, I know it's your special birthday balloon, but I told you you've got to share.
Sorry about that. Yes, 550, did you say? … Erm … well, yes, that's more than I'd hoped, but if it needs to be done, then … Sorry. Oi! Children! Stop that! … Steve, look, I'm going to have to go and deal with this. I'm afraid you've caught me at a bad time. I'll call you back in a few minutes.
A That's no problem at all. I'll wait to hear from you.

Conversation 4

Hi Rafa, thanks for getting back to me. Yes, I was just calling to talk through the agenda for the management training day next Tuesday. Yes, that's right. Yes … Yes … Yes … Sorry? … Sorry, it's just that I can't hear you very well. I'm working from home today, and the coverage isn't too good here … Yes … Sorry, Rafa, you're breaking up again. Could you just say that again? … Yes, yes, I'll contact the managers about that … Yes … Rafa, sorry … I'm losing you again. Could you do me a favour? Could you call me back on my landline? You've got my number, haven't you? Cheers.

Exercise 3 1.6

- Ask students to read the extracts from the conversation in the Language for speaking box and try to guess what the missing words are.
- Play track 1.6 for students to complete the sentences.
- Let them compare answers with a partner before checking the answers together as a class. Draw students' attention to the sentences which don't have gaps.

WATCH OUT! Listen out for the following typical error: *I'd better ~~to~~ get off the phone* instead of *I'd better get off the phone.*

SMART COMMUNICATION You may want to discuss with students the importance of ending a conversation politely. Ending a conversation too abruptly, or before another person is ready, has the potential to cause offence. We can avoid this by giving signals that we are going to end a conversation before we actually end it. In English the first signal is often *Anyway …* followed by an expression such as *I'd better be going* or *I'd better get off the phone*. A particularly polite and respectful way to end the conversation is to say *I'll let you get on* or *I won't take up any more of your time*, which suggests that we are ending it for the sake of the other person rather than because we want to end the conversation.

ANSWERS/AUDIOSCRIPT 1.6

1 I don't **take** sales calls.
2 Would you remove my **name** from your database?
3 It's been great **talking** to you.
4 I'd **better** get off the phone.
5 I'll let you get on.
6 I've got a **ton** of work to do.
7 I won't take up any more of your time.
8 Just **bear** with me a moment.
9 I'm afraid you've **caught** me at a bad time.
10 Could you just hold the line?
11 The **coverage** isn't too good here.
12 You're breaking up …
13 I'm **losing** you again.
14 Could you call me back on my landline?

Exercise 4 1.6

- Play track 1.6 again, pausing after each statement, so that students can repeat the sentences. To maintain a lively pace when drilling, try getting students to repeat the sentences with a 'drilling partner' (see Extra support below).

EXTRA SUPPORT To keep students animated and focused during a pronunciation drill, put them into 'drilling pairs'. Ask them to make eye contact with another student on the other side of the room. This person becomes their drilling partner. (It is only possible to make eye contact with one person.) When students repeat the sentences, they say them to their drilling partner, rather than just saying it to nobody. This results in a much livelier and effective drill.

Exercise 5

- Put students into pairs and give them a minute or two to read through their role and think about what they are going to say.
- If your classroom layout allows it, ask students to sit back to back in order to replicate the conditions of a real phone call.
- Remind students to use language from the Language for speaking box wherever possible.
- Ask one or two pairs of students to act out their role-play in front of the class.

- Refer students to the back of the book (Student A to page 126 and Student B to page 132) to do two more role-plays. Again, give students time to prepare before they begin.

FEEDBACK FOCUS Monitor for language related to dealing with phone problems, but this is also an opportunity to check students can use general phone language correctly, e.g. *Hello, this is … Is that …? I'm just calling to …*
Make a note of errors to write on the board during feedback, which students can correct in pairs. During the feedback, be sure to also comment on how effectively they have dealt with the phone problems.

Writing an informal email giving news

Exercise 6

- Focus students' attention on the email and task instructions.
- Put students into pairs to read the email and answer the questions. Encourage them to underline evidence for their answers in the email.
- Check the answer to question 1, eliciting the evidence in the email. (*Seems like ages since we've been in touch. Still living in the same flat?*)
- Check the answer to question 2 and ask for one or two examples of each feature of informal writing.

EXTRA SUPPORT Brainstorm the features of informal writing together as a class and list them on the board, eliciting one or two examples of each feature from the email.

ANSWERS

1 They are old friends.
2 Possible answers: shortened sentences, where words have been left out; emoticons; the greeting is informal; the ending is informal; it contains contractions; exclamation marks; informal vocabulary

Exercise 7

- Focus students' attention on the Language for writing box about ellipsis.
- Either ask students to read it themselves or go through the information together as a class.
- Ask students to find examples of the two types of ellipsis in the email.
- Check the answers together as a class. For each sentence, elicit which words have been left out.

ANSWERS

(It) Seems like ages since we've been in touch. Type 1
(I) Hope all's well with you. Type 1
(I'm) Still teaching art and design, … Type 2
(It) Should be fun. Type 1
(They're) Mainly just small ones, … Type 2
(I) Can't wait! Type 1
(Are you) Still living in the same flat? Type 2
(Let's) Speak soon … Type 2

Exercise 8

- Students rewrite the sentences to make them informal using ellipsis.
- Do the first one together as an example.
- Let students compare answers with a partner before checking the answers together as a class.

EXTENSION Explain to students that the sentences in exercise 8, as well as some of the sentences in the email (e.g. *Seems like ages since we've been in touch*, *Hope all's well with you*) are standard formulaic expressions which are frequently used in informal emails. To help them internalize the sentences, model and drill them. If they have practised saying them, they are more likely to recall them when they are writing.

ANSWERS

1 Just writing to say hello.
2 Great to see you last week.
3 Hope to hear from you soon.
4 Going anywhere this summer?
5 See you in a week's time.
6 Miss you!

Exercise 9

- Begin by eliciting or explaining the meaning of *colloquial* (= language used in conversation, but not formal speech or writing) and explain that colloquial language often includes phrasal verbs and idioms.
- Ask students to match the words and phrases 1–9 with the highlighted phrases in the email. Remind them to use the context to help them.
- Check the answers together as a class. Elicit which of the highlighted phrases are idioms (*in touch*, *over the moon*, *plenty of time on my hands*) and which is a phrasal verb (*catch up*).

ANSWERS

1 loads of
2 in touch
3 over the moon
4 ages
5 We're off
6 catch up
7 pretty
8 plenty of time on my hands
9 What have you been up to?

EXTENSION Get students to test each other on the colloquial language. First give them a minute or two to look at the highlighted phrases and their meanings and try to remember them. Then put students into pairs. Student A (book open) tests Student B (book closed). They reverse roles halfway through.

Exercise 10

- Focus students' attention on the writing task.
- Give students time to make notes about the news they are going to include. Go round monitoring and helping with vocabulary.
- Remind students that as they are writing about news they will need to use the present perfect simple and continuous.
- Students write their emails using their notes. This can be done in class or for homework.

Exercise 11a

- If students write their emails in class, ask them to exchange emails with their partner when they have finished.
- Tell them they are going to 'edit' their partner's email according to the three points listed on the page.
- Circulate and monitor as they do this.

Exercise 11b

- Students return the emails to their partner and discuss the feedback. As this is the first unit of the course you may wish to take in students' work to check the level of their writing.

- Ask students to ask their partner questions to find out more about the news in the email.

EXTENSION It is worth pointing out to your students that writing tasks such as these really help to improve their English (even if they don't write many personal emails in real life). Writing tasks give them the opportunity to think much more carefully about language than they do while they are speaking, and to experiment with new language. Highlight that even if the students' main aim is to improve their speaking rather than writing, writing will ultimately help their speaking, too.

EXTRA ACTIVITY Set up a coding system for error correction that can be used for marking future writing. Write the following sentences and error types on the board. Put students into pairs to correct the errors and match each sentence with the type of error. Explain that you will use this code for marking homework.

WW wrong word Sp spelling Gr grammar
P punctuation ^ word missing WO word order

1 *I enjoyed very much the film.* (WO)
2 *What does this means?* (Gr)
3 *I born in 1999.* (^)
4 *It isnt important.* (P)
5 *Is it neccessary?* (Sp)
6 *I lost the bus.* (WW)

1.5 Video

Minority languages in the British Isles

VIDEOSCRIPT

English is now a truly global language. There are around 375 million native speakers all over the world, and an incredible 1.5 billion people learn it as a second, third or fourth language. It has become the common language of business, international politics and the internet.

It is hardly surprising, then, that when people think of languages in the UK, they only think of English. After all, almost 92% of the population speak it as their first language; and although the rest speak their native tongue at home, English is still their first language at work or at school. But did you know that English isn't the only language native to Britain? In fact, the UK is home to several other indigenous languages.

Most of these languages have their roots in Celtic culture. The Celts are thought to have arrived in Britain around 750 BCE, and people have been speaking a variety of Celtic dialects ever since.

But before the Anglo-Saxons arrived in the 5th century, these languages were much more widespread. Over the last 1,500 years, English has grown and developed, spreading across the country and replacing the ancient tongues in all but the most remote regions.

Today, around 60,000 people speak Scottish Gaelic. Most of these live in the Highlands or on the islands off the north-western coast. This region of Scottish Gaelic speakers is known as the *Gáidhealtachd* – and you can see the language in the area's names and signs. Thanks to Scottish emigration in the 17th and 18th centuries, Scottish Gaelic communities have developed in Canada, too.

The closest language to Scottish Gaelic is Irish – or *Gaeilge* – a language still spoken in large parts of the Republic of Ireland, especially in the west, and in some areas of Northern Ireland, too. Irish is still very much alive here. It is the first official language of the Republic, and while there are only around 80,000 native speakers, almost everybody has some knowledge of the language. It has grown north of the border, too, with around 10% of the population speaking it regularly.

Irish and Scottish Gaelic are both Goidelic languages, but this is only one of two groups of Celtic languages in the UK. The other is the Brittonic family of languages, which includes Welsh and Cornish in the UK, as well as Breton in northern France.

In Wales, around 560,000 people speak Welsh, which is almost 20% of the population. The language is particularly common in the north and north-west, and in some towns the majority of the population is Welsh-speaking. In cities like Cardiff, the language isn't quite as popular, with just over 12% of residents speaking it. But even here, Welsh-language schools have become very common, with around 40% of 5–15 year olds having some Welsh.

The Cornish language is similar to Welsh, but far fewer people speak it. The last native speaker died over 240 years ago, and the language was declared extinct in the 19th century. It lived on only in the region's place names, many of which take their names from the Cornish words for *house*, *hill* and *cove*. In recent years, however, it has made a comeback. Today, around three to five hundred people speak it fluently. It is even taught in some schools, and is especially popular with young people like Barney and Jowdy.

I think it's important to keep speaking Cornish, to keep it alive … because it's all around us. We say everyone in Cornwall is a Cornish speaker, you can't give directions without speaking a bit of Cornish, it's in the place names and the street names. And so it's very much a part of what makes us distinct, unique … and why wouldn't you want to celebrate that?

Minority languages like these aren't unique to the UK. Many countries have regional languages that were once widely spoken but have slowly been replaced by more dominant languages. It is a trend that is continuing around the world. In fact, experts predict that around 50% of the world's 6,500 languages could be extinct by the end of the century.

But the recent growth of languages like Gaelic, Welsh and even Cornish show that you don't have to sacrifice one language to speak another. People in these places – and in other parts of the country, too – have fought to keep their local language alive, often because it is an important part of their identity. Language can provide a unique link to our culture and heritage, and in an era when literally thousands of languages are dying out, that is something worth keeping.

VIDEO ANSWERS

Exercise 1

1 c 2 e 3 a 4 b 5 d

Exercise 2

Scotland, Wales and Cornwall
They show minority languages being used in road signs, taught in the classroom and used in conversation.

Exercise 3
1 T
2 T
3 F (almost everybody has some knowledge of the language)
4 F (almost 20% speak it)
5 T

Exercise 4
1 Celtic
2 Canada
3 Irish
4 north
5 hundred
6 50%

Review

ANSWERS

Exercise 1a
2 Who collects old typewriters?
3 Who did you text by mistake?
4 Who often confuses you with your twin brother?
5 What hadn't you heard of before?/What had you never heard of before?

Exercise 1b
1 How many friends can you truly rely **on**?
2 Do you think you **will** go abroad this summer?
3 What are you learning English **for**?
4 Is there anything you strongly disapprove **of**?

Exercise 2a
1 been trying
2 studied
3 forgotten
4 been going
5 been
6 downloaded
7 been reading
8 finished

Exercise 3
1 ease
2 small
3 awkward
4 offend
5 row
6 appropriate
7 impression

Exercise 4 1.7

ANSWERS/AUDIOSCRIPT 1.7
1 If an email is confidential, should it be shared with other people? (No)
2 Do you cross out a word with a rubber? (No)
3 Do stationery shops sell envelopes? (Yes)
4 Can you cc somebody into a handwritten letter? (No)
5 Does an emoticon show your feelings? (Yes)
6 Is an instant message the same as a text message? (No)
7 Can you keep an inbox on your desk? (No)
8 Do you put a postage stamp inside an envelope? (No)

Exercise 5a
1 coverage, too
2 better, get
3 afraid, caught, bad
4 call, back, land
5 let, on
6 bear, with

Exercise 5b
a 2, 3, 5 **b** 1, 4 **c** 3, 6

2 Escape

Unit overview

Language input

Talking about past events (CB p16)	• *She decided to travel to West Africa.* • *… while she was canoeing along the river, she had an encounter with a crocodile.*
Past perfect forms (CB p18)	• *He'd asked for permission before they got married.* • *His body hurt because he had been sitting in the same position for hours.*
Grammar reference (CB pp138–139)	

Vocabulary development

Talking about travel and adventure (CB p16)	• *adventurous, roughing it, season …*
Adjectives of feeling (CB p19)	• *anxious, delighted, puzzled …*
North American English (CB p21)	• *round-trip, sidewalk, downtown …*

Skills development

Listening: understanding North American and British accents (CB p20)
Speaking: telling and reacting to a story (CB p22)
Writing: an email of complaint (CB p23)

Video

Documentary: Learning holidays (CB p24)
Vox pops (Coursebook DVD & TG p259)

More materials

Workbook	• Language practice for grammar, vocabulary, pronunciation, speaking and writing
Photocopiable activities	• Grammar: What happened next? (TG p209 & TSRD) • Vocabulary: Home sweet home (TG p227 & TSRD) • Communication: Travellers' tales (TG p245 & TSRD)
Tests	• Unit 2 test (TSRD)
Unit 2 wordlist (TSRD)	

2.1 Out of your comfort zone

Goals

- Talk about travel and adventure
- Talk about past events

Lead-in

- Put students into pairs to brainstorm a list of different types of holiday (e.g. camping, beach holiday, city break).
- Set a time limit of two minutes, then elicit students' answers onto the board. Possible answers might include: adventure holiday, backpacking, cruise, cycling holiday, driving tour, health spa, holiday home, package holiday, safari, skiing, round-the-world trip, volunteering holiday.
- Finally, focus attention on the title of the lesson, *Out of your comfort zone*, and elicit the meaning of *comfort zone* (= a place or situation in which you feel safe or comfortable). Ask students if they have a similar expression in their language.
- Ask which of the holiday types would most involve leaving your comfort zone.

Vocabulary & Speaking talking about travel and adventure

Exercise 1

- Put students into pairs to discuss the question and ask them to give reasons for their choice.
- Elicit some answers from the class.

Exercise 2 2.1

- Explain that students are going to listen to three people talking about places they would like to go to and why. Quickly go through the reasons a–g, making sure students understand *scenery* (= the natural features of an area, e.g. mountains, rivers, forests) and *atmosphere* (= the feeling or mood that exists in a place).
- Tell students that each speaker will mention three of the reasons and that some reasons are mentioned in more than one conversation.
- Play track 2.1. Students listen and match the reasons to the conversations.
- Play the listening again if necessary.
- Check the answers together as a class.

EXTRA SUPPORT Pause the recording after each conversation and ask students to make a note of any words related to the reasons a–g. Let students compare with a partner before listening to the next conversation.

ANSWERS

Conversation 1: b, c, f
Conversation 2: a, b, e
Conversation 3: c, d, g

EXTENSION Ask students to look again at the reasons a–g, and rank them according to what would be their priorities when choosing a holiday destination (1 = most important, 7 = least important). Tell them to order the reasons first according to their own priorities and then compare with a partner.

AUDIOSCRIPT 2.1

Conversation 1

A You know what I'd love to do one day?
B What's that?
A I'd love to go to Peru and walk the Inca Trail. You know, the path that takes you from the Amazon rainforest through the Andes mountains to Machu Picchu, 'the lost city of the Incas'.
B Ah, I'd love to go to Machu Picchu. Apparently, the views are absolutely stunning. Not sure about the trek, though. Sounds like hard work to me – trekking up and down mountains, with all your baggage. You'd have to be really fit.
A That's all part of the challenge …
B Mmm. And then you'd have to camp in tents, with very basic facilities. It's not really my thing … I'm not very good at roughing it. I like life's little luxuries.
A Oh, come on … You need to be more adventurous. Step out of your comfort zone. It's really good for you sometimes, you know.
B Yes, I guess you're right.

Conversation 2

A If you could go anywhere in the world, where would you go?
B Mmm … Antarctica.
A Antarctica?
B Yes … Antarctica … because … well, because it's so different from anywhere else in the world. I'd like to experience being in a completely remote environment with nothing else around … I'd like to see the penguins in their natural habitat. I'd like to see the icebergs in all their different shapes and colours.
A Brrrr!
B What? Wouldn't you like to see an iceberg with your own eyes? It would be a breathtaking sight.
A Yes, of course I would … It's just … the cold weather that doesn't appeal to me that much.
B Don't be silly – you'd be wearing a special thick coat. It wouldn't be that bad. And anyway, it'd be really interesting to experience the extreme conditions the Antarctic explorers had to face.
A Yes, it would. For a minute …

Conversation 3

A A place I'd really like to go to on holiday this year is Istanbul. Have you ever been?
B To Istanbul? No … but it sounds wonderful, with all those magnificent historic buildings, like the Blue Mosque and the royal palaces.
A Yeah, I'd love to see those … and it would be great just to wander around the old streets and soak up the atmosphere …
B Ah … that sounds brilliant. Wasn't Istanbul a European City of Culture a few years ago?
A Yes, it was. So it's become quite a popular destination now. I imagine it gets quite touristy in the summer, so it's probably best to go out of season.
B Yeah, true. So will you learn some Turkish before you go?
A I'm sure I'll learn a few phrases. But actually, I quite like the idea of going somewhere I don't speak the language. It kind of adds to the adventure, if you know what I mean …
B Ha, ha, I do … Well, if you need a travelling companion, let me know!

Exercise 3a

- Ask students to work alone to complete the sentences with words or phrases from the box.
- Let them compare answers with a partner, but don't confirm answers at this stage.

Exercise 3b 2.1

- Play track 2.1 again for students to check their answers.
- Go through the answers together as a class and check comprehension of some of the words and phrases by asking questions, e.g.
  Which word or phrase from the box means:
  1 *a long way from anywhere else?* (remote)
  2 *to walk slowly around a place without a sense of purpose or direction?* (wander)
  3 *to live in a way that is not very comfortable for a short time?* (rough it)
  4 *extremely beautiful?* (stunning)
  5 *to enjoy the effects or experience something as much as possible?* (soak up)
  6 *at the time of year when few people go on holiday?* (out of season)
  7 *to attract or interest?* (appeal)

ANSWERS

1 stunning
2 roughing it
3 adventurous, zone
4 remote
5 appeal
6 wander, soak up
7 touristy, season

EXTENSION Ask students which of the three destinations mentioned by the speakers appeals the most, and which appeals the least. Encourage them to explain their reasons why.

Exercise 4

- Put students into groups to discuss the questions.
- Encourage students to ask follow-up questions to keep the conversation going.

Grammar & Speaking talking about past events

Exercise 5a

Text summary: The article describes the life and adventures of Mary Kingsley, a British explorer and scientific writer whose travels through West Africa in the late 19th century greatly influenced European attitudes to African people. We learn about her aims and achievements, and the challenges that she faced during her travels.

- Focus students' attention on the photo and title of the article. Elicit the meaning of *fearless* (= not afraid of anything).
- Ask students to read the first paragraph and find the answer to question 1.
- Check answers and elicit or explain *Victorian* (= connected with the period from 1837 to 1901. It is often used to refer to the 19th century).
- Put students into pairs to discuss how a woman travelling to West Africa in the Victorian age would have been stepping out of her comfort zone. In other words, what challenges would she have faced?

ANSWERS

1 Possible answers: Her name is Mary Kingsley. She went to West Africa in the Victorian era.
2 Students' own answers

Exercise 5b

- Give students plenty of time to read the rest of the article and make a list of Mary Kingsley's achievements and the challenges she faced.
- Let them compare answers with a partner before checking the answers together as a class.
- Ask students which they feel is Mary Kingsley's most significant achievement.

POSSIBLE ANSWERS

a She travelled to Africa on her own in Victorian times; she met the native people of West Africa and learnt about their customs and religions, then she wrote a book about the subject. She collected tropical fish and reptiles for the British Museum.
b She had to deal with extreme heat, tornadoes and various wild animals.

Exercise 6

- Focus students' attention on the definitions 1–6 and check they understand *oar* (= a long pole with a wide flat blade at one end used for rowing a boat).
- Ask students to match the definitions with the highlighted words in the article. Remind them to use the strategies they learnt in the Unlock the code box on page 10 to help them guess the meaning.

ANSWERS

1 responsibilities
2 toughest
3 paddling
4 encounter
5 legacy
6 ignored

EXTRA ACTIVITY You could exploit the article further by asking comprehension questions. Ask students to read the article one more time, then read out the following questions. Students write the answers in their notebooks.

1 *What did Mary Kingsley's father do?* (He was a doctor.)
2 *What sudden event made it possible for her to go traveling?* (the death of both parents, six weeks apart)
3 *What fishing skill did she learn from the West African people?* (fishing with pineapple leaves)
4 *How did she deal with the crocodile that tried to get into her canoe?* (She hit it on the head with a paddle.)
5 *How was her attitude to the African people different to the attitude of earlier explorers?* (She showed respect towards the African people and their culture.)

Exercise 7

- Students work alone to complete the sentences with the correct tense of the verb in brackets. Students should be familiar with these tenses but may misuse them. Monitor to assess how well they are using them.
- Ask students to find the sentences in the article to check their answers.

ANSWERS

1 had, was touring
2 had learnt, set
3 was trying, hit

Exercise 8

- Put students into pairs to name the tenses in exercise 7.
- Check the answers together as a class before asking students to find and underline two more examples of each tense in the article.
- Quickly elicit the other examples from the article. Highlight that the past simple tense is by far the most common tense used for talking about past events.

ANSWERS

1 (*had*) past simple; (*was touring*) past continuous
2 (*had learnt*) past perfect; (*set off*) past simple
3 (*was trying*) past continuous; (*hit*) past simple
Past simple: was, were, loved, needed, changed, died, decided, dreamt, ignored, sailed, lived, taught, became, had, wrote, returned, became, collected, helped
Past continuous: were doing, was paddling, was eating, was poking, was canoeing
Past perfect: had dreamt, had warned

Exercise 9

- Explain or elicit that these three tenses are known as 'narrative tenses' because they are the tenses used when we tell stories.
- Ask students to read the information in the Grammar focus box and complete the rules in pairs. The students should be familiar with this grammar area, but this activity gives them an opportunity to consolidate their understanding of the relationship between the tenses.
- Check the answers together as a class.

EXTRA SUPPORT If students need more help in understanding the relationship between the tenses, draw timelines on the board to illustrate whether the event is background information, a main event or an event which happened before another past event.

WATCH OUT! Students generally don't have difficulty with the concept of one action happening before another, or one action being in progress before another. However, in practice, some students tend to overuse the past simple, preferring to say 'X happened, then Y happened and before that Z happened'. Watch out for this avoidance as well as for errors in form.

ANSWERS

1 past simple
2 past perfect
3 past continuous

Exercise 10

- Students work individually or in pairs to complete the sentences with the correct form of the verbs.
- Check the answers together as a class.

ANSWERS

1 was travelling
2 wore
3 had worn
4 claimed
5 saved/had saved
6 had fallen
7 was
8 commented
9 had never seen
10 was walking
11 rescued
12 had got
13 started
14 stared
15 said

- Refer students to *Grammar reference* on page 138. There are two more exercises here students can do for homework.

Exercise 11

- Tell students they are going to read about two more famous female explorers.
- Put them into different pairs, if possible, and refer Student A to page 127 and Student B to page 132.
- Focus on the task instructions and give students time to read their texts and think about the answers to the questions. Emphasize that they should not write the answers to the questions.
- Go round helping with vocabulary as necessary. Words which might need explaining in the text about Marianne North on page 127 are *cliff* (= high area of rock with a very steep side, often near the coast) and *swamp* (= an area of ground which is very wet and in which plants and trees are growing). In the text about Nellie Bly on page 132 you might need to explain *rickshaw* (= a vehicle with two wheels pulled by somebody walking or riding a bicycle).
- Students take it in turns to tell their partner about the explorer they have read about. Discourage them from reading the text.
- Circulate as students are speaking and make a note of any mistakes related to narrative tenses. This can form the basis for feedback at the end.
- In open class ask two or three students to say which explorer they feel made the most important contribution to society and why.

EXTRA SUPPORT Suggest that students underline the answers to the questions in their text. They use this to prompt them while they tell their partner about the explorer in the text.

POSSIBLE ANSWERS

Student A

a
1 Marianne North, a keen gardener and painter.
2 She travelled to North America, Jamaica and Brazil to find new flowers to paint.
3 She had to travel by donkey, climb steep cliffs and cross muddy swamps wearing the women's clothes of the time.
4 She produced over 1,000 oil paintings and, through her work, brought back the first images of some of the world's most unusual plants to Europe.

Student B

a
1 Nellie Bly, a newspaper reporter.
2 She travelled around the world in 1889 to break the record of Phileas Fogg.
3 She travelled around the world in seventy-two days, the fastest that anybody had ever gone around the world before. She travelled by ship, horse, rickshaw and other vehicles.
4 People probably learnt that it was possible to travel quickly and they watched her progress through the regular reports in the newspaper. Over one million people entered her competition.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 was walking, saw, hadn't seen
2 had been, told
3 fell, was watching, were watching
4 was walking, realized, had left
5 had lived, was
6 happened, was looking, stopped, wasn't able

Exercise 2

1 became
2 reached
3 had been walking/had walked
4 arrived
5 had set off
6 began/had begun
7 set off/had set off
8 fell out
9 returned
10 encountered
11 was approaching
12 started
13 captured
14 allowed
15 had endured
16 had suffered

2.2 An extraordinary escape

Goals

- Use past perfect forms
- Talk about feelings

Lead-in

- With books closed, write the following phrases on the board, or dictate them. Ask students which one word can collocate with all of the adjectives and verbs.
  - *a lucky* _____
  - *a narrow* _____
  - *an extraordinary* _____
  - *to plan an* _____
  - *to make an* _____
  - *to attempt an* _____
- Elicit *escape* and clarify the meaning of any of the phrases, if necessary.
- Tell students that the title of the lesson is 'An extraordinary escape' and ask them to predict what the lesson is going to be about.
- Have a brief class discussion and elicit some ideas.

Grammar & Speaking past perfect forms

Exercise 1a

Text summary: Henry 'Box' Brown was a 19th-century slave from Virginia, who escaped slavery by arranging to have himself mailed in a wooden box to Philadelphia, in Pennsylvania, which was a free state. This article describes the arrival of the box at the offices of the Anti-Slavery Society in Philadelphia.

- Focus students' attention on the illustration and title of the article. Explain that *mailed* is an American English word and elicit the British English equivalent (*posted*).
- Ask students to discuss the questions in pairs.
- Elicit some ideas from the class, but don't confirm the answer yet.

Exercise 1b

- Ask students to read the article and check their predictions.
- Check the answers together as a class.

EXTRA SUPPORT Read the article aloud as a class, explaining or eliciting the meaning of the more challenging words (e.g. *gathered*, *package*, *tapped*, *slavery*) as you go along.

Exercise 2

- Set a time limit, e.g. three minutes, for students working in pairs to re-read the article and answer the questions.
- Check the answers together as a class to questions 1 and 2 and elicit ideas for questions 3 and 4.

POSSIBLE ANSWERS

1 They were expecting the arrival of Henry Brown in a box.
2 It was a free state. They didn't have slaves.
3 Possible answers: He probably worked in poor conditions, perhaps on a plantation (e.g. cotton, rice) or a factory. He had probably worked from a very young age. He may not have had enough food to eat. He may have been physically abused by his master. He would have had limited civil rights. He may have been separated from his family.
4 The long journey would have been physically uncomfortable. If he had been caught, he would have been severely punished, possibly even executed.

CRITICAL THINKING A key critical-thinking skill is analysing how the sequencing of a text affects its impact. Ask students: *At what point in the Henry 'Box' Brown narrative does the writer begin the story – the beginning, the middle or the end?* (the middle) *Why do you think this is?* (because it draws you into the story and makes you want to know what events led to the arrival of the man in the box)

Exercise 3 2.2

Audio summary: This listening takes the form of a talk in which we learn about the events leading to Henry 'Box' Brown's plan to escape slavery. We hear a description of how he escaped and the conditions he endured during the journey.

- Explain that students are going to listen to 'the extraordinary story', referred to in the text in exercise 1b, of the events leading up to Henry Brown's arrival in a box.
- Give students time to read through the questions.

EXTRA CHALLENGE Before doing the listening exercise, you could ask students, in pairs, to brainstorm words related to the topic that they think they might hear. Possible answers might include *slave*, *master*, *freedom*, *work*, *suffer*, *escape*, *train*, *boat*, *wagon*.

- Play track 2.2. Students listen and answer the questions. Play the recording again if necessary.
- Let students compare their answers with a partner before checking the answers together as a class.

ANSWERS

1 in a tobacco factory
2 his wife had been/was sold
3 three friends, including one carpenter friend
4 three trains, two boats, three road wagons
5 twenty-seven hours

AUDIOSCRIPT 2.2

Henry 'Box' Brown was born a slave in 1816 in Virginia. From the age of fifteen, he worked at a tobacco factory. His owner, a man named William Barret, treated him kindly in comparison to some slave owners. Brown received payment for the work he did and, unlike other slaves, he didn't suffer physical abuse. But his was a different kind of suffering.

In 1836, when Brown was in his early twenties, he fell in love with a young woman, named Nancy, who was owned by a different master. In order to get married, they needed both masters' agreement. Both gave their permission and Nancy's master also agreed that he wouldn't sell her to another owner, as this might lead to the couple's separation.

The two got married and lived in their own house. They had three children together and were expecting another, when one day Nancy's master broke his promise and she and the children were sold to a slave owner in North Carolina.

Brown asked his master, Barret, to help, but was told 'you can get another wife'. The next morning, Nancy and the children were marched through the streets with 350 other slaves. Brown held his wife's hand for four miles until the slaves were herded into wagons for their journey to North Carolina. They never saw each other again.

This terrible loss made Brown determined to escape slavery, and one day he came up with the idea of mailing himself to freedom in a box. With the assistance of two friends, he contacted the anti-slavery organization in Philadelphia and made arrangements for them to receive the package. He asked another friend, who was a carpenter, to build him a box that was three feet long, two and a half feet deep and two feet in width. On the outside, Brown painted 'right side up with care' and squeezed himself inside.

Brown had water in the box and breathing holes, but the 27-hour journey, during which he travelled on three trains, two boats and three road wagons, was horrendous. At one point, he almost died after he had been sitting in an upside-down position for several hours.

Amazingly, he survived the journey; and after he arrived in Philadelphia, he was free. He became a member of the anti-slavery movement. Also, because of the extraordinary courage and determination that he had shown, his story became famous. And the box itself became a symbol of the injustice of slavery.

Exercise 4 2.2

- Ask students to read the sentences and check any unknown vocabulary. You may need to explain *beating* (= hitting sb. hard and repeatedly).
- Play track 2.2 again. Students write *T* or *F* as they listen.
- Suggest that they correct the false sentences after they have finished listening.

ANSWERS

1 F (He wanted to escape because his wife had been sold.)
2 T
3 F (They lived in their own house.)
4 F (He almost died because he had been sitting in an upside down position for several hours.)
5 F (His story became famous during his lifetime.)

Exercise 5

- Students work alone to identify the tenses in the sentences. They have not officially met the past perfect continuous yet, but should be able to recognize the *-ing* form as being part of a continuous tense.

ANSWERS

1 past perfect continuous: his owner had been beating
2 past perfect simple: he had promised
3 past perfect continuous: the couple had been living
4 past perfect simple: he hadn't had anything
5 past perfect simple: he had died

Exercise 6

- Focus on the Grammar focus box on past perfect forms.
- Ask students to complete the rules with *simple* or *continuous*. Refer them to the sentences in exercise 4 to help them make their choices.
- Go through the answers together as a class. Remind students that in spoken English, *had* in the past perfect tenses is usually shortened to *'d*.

WATCH OUT! In many languages there is no comparable form for the past perfect continuous and students may use the past continuous (or equivalent of imperfect tense) instead of the past perfect continuous.

Another potential problem to be aware of is that sometimes students think that past perfect tenses are only used for things that happened a long time ago. Pre-empt this while going through the answers in exercise 6 by emphasizing that past perfect tenses are used to talk about what happened or was happening before something else, and that this may not be a long time ago.

ANSWERS

1 continuous 2 simple 3 simple

Exercise 7

- Students work alone to complete the sentences.
- Go through the answers together as a class, getting students to explain their choice of tenses.

ANSWERS

1 had known
2 had been driving
3 had lost
4 had had
5 had forgotten
6 had been staring
7 had been looking

Exercise 8

- Focus on the task instructions and ask students to work alone to complete their sentences.
- Ask students to compare their sentences with a partner.
- Elicit answers from a few students for each sentence.

EXTRA ACTIVITY Ask students to imagine they are one of the members of the Anti-Slavery Society, described in the article in exercise 1b. In pairs, they retell the story of what happened on the day of 24 March when the box arrived, and

of the events leading up to the box's arrival. Student A tells the first half of the story, Student B the second half.

- Refer students to *Grammar reference* on page 139. There are three more exercises here students can do for homework.

Vocabulary & Speaking adjectives of feeling

Exercise 9a

- Focus attention on the vocabulary in the box and the mind map.
- Ask students to copy the mind map into their notebooks and write the words in the correct place on the map. Tell them that there are two to three words in each category.
- Explain that the words in each category are (mostly) not exact synonyms, but are related in meaning. Encourage them to use dictionaries if dictionaries are available.
- Go through the answers together as a class. Ask follow-up questions to check comprehension of the words: *Which adjective or adjectives mean:*
  - *extremely frightened?* (petrified, terrified)
  - *offended?* (hurt)
  - *feeling very angry because you feel you have been treated unfairly?* (bitter)
  - *happy because something unpleasant has stopped or has not happened?* (relieved)
  - *extremely angry?* (furious)
  - *sad or depressed?* (miserable, down)
  - *unable to recognize where you are or where you should go?* (disorientated)
  - *unable to understand something or the reason for something?* (puzzled)

Pronunciation word stress – adjectives (1)

Exercise 9b 2.3

- Explain that students are going to hear the adjectives and they should mark the stress, either by underlining the stressed syllable or putting a small circle or square above the stressed syllable.
- Play track 2.3.

ANSWERS

happy: delighted, relieved, satisfied
sad: down, hurt, miserable
frightened: petrified, terrified
angry: bitter, furious
nervous: anxious, tense
confused: disorientated, puzzled

- Play track 2.3 a second time so students can repeat, paying attention to the correct stress.

AUDIOSCRIPT 2.3

anxious bitter delighted disorientated down furious hurt miserable petrified puzzled relieved satisfied tense terrified

WATCH OUT! Some of the words have sounds that are difficult to pronounce, notably the /ʃ/ in *anxious* /ˈæŋkʃəs/, the /fj/ in *furious* /ˈfjʊəriəs/, the reduction to three syllables in *miserable* /ˈmɪzrəbl/ and the /əld/ in *puzzled* /ˈpʌzəld/ (where students are likely to say 'puzz-led'). Model and drill these words separately.

PRONUNCIATION To help students practise saying the word stress correctly, encourage them to exaggerate the stressed syllables. It can also be very helpful for them to tap a pen on the desk as they say the word, tapping harder on the stressed syllables.

Exercise 10

- Explain that students are going to match the adjectives in exercise 9 to how Henry 'Box' Brown must have felt at different stages of the story.
- Put students into pairs to think of suitable adjectives they could use to describe situations 1–6. Explain that there is more than one possible answer for each.
- If necessary, do the first question together as an example.
- Circulate and monitor for correct pronunciation of the adjectives while they do the task.
- Go through students' answers together as a class.

POSSIBLE ANSWERS

1 furious, bitter, down, terrified
2 anxious, tense
3 terrified, petrified, disorientated
4 confused, puzzled
5 disorientated, delighted, relieved
6 delighted, relieved

Exercise 11a

- Focus on the task instructions and questions.
- Give students plenty of time to make notes about a person they know or a famous person who has committed an extraordinary act of bravery.
- Alternatively, students could prepare this for homework.

Exercise 11b

- Put students into groups to share their stories. Circulate and monitor, showing interest in their stories and noting down any important errors.
- Ask students to report back to the class whose story was the most unusual and why.
- Conduct error correction, if necessary.

GRAMMAR REFERENCE ANSWERS

Exercise 1
1 'd sold
2 hadn't seen
3 'd already eaten

Exercise 2
1 'd been travelling
2 'd been looking
3 hadn't been waiting

Exercise 3
1 had taken off
2 had been flying
3 had flown
4 had been working
5 had flown
6 had caused
7 had mysteriously disappeared
8 had stopped

2.3 Vocabulary and skills development

Goals

- Understand North American and British accents
- Understand North American English

Lead-in

- Ask students if they have ever travelled to another place to learn a skill or study a subject that interests them.
- Write some ideas on the board as prompts, e.g.
  - *skiing*, *surfing*, *climbing*, *sailing*, *tennis*, *football or other sport/outdoor activity*
  - *learning a language*
  - *cooking course*
  - *an archaeological trip*, *art history*, *geography*
- Encourage them to think in terms of school/college trips or private trips with family and/or friends.
- Put students into pairs or small groups to talk about their experiences.
- Ask for whole-class feedback and find out about any particularly interesting trips that students have had.

Listening understanding North American and British accents

Exercise 1

- Set a suitable time limit (e.g. three minutes) for students to read the article and discuss the questions.
- Check the answers to question 1 and make sure students understand *suntan* (= the dark colour of your skin after you spend time in the sun), *enrich* (= to make something better) and *survival skills* (= techniques a person may use in a dangerous situation).
- Elicit opinions for questions 2 and 3.

ANSWERS

1 They give you the opportunity to do something you've always wanted to do and they can enrich your life. They enable you to truly discover a country's culture.

2 & 3 Students' own answers

Exercise 2 2.4

Audio summary: We hear the beginning of an interview with a travel journalist on a radio programme about travel. The presenter explains that the journalist will recommend some learning holidays.

- Explain that students are going to listen to the beginning of a radio interview about some real learning holidays.
- Give them time to read questions 1–3.
- Play track 2.4. Students make brief notes while they listen.

ANSWERS

1 She's the senior editor of a travel magazine.

2 She's going to recommend some learning holidays.

3 a) British b) North American

AUDIOSCRIPT 2.4

P = Presenter, I = Ilana

P Hello, and welcome to the programme. This morning, we're talking about one of the hottest new trends in travel – learning holidays. Ilana Canter is senior editor of the travel magazine *Escape*, and she's here to give us her selection of the most interesting and unusual learning holidays that are on offer today. Welcome, Ilana.

I Thanks for having me.

P So some people, when you say the words 'learning holiday', they're going to think 'boring' … but that's not the case at all, is it?

I Ha, ha. No, not at all. They're not boring at all. Nowadays, there are so many interesting learning vacations that you can go on …

Exercise 3a 2.5

- Explain that before students listen to the rest of the interview, they are going to focus on some features of North American and British English accents. Focus on the Unlock the code box and ask students to read it as they listen.
- Play track 2.5. Students listen and read.
- Reinforce the point that although there are distinct differences between the different varieties of North American English and between the different varieties of British English, it is useful to be aware of the general differences.

PRONUNCIATION You could draw attention to some other important differences between North American English and British English accents. Some words which are pronounced with /juː/ in British English are pronounced with /uː/ in most North American accents, e.g. *duty* = /djuːtɪ/ in British English, but /duːtɪ/ or /duːdɪ/ in North American English, *new* = /njuː/ in British English, but /nuː/ in North American English. The sound /əʊ/ in *no*, *don't*, *home*, etc. in southern British English is pronounced as /oʊ/ in North American English. In some American accents when an 'n' is followed by a 't', the 't' is dropped, e.g. *internet* = /ɪnərnet/ and *advantage* = /ədvænɪʤ/.

DICTIONARY SKILLS Point out to students that they can find British and American English pronunciation in a good learner's dictionary. In an online dictionary, e.g. *Oxford Learner's Dictionaries*, they can listen to the British and American pronunciation of words.

Exercise 3b 2.6

- Focus students' attention on the words and explain that they all come from the interview they are going to hear.
- Play track 2.6. Students circle the sound they hear.
- Check the answers together as a class. Then play track 2.6 again and elicit whether the words are spoken with a British or American accent.

ANSWERS

1 /æ/ **2** /ɑːr/ **3** /ɒ/ **4** /ɜː/ **5** /t/ **6** /ɒ/ **7** /æ/

AUDIOSCRIPT 2.6

1 castle **2** arm **3** rocket **4** learning **5** matter **6** got **7** falconry

Exercise 3c 2.7

- Focus on the task and on phrases 1–5 and explain that they also come from the radio interview.
- Play track 2.7. Students identify which version of each phrase is a British accent and which is North American.
- Check the answers and play track 2.7 again if necessary.

ANSWERS

1 1 NA 2 B
2 1 NA 2 B
3 1 B 2 NA
4 1 NA 2 B
5 1 B 2 NA

AUDIOSCRIPT 2.7

1 No, not at all.
2 You've got a chance to train.
3 What an incredible opportunity!
4 Have you ever wanted to go to space camp?
5 I'm more of a water person.

Exercise 3d 2.8

- Explain that students are going to do a dictation. They will hear four sentences from the radio programme, which they should write down.
- Play track 2.8. Students write the sentences.
- Play track 2.8 again, pausing after each sentence to allow them time to compare with a partner and then decide whether each sentence is spoken with a British or American accent.
- Check the answers together as a class.

ANSWERS/AUDIOSCRIPT 2.8

1 You get a little certificate. (B)
2 One of the hottest new trends in travel. (NA)
3 Where did you learn to surf? (NA)
4 I read about it on the internet. (B)

EXTRA ACTIVITY Play track 2.7 again and this time let students have a go at copying the two accents. Ask them which accent they find easier to imitate and which accent they prefer.

Exercise 4

- Focus attention on the photos from learning holidays and elicit from the class which skills the people are practising.

ANSWERS

From top to bottom: gladiator training; falconry; astronaut training

Exercise 5 2.9

Audio summary: We hear the rest of the radio interview from exercise 2 in which the travel journalist describes her three favourite learning holidays.

- Explain that students are going to listen to the rest of the radio interview and they should number the photos in the order they hear them. Tell them to write the country next to the photo.
- Play track 2.9.
- Let students compare their answers with a partner before checking the answers together as a class.

ANSWERS

1 middle photo; Ireland 2 bottom photo; USA
3 top photo; Italy

AUDIOSCRIPT 2.9

I … like, for example, last fall I did a falconry course at Ashford Castle in Ireland. It's so incredible; you're walking through the grounds of this historic castle, which dates all the way back to 1228, with this huge bird perched on your arm.
P Amazing!
I Yeah, it's magical. You feel like you're in a Harry Potter film.
P Yeah … But isn't it a bit dangerous?
I No, not dangerous at all. The falcons are well trained, so it's super, super safe.
P I love that one. So, what's next on your list of recommendations?
I Well, if you ever wanted to go to space camp as a child but never got the chance, then this one might be for you. The Adult Space Academy at the US Space and Rocket Centre in Alabama, USA, holds three-day courses that give you a taste of what it's like to train as an astronaut. So you're taught how to launch and land a space shuttle and, using flight simulator machines, you get to experience the conditions of low gravity and you get to have a go at 'moon-walking'.
P Sounds amazing.
I Yeah, it does, right? And the cost of the course includes accommodation in the space centre, where you share small rooms with up to seven people, so you really get the full astronaut experience.
P Sounds wonderful … So, tell us about the last learning holiday on your list.
I Well, this one is really quite unusual – in Rome, Italy, there's actually a gladiator school.
P Seriously?
I I know, crazy, isn't it? You've got a chance to train and experience what it was like to fight as a gladiator. It's kind of like a martial arts workout. You engage in hand-to-hand combat with your instructors and they give you the full Roman outfit, so you're wearing the tunic, the belt, the sandals … The instructors are from 'The Historic Group of Rome', and at the end you get a little certificate saying that you've completed your course.
P Thank you so much for coming in, Ilana. These sound like fun and rewarding learning holidays.

Exercise 6 2.9

- Focus students' attention on sentences 1–6. You might need to explain *space shuttle* (= a vehicle designed to travel between Earth and a space station), *flight simulator* (= equipment for training pilots and astronauts, which artificially recreates the conditions of flying) and *participant* (= person who takes part in something).
- Explain that students need to complete the sentences with between one and three words.
- Play track 2.9.
- Let students compare their answers with a partner before checking the answers together as a class.

EXTRA SUPPORT Before students listen a second time, go through each gap and predict together what kind of word or words might go in each gap. For example, in sentence 1 the context suggests that the missing word is a date. Predicting missing words in this way is a useful skill for students to develop for answering listening questions in an exam.

EXTRA CHALLENGE With a stronger class, ask students to try and complete the gaps from memory. Then play the recording for them to check their answers.

ANSWERS

1 1228
2 Harry Potter film
3 launch and land
4 on the moon
5 Historic Group of
6 certificate

Background note: When Ilana says that walking in the castle with a falcon reminded her of a Harry Potter film, she is referring to the owls used by some of the film's characters for delivering post, and to the medieval-style setting of the film.

Vocabulary & Speaking North American English

Exercise 7

- Explain that students are now going to focus on some differences between British and North American English vocabulary.
- Refer students to the extracts from the listening and elicit the British equivalents of the underlined words.

ANSWERS

vacations – holidays
fall – autumn

Exercise 8

- Focus on the Vocabulary focus box.
- Either ask students to read it themselves or go through the information together as a class.

EXTENSION You could put students into pairs to think of other North American English words. They might come up with *candy* (sweets), *cookies* (biscuits), *elevator* (lift) and *cellphone* (mobile phone).

Exercise 9

- Focus on the task instructions. Students work alone to replace the North American words in the sentences with the British English words from the box.
- Students should be familiar with most of the British English words and should be able to work out from the context what the American words mean.

ANSWERS

1 luggage, boot
2 rubbish, pavement
3 queue, toilet, petrol
4 underground, central
5 motorway, lorry
6 single, return
7 holiday, caravan

Exercise 10a

- Ask students to work alone to write five sentences using a North American word from exercise 9. Circulate and monitor, helping as necessary.

Exercise 10b

- Focus on the task instructions.
- Demonstrate the activity by asking a student to read out one of their sentences. Question the American word (in a friendly way) and say (in a helpful way) *Ah … here we call it* [British English equivalent]. This should be a light-hearted activity.

EXTRA SUPPORT If your class is quite small, do the activity in open pairs across the class first. Ask a student to say their first sentence and nominate another student, e.g.
Student 1: *Shall we take the subway … Oxana?*
Oxana (Student 2): *The subway? Ah, here we call it the Underground.*
Student 2 reads out their first sentence and nominates Student 3. Repeat the sequence five or six times. Then ask students to do the activity in closed pairs.

2.4 Speaking and writing

Goals

- Tell and react to a story
- Write an email of complaint

Lead-in

- To generate interest in the topic of journeys, write the following questions on the board for discussion:
  - *When you last went on holiday, how did you travel?*
  - *Is this your preferred form of transport? Why/Why not?*
  - *Do you generally enjoy travelling to a holiday destination, or do you find it stressful and unpleasant?*
- Put students into pairs or small groups to discuss the questions.

Speaking telling and reacting to a story

Exercise 1

- Focus attention on the photos and elicit the name of vehicle a (*a camper van*).
- Put students into pairs to discuss the questions. For question 3, suggest that they make three lists for what could go wrong, e.g. delays.
- After two to three minutes, get feedback and elicit suggestions for question 3 onto the board.

Exercise 2 2.10

Audio summary: Two people tell an anecdote about a bad travel experience. The first speaker tells an amusing story about the time when he accidentally parked his camper van in a school playground. The second tells of a series of disasters that occurred on a journey to Mumbai.

- Explain that students are going to listen to two people talking about a bad travel experience they have each had.
- Give students time to read the questions. For each question they need to write the number of the speaker (1 or 2).
- Play track 2.10.
- Let students compare their answers with a partner before checking the answers together as a class.

EXTRA SUPPORT Before playing the recording, pre-teach the following vocabulary: *suburbs* (= an area where people live that is outside the centre of the city), *satnav* (= short for satellite navigation, a computer system often used in cars for finding the best way to a place using information from satellites), *stare* (= look at sb. or sth. for a long time), *traffic jam* (= a long line of vehicles that can't move or can only move very slowly), *check-in desk* (= at an airport, the place

where you go to drop your luggage and show your ticket) and *search* (= examine sb.'s clothes, pockets, suitcase, etc. to find sth. they may be hiding).

ANSWERS
1 a 2 b 1 **2** a 2 b 1

AUDIOSCRIPT 2.10

Conversation 1: Jamie

A Have I ever told you about the camping experience we had in France?
B Don't think so, no.
A No? OK, well this happened about … ten years ago, when the kids were really young. We'd been camping in the south of France, in our camper van, and we were on our way home. We'd booked into a campsite outside Paris – you know, just for one night, to break up the long journey.
B Uh-huh.
A Anyway, we reached the suburbs of Paris at about three in the morning. The kids were fast asleep in the back. I was driving and Liz was reading the map – this was in the days before satnav, of course. But Liz was doing a rubbish job of navigating and we kept on getting lost.
B I'm not surprised. At three in the morning!
A Yeah, well, anyway, I was getting more and more annoyed with her, and in the end she threw the map at me and said 'OK, you find the campsite' … and then fell asleep!
B Ha ha, ah!
A So, I carried on driving for a bit, but I was feeling pretty exhausted. So when I saw a big empty car park by the side of the road, I thought, 'Forget the campsite. I'll just park here for the night.' Anyway, next morning, I woke up. Suddenly, I could hear children's voices. Lots of them. Talking, shouting, laughing. I thought, 'What on earth is going on?' So I got up, opened the door and … you'll never guess what I saw …
B What?
A Hundreds of children. Staring at me. You know what I'd done? I'd parked in a school playground!
B Oh no! Ha ha! You must have been so embarrassed!
A I couldn't believe it! So I threw on my clothes, jumped into the driver's seat and made a very quick exit …
B That is hilarious!
A Yeah, well, it sounds funny now, but it wasn't so funny at the time, I can tell you!

Conversation 2: Sabrina

A Did you hear about my recent travel nightmare?
B No, what happened?
A Well, I was going to Mumbai for a work conference … This was about a month ago now. I had to get up at four in the morning to get the coach to the airport. Anyway, about half an hour into the coach journey we got stuck in a traffic jam.
B What? At that time of the morning?
A Yeah, well, apparently there'd been an accident on the motorway ahead of us – a lorry had turned over. So we were crawling along and I was beginning to get a bit nervous about missing my flight. Anyway, we ended up getting to the airport about an hour late. So I ran to the check-in desk and got there just as it was closing. Then I dashed to security control and – just my luck – there was a massive queue there. By now, I was getting seriously stressed about missing the flight. And then, to make matters worse, they decided to search my hand luggage. Anyway, I then ran through to the departure lounge and you're not going to believe this …
B What?!
A The flight had been cancelled!
B No way!
A Yep! Technical problems with the aircraft, apparently. So, to cut a long story short, I had to wait in the airport for nine hours before the next flight to Mumbai – nine hours, just waiting, and with very little information about what was going on.
B Sounds awful!
A It was. But that isn't the end of the story …
B You're joking! What else could possibly go wrong? Oh no … don't tell me – they lost your luggage?!
A Yep, you guessed it!
B You can't be serious!
A Totally serious. They lost my luggage. Just for a day, but still, very inconvenient.
B I bet you were furious.
A I was absolutely furious.
B Did you complain?
A I certainly did …

Exercise 3 2.10

- Before listening again, ask students to look at the questions.
- Play track 2.10 again. Students make brief notes as they listen.
- Let students compare their answers with a partner before checking the answers together as a class.

ANSWERS
1 He thought she was doing a rubbish job of navigating.
2 In a school playground.
3 There was a traffic jam.
4 The flight was cancelled because of technical problems.

EXTENSION Ask some more comprehension questions, e.g.
Conversation 1:
– *What time did Jamie and Liz reach the suburbs of Paris?* (at about three in the morning)
– *What was the first thing Jamie heard when he woke up in the morning?* (children's voices)
– *What did Jamie do when he realized he'd parked in a playground?* (He got dressed and drove away as quickly as he could.)

Conversation 2:
– *Why was there a delay on the motorway?* (a lorry had turned over)
– *How long did Sabrina have to wait at the airport?* (nine hours)
– *What was the final problem she encountered?* (Her luggage was lost.)

EXTRA SUPPORT Let students look at the audio script on page 162 to see what they did or didn't understand. Ask them what they didn't understand.

Exercise 4

- Explain that students are going to focus on language for telling and reacting to stories.
- First direct students' attention to the phrases in the box at the bottom of the page on the left. Then focus on the different category headings in the Language for speaking

box and on the gaps in the box. Point out that all of the sentences were used by the speakers in exercises 2 and 3.

- Put students into pairs to complete the gaps in the Language for speaking box with the phrases in the box. Do the first example together.
- Check the answers together as a class.

WATCH OUT! Check students understand the function of *to make matters worse*. It is used, when narrating a story, to signal that you are about to add a negative point, which makes an already bad situation worse, e.g. *The parcel arrived late and, to make matters worse, it wasn't what I ordered.* Make sure students can pronounce it with the correct rhythm *To make matters worse.*

ANSWERS

Introducing the story
Did you hear about …?

Giving a time context
This was in the days before …

Adding emphasis
And then, to make matters worse, …
You're not going to believe this …

Ending the story/part of the story
We ended up …

Reacting to a story
That is hilarious!

Exercise 5a

- Ask students to work alone to match the phrases for reacting to a story. Tell them to make sure the phrases work both grammatically and as a reaction to a story. For example, *You're so embarrassed!* works grammatically, but wouldn't be used in reaction to a story.
- If necessary, explain the meaning of *hilarious* (= extremely funny) and *I bet* (= I expect, I imagine). It is also a good idea to check students understand the core meaning of *bet* (= to risk money on sth.) as research suggests that an understanding of the core meaning helps learners internalize other meanings of a word, even if the core meaning is, as in this case, not the most frequent meaning.

Exercise 5b 2.11

- Play track 2.11 for students to check their answers.
- Check the answers together as a class. Highlight the use of *You must have been …* to show empathy for a person's feelings.

ANSWERS/AUDIOSCRIPT 2.11

1 f I'm not surprised!
2 e You must have been so embarrassed!
3 a I bet you were furious!
4 b You're kidding!
5 c That is hilarious!
6 d You can't be serious!

WATCH OUT! Note the use of the uncontracted form *is* in *That is hilarious!* Here the full form is being used for emphasis.

Pronunciation intonation – making exclamations

- Read through the information in the Pronunciation box with the class. You could write the phrases on the board and draw arrows to show how the voice goes up on the stressed syllable.

SMART COMMUNICATION You may wish to discuss with students the role of the listener in storytelling, and the importance of 'backchannelling'. Backchannelling is saying things, e.g. *yes*, *yeah*, *oh right*, *uh-huh*, to show that you are following a story and find it interesting. It also includes non-verbal signs, e.g. an interested expression and head nodding. Different cultures use backchannelling to varying degrees. If it is not common in your students' culture, it is worth pointing out to them that not doing this could give the impression that they don't understand, are not listening carefully or are not interested.

Exercise 5c 2.12

- Focus on the instructions, then play track 2.12.
- Elicit answers and ask if students could hear the voice rising and falling.

ANSWERS

1 A 2 B 3 A

Exercise 5d

- Put students into pairs to practise saying the phrases.

EXTRA ACTIVITY To give more practice in reacting to stories, prepare some cards with sentence endings which describe surprising, embarrassing or annoying scenarios from a story. Give one to each student. They memorize the sentence ending and go around the room telling other students, who give an appropriate response.
If your classroom doesn't allow for this, simply read out the sentences and elicit responses from the class.

– … *somebody had stolen my bike!*
– … *I later noticed I had a big stain on my shirt!*
– … *he'd borrowed my car without asking!*
– … *I realized I'd left my wallet at home!*
– … *and my boss had overheard the whole conversation!*
– … *I ended up having to walk all the way home!*
– … *I had no idea where I was!*
– … *I'd won a free trip to Hawaii!*

Exercise 6

- Tell students they are going to tell their own story about a memorable travel experience. The story can be about themselves or about someone they know.
- Give students a few minutes to think about the story they are going to tell. Encourage them to think about how they will use the language in the Language for speaking box to introduce the story, give a time context, add emphasis, etc.

Exercise 7

- Divide students into groups of three to tell their stories.
- Ask them to choose two responses to use when they react to the other students' stories.

FEEDBACK FOCUS Circulate and monitor, making sure the listeners are reacting with appropriate expressions. Monitor also the use of narrative tenses. In feedback, ask students

how well they managed to insert the reaction responses into the story. Then conduct an error feedback, if necessary, focusing on the language for telling and reacting to stories and on narrative tenses.

Writing an email of complaint

Exercise 8

- Read through the questions together. Begin by talking about a time when you complained or felt like complaining. Students like to hear about the teacher's life, and also it provides a model.
- Put students into pairs to discuss their experiences.
- In a brief class feedback session, invite a few students to share what their partner told them.

Exercise 9

- Give students a few minutes to read the email and answer the questions in pairs.
- Check the answers together as a class.

EXTENSION Ask students if they think the complaint is reasonable and if they think the airline will agree to pay compensation. Why/Why not? You could point out that the email is based on a real complaint and the airline did not pay.

ANSWERS

1 He believes his MP3 was stolen by cleaning staff and that this is the airline's responsibility.
2 He wants £120 in compensation for the missing MP3 player and he wants the airline to investigate the matter further.

Exercise 10

- Read through the task and tips with the students.

CRITICAL THINKING This activity encourages students to develop a number of key critical-thinking skills. In the second tip, 'Be brief', the critical-thinking skill is identifying information that is irrelevant. In the third tip, 'Be clear', the critical-thinking skill is analysing how the organization of a text affects its impact. In the fourth tip, 'Be reasonable', the critical-thinking skill is evaluating whether arguments are fair and reasonable.

- Students discuss the questions in pairs, supporting their opinions with examples from the text.
- Elicit answers from the class.

POSSIBLE ANSWERS

The email is respectful and fairly brief, but it was unnecessary to mention that the MP3 player was brand new and contained Mexican music that he was going to listen to on holiday.
It is clear and logical.
Whether or not it is reasonable depends on students' personal views.

Exercise 11

- Focus students' attention on the highlighted phrases in the email. Point out that these phrases are formal in register and ask them to match the phrases with their less formal equivalents a–i.
- Let them compare answers with a partner before checking the answers together as a class.

ANSWERS

a 7 returned
b 2 remain on board
c 5 requested that we
d 4 prepare the seats
e 9 ensure
f 6 cleaning staff
g 1 an incident which occurred
h 8 I am therefore requesting compensation
i 3 We had been informed

Exercise 12a

- Tell students that they are going to write their own email of complaint.
- Read through the suggested situation, but explain that they can choose their own situation. For example, they could write about the experience they discussed in exercise 8.

Exercise 12b

- Before they plan their email, focus students' attention on the Language for writing box.
- Read through it together and emphasize the following language points:
  - We say *complain <u>about</u>* but *express dissatisfaction <u>with</u>*.
  - When describing the incident, it is common in formal writing to use the passive, e.g. *we were told that, we were informed that.*
  - When requesting action, *I trust that …* is much more assertive than *I hope that …* and *I would ask that …* is a polite and formal way to say *I would like you to …*
  - When closing the email, *I look forward to …* is more formal than *I am looking forward to …*
- Explain that many of these phrases are standard phrases for writing emails of complaint and that students should try to learn them.
- Give students plenty of time to plan and write their emails. If time is short, they could write them for homework.
- Encourage students to use the expressions in the Language for writing box and remind them to follow the structure shown in the box, i.e. first explain the reason for writing, then describe the incident, then request action before closing the email.

CRITICAL THINKING Remind students to use their critical-thinking skills to present the information in a clear and ordered way and to include only relevant information.

Exercise 13

- Students swap emails with a partner and give feedback to their partner in relation to the two questions. Circulate and monitor as they do this.

2.5 Video

Learning holidays

VIDEOSCRIPT

It's eight in the morning and I've just arrived in St Ives, one of Britain's most famous seaside towns. I caught the Riviera Sleeper from London late last night, and woke up a world away from the hustle and bustle of the capital city. Britain may not be well known for its holiday resorts, but St Ives is incredible.

This small fishing town in the south-west corner of England is home to some of the most stunning scenery in the country. While the climate can't compete with Spain or Greece, its spectacular coastline and long sandy beaches have made it one of the most popular beach resorts in Europe. It's the perfect destination for a long, relaxing holiday.

But not all holidays are about taking it easy. I haven't come here to spend my weekend sunbathing; I've come here to paint. I haven't picked up a paintbrush since I left school, but I've come here to develop a new skill I can take home with me. And I think I've come to the right place, because St Ives isn't just famous for its beaches; it's also famous for the arts.

Artists have always been attracted to St Ives, and for over a century they have lived here among the townspeople and local fishermen. In the 1930s and 40s the town was a centre of creativity, attracting many talented artists. By the 1950s, it had become home to a large group of influential painters and sculptors who were creating some of the most exciting art of the time. Today, it is home to one of the world-famous Tate museums and artists from all over the world live and work here.

Many of them teach at local art schools like this – the St Ives School of Painting.

For over 75 years, the school has been at the centre of the town's artistic community and some of St Ives best-known artists have worked and studied here. The school was originally opened in 1938 by two trained artists who had originally met as soldiers during the First World War. In 1948, the school purchased the Porthmeor Studios, which had been used by St Ives artists for over sixty years. This weathered studio complex is still the school's main workspace. Its location on the edge of Porthmeor Beach makes it a beautiful place to work, and while the town has changed and the studios have been renovated, artists can still draw inspiration from the ocean views and sounds of fishing boats in the harbour.

Today, the school is still a major part of the town's thriving art scene and many of the teachers here are prominent artists. But you don't have to be a highly skilled artist to come here. The school runs courses on many different art forms for all ranges of ability. As a beginner, I've come here to take part in a mixed media class, where students try different styles of painting.

This class is part of a creative weekender, where students spend the whole weekend trying new styles of art. The course begins at 9.45 on Saturday morning and ends on Sunday at 3 p.m.

The school provides everything – easels, paints, brushes and materials. All you have to do is turn up with an open mind and lots of enthusiasm. This weekend, we're concentrating on still life; but because it's a mixed media weekend, we're looking at various styles and techniques, including drawing, printmaking and oil painting.

There are several teachers specializing in different art forms, and there are never more than eight students, so teachers have a lot of time to explain and demonstrate. While these tutors are all skilled artists, they also know how to teach. And building confidence is central to the school's philosophy.

It's time to go home, and like most people I never enjoy the end of a holiday – but I have bought a memento. It isn't sweets or souvenirs … it's a paintbrush. When I get back to London, I'm going to practise so that on my next holiday I can paint with confidence. Or, who knows? Maybe I'll learn a completely new skill!

VIDEO ANSWERS

Exercise 1
1 beach resort, ocean view
2 artists' materials, oil paint, paintbrush, still life, studio, tutor
3 fishing boat, harbour, ocean view

Exercise 3
1 south-west
2 sandy beaches
3 home
4 1938
5 a range of art forms
6 on the edge of a beach
7 eight
8 two-day
9 all
10 paintbrush

Exercise 4
a It has long sandy beaches and a spectacular coastline.
b She hasn't painted since she left school.
c St Ives is famous for its arts scene. Many artists live there. It is full of art galleries, including one of the world-famous Tate museums.
d The school's philosophy is to build students' confidence.
e She doesn't know. She might come back or she might learn another skill instead.

Review

ANSWERS

Exercise 1
1 went 2 wrote 3 paddled 4 had died
5 was travelling 6 described 7 had set 8 had begun

Exercise 2a
Students' own answers

Exercise 3
1 wander 2 rough 3 season 4 step, comfort
5 remote

Exercise 4
1 tense 2 frightened 3 bitter 4 furious 5 stressed

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

Exercise 5b
Students' own answers

AUDIOSCRIPT 2.13
1 vacation 2 restroom 3 sidewalk 4 travel trailer
5 truck 6 trunk 7 garbage 8 gasoline

Exercise 6a
1 matters 2 serious 3 bet 4 short 5 guess

3 Invest

Unit overview

Language input

Talking about the future (1) (CB p26)	• *I think I'll be an analyst.* • *I'm going to take a course in app design.*
Talking about the future (2) (CB p29)	• *This time next year, I'll be living in another country.* • *By this time next year, I'll have finished writing my book.*
Grammar reference (CB pp140–141)	

Vocabulary development

Talking about learning, thinking and knowledge (CB p27)	• *drop out, know your stuff, think ahead …*
Collocations with *time* and *money* (CB p28)	• *be short of money/time, take your time …*
Noun suffixes (CB p31)	• *-ance, -ity, -ment, -tion, -ence, -ery, -dom*

Skills development

Listening: saying how likely something is to happen (CB p32)
Reading: skimming a text using topic sentences (CB p30)
Writing: a balanced opinion essay (CB p33)

Video

Documentary: The future of work (CB p34)
Vox pops (Coursebook DVD & TG p260)

More materials

Workbook	• Language practice for grammar, vocabulary, pronunciation, speaking and writing
Photocopiable activities	• Grammar: Looking ahead (TG p210 & TSRD) • Vocabulary: Time for a survey? (TG p228 & TSRD) • Communication: Optimists and pessimists (TG p246 & TSRD)
Tests	• Unit 3 test (TSRD) • Progress test: Units 1–3 (TSRD)
Unit 3 wordlist (TSRD)	

3.1 Invest in your future

Goals

- Talk about the future (1)
- Talk about learning, thinking and knowledge

Lead-in

- Put students into groups of three and ask them to think of three ways in which the world of work was different twenty years ago, e.g. there may have been more or fewer jobs, less technology, a more formal dress code.
- Ask each group to decide which has been the biggest change, and how and why it happened.
- Finally, ask each group to report back on their ideas.

Grammar talking about the future (1)

Exercise 1a

NB If you did the Lead-in, keep students in the same groups.

- Put students into groups of three and ask them to think of at least three ways in which the world of work will change in the next twenty years, e.g. more people will work from home, people are likely to have more than one career.
- Elicit a few ideas from the groups in class feedback.

EXTRA SUPPORT If the students are struggling to think of ideas, you could suggest some of the main ideas from the listening in exercise 3, asking them to consider what the effect might be of ageing populations, more automation/ robots and changes in the environment.

Exercise 1b

- Ask students to read the introduction text to the podcast discussion.
- Ask for a show of hands to see how many students agree with what it says.
- Invite a few students who agree or disagree to explain their reasons why.
- Briefly discuss the job predictions as a class. Elicit what kinds of jobs students think might disappear in the future.

WATCH OUT! Students may not understand the expression 'take something for granted'. In this context it means 'being so used to something that you expect it always to be there'.

Exercise 2a

- Put students into pairs to consider what the jobs pictured in exercise 1 might involve.
- Elicit one or two ideas, but don't go into too much detail at this stage.

Exercise 2b 3.1

Audio summary: The radio programme starts by talking to a careers consultant about his predictions for future jobs, such as those pictured in exercise 1. The interviewer then talks to two students about their future job plans.

- Explain that students are going to listen to the podcast and check their ideas about the jobs in the introduction.
- Play track 3.1. Students listen and compare what the career consultant says with their own predictions.
- Let them compare what they heard with a partner before checking the answers together as a class.

ANSWERS

Nostalgist – an interior designer who specializes in recreating a particular time in the past.
Rewilder – someone who undoes environmental damage to the countryside by replanting, reintroducing native species of animals and so on.
Garbage Designer – someone who designs products using things we currently throw away.
Auto Transport Analyst – someone who is responsible for managing the automatic transport system, making sure it's running smoothly and efficiently.

AUDIOSCRIPT 3.1

P = Presenter, J = John, B = Ben, L = Lucy

P Hello, and welcome to Future Perfect. With us in the studio today, we have careers consultant John Moody. John, how do you think our working lives and careers will change in the future?

J Well, life is changing pretty fast, and the world of work will naturally change with it. For example, in many countries in the world, populations are ageing. This means there will probably be more jobs in the health care sector, but it also means there will be a smaller workforce overall.

P And what impact will that have?

J Well, for one thing, we are likely to have more and more automation. For example, trains and buses probably won't have drivers and conductors any more. Instead, we'll have self-driving vehicles and a handful of humans acting as auto transport analysts – that means someone who is responsible for managing the automatic transport system, making sure it's running smoothly and efficiently.

P So IT skills will be important?

J Certainly, but I don't think we'll see them as specific skills in the future. Pretty much everyone will have these skills, just like they can read and write nowadays. Another factor that will lead to the creation of new jobs is the environment, both dealing with the effects of climate change and preventing further damage. For example, you might become a garbage designer – someone who designs products using stuff we currently throw away. Or you could be a rewilder – someone who undoes environmental damage to the countryside by replanting, reintroducing native species of animals and so on. There will still be traditional jobs, of course, but there are likely to be a lot of jobs you've never even thought of.

P Well, we've also got two students here today, Ben Cummins and Lucy Carmichael. Ben, you've recently gone back to studying, haven't you? Can you see yourself doing any of these jobs in the future?

B When I was a kid, I always wanted to be a train driver. After hearing that, I think I'll be an auto transport analyst! No, seriously, I'm not sure that any of those jobs would be for me, but I completely agree that IT skills are going to be vital. My IT skills aren't bad, but I'm nearly thirty and I'm very well aware that younger generations are going to be much more proficient. So I'm taking a course in app design at the University of Westminster. It starts next week, and I'm really excited. Lots of people can use social media, but not many people know how to programme.

P That's great. Things are moving so fast these days that it's important to keep your qualifications up to date. What about you, Lucy?

L Actually, I'm studying design, so I might quite fancy being a garbage designer. I'm certainly going to work in design in some way.
J How about being a nostalgist? Another big trend is customization – providing goods and services specifically tailored to what individuals want. Nostalgists will be interior designers who specialize in recreating a particular time in the past. This will be particularly attractive to older people who often like to relive happy memories, and might like their house to be decorated in the style of the 1960s or 1970s, for example.
L That sounds fascinating. I'd love to research the past for people …
P Well, let me know if you do decide to become a nostalgist!
L Yeah, I will do.

Exercise 2c

- Put students into pairs to discuss if they would like to do any of the jobs.
- Have a brief class feedback session.

EXTRA ACTIVITY Write the following adjectives on the board and check comprehension:
– *hectic* (= very busy, full of activity)
– *stressful* (= causing a lot of anxiety and worry)
– *challenging* (= difficult in an interesting way that tests your ability)
– *badly/well-paid* (= paying a very low or high salary)
tedious (= very boring)
– *rewarding* (= makes you happy because it's worth doing)
Explain that all these adjectives could be used to describe jobs. Put students into small groups to talk about the jobs in exercise 2a or their own jobs.

Exercise 3 3.2

- Focus on the extracts from the podcast.
- Play track 3.2. Students listen and complete the gaps with the correct future form of the verbs.

WATCH OUT! Make sure that students have used contractions in the answers.

AUDIOSCRIPT 3.2

B When I was a kid, I always wanted to be a train driver. After hearing that, I think I'll be an auto transport analyst! No, seriously, I'm not sure that any of those jobs would be for me, but I completely agree that IT skills are going to be vital. My IT skills aren't bad, but I'm nearly thirty and I'm very well aware that younger generations are going to be much more proficient. So I'm taking a course in app design at the University of Westminster. It starts next week, and I'm really excited. Lots of people can use social media, but not many people know how to programme.
J That's great. Things are moving so fast these days that it's important to keep your qualifications up to date. What about you, Lucy?
L Actually, I'm studying design, so I might quite fancy being a garbage designer. I'm certainly going to work in design in some way.
J How about being a nostalgist? Another big trend is customization – providing goods and services specifically tailored to what individuals want. Nostalgists will be interior designers who specialize in recreating a particular time in the past. This will be particularly attractive to older people who often like to relive happy memories, and might like their house to be decorated in the style of the 1960s or 1970s, for example.
L That sounds fascinating. I'd love to research the past for people …
J Well, let me know if you do decide to become a nostalgist!
L Yeah, I will do.

ANSWERS
1 'll be
2 are going to be
3 'm taking
4 starts
5 'm certainly going to work
6 will be
7 will (do)

Exercise 4

- Focus on the completed extracts in exercise 3 and ask students how many different future forms are used. Answers may vary, as some students may not realize that the present tenses used are also future forms.
- Ask students to read the Grammar focus box on future forms to check their ideas. Establish that there are four future forms used, but seven different uses (explanations a–g).
- Ask students to match the extracts from exercise 3 with the explanations in the Grammar focus box.

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

FEEDBACK FOCUS As you go through the answers, ask the following questions about each point in the Grammar focus box to ensure that students understand the concepts:
a) *Is this prediction an opinion or is it based on definite evidence?* (opinion)
b) *When did the speaker decide to become an auto transport analyst?* (just now)
c) *Is the speaker agreeing, promising or refusing?* (agreeing and/or promising)
d) *When did the speaker decide to work in design – now or before now?* (before now – it's a plan)
e) *Is this just an opinion or does the speaker think there is some evidence?* (The speaker thinks there is some external evidence for what he says.)
f) *Can you give me an example of another kind of timetabled or scheduled event?* (the train leaves at …, the film starts at …)
g) *Is this just an idea or is it a fixed plan?* (fixed plan – the audioscript gives more details)

- Refer students to *Grammar reference* on page 140. There are three more exercises here students can do for homework.

Exercise 5a

- Ask students to choose the appropriate forms. Remind them that both forms may be possible.

Exercise 5b

- Students compare their answers with a partner and discuss the reasons for their choices. If more than one answer is possible, they should explain the meaning of each possibility, e.g. the first sentence could be *I'm starting a new online course in a few weeks – a scheduled event,* or

I'm going to start a new online course in a few weeks – a plan or intention the speaker already has.

- Check the answers together as a class, eliciting reasons for each choice.

ANSWERS

1 starting/going to start (the first indicates an arrangement, the second a plan or intention, so both are potentially correct)
2 going to study (a plan or intention)
3 are always going to need/will always need (fixed plan and prediction)
4 will need (prediction)
5 is going to start/starts (plan/intention or timetabled future)
6 get/am getting (timetabled future or fixed plan)
7 'll change (spontaneous decision)
8 will change (prediction)

Exercise 6a 3.3

- Focus on the instructions.
- Play track 3.3. Students listen to Bella talking about her plans and write down any future forms that they hear.

ANSWERS

I graduate this summer. (scheduled event)
There's a lot of unemployment at the moment, so it's probably going to be quite hard to get a good job straightaway. (prediction based on present evidence)
I'm going to work in my parents' shop over the summer (plan or intention)
… in September, I'm planning on visiting a friend in Vancouver, Canada. (future personal arrangements or fixed plans)
It will be lovely to see her again (prediction based on what we know now)

AUDIOSCRIPT 3.3

I'm in my third year at university, which means that I graduate this summer – assuming I pass the course! There's a lot of unemployment at the moment, so it's probably going to be quite hard to get a good job straightaway. I'm going to work in my parents' shop over the summer and get some money together, and then, in September, I'm planning on visiting a friend in Vancouver, Canada. It will be lovely to see her again; and who knows, I might find a job there, too.

Exercise 6b 3.3

- Students compare their answers with a partner. Monitor and check they have all or most of the examples between them. If not, play the listening again.
- Ask students to explain to each other the reason for Bella's choice of each form.
- Have a brief class feedback session.

Pronunciation pronouncing the letter 'l'

Exercise 7a 3.4

- Write the two words (*light* and *will*) on the board and establish that both contain the letter 'l'.
- Play track 3.4 and ask students to listen to the way the 'l' is pronounced in each word. Do they notice any difference?
- Elicit or show students how the 'l' in *light* is pronounced towards the front of the mouth, and the 'l' in *will* is pronounced towards the back of the mouth, sounding more like 'ull'. This is also known as a 'dark l'.

ANSWERS

Light is pronounced with a light 'l', at the front of the mouth. *Will* is pronounced with more of an 'ull' sound, at the back of the mouth.

Exercise 7b

- Put students into pairs to read the words aloud and divide them into two groups according to how the 'l' is pronounced.

Exercise 7c 3.5

- Play track 3.5. Students listen and check their answers.
- Play track 3.5 again, pausing after each word for students to listen and repeat the pronunciation.

ANSWERS/AUDIOSCRIPT 3.5

light: life slow lost
will: final we'll help caller told spell

EXTENSION Ask students to find more words that they know to go in each category. You could allocate different numbers of words to find, depending on how confident each student is.

FEEDBACK FOCUS Make sure that students are aware that the dark 'l', or the second pronunciation of 'l', is used when contracting *will*.

Exercise 8

- Put students into pairs to practise reading the sentences out loud with contractions. Circulate and monitor, checking that students are pronouncing the sentences with contractions and with the correct 'l' sound.

ANSWERS

1 I'll help you.
2 What'll happen next?
3 You'll be great at the job.
4 She'll start her course soon.
5 Where'll you go?
6 We'll work harder.

Exercise 9

- Write the four jobs on the board and elicit one or two ideas about how they might change in the future, e.g. buildings may be made from prefabricated kits, so construction workers won't need to be able to put bricks together. Students may study online, so a teacher won't be physically present with the students.
- Put students into pairs to discuss the jobs and possible changes.

EXTENSION Put pairs together with another pair to share their ideas. If you wish, you could give students some feedback on the language they have been using before this stage. This will help to focus them more on accuracy in this final speaking stage.

Vocabulary talking about learning, thinking and knowledge

Exercise 10a

- Ask students to read the three short texts and decide which ones they agree with (or not).
- They then compare their opinions with a partner.
- Have a brief class feedback session.

Exercise 10b

- Students work in pairs to replace the underlined phrases with the idioms in the boxes.
- Check the answers together as a class. Make sure that students are using the idioms correctly by asking them to read out the whole sentence, not just the idiom.

ANSWERS

1 1 drop out 2 pick up 3 know your stuff
2 1 think ahead 2 make the most of 3 to lose touch 4 get on
3 1 stick at it 2 do your best 3 give up

DICTIONARY SKILLS The meaning of idioms and expressions is not always easy to guess from looking at the separate words. Explain to students that when they look up words in a dictionary, they need to decide which word is the key word. In verb phrases, like these, it is usually the main verb, but not always.
Divide the idioms in exercise 10a between groups of students, so that each group has two to three. Ask them to identify the key words and look up the words in a dictionary.

Exercise 11

- Focus on the instructions. If you like, you could give the students an example from your own life, e.g. *When I was fifteen, I went on a school trip to Germany, but I didn't make the most of it because my German exchange partner spoke such good English that I didn't really bother speaking German.*
- Give students time to choose three of the idioms and think about a time when they did, or failed to do, these things.
- Put students into pairs to tell each other about their experiences. What did they learn from these experiences?
- In a brief class feedback session, invite a few students to share what their partner told them.

CRITICAL THINKING Being able to give reasons and examples to support your answers is a key critical-thinking skill. Give the students the following questions to discuss, encouraging them to give reasons and examples:

1 *Is it always better to stick at something, rather than give up? Why/Why not?*
2 *What are the disadvantages of picking up skills on the job, rather than through formal study?*
3 *Is it OK to fail at something, so long as you have done your best? Why?/Why not?*

Exercise 12a

- Refer students to page 127 and ask them to complete the sentences about their plans. Circulate and monitor, helping with vocabulary as necessary.

EXTRA ACTIVITY If you have space, ask the students to mingle and talk to as many other people as possible, to find someone with at least one plan which is similar to one of their own. If this is not practical, ask students to discuss their plans with a partner.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 I'm going to take, I'll come, I'll take
2 I'll tell, is it, It starts
3 Are you going, we're going
4 you are getting, I'm going to get, He'll like

Exercise 2

1 Are you doing
2 'm meeting
3 're going to see
4 are you going to see
5 'll see
6 're meeting
7 start
8 'm seeing
9 'll come
10 'll call

Exercise 3

1 will never have to
2 am going to spend
3 will never cease

3.2 Best ways to invest your time

Goals

- Use collocations with *time* and *money*
- Talk about the future (2)

Lead-in

- Write *Time is money* on the board and explain that this is a well-known English saying. Check comprehension (= that time is a valuable resource, therefore it's better to do things as quickly as possible) and ask students to discuss if they think the saying is true, and if so, why.

Vocabulary & Reading collocations with *time* and *money*

Exercise 1

- Focus on the Venn diagram and show students how the examples fit into the different segments, i.e. you can be both 'short of money' and 'short of time', so 'be short of' goes into the middle of the diagram, where the two sections overlap. 'Take your time' is a strong collocation but 'take your money' is not, so 'take your' goes in the segment for 'time' only.
- Put students into pairs to complete the diagram.
- Check the answers together as a class.

EXTRA SUPPORT You could consolidate the dictionary skills students practised in 3.1 by allowing them to use their dictionaries.

STUDY TIP Categorizing words is a very effective way of deepening understanding and aiding memorization. Encourage students to categorize groups of words in different ways. For example, this set could also be divided into positive and negative things to do with time/money.

ANSWERS

Time
choose the right time
kill time
take your time
while away time

Money
get your money's worth
throw your money around

Both
be short of time/money
fritter away time/money
have time/money to spare
invest time/money
run out of time/money
set aside time/money

WATCH OUT! Note that there is a difference between *spare time* (which is simply time when you don't have to work) and *time to spare* (which means you have lots of free time, more than you really need).
Kill time has a negative connotation because it implies that you are bored, whereas *while away time* just means that you have plenty of time to spend on doing whatever you want.

Exercise 2a

- Ask students to complete the sentences using one of the collocations from exercise 1.
- Let them compare answers with a partner and discuss any difference in meaning, if there is more than one possible answer, before checking the answers together as a class.

EXTRA CHALLENGE Ask early finishers, or stronger students, to write sentences using some of the collocations that were not used in exercise 2a.

ANSWERS
1 kill time/while away time
2 are short of time/run out of time
3 fritter away time/while away time
4 set aside time
5 throw your money around/fritter away money
6 invest time/money
7 get your money's worth

Exercise 2b

- Put students into pairs to discuss which of the statements in exercise 2a they agree or disagree with.
- Have a brief class feedback session.

Exercise 2c

- Ask the class through a show of hands which they think is more valuable: time or money. Invite individual students to explain their reasons why.

EXTENSION Divide the class in half and ask each half to think of as many reasons as possible why time is more important than money, or vice versa. Students then discuss as a whole class, giving their reasons.

Exercise 3a

Text summary: The text is divided into six sections, each one focusing on a different way in which we can invest time to improve our lives. Students begin by reading two of the sections in pairs and then read another two sections each before exchanging information with their partner.

- Explain that students are going to read an online article about time, but first they are going to read the introduction to the article and make some predictions.
- Students read and choose the most likely answer.
- Don't check answers at this stage.

ANSWER
b How to use your time more effectively.

Exercise 3b

- Ask students to read sections 1 and 2 of the article. Set a time limit of three to four minutes, as all they need to do at this stage is to check their predictions.

WATCH OUT! Check students understand *urgent* (= needing to be dealt with or to happen straightaway) before they start reading.

- As students finish reading, let them compare their answer with a partner before checking together as a class.

Exercise 4a

- Put students into pairs. Refer Student A to page 127 to read sections 3 and 4 of the article and Student B to page 133 to read sections 5 and 6. Make sure students know that they will be telling their partner about what they read, so they need to read it quite carefully.

Exercise 4b

- Ask students to tell their partner about the two sections they read. Encourage them to do this from memory, rather than reading the text aloud.
- Ask students to discuss and decide with their partner on the two best ideas in the whole article.
- Have a brief class feedback session. Elicit some ideas from a few students and see if the class as a whole agrees.

EXTRA ACTIVITY Ask students, in their pairs, to write a short summary of each section.

Grammar & Reading talking about the future (2)

Exercise 5

- Focus students' attention on the Grammar focus box about the future continuous and future perfect.
- Go through the information together as a class.
- Ask students, with their partner, to add two further examples of each verb form from the article to the Grammar focus box. Explain that they could be from any of the six sections.
- Check the answers together as a class.

ANSWERS
a … we should be thinking about what we will be doing in five years' time …
b … plan what you will be doing over the coming days and months …
c … one in three adults today will have developed diabetes by the time they're sixty …
d … by the end of the year you'll have saved hours of running around in a panic.

- Write the following sentences on the board and ask the questions to make sure that students understand the concept, e.g.
  - *This time next year, I'll be living in a foreign country.* Will he start living abroad this time next year? Will he already be living abroad this time next year?
  - *By this time next year, I will have finished writing my book.* When will he finish writing his book? At this time next year, or before this time next year?

PRONUNCIATION Future perfect and future continuous forms both have three parts, and students may need some practice to produce the forms fluently. Use the completed example sentences in the Grammar focus box to check that students are using both the 'ull' sound from the previous lesson and connected speech, e.g.
/aɪl biˈlɪvɪŋ/ I'll be living
/aɪwɪləv ˈfɪnɪʃt/ I will have finished
/wɒt wiːl biː ˈduː(ː)ɪŋ/ what we'll be doing
/wɒt juːl biː ˈduː(ː)ɪŋ/ what you'll be doing
/wɪləv dɪˈvɛləpt/ will have developed
/juːləv seɪvd/ you'll have saved

- Refer students to *Grammar reference* on page 141. There are three more exercises here students can do for homework.

Exercise 6

Background note: This section of the article is related to the idea of SMART goals. This is an acronym used in business and management to refer to goals which are Specific, Measureable, Achievable, Realistic and Timely (saying when it will be achieved).

- Ask students to read through the last part of the article for gist only. Tell them to ignore the gaps on this first read.
- Then ask them to complete the gaps using the future continuous or future perfect form of the verb in brackets.
- Check the answers together as a class. Encourage students to use contractions and connected speech when giving their answers.

ANSWERS

1 will have achieved
2 will be earning
3 will be doing
4 will have visited
5 will be concentrating
6 will have achieved

Exercise 7a

- Give students an example of a goal and some specific actions which could be taken. This could be a goal of your own or you could use the following example:
  Goal: to learn to drive by this time next year
  Actions:
  – *save up enough money to pay for a set of driving lessons*
  – *take lessons*
  – *study driving theory for ten minutes a day*
  – *take test*
- Ask students to write three goals of their own, plus specific actions they will take to achieve the goal.

Exercise 7b

- Put students into pairs and ask them to tell each other about their goals and actions.
- Ask students to share some of their partner's goals with the class and to say if any of their goals were similar.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 'll be having, 'll have finished
2 'll be driving, 'll have arrived
3 will have become, will be streaming
4 will have risen, will have overtaken

Exercise 2

1 will already have started
2 will have disappeared
3 will have been formed
4 will be steadily continuing
5 will be proceeding
6 will have merged

Exercise 3

1 'll have finished
2 'll be doing
3 'll have got
4 'll be snowing
5 will have left

3.3 Vocabulary and skills development

Goals

- Skim a text using topic sentences
- Use noun suffixes

Lead-in

- Write the following sentences on the board one by one. Tell students to raise their hands rather than call out the answer when they think they know the missing word.
  1 *Wear your _____ on your sleeve.*
  2 *Let your _____ rule your head.*
  3 *Do something to your _____'s content.*
  4 *Have a _____ of gold.*
- When all or most students know the answer, elicit the missing word (*heart*) and check students understand the meaning of the idioms (1 Make your feelings obvious, rather than hiding them. 2 Act according to what you feel, rather than what is sensible. 3 Do something as much as you want. 4 Be a very kind person).

Reading & Speaking skimming a text using topic sentences

Exercise 1a

- Focus on the three idioms and ask students what word they have in common (*gold*).
- Put students into pairs to discuss the meaning of the idioms.
- Have a brief class feedback session, but don't check answers at this stage.

EXTRA SUPPORT You could give less confident students a dictionary to look up the meanings of the idioms, rather than asking them to make guesses.

DICTIONARY SKILLS Ask students to look up *gold* and *golden* in the dictionary and see what other idioms are listed. Note that idioms usually come after the main, literal meanings of a word.

Exercise 1b

- Ask students to read the first paragraph of an article about gold and check their ideas.
- Check the answers together as a class.
- Ask students what the general meaning of *gold* is in an idiom (= something valuable or positive).

ANSWERS

have a heart of gold – have a very good, kind nature
be as good as gold – be very well-behaved – often used about children
a golden opportunity – a great opportunity, not to be missed

Exercise 2

- Focus students' attention on the Unlock the code box about skimming a text using topic sentences.
- Either ask students to read it themselves or go through the information together as a class.
- Check understanding as a whole class by asking a few questions, e.g.
  - *What is the name of the sentence in a paragraph which carries the main message?* (topic sentence)
  - *Is the topic sentence always the first sentence?* (no, not always)
  - *What do the other sentences in a paragraph do?* (they give further supporting information or examples)
  - *Why is it useful to identify the topic sentence?* (because it helps you to get an overview of the main points in a text)

Exercise 3

Text summary: The article is about the topic of gold, looking at the historical and modern-day importance of gold and some of its many uses.

Background note: The Incas lived in the Andes, in modern-day Peru, Ecuador and Bolivia. If students are not likely to be very familiar with this part of the world, it might be helpful to have a map of the world so that you can point out the places mentioned in the texts.

- Ask students to read the whole article and underline the topic sentences in each paragraph. Remind them that this is often, but not always, the first sentence.
- Let them compare answers with a partner before checking the answers together as a class. Note that the answer to paragraph 2 is not the first sentence, but the second one. The first sentence leads up to this main point.

ANSWERS

1 From ancient times, gold has been of great importance to mankind.
2 Gold may not have come from the sun, but it probably did come from another planet.
3 Although it is found on every continent, gold is extremely rare.
4 Gold is particularly treasured in the Middle East, China and India, where more than three billion people prefer to keep their wealth in gold, rather than as money in the bank.
5 Gold also has a multitude of less traditional uses in industry.

EXTENSION Ask students to also identify which sentences in the paragraphs give supporting information and which give examples.
Paragraph 1
Supporting information: *Many languages reflect this …*
Example: *In English, 'kind people' are …*
Paragraph 2
Supporting information: *The Ancient Greeks believed …*
Supporting information: *The fact that it is always found …*
Paragraph 3
Supporting information: *It is estimated that …*
Supporting information: *Its rarity adds to its value.*
Paragraph 4
Supporting information: *As well as being an investment …*
Example: *Half the gold that Indians buy …*
Paragraph 5
Supporting information and example: *It is not affected by air or water …*
Example: *It is also well suited …*

Exercise 4

- Focus on the paragraph headings a–f with the class.
- Ask students to match the headings to the paragraphs in the article. Make sure students know that there is one extra heading. Point out that this is a popular exam-type task.
- Check the answers together as a class.

ANSWERS

a 2 **b** 5 **c** 1 **d** 4 **e** (not needed – though there are actually medical uses for gold) **f** 3

Exercise 5a

- Tell the students about something precious that you own, that you would try to save in an emergency such as a fire (not people or pets). If possible, show them a photo.
- Use your example to pre-teach *sentimental value* (= valuable because it has personal or emotional associations) and contrast it with *monetary value*.
- Students work individually to make a list of four to five items in their house that they would want to save.

Exercise 5b

- Put students into pairs to compare their lists. Encourage students to explain to their partner why they would choose to save the items on their list.
- Have a brief class feedback session and elicit a few examples from pairs of items which were the same.

Exercise 5c

- As a class, elicit some of the items students listed and ask if they have sentimental value, monetary value or both. Ask which is more important to students in this case.

CRITICAL THINKING Ask students to make a list of as many reasons as they can why something might be valuable to someone (e.g. it helps them remember someone or an important time in their lives, it is very useful, it is unique, it is irreplaceable).

Vocabulary & Speaking noun suffixes

Exercise 6a

- Focus students' attention on the Vocabulary focus box on noun suffixes.
- Either ask students to read it themselves or go through the information together as a class.

Exercise 6b

- Put students into pairs to look back through the article and find at least one noun with each of the suffixes listed in the Vocabulary focus box.
- If time is short, students could divide the suffixes between them, then compare notes at the end.

EXTRA CHALLENGE/SUPPORT Ask less confident students to find just one example for each suffix, and more confident students to find all the examples. There are two examples for items 2 and 6 and three examples for item 4.

- Check the answers together as a class, and write the words on the board under the headings of each suffix.

ANSWERS

1 *-ance* – importance
2 *-ity* – opportunity, rarity, electricity
3 *-ment* – investment
4 *-tion* – combination, celebration, imaginations
5 *-ence* – evidence
6 *-ery* – jewellery, machinery
7 *-dom* – kingdom

EXTENSION Ask students, working with their partner, to think of other nouns which have the same suffixes. Depending on time, you might like to allocate just one or two suffixes to each pair.

POSSIBLE ANSWERS

1 *-ance* – clearance, guidance, ignorance
2 *-ity* – adaptability, dignity, opportunity
3 *-ment* – investment, commitment, document
4 *-tion* – section, position, salvation
5 *-ence* – absence, patience, sequence
6 *-ery* – gallery, mystery, bakery
7 *-dom* – boredom, dukedom, stardom

Exercise 7a

- Read the first sentence aloud and elicit the correct answer (*achievement*).
- Ask students to complete the rest of the sentences.
- Students can compare their answers with a partner, but do not check the answers at this stage.

Exercise 7b 3.6

- Play track 3.6. Students listen and check their answers.

ANSWERS

1 achievement
2 robbery
3 inheritance
4 civilization
5 generosity
6 invitation
7 freedom
8 significance
9 preference
10 enjoyment

AUDIOSCRIPT 3.6

1 Winning a gold medal is quite an achievement.
2 All her gold jewellery was taken in the robbery.
3 The gold necklace was part of her inheritance.
4 The Incas were an ancient civilization.
5 Thank you for your generosity.
6 The whole village received an invitation to the wedding.
7 Having enough money gives you the freedom to do what you want.
8 Gold has a special significance in some countries.
9 I have a preference for silver jewellery, rather than gold.
10 I get a lot of enjoyment from shopping.

Pronunciation word stress – nouns

Exercise 8a

- Draw the table on the board and establish the correct stress pattern for *achievement*, showing students where it is placed in the table.
- Ask students to complete the table with the words from exercise 7a.
- Let them compare answers with a partner, but don't check the answers together at this stage.

Exercise 8b 3.7

- Play track 3.7, pausing after each word. Students listen and check their answers.
- Check the answers together as a class. Add the words to the table on the board for reference.

ANSWERS

●● freedom
●●● robbery, preference
●●● achievement, enjoyment
●●●● inheritance, significance
●●●● invitation
●●●● generosity
●●●● civilization

AUDIOSCRIPT 3.7

1 achievement
2 robbery
3 inheritance
4 civilization
5 generosity
6 invitation
7 freedom
8 significance
9 preference
10 enjoyment

Exercise 8c 3.7

- Focus students' attention on the pronunciation note explaining that the suffix before the syllable is often stressed.
- Put students into pairs. Ask them to read the words in the table aloud and decide which words do not follow this pattern.
- When students have had a chance to think about it, check their ideas together as a class.
- Play track 3.7 again, pausing after each word. Encourage students to repeat the pronunciation correctly.

ANSWERS

inheritance – doesn't follow pattern
significance – doesn't follow pattern
preference – does follow pattern because it usually has two syllables, not three (prefrence, not pre-fe-rence)

Exercise 9

- Using one of the words from the back of the book, elicit the noun form from a student, and award one point. Then ask if anyone can put it in a sentence for another point.
- Put students into pairs. Refer Student A to page 127 and Student B to page 133. Explain that they should take it in turns to ask for the noun and for a sentence, just as previously demonstrated, and award points for correct answers.
- Check the answers together as a class, eliciting the nouns and a sample sentence for each noun.

3.4 Speaking and writing

Goals

- Say how likely something is to happen
- Write a balanced opinion essay

Lead-in

- Put students into small groups and allocate each group a topic (e.g. holidays, eating out, free time).
- Ask students to think of at least three predictions as to how these things might change in the future.
- Brief feedback as a class, eliciting a few examples. Ask students how likely they think it is that their predictions will actually happen.

Speaking & Listening saying how likely something is to happen

Exercise 1

- Focus students' attention on the illustration with the text. It shows a 3D printer making a pizza. Elicit a few reactions to this: *Did anyone predict this? Do you think it's likely to happen? Would anyone fancy eating the pizza?*
- Put students into pairs. If you did the Lead-in, ask them to quickly read the text and see if any more of their predictions are mentioned.
- If not, ask students to read the predictions and decide together which prediction is most/least likely to happen. Remind them to give reasons for their answers.
- Take a vote with the whole class on which prediction is most/least likely to happen. Then ask one or two students for their reasons.

Exercise 2a 3.8

- Focus on the instructions and check that students understand what they have to do.
- Use the examples you have just elicited from the students in exercise 1 to check they understand the options in this exercise. For example, if a student says *this is impossible*, elicit that he/she thinks that it definitely won't happen.
- Play track 3.8. Students listen and choose the options which are closest in meaning to what George and Evie say. This is a way of finding out how many of the expressions students already understand.

ANSWERS

Virtual reality holidays
probably will G probably won't E

Printed food in restaurants
definitely will G

Technology-free leisure
definitely will E possibly will G

AUDIOSCRIPT 3.8

E= Evie, G= George

E So, what do you think about the first one?
G I wouldn't be surprised if it happened. After all, we can't all keep flying to places all the time, can we? The planet would get so polluted.
E Well, you may be right about that, but I still doubt people would be satisfied with a virtual holiday. I expect they'll just travel more within their own countries.
G I don't like the sound of a printed meal much, do you? But I think it's bound to happen. In fact, I think they're already developing the technology.
E Really? There's no chance of me eating something like that!
G And what about the last one?
E Oh, that's sure to happen. People will get fed up with being in front of a screen all the time.
G Well, yes, I suppose it might happen …

Exercise 2b 3.8

- Focus students' attention on the gapped sentences.
- Then play track 3.8 again. Students listen and complete the extracts with the missing words.
- Let them compare answers with a partner before checking the answers together as a class. Check that their answers are written and spelt correctly, as this is a record of the language for them.

WATCH OUT! Check that students are able to pronounce *doubt* correctly, with a silent 'b'.

ANSWERS

1 surprised
2 doubt
3 expect
4 bound
5 chance
6 sure
7 suppose

Exercise 2c

- Put students into pairs and ask them to complete the Language for speaking box using the phrases from exercise 2b.
- Check the answers together as a class.

ANSWERS

a 5 There's no chance of me eating something like that!
b 2 I still doubt people would be satisfied with a virtual holiday.
c 7 Well, yes, I suppose it might happen …
d 1 I wouldn't be surprised if it happened.
e 3 I expect they'll just travel more within their own countries.
f 4 I think it's bound to happen.
g 6 Oh, that's sure to happen.

Pronunciation intonation – expressing certainty

Exercise 3a 3.9

- Play the first item of track 3.9. Ask the students if the speaker sounds certain or uncertain. How do they know? Elicit that when we are certain the intonation goes down or falls. Uncertainty is often expressed by a fall and then a rise.
- Play track 3.9 and ask students to write *C* if the speaker sounds certain and *U* if they sound uncertain.
- Check the answers together as a class.

ANSWERS

1 C 2 U 3 C 4 C 5 C 6 C 7 U

AUDIOSCRIPT 3.9

1 I wouldn't be surprised if it happened.
2 I still doubt people would be satisfied with a virtual holiday.
3 I expect they'll just travel more within their own countries.

4 I think it's bound to happen.
5 There's no chance of me eating something like that!
6 Oh, that's sure to happen.
7 Well, yes, I suppose it might happen …

SMART COMMUNICATION Depending on the situation, it may not always be very polite to sound too certain about an opinion. For example, if you don't know the person very well, or if they are your boss, or older than you. English speakers often 'soften' a definite opinion, by beginning with a phrase such as *To be honest …* or *Well, …*

Exercise 3b 3.9

- Play track 3.9 again, pausing after each item. Students repeat the phrase with the correct intonation.

EXTENSION Put students into pairs and ask them to make statements using the probably/possibly options from the middle of the Language for speaking box. They should try to show by their intonation how certain they are and then ask their partner to guess what they intended.

FEEDBACK FOCUS Intonation is more noticeable in English than in some other languages, and students may feel self-conscious about reproducing intonation patterns. Encouraging them to exaggerate the intonation while practising can help to overcome this. If you think your students will feel comfortable, you could ask them to use their hands to show the intonation pattern as they say it.

Exercise 4a

- Focus students' attention on the list of topics. Check they understand what *home entertainment* is (= listening to music, watching TV, playing computer games, etc.).
- Ask students to work individually and write down at least one prediction about each of the topics listed. Monitor and help with vocabulary and/or ideas, e.g.
  - transport: all cars will be electric
  - home entertainment: people won't need TVs, but will watch films, etc. as a kind of 3D projection
  - food: people will just take nutrition tablets instead of eating food
  - communication: people will send videos or Skype rather than write emails or texts
  - housing: houses will get smaller and more energy efficient

Exercise 4b

- Model the activity by asking an individual student for a prediction. Respond to their prediction using one of the phrases from the Language for speaking box.
- Then put students into pairs and ask them to take it in turns to make their predictions and respond to their partner's predictions. Establish that they can say more about any particularly interesting predictions if they wish, e.g.
  A: *I think houses will get smaller because there won't be so much room on the planet.*
  B: *Yes, I wouldn't be surprised if that happened … On the other hand, maybe populations will actually go down.*
  A: *Do you think so? Why would that happen?*
  B: *Well, …*
- Have a brief class feedback session. Elicit a few predictions from the class and encourage the other students to comment on them, using the phrases as appropriate.

Reading & Writing a balanced opinion essay

Exercise 5

- Ask students to read the essay question and underline the key words. Here students might underline: *future, more leisure time, computers replace, tasks, home and work, less leisure time, employers expect, available and connected, at all times.*
- Have a whole-class feedback session and discuss together what the key words should be.

STUDY TIP Underlining key words is always a useful way into an essay, as it makes sure that students are focused on the right points and that they don't miss anything out.

- Put students into pairs to make a list of two to three arguments to support each view, e.g. *Computers could carry out household tasks such as judging when food needs to be reordered and placing the order, smart laundry baskets could sort and wash laundry automatically. On the other hand, the working week could get longer as employers expect us to have more time available.*
- When students have gathered some ideas, have a class feedback session to share these ideas.
- Finally, focus students' attention on the last part of the essay question: *Discuss both these views and give your opinions*. Establish that it is important in this kind of essay to give arguments for both sides, even if you completely disagree with one perspective.

Exercise 6a

- Ask students to read the essay and underline any arguments they find which are the same as those they thought of.

EXTRA SUPPORT If your students are less confident or less familiar with this type of essay, it might help at this stage to elicit the key arguments given in the essay onto the board.

WATCH OUT! Students may not understand the phrase *wearable technology*, which refers to clothing and accessories that contain computers, e.g. glasses, watches, jewellery.

Exercise 6b

- Ask students to read the essay again and match the paragraphs to the section headings a–e.
- Check the answers together as a class and, if you have not already done so, elicit the key arguments for and against onto the board. Ask students which side of the argument the writer supports.
- Point out that the essay follows the format for this kind of balanced opinion essay. Students should remember this format and follow it in the future.

ANSWERS
a 3 b 1 c 2 d 4 e 5

EXTENSION Give students the opportunity to briefly discuss their own opinions on the topic.

Exercise 7

- Focus students' attention on the Language for writing box for writing a balanced opinion essay.
- Ask students to complete the box with the phrases in bold in the essay.

- Let them compare answers with a partner before checking the answers together as a class.

ANSWERS

Introduction
Without doubt

Giving both sides of the argument
Some people argue that …
Others feel, however, that …

Giving extra details and examples
… such as …
In addition, …
In fact, …

Giving your own opinion
Personally, …

Introducing the conclusion
In conclusion, …

Exercise 8a

- Focus students' attention on the essay question. Either ask students to read it themselves or go through the information together as a class.
- Ask students to underline the key words in the essay question, in the same way that they did earlier.
- Students then work with a partner to make a list of any other arguments they can think of, supporting both sides of the argument.
- Ask students to write their essay. Remind them to use the language in the Language for writing box and to follow the format of the essay in exercise 6a.
- If classroom time is short, you could ask them to write just the introduction and the first paragraph in class, and complete the essay for homework.
- Circulate and monitor, helping with vocabulary as necessary.

EXTENSION Before students start writing the essay, dictate the following sentence stems to them and then ask them to complete the stems in any way relevant to this essay:

– *Without doubt …*
– *Some people think that …*
– *Others believe that …*
– *In my opinion …*

Let students compare their ideas with a partner. These stems should form the basis of the essay they are going to write.

Exercise 8b

- When students have completed either part or all of the essay, ask them to show their work to a partner. The partner should comment on the three areas outlined. Alternatively, these questions could be used for self-assessment.

3.5 Video

The future of work

VIDEOSCRIPT

I = Interviewer, P = Phil

I Phil Taylor has worked in recruitment in the UK and Australia. He specializes in the recruitment of senior management. How has recruitment changed over the past decade? And what are the skills that you look for now that you wouldn't have looked for about a decade ago?

P Sure. So, I think the big change has been technology. Um, so technology has touched just about every industry. Um, in some industries it's shut it down; in some industries it's enhanced it and, and made it more profitable and, and more accessible really. Um, so that's certainly the key thing. Um, probably when I first started in recruitment, um, someone who could maybe write in, uh, HTML code or build a website was quite a rare skill; um, whereas now it's, you know, it becomes part of a, a marketing person's job or part of an admin role. Um, so those skills are now, um, are much easier to find than they were a decade ago. Um, probably the changes that are coming along now, um, are, um, taking that to the next level, really. So, um, instead of building websites it's being able to create, um, digital media type content that, that does fancy things on the screen to help people learn or, um, to, you know, to support different businesses and those sort of skills are the ones that are quite difficult to find now.

I So, would you say that working practices are changing? And if so, how?

P Yeah, I, I would say definitely. Um, certainly ten years ago it was, it was a very static work environment where you would come into the office and you would do your work from nine to five. Whereas now, um, companies are trying to be more creative with the, the workspace. Um, and this is really to encourage the, the sort of next generation of workers to, to choose them as their employer. Um, and, so that would be things like, um, working from your iPad in the coffee shop down the road maybe. Um, or you know, or it could be that, um,you only need to be in the office, three, uh, days a week as opposed to the traditional five days a week, uh, and have those two days to, to work somewhere else. So, agile working has become quite a popular thing, um, with a lot of large companies; um, particularly companies that are running out of office space and, and don't have, um, you know, the opportunity to buy more space.

I Do you think in general, not related to your employer particularly, that agile working works?

P Um, there's two ways of looking at this: um, I would say for the, the younger generation those coming now that are internet natives, um, that are, um, are used to being in a, in a creative environment, I think it works very well. I think for, um, for probably the more mature workers within the organization, um, it may seem quite disruptive for them. Um, and having … uh, you know, not having their own set workspace, not having their own, um, files around them all the time probably can be quite unsettling. Um, however it's, it's proven to work in several organisations from the top executives down to the, to the junior members of staff so there are proven examples of where it has worked.

I What challenges do you see in the changes in skills required and working practices today?

P I would say the, the challenges, if we talk about maybe the businesses first, probably the challenge is, is not having all your staff in one place and, and seeing what they're doing. So, um, you don't have full visibility of their productivity on a, on a day-to-day basis. Obviously, you will see the outputs of the work that they produce, um, at certain points throughout the week or the month,

etc. Um, but not having all your staff in one place could possibly be quite unsettling to some businesses; particularly a small business, um, where, um, you know, profits and margins are incredibly important.
If maybe then we went onto workers, I would say probably the challenge for workers is, um, maybe not having your, your own workstation that, that … or your own office which, um, you know, a lot of people traditionally have been used to. Um, that can be quite unsettling for some people, but um, I think all of these challenges can be overcome if, if the, you know, the types of working practices that we're talking about are implemented successfully within a business.
I Do you think there are any dangers to the areas of productivity, creativity and motivation with new working practices that you just outlined?
P Yeah, I mean, one of the things probably there that I've touched on already is not being able to see what your staff are doing all the time. And I would say also with the, the increase, um, of use in social media by businesses these days, not just the personal use for … of the individual, but, but businesses having specialists who come to work specifically on social media means that lots of people in that business will, will have access to that social media. So, um, again, you know, businesses may be, uh, concerned that whilst they can't see their staff, um, and can't see what they're doing, they may also just be, um, you know, utilizing the social media channels that their … that that business uses, um, for their own personal use and so that could be quite a, a challenge for some organizations.
I What do you think the future holds for the 21st-century worker? Do you think that that future will be a better place to work?
P Um, what does the future hold? Well, I'd probably be a very rich man if I was able to predict what the future is. Um, I would like to think that the future working practices and, and working conditions are, are interesting and engaging and … Um, you know, I would say that people these days are having to work a lot longer, um, so it could well be that both you and I are still working, uh, you know, well into the 21st century. Um, and so I sincerely hope that those working practices are very interesting and engaging. I think for the younger workers coming through now, um, and new people just starting their careers it's, it's important for them to, um, to, to find somewhere that they, that they enjoy working and that they feel that they can make a worthy contribution. Whilst I can't exactly predict what the future will be, I would like to think that it will certainly be interesting.

VIDEO ANSWERS

Exercise 2a
agile working d
work environment c
workforce a
working hours e
working practices b

Exercise 4
1 Technology
2 Writing in code
3 creative environments
4 social media
5 careers

Review

ANSWERS

Exercise 1a
1 spare/spend
2 away
3 set
4 Invest
5 throw
6 worth

Exercise 1b
Students' own answers

Exercise 2
1 'll help
2 leaves/is going to leave
3 will have gone
4 is leaving
5 will be watching
6 are you going to study

Exercise 3a
See audioscript 3.10 for beginnings of sentences.

AUDIOSCRIPT 3.10
1 Later today, I'm going to …
2 This time next week, I will be …
3 By the time I'm seventy, I will have …
4 After work next Friday, I …
5 As soon as possible, I …
6 After I've finished this course, I think I'll …

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

Exercises 5a & b
1 bravery
2 encouragement
3 ability
4 assistance
5 reality
6 wisdom

AUDIOSCRIPT 3.11
1 The firefighter received an award for her bravery.
2 People usually work better if they are given encouragement.
3 He has a lot of ability in the subject but doesn't work very hard.
4 A Thank you for your assistance.
B I was glad to help.
5 I dream of being a pop star, but in reality I know it isn't very likely.
6 Older people have greater wisdom because of their life experience.

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

4 Creativity

Unit overview

Language input

Using the passive (CB p36)	• *The judges were shown the designs.* • *Three players had been injured that year.*
Using causative *have* and *get* (CB p39)	• *I had my handbag stolen last night.* • *You can get your bike repaired.*
Grammar reference (CB pp142–143)	

Vocabulary development

How things work (CB p37)	• *attach, control, generate …*
Describing your impressions (CB p38)	• *conventional, innovative, inventive …*
Easily confused words (CB p41)	• *affect/effect, lose/loose, manage/control …*

Skills development

Listening & speaking: omitting consonant sounds (CB p40)
Speaking & listening: giving opinions and trying to change someone's opinion (CB p43)
Writing: writing a summary (CB p42)

Video

Documentary: La Belle Époque (CB p44)
Vox pops (Coursebook DVD & TG p260)

More materials

Workbook	• Language practice for grammar, vocabulary, pronunciation, speaking and writing
Photocopiable activities	• Grammar: Making changes (TG p211 & TSRD) • Vocabulary: Everyday objects (TG p229 & TSRD) • Communication: Crazy gadgets (TG p247 & TSRD)
Tests	• Unit 4 test (TSRD)
Unit 4 wordlist (TSRD)	

4.1 Inventive ideas

Goals

- Use the passive
- Talk about how things work

Lead-in

- Hold up a paper clip and ask students to suggest a couple of alternative uses for it (other than holding paper together), e.g. it could be used as a bookmark.
- Put students into small groups to think of other uses for the paper clip. Explain that these uses can be sensible or a bit silly.
- The group with the longest list of different uses wins the title of Most Creative Group. Some possible uses: earrings, keeping headphones from getting tangled, hairclip, device to reset a phone or tablet, necklace or bracelet, device to pick open a lock, money clip, snowshoes for a mouse.

Listening & Grammar using the passive

Exercise 1

- Put students into pairs and ask them to read the introduction to the article quickly.
- Then ask them to look at the four photos and try to work out what they are and how they work.
- Elicit a few suggestions from the class, but don't confirm answers at this stage.

EXTENSION To give students a reason to read the introduction text, ask them to find out what the following numbers refer to:

20 (the number of new inventions that have been shortlisted for a prize)
650 (the number of projects that were entered for the competition)
18 (the entries came from eighteen different countries)
30 (the prize is £30,000)

Background note: James Dyson is a British engineer, probably best known for inventing a 'bagless' vacuum cleaner, though he has since created many more well-known inventions, such as the Dyson airblade hand dryer.

Exercise 2a 4.1

Audio summary: The listening is an extract from a radio programme, or podcast, in which the presenter is discussing what the James Dyson Award is and describing four of the current entries.

- Explain that students are going to listen to four descriptions and match them to photos a–d.
- Play track 4.1. Students listen and match.
- Check the answers together as a class. How many students guessed correctly about what the inventions are?

ANSWERS
1 d 2 b 3 a 4 c

AUDIOSCRIPT 4.1
… So today on *Wired World*, we're looking at some of the entries for this year's James Dyson Award. The British engineer James Dyson created the award in 2007 to inspire university students and graduates around the world to come up with some great new ideas in design and engineering.
So, this year: well, first of all we have a simple but very clever idea by industrial designer Muji Yakamoto. This invention has been designed to take up as little space as possible. It is called 'Stack' because the printer is placed on top of a pile, or stack, of paper. When something is being printed, Stack moves slowly downwards. The paper disappears under the printer and exits on top, where a new pile is created.
The next invention has been given a Japanese name, Mamori, which means 'protect', but the inventor, Mark Dillon, is actually Irish. The name is a good one, however, because that's exactly what this device does. Gaelic football, very popular in Ireland, is quite a dangerous sport. Recent research showed that, on average, two out of every three players on a team had been injured last year. Mamori is worn inside the mouth. It protects the players' teeth, but the players are also monitored for injury, and the information is sent wirelessly to a computer. If a player is moving more slowly than usual, for example, it will be measured and noticed, and the player will be taken out of the game so he can be treated.
The third invention we're looking at today, Xarius, was created by a German team. It can be attached to almost anything and then used to make electricity using wind power. The energy which has been generated is then used to recharge mobile phones and so on.
And finally, Sono, designed by a team from Austria. This is fixed to a window and helps to stop outside noise coming inside. And, not only is noise from outside reduced, but the person inside can actually choose which sounds he or she does or doesn't want to hear! The sounds can be controlled by twisting the middle of the Sono. So you can keep the sound of birds singing while getting rid of the sound of that car alarm. Ha! Amazing.

Exercise 2b 4.1

- Play track 4.1 again. Students note down two advantages of each invention.
- Check the answers together as a class. Invite individual students to give the advantages.

POSSIBLE ANSWERS
Stack: takes up less space than a normal printer; it is placed on top of the stack of paper that is printing so it saves space
Mamori: protects teeth; monitors players for injuries
Xarius: makes electricity using wind power; can be attached to almost anything
Sono: reduces noise from outside; allows you to choose what sounds you want to hear

EXTENSION Discuss as a class or in small groups which invention is the most useful and why.

Exercise 3a

- Put students into pairs. Ask them to look back at the introduction to the article and answer the questions about the underlined verb forms.

EXTRA SUPPORT If students are not confident with talking about grammar, you could choose to do this stage together as a class, guiding them through the answers.

- Show students how all the different tenses use the appropriate tense of the verb *be* plus a past participle.
- Ask students why the passive is used in this text (because we are focusing on the actions rather than on the people involved).

ANSWERS

1 have been shortlisted: present perfect
were entered: past simple
will be announced: future
2 passive

Exercise 3b

- Focus students' attention on the Grammar focus box on passive forms.
- Look at the first extract from the listening with the students and elicit where it should go in the box (d).
- Ask students to work individually to put the other extracts (or their numbers) in the correct place in the box.
- Let them compare answers with a partner before checking the answers together as a class.

ANSWERS

a 2 When something is being printed, Stack moves …
b 4 The information is sent to a computer.
c 6 The third invention …, Xarius, was created by a German team.
d 1 This invention has been designed to take up as …
e 3 … two out of every three players on a team had been injured that year.
f 5 If a player is moving more slowly than usual, for example, it will be measured.
g 7 It can be attached to almost anything …
h 4 The information is sent to a computer.

- Focus on the next section of the Grammar focus box. Either ask students to read it themselves or go through the information together as a class.
- Focus on the information about verbs with two objects. Elicit what the two objects are in each example (designs/judges, computer/information). Note that it is more common to use the person as the subject of the sentence.
- Refer students to *Grammar reference* on page 142. There are two more exercises here students can do for homework.

Exercise 4a

- Focus students' attention on the photo of Edward Linacre and ask them to make guesses about what his invention is. This could be done as a class, or in pairs or small groups.
- Students then quickly read through the text to check their ideas. Elicit that AirDrop is a device which can help when there is a drought by collecting water from the air.

STUDY TIP Remind students that it is always a good idea to read through any gap-fill text before starting to complete the gaps because it helps to understand the context.

- Finally, ask students to complete the article using the correct passive form of the verb in brackets. Make sure they are aware that more than one answer may be possible.
- Don't check answers at this stage. Students will listen to check in the next exercise.

Background note: The Namib beetle, *Stenocara*, lives in the Namib Desert, one of the driest places on earth. Early morning fogs provide a little moisture, however, and the Namib beetle uses little bumps on its shell to collect this water. The water eventually forms into droplets which are channelled down a groove on the beetle's back, straight into its mouth!

Exercise 4b 4.2

- Play track 4.2 so that the students can check their answers.
- Let them compare answers with a partner and discuss any which differ from those in the audio.
- Check the answers together as a class, asking for any possible alternatives.

ANSWERS

1 may have been solved
2 was inspired/had been inspired
3 can be collected
4 was given
5 has, been asked/was, asked
6 has been developed
7 will be taken up

AUDIOSCRIPT 4.2

The problem of drought-affected farmers may have been solved by a recent Dyson Award winner, Edward Linacre. Linacre had been inspired by Australia's worst drought in a century when he invented Airdrop. Using his system, water can be collected from the air. Linacre says the idea was given to him by the Namib beetle, which survives in the desert by collecting tiny amounts of moisture. Linacre has recently been asked to develop his device by the Chinese government and companies in the Middle East, but, for now, he wants to keep working on it himself. Up until now the system has been developed in his mum's backyard. In the future, it will be taken up to a more industrial level.

EXTENSION Ask students to explain why both answers in items 2 and 5 are possible (2: depends if we want to emphasize that the inspiration happened first. 5: depends if we are emphasizing the connection with the present).

Pronunciation weak forms: *to be*

Exercise 5a 4.3

- Play track 4.3 and ask students to listen to how the verb *be* is pronounced in these extracts from the article.
- Elicit students' answers. They should have noticed that the verb is weak, or reduced. For example, *may have been* becomes /meɪjəvbɪn/.

ANSWER

very 'weak' pronunciation

AUDIOSCRIPT 4.3

1 The problem of drought-affected farmers may have been solved by a recent James Dyson Award winner.
2 Linacre had been inspired by Australia's worst drought in a century …
3 The idea was given to him by the Namib beetle.
4 Linacre has recently been asked to develop his device by the Chinese government.

5 The system has been developed in his mum's backyard.
6 In the future, it'll be taken up to a more industrial level.

Exercise 5b 4.3

- Play track 4.3 again, pausing after each extract for students to repeat the phrases.
- Students could also practise repeating individually.

EXTRA SUPPORT Students can refer to the audioscript on pages 163–4 as they listen and repeat.

Exercise 6

- Remind students about sentences with two objects and refer them back to the Grammar focus box, if necessary.

EXTRA SUPPORT If students need extra support, look at the first sentence as a class. Ask the students to identify the two objects in that sentence (*the entrants*, *an application form*) and then elicit the two possible answers onto the board.

- Then ask students to work alone to write two passive sentences for each item, using both objects.
- Let students compare their sentences with a partner before checking the answers together as a class.

ANSWERS

1 An application form had been given to all the entrants.
All the entrants had been given an application form.
2 The winners will be given a £10,000 prize.
A £10,000 prize will be given to the winners.
3 Edward Linacre has been sent an offer by the Chinese government.
An offer has been sent to Edward Linacre by the Chinese government.
4 The idea for his invention was given to Linacre by looking at the Namib beetle.
Linacre was given the idea for his invention by looking at the Namib beetle.

EXTRA CHALLENGE Early finishers could be given the following sentences to rewrite:

1 *They offered the job to Manfred.* (Manfred was offered the job./The job was offered to Manfred.)
2 *Someone will leave instructions for you.* (You will be left instructions./Instructions will be left for you.)
3 *They have sent him an invitation.* (He has been sent an invitation./An invitation has been sent to him.)

EXTRA ACTIVITY Give students the following list of great inventions and ask them to put the inventions in order of usefulness: *paper*, *personal computer*, *electricity*, *the wheel*, *penicillin*, *the internet*. They can also add one more invention of their choice.
When they have decided, ask each group to briefly feed back to the class, giving their order and explaining their reasons.

Vocabulary & Speaking how things work

Exercise 7

- Ask students to read the first definition and elicit the correct answer (*generate*).
- Put students into pairs to match the definitions and verbs. Ask them to try and do the task without a dictionary to begin with, as this will encourage them to pool their knowledge.
- Monitor and check how many words students are able to match successfully.

EXTRA SUPPORT/CHALLENGE If some students are struggling, allow them to use dictionaries. If other students find the task quite easy, ask them to write sentences using the words.

- Check the answers together as a class.

ANSWERS

1 generate
2 treat
3 control
4 protect
5 fix
6 recharge
7 attach
8 measure
9 reduce
10 place
11 design
12 monitor

FEEDBACK FOCUS Check comprehension of some of the words by asking questions, e.g.

1 *What natural resources can be used to generate energy?* (wind, water, sun)
2 *How do you treat a cold?*
3 *How do you control the direction a car is going in?* (with the steering wheel)
4 *How do you protect your mobile phone?* (use a cover)
5 *What should you do with a piece of heavy furniture to make sure it won't fall on someone?* (fix it to the wall)
6 *How often does your phone need recharging?*
7 *How can you attach one piece of paper to another?* (paper clip or staple)
8 *Do you measure ingredients when you cook, or just guess?*
9 *What's the best way to reduce your food bills?*
10 *Where have you placed the television in your house?*
11 *Would you prefer to design your own kitchen or get someone to do it for you?*
12 *Do you monitor how much you are spending?*

WATCH OUT! Students are likely to confuse *attach* and *fix* as the meanings are quite close. Both words can be used to mean 'to fasten or join one thing onto another', but if you *fix* something, it has the idea that something is firmly in place and unable to move.

Exercise 8a

- Put students into pairs and ask them to choose one of the inventions in exercise 1. They should explain to each other how it works. Remind them to use the passive form where appropriate and some of the vocabulary from exercise 7.
- If students are struggling to remember details about the invention, refer them to the audioscript on page 163.

Exercise 8b

- Once students have gathered some ideas, ask them to produce a short written description of how their chosen invention works.
- Ask a few pairs of students to share their descriptions with the class.

EXTENSION If you have more time, you could ask students to pin up their descriptions (without a title) around the classroom, giving each one a number. Other students walk around and read the descriptions and write down which invention they think is being described each time. Finally, check as a class that everyone recognized the correct invention for each description.

Exercise 9a

- Put students into groups of three: A, B and C. Refer Student A to page 127, Student B to page 133 and Student C to page 135.

- Ask students to use the notes supplied to prepare a short presentation about the invention. Ask them to imagine that they are the designer and that the presentation is to help them win the Dyson Award.
- Monitor and help with vocabulary as necessary. Remind students to use the passive form where appropriate.
- When students are ready, ask them to give their presentation to the others in their group.

Exercise 9b

- Have a class feedback session to discuss the three inventions and have a class vote to decide which is the most useful.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 is best known
2 is given
3 was first used
4 was criticized
5 is considered
6 have recently been sold
7 was selected
8 is considered
9 was named
10 was published
11 have been sold
12 have been translated
13 is thought

Exercise 2

1 were designed
2 was described
3 are widely considered
4 be identified
5 will be developed

4.2 Creative environments

Goals

- Describe your impressions of something
- Use causative *have* and *get*

Lead-in

- Find out how many students work, or have worked, in an office. Was it open-plan or in separate offices?
- Put students into small groups and ask them to make a list of the best and worst things about working in an office, e.g. the company of other people, set starting and finishing times, noise and distractions.
- Elicit a few ideas from the class and ask them what could make office life more enjoyable.

Vocabulary & Speaking describing your impressions

Exercise 1

- Have the students focus on the three photos of different offices. Establish that these are not ordinary offices. The one on the left is a modern tech office in Dublin, Ireland; the one on the right is an architects' office in London, England; and the larger photo on page 39 is of an IT company in Southampton, England.
- Put students into pairs and ask them to discuss the questions.
- Have a brief class feedback session.

Exercise 2a

- Ask students what words they would use to describe the offices in the photos.
- Focus students' attention on one of the words (ideally one students have just mentioned) and ask the class if they can find a word with a similar meaning in the box.
- Put students into pairs to continue grouping words with similar meanings.
- Check the answers together as a class.

ANSWERS

weird: odd
original: innovative, inventive
impressive: remarkable, striking
functional: practical, user-friendly
childish: silly
unimaginative: conventional

WATCH OUT! Draw students' attention to the spelling of *weird*. This is an exception to the rule of *i before e except after c* and many native speakers misspell the word as a result.

Exercise 2b

- Point out to students that while the words are similar in meaning, two words rarely mean exactly the same thing. For example, *weird* and *odd* both mean 'strange' or 'unusual', but *weird* has a more negative connotation: *It's odd that he hasn't written* means you are surprised, but *It's weird that he hasn't written* could mean that something bad might have happened.
- Put students into pairs to discuss any differences in meaning between the pairs or groups of words.
- Discuss the differences together as a class, using the answer key below.

POSSIBLE ANSWERS

weird – unusual in a way that might disturb you
odd – unusual in a way that attracts your attention (*weird* has a more negative connotation)
original – new, interesting and different from anything else
innovative – new and advanced (*innovative* has the idea of being ahead of its time, *original* doesn't)
inventive – new and creative
impressive – admirable because it is very good
remarkable – unusual in a way that surprises or impresses you
striking – attracting your interest or attention (usually positive, but not always)
functional – designed to be good at doing a particular job
practical – useful or suitable
user-friendly – easy to use or understand; often used for technical equipment
childish – silly and annoying, like a small child. It's always negative (*child-like* would be a positive version)
silly – can also mean annoying like a small child, but has other meanings too: not intelligent or serious, not important, not practical
unimaginative – unable to think of new and interesting things
conventional – usual or traditional (*unimaginative* is always negative, but *conventional* doesn't have to be)

EXTRA SUPPORT Allow students to use dictionaries to check the meanings of any words they are unsure about.

DICTIONARY SKILLS/EXTRA CHALLENGE More confident students could use dictionaries to find further synonyms for the words. Show students how synonyms are marked in the dictionary, for example, *SYN*.

Sample answers:
- odd/weird/strange/peculiar
- original/innovative/inventive/imaginative/novel
- impressive/remarkable/striking/astonishing
- functional/practical/user-friendly/workable/sensible
- childish/silly/immature/stupid/daft
- unimaginative/conventional/dull

PRONUNCIATION Ask the students to group the adjectives together according to their stress pattern. Check the answers together as a class and drill as necessary

● odd, weird
●● silly, childish, striking
●●● practical, functional
●●● inventive, impressive
●●●● innovative
●●●● conventional, remarkable, original
●●●● user-friendly
●●●● unimaginative

Exercise 3

- Put the students into new pairs and ask them to describe the three offices pictured again, this time using the new vocabulary. They should be able to see that their descriptions have improved since the first stage of the lesson.
- Invite one or two students to give their descriptions to the whole class.

Exercise 4a

Text summary: The text is a newspaper article which discusses the way in which some companies are trying to encourage creativity in their employees by providing more unusual workspaces, facilitating time for workers to discuss ideas together and so on.

- Explain that students are going to read an article about things companies are doing to help their employees be more creative.
- Ask students to read the article and note down all the ways that are mentioned.

POSSIBLE ANSWERS
offices with ping-pong tables, slides, swings or beds
bumping into colleagues all the time
having lunch at long tables
a nice quiet office
peace to think
not having to worry about getting daily jobs done
being hungry to succeed

Exercise 4b

- Let students compare their ideas with a partner, and discuss which ideas they think are the most or least likely to work. Encourage them to give reasons.
- Go through the ideas together as a class and for each one, elicit if students think they are likely to work and why or why not.

CRITICAL THINKING Critical thinking involves being able to engage in reflective and deeper thinking about topics. As a follow-up to the reading text, ask students to discuss the following questions in small groups:
- *Is having your laundry or shopping done by your company so you have more time to work a positive or a negative thing?*
- *To what extent would you like to have your employers involved in your life outside work?*

EXTRA ACTIVITY Show students the two collocations with *idea*(*s*) in the text: *spark some ideas* (paragraph 2, line 5) and *come up with ideas* (paragraph 3, line 3). Then ask students to match the following collocations with their meanings:
- *hit upon an idea* (= think of an idea suddenly, or by chance)
- *bounce an idea around* (= tell people your ideas in order to find out what others think of them)
- *toy with an idea* (= consider an idea, but not very seriously)
- *put forward an idea* (= make a suggestion)

Grammar using causative *have* and *get*

Exercise 5a

- Focus students' attention on the underlined text in the newspaper article.
- Put students into pairs to answer the question. Don't check the answer at this stage.

Exercise 5b

- Ask students to read the Grammar focus box and check their answer.

ANSWER
actions someone else does for you (or to you)

- Quickly check that the students understand that these are all structures that we use when we want to talk about actions someone else does to or for us.
- Ask students to complete the Grammar focus box with the examples from the text.
- Check the answers together as a class.

ANSWERS
a have your car washed or serviced
b get your hair cut/get your bike repaired/get your washing done
c get you to bump into
d have their employees eat lunch

WATCH OUT! Check that students understand that the structure *have/get* + object + past participle can be used for both wanted and unwanted situations.

- Refer students to *Grammar reference* on page 143. There are two more exercises here students can do for homework.

Exercise 6a

- Focus on the three examples given in the box. Ask students to match the examples using the different forms in the Grammar focus box. This will ensure that they understand the different possible structures.
- Let them compare answers with a partner before checking the answers together as a class.

SUGGESTED ANSWERS
1 A chef will cook breakfast for you.
You can get/have your breakfast cooked for you by a chef.
Google will have a chef cook your breakfast for you.
Google will get a chef to cook your breakfast for you.
2 A doctor will give you free health checks.
You can have/get your health checked for free (by a doctor).
Google will get a doctor to check your health.
Google will have a doctor give you a health check.

3 Someone will do your dry-cleaning for you, for free.
You can get/have your dry-cleaning done for free.
Google will get someone to do your dry-cleaning for free.
Google will have someone do your dry-cleaning for free.
4 Someone will fix your car for you.
You can get/have your car fixed.
Google will have someone fix your car.
Google will get someone to fix your car.

EXTRA ACTIVITY Ask students to make a list of jobs that need doing either in their homes or at their place of work, e.g. a room might need redecorating or a photocopier might need fixing. Put students into pairs and ask them to tell their partner about what they need to have/get done and who they are going to get to do it/have do it.

Exercise 6b

- Put students into pairs to discuss the perks that would most make them want to work for a company. Remind them to try and use some of the structures in the Grammar focus box.
- Have a class feedback session and elicit a few examples from students, e.g. lunch vouchers, childcare.

Exercise 7

- Ask students how they feel about working with music playing. Does it help them concentrate and be more creative or do they find it distracting?
- Put students into pairs to discuss the six options. Which are most/least likely to help them to be creative? They should try to put them into order.
- Have a brief class feedback session to compare students' opinions.

EXTENSION Draw students' attention to the pod in the photo on the left. Would they feel comfortable sleeping in a pod like that? Why/Why not?

Background note: Pods like these are becoming very popular in many big companies. They allow workers to have a short nap, which has been shown to actually increase productivity. Some are also used to give workers a little time to think in complete peace and quiet, or with relaxing background music.

Exercise 8 4.4

Audio summary: A podcast-style programme in which the speaker reports on some of the surprising research that has been carried out into how different things such as noise or temperature affect our ability to be creative.

- Play track 4.4. Students listen and compare what they hear with what they have been discussing.
- Let students discuss what they heard in pairs.

EXTENSION The intention here is to provide some extensive listening, or listening for pleasure, rather than a listening comprehension task. However, if you prefer, you could also set the following comprehension questions:

1 *Is noise or silence better for creative work?* (Background music is better than silence.)
2 *What kind of noise is particularly distracting? Why?* (other people's phone conversations – you try to work out what the other person is saying)
3 *Is it better to be too cold or too warm at work?* (too warm)
4 *Are you more likely to be creative if your desk is tidy?* (No, messiness is better for creativity, but other kinds of work might be better with a tidy desk.)
5 *What is one possible advantage of being tired?* (You can think more creatively, but may not think as well when doing other kinds of tasks.)

- Ask students to feed back to the class on the most surprising fact they learnt.

AUDIOSCRIPT 4.4

Most people have particular ways of working or studying that they feel work best for them. For example, my partner always has music on while she works, whereas I prefer silence. Is this just a personal preference, or is one actually better than the other? Some of the things that scientists have been finding out about how we can be most creative might surprise you. It turns out that she's right and I'm wrong (not for the first time!). According to Professor Ravi Mehta, a moderate level of noise is better for our creativity than silence. So quiet music is a good idea. Too much noise isn't good, though – especially listening to other people's telephone conversations. This is particularly distracting because our brain is automatically trying to solve the puzzle of what is being said by the person we can't hear.

And what about heating? Surely it's better to be in a cooler room to stop yourself from being sleepy? Well, apparently not. One study from Cornell University showed that when temperatures were lower, at twenty degrees Celsius, employees made 44% more mistakes than when it was twenty-five degrees. If you're feeling cold, you are using a lot of your precious energy to keep warm, so there's less energy for being innovative.

And that's not all. Ever been told 'tidy desk, tidy mind'? Well, apparently, having a messy desk is actually better for being inventive. Think that being tired makes it difficult to come up with good ideas? Think again. When we're tired, our brain is less efficient, but it's also more likely to make new connections, which means we're more likely to come up with something truly creative. Naps can also be good, though, especially at helping you remember things.

It seems that most of what I thought about being creative is wrong!

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 I need to get a new one cut
2 do you get your hair cut
3 we have it delivered
4 I'm having my car serviced
5 We need to get them cleaned.
6 We have someone clean the house
7 I'm going to get someone to look at it.

Exercise 2

1 having their apartment renovated
2 get your boss to turn up
3 having skylights or large windows installed.
4 getting a colleague to mess up

4.3 Vocabulary and skills development

Goals

- Understand speech when consonant sounds are omitted
- Recognize easily confused words

Lead-in

- Ask students what they understand by the term *street art*. What different kinds of street art can they think of? Do they think street art improves the environment or is it a form of vandalism?
- Either elicit ideas from the whole class, or give them a few minutes to discuss in small groups. They might mention graffiti or paintings such as those done by the artist Banksy. Other possibilities they might mention are lock-on sculpture (i.e. sculptures usually made from recycled materials, which are chained to public buildings) or sticker art (i.e. where street artists attach stickers to buildings, rather than painting or drawing).

Listening & Speaking omitting consonant sounds

Exercise 1

- Focus students' attention on the photos of yarn-bombing. Establish (if it hasn't already been mentioned) that this is also a kind of street art.
- Put students into pairs and ask them to discuss the questions together.
- Bring the discussion together briefly as a class. Note that the reasons behind yarn-bombing are covered in one of the upcoming listening questions, so you might want to avoid going into detail on this point at this stage.

Background note: Yarn-bombing is a type of street art that uses knitted or crocheted wool rather than paint. Because it is quite easily removed, many councils feel more positively about it than other forms of street art. The idea behind it is to make the urban public landscape warmer and more attractive.

Exercise 2 4.5

- Explain to the students that before they listen to a podcast about yarn-bombing, they are going to focus on something which will help them to listen more effectively.
- Ask students to listen to you saying two sentences and notice what happens to the sound /t/ the second time you say the sentence. Say *I'm not going* and *He stopped kicking the ball* quite carefully, with full pronunciation of the /t/ sound. Then repeat the sentences less 'carefully' (following the models in the Unlock the code box), explaining that this is how they are usually said. Ask students what happened to the sound /t/. You should be able to elicit that it disappeared.
- Then ask students to read and listen to the Unlock the code box to find out when and why this happens, and also when it doesn't happen.

EXTRA SUPPORT Check comprehension of the information in the Unlock the code box by asking questions, e.g.

- *What happens when the first word ends with /t/ or /d/ and the next word begins with a consonant?* (The /t/ or /d/ tends to disappear.)
- *What would happen to the phrase 'went nowhere'?* (/wen'nəʊweə/)
- *What happens when the next word begins with a vowel sound, e.g. 'went in'?* (We don't usually lose the /t/ or /d/, but note that in really fast speech the /t/ could also be elided.)
- *What other sounds tend to mean that we keep the /t/ or /d/?* (/h/, /r/, /w/, /s/)

- Put students into pairs to practise saying the examples in the Unlock the code box to their partner. Play track 4.5 again if this is helpful as a model.

Exercise 3a 4.6

- Ask students to look at the sentences (they all come from the podcast the students are going to hear) and draw their attention to the 't' and 'd's in bold. Tell them that they are going to listen to the sentences and cross out the 't' or 'd' if they don't hear it pronounced.
- Play track 4.6.

EXTRA SUPPORT Depending on how confident your students are, you might want to pause after each sentence to give them time to think about what they have just heard.

AUDIOSCRIPT 4.6

1 **It looks a bit weird to me.**
2 **What does it mean?**
3 **What does it mean?**
4 **I'd like to knit something like that.**
5 **I'd like to knit something like that.**
6 **It looks amazing!**
7 **I'd rather see this than graffiti.**
8 **They shouldn't put it on statues.**
9 **It doesn't do any harm.**

Exercise 3b 4.6

- Let students check their answers with a partner and encourage them to use the rules in the Unlock the code box to check against what they have just heard.
- Check the answers together as a class. Play track 4.6 again if necessary.

ANSWERS

1 **It looks a bit weird to me.**
2 **What does it mean?**
3 **What does it mean?**
4 **I'd like to knit something like that.**
5 **I'd like to knit something like that.**
6 **It looks amazing!**
7 **I'd rather see this than graffiti.**
8 **They shouldn't put it on statues.**
9 **It doesn't do any harm.**

Exercise 4 4.7

Audio summary: The audio is a short radio podcast-type programme about yarn-bombing. It explains what it is (a kind of street art where people knit or crochet covers for urban objects such as street lamps), where it started (apparently in the United States) and why people do it (to make the urban environment more attractive).

- Give students time to read through the questions.

- Play track 4.7. Students listen and answer the questions.
- Let them compare answers with a partner before checking the answers together as a class. Play track 4.7 again if necessary.

ANSWERS

1 a lamp post
2 Filled the cracks in the pavement with brightly knitted wool.
3 At night because many local governments don't like yarn-bombing.
4 They post them online.
5 Making an ugly public space or object more beautiful, putting something personal and handmade into an urban space and making people smile.

AUDIOSCRIPT 4.7

Knitting seems to be having a moment. That lamp post that you never noticed before … suddenly, it's multicoloured. Trees, statues, even buses and bridges are finding themselves decorated with a warm, brightly coloured knitted woollen cover. It's called yarn-bombing. It's believed to have started in the United States, but is now a global phenomenon. In Paris, a yarn-bomber has filled the cracks in the pavement with brightly knitted wool. In Poland, well-known yarn-bomber Agata Oleksiak has covered her grandmother's country house with a loose knitted cover. And in Mexico City, another yarn-bomber, artist Magda Sayeg, has specially designed a perfectly fitting cover for a city bus.

It's a kind of street art, a little bit like graffiti, but considerably less damaging as it can be easily removed. Nonetheless, many local governments don't like yarn-bombing, and therefore it is often done secretly at night. Yarn-bombing is very quiet. The yarn-bombers then take photos of their creations and post them online for others to admire.

It's very much a social thing, with groups of knitters working together to plan and create something. Even the well-known yarn-bombing artists, such as Oleksiak and Sayeg, have teams of people to assist them with the bigger projects.

So, why do they do it? Unlike much graffiti, yarn-bombing is often very much about making an ugly public space or object more beautiful. It's about putting something personal and handmade into an urban, industrial environment. And, of course, it aims to put a smile on people's faces.

FEEDBACK FOCUS If you think that students will find it useful, you could highlight where the /t/ or /d/ has been elided (is missing) in the answers. This could help students to see why it is useful to be aware of features of connected speech.

1 That lamp pos(t) that you never noticed …
2 In Paris, a yarn-bomber has fill(ed) the cracks …
3 … often done secretly a(t) night.
4 pos(t) them online for others to admire.
5 yarn-bombing is often very much abou(t) making an ugly public space or object more beautiful. It's abou(t) putting something personal …

Exercise 5

- Put students into pairs and ask them to choose a public building or statue that they think would look better if someone yarn-bombed it. You could give an example from your area, possibly a building or statue that is generally felt to be ugly.
- Put pairs with another pair to discuss their ideas, then have a brief class feedback session.

EXTENSION If you have time, you could carry out a class vote on the best building/statue to choose.

CRITICAL THINKING Having to think about something from a different point of view is a key critical-thinking skill. Ask students if they are generally in favour of street art, or if they think it is something which damages public spaces. Then ask them to think of as many arguments as possible for the opposite view to the one they hold themselves. Elicit some examples as a class.

Vocabulary & Listening easily confused words

Exercise 6a

- Ask students to work individually to choose the best option to complete each of the extracts from the listening.
- Check the answers together as a class. You could play track 4.7 again if necessary. Establish that these pairs of words are often confused.

ANSWERS

1 another 2 specially 3 quiet

Exercise 6b

- Ask students if they have any idea why these sorts of words are often confused. See if you can elicit ideas such as the two words sounding similar, but don't push for explanations if students are not forthcoming.
- Focus students' attention on the Vocabulary focus box about easily confused words.
- Either ask students to read it themselves to check their ideas or go through the information together as a class.
- Check understanding by eliciting the three main reasons why words are often confused (grammatical, similar sounds or spelling, close in meaning).

WATCH OUT! Note that in North American English, both the noun and verb are 'practice'.

EXTENSION Ask students if they can think of any more pairs of words which are easily confused. To a degree this may depend on their first language as words which are close in meaning can be what are known as false friends. For example, *library* and *bookshop* are often confused by speakers of Latinate languages because the Latin root of *library* is often used to mean 'a bookshop'.

DICTIONARY SKILLS Show students how a good dictionary will usually have information about easily confused words. Ask them to look up the following key words and see what they find:

– *farther/further*
– *quite/fairly/rather*
– *partly/partially*

Exercise 7

- Students work individually to choose the best option to complete the sentences. Remind them that they can refer back to the Vocabulary focus box if they wish.
- Let them compare answers with a partner before checking the answers together as a class.

- Ask students to read the sentences aloud. This should help you to spot any pronunciation issues and prepare for the next exercise.

ANSWERS

1 effect
2 specially
3 mistake
4 manages
5 loose
6 practice
7 quiet
8 advice

Pronunciation easily confused words

Exercise 8a 4.8

- Focus students' attention on the pairs of words.
- Play track 4.8. Students listen and circle the words that they hear.
- Check the answers together as a class and draw students' attention to the differences.
  1 *specially/especially*: *especially* has an extra /ə/ at the beginning, but both words have the main stress on the syllable *spesh*.
  2 *quite/quiet*: the vowel sounds are different – *quite* is /aɪ/ and *quiet* is /aɪə/. This extra schwa sound may cause problems for some learners.
  3 *lose/loose*: here the vowel sound is the same, despite the different spelling, but the consonant sound is different – /luːz/ and /luːs/.
  4 *advise/advice*: this pair has a similar difference, with *advise* having a /z/ sound and *advice* having a /s/ sound.

WATCH OUT! Not all noun/verb pairs have a difference in the way they are pronounced. *Affect* and *effect* both have the same pronunciation in normal connected speech, as do *practice* and *practise*.

ANSWERS/AUDIOSCRIPT 4.8

1 especially
2 quite
3 loose
4 advise

Exercise 8b 4.9

- Play track 4.9, pausing after each pair of words. Students repeat the pronunciation.

AUDIOSCRIPT 4.9

1 specially especially
2 quite quiet
3 lose loose
4 advise advice

Exercise 9a

- Put students into pairs and ask them to choose five pairs of words from the lesson that they find particularly confusing. Encourage them to explain their choices.

Exercise 9b

- Students then work individually to write a sentence using one of the words from each pair, but leaving a gap instead of writing the word. Circulate and monitor, helping as necessary.

Exercise 9c

- When each student has produced five gapped sentences, ask them to swap papers with their partner and try to complete the gaps.

EXTRA ACTIVITY Remind students of the importance of recycling the vocabulary that they learn. Ask them to create vocabulary cards for the words in all three lessons (4.1–4.3), with the word on one side and the definition on the other. Divide up the task so each student has a few of the words only. Put these cards into a box to keep in the classroom. When students finish a task early, they can pull out a couple of these words and test themselves.

4.4 Speaking and writing

Goals

- Write a summary
- Give opinions and try to change someone's opinion

Lead-in

- Give students three minutes to write down as many key dates from history as possible.
- Then put students into small groups. Ask them to compare their lists and say, or check with each other, what happened on those dates.
- Ask students why they remember those dates (or why they don't remember any dates!). Did they learn them at school?

Writing writing a summary

Exercise 1

- Focus students' attention on the quote. Ask them, in the same groups as the Lead-in, to discuss whether they agree with it or not, and to explain why. (Incidentally the quote is just an example of what someone might think, not a famous quote.)
- Elicit a few ideas from the whole class. Refer students back to the Lead-in activity. Do they think it was worthwhile learning facts by heart at school?

WATCH OUT! Check students understand the expression *learn something by heart* (= to memorize something thoroughly).

Exercise 2

Text summary: The text is a short blog post and 'opinion piece'. The author refers to the currently popular idea that there is no longer any need to memorize facts because everything is available online and gives reasons why he/she disagrees with this idea.

- Focus students' attention on the text and establish that it is a blog post. Ask students if they read blogs online. What kind of blogs do they read? Explain that this blog post is what is called an opinion piece, where someone writes their opinion or argument about a topic.
- Look at the title of the blog post and check students understand the expression *rote learning* (= learning by heart). Check students also understand *in defence of* (= supporting someone or something that is being criticized).
- Ask students to read the blog post fairly quickly to decide if the author would agree with the quote or not. The idea is for students to get a general idea of the content before starting to look at it in more detail.

- Elicit students' ideas and ask for some evidence from the text. For example, the author says *How can people use their minds creatively if there's nothing stored in there?* The title also indicates the author's position.

ANSWER

He/She would disagree – see lots of possible pieces of evidence in the text.

EXTRA ACTIVITY Check students know some of the key verbs for talking about this topic, which are all included in the blog post. Give students the definition, then write one letter at a time on the board until students guess the word. Don't allow students to shout out the word, but ask them instead to write down the word once they have guessed it. In this way all the students will have a chance to think about it, not just the quickest ones. If you want to make it more challenging, don't start with the first letter of the word.

– *memorize* (= learn something carefully so that you can remember it exactly)
– *store* (= put something somewhere to keep it for later use)
– *develop* (= grow bigger or stronger)
– *focus* (= give attention or effort to one particular thing)
– *look up* (= find information in a book or online)

Exercise 3

- Read through the five summaries with the class.

WATCH OUT! If you did the previous Extra activity, students should know most of the vocabulary. You might still need to check *background knowledge* (= information which helps to explain why something is the way that it is).

- Ask students to read the blog post again and match the summaries with the paragraphs.
- Check the answers together as a class, but don't go into too much detail as this might pre-empt exercise 6.

ANSWERS

1 d 2 e 3 a 4 b 5 c

Exercise 4a

- Ask students if they know what a summary is. Use the information in the study tip below to explain.

STUDY TIP A summary is a record of the main points of a text or of something you have seen or heard. Being able to write a summary is particularly useful if you are studying as it is a way of checking whether you have understood a text and keeping a record of the content for the future. A summary should be written using your own words.

- Ask students to read the two summaries and choose the one that they think is the best overall summary of the post.
- Let them compare answers with a partner, but don't check the answer at this stage.

POSSIBLE ANSWER

A is better because it includes all or most of the main ideas and it is written in the person's own words.
B mainly summarizes just the first paragraph.

Exercise 4b

- Ask students to read the tips for writing a good summary and compare these with their own ideas about the summaries in exercise 4a.
- Ask them to find examples in the two summaries where the summary writer did or did not do these things.
- Discuss the two summaries together as a class.

ANSWERS

A uses other words, e.g. *Many people think that rote learning is unnecessary and uncreative …*
B adds a detail about Wikipedia which is not in the original, and their own opinion.
B uses whole chunks of the same words like *memorization is a waste of time.*

Exercise 5

- Explain that if you are writing a summary for study purposes, it is very important to use your own words or paraphrase.
- Ask students to read the Language for writing box on paraphrasing in summaries and find out what the two ways of paraphrasing are (replacing words and phrases with synonyms, changing the grammatical structure).

EXTRA ACTIVITY Ask students to find a specific example from the two summaries where the writer has, or has not, used his/her own words, e.g.

– Summary A: *rote learning is unnecessary and uncreative* instead of *is seen as not only pointless but mindless*
– Summary B: *memorization is a waste of time* – exact words

Don't accept more than a couple of examples as students will be shortly asked to do this task in more detail.

Exercise 6

- Direct students back to the blog post and draw their attention to the underlined sections.
- Put students into pairs and ask them to identify the sections of summary A which paraphrase the underlined sections in the blog.
- Check the answers together as a class.

ANSWERS

Learning by heart, or 'rote learning' is seen as not only pointless, but also mindless.
Many people think that rote learning is unnecessary and uncreative
… how can people use their minds creatively if there's nothing actually memorized and stored in there? How do you create something from nothing?
… people need background knowledge before they can be creative.
… isn't it actually quicker and easier to know your multiplication tables?
Learning things by heart … saves a lot of time looking things up.
Expertise is developed through hours of learning, practice and memorization.
It's also essential for anyone who wants to master a skill.

EXTRA CHALLENGE Ask students to identify how the writer has paraphrased – did he/she use synonyms or change the grammatical structure, or both?

Exercise 7a

- Ask students to read the website article and decide on an appropriate title. This is a good way of helping them to gain a general understanding of the content of the text before going on to more detailed work. A possible title might be *Rote learning helps you think for yourself.*
- Students work individually to write a summary in 50–60 words of the key points of the article. Monitor and help students as necessary.

EXTRA SUPPORT You could scaffold the task more carefully by asking students to first identify the main idea in each paragraph. Remind them about finding the topic sentence. Then ask them to put these main ideas into their own words. Finally, ask them to make the four ideas into a coherent summary, making any changes necessary.

POSSIBLE ANSWER

According to new research, rote learning is actually the basis for problem-solving skills. One of the researchers argues that the more knowledge you have, the better your framework for future learning. The study found that Asian countries, sometimes criticized for more conventional learning methods, topped the tables for educational performance, including problem-solving skills.

Exercise 7b

- Ask students to check their summaries against the checklist in exercise 4b. Alternatively, students could work in pairs and peer-check each other's summaries.

EXTENSION Write the possible answer in the exercise 7a answer key on the board and ask students to identify which parts of the original article the writer has chosen to summarize and how they have paraphrased the ideas. Students could do this in small groups, or you could do it with the whole class. For example:

- *According to new research* (According to a new international study)
- *… rote learning is actually the basis for problem-solving skills* (rote learning can eventually help learners to be better at problem-solving)
- *One of the researchers argues that* (argues Sir Michael Barber, a top education adviser who worked on the study)
- *… the more knowledge you have, the better your framework for future learning* (the more knowledge you have, the more knowledge you are able to learn in the future, because it gives you a framework)
- *East Asian countries, sometimes criticized for more conventional learning methods* (known for their reliance on rote learning, and often criticized for it)
- *topped the tables for educational performance, including problem-solving skills* (Asian countries, such as South Korea, Japan, Singapore and Hong Kong, all did extremely well … However, the study also found that these countries did extremely well in problem-solving tests)

Speaking & Listening giving opinions and trying to change someone's opinion

Exercise 8

- Write the word *strict* on the board and check students understand what it means when describing a person (= someone who has definite rules that they expect people to follow entirely).
- Ask students if it is important for a teacher to be strict and elicit some reasons for their opinions. Then ask students about being motivating or creative; are these important qualities?
- Put students into pairs and ask them to decide on the five most important qualities for a teacher. (They can include being strict if they wish.)
- Give students enough time to discuss the task properly and come to their conclusions, then elicit some ideas as a class.

Exercise 9 4.10

- Explain that students are going to listen to two friends doing the same task as in exercise 8.
- Play track 4.10. Students listen and note which adjectives the two friends use. Are they the same as or different from those the students chose themselves?
- Check the answers together as a class. Ask whether students agree with the opinions they heard.

POSSIBLE ANSWER

Adjectives mentioned are *patient, kind, creative, encouraging, supportive, strict, motivating, hard-working, well-organized*.

AUDIOSCRIPT 4.10

A Well, I have to say that, for me, the most important quality of a teacher is being patient. Teachers need to understand that it isn't necessarily that easy to learn something. Oh, and being kind is important, too.
B Well, you've got a point, but if they're actually going to teach you something, they need to be more than kind and patient. They need to have good ideas, too – to be creative, to be able to come up with something that will really make the lesson interesting and fun.
A Yes, but on the other hand, sometimes teachers create really fun lessons, but you don't really learn anything. I'm all for having fun, but I do want to get more than that out of the class, don't you?
B Oh, yes, obviously that's important.
A But I still want them to be encouraging and supportive.
B No, but look, it is possible for a teacher to be too nice sometimes, isn't it? Personally, I think a good teacher is quite strict.
A Really? Isn't that kind of teacher a bit old-fashioned? As I see it, if a teacher is motivating, the students won't want to be silly and waste time.
B OK, I can agree with motivating, and supportive. What about creative as well?
A Yes, OK, I guess it is pretty important. And hard-working. It seems to me that teachers have to work pretty hard.
B They do, and they have to be pretty well organized, too. So that's motivating, supportive, creative, hard-working … what about the fifth one? Well organized?

WATCH OUT! Check students understand the meaning of the adjectives used in the listening:

- *patient* (= someone who is able to wait for a long time or deal with a difficult situation without getting angry or upset)
- *kind* (= behaving in a way that shows you care about people)
- *creative* (= having a lot of imagination)
- *encouraging* (= giving confidence)
- *supportive* (= helpful and sympathetic)
- *strict* (= someone with definite rules that they expect people to follow)
- *motivating* (= making you feel determined or enthusiastic about doing something)
- *hard-working* (= someone who puts a lot of effort into their work)
- *well-organized* (= someone who plans activities carefully and effectively)

Exercise 10a

- Ask students if they can think of any phrases used to give opinions, either from the listening or from their earlier discussions.
- Tell students that the phrases in exercise 10a are either ways of giving opinions or ways of trying to change someone's opinion, taken from the listening.
- Ask students to work individually to complete the phrases with words from the box.
- Let them compare answers with a partner, but don't check answers at this stage.

Exercise 10b

- Read the first phrase aloud and elicit whether it is giving an opinion or trying to change someone's opinion.
- Ask students to decide for each phrase and put it in the correct place in the Language for speaking box.
- Let them compare answers with a partner, but don't check answers at this stage.

Exercise 11 4.10

- Play track 4.10 again. Students listen and check their answers.

ANSWERS

1 say
2 point
3 hand
4 look
5 Personally
6 see
7 seems

Giving opinions
Well, I have to say that …
Personally, I think …
As I see it, …
It seems to me …

Trying to change someone's opinion
Well, you've got a point, but …
Yes, but on the other hand …
No, but look …

SMART COMMUNICATION Note that in English it is generally considered quite rude to directly disagree with someone, unless you have a close relationship. Therefore, there is a tendency for people to use 'softeners' such as partly agreeing, e.g. *Yes, but* … or using *Well,* … to imply that you are giving what they said consideration.

Pronunciation intonation – softening language

Exercise 12a 4.11

- Explain how English speakers tend to 'soften' disagreement (see Smart communication above) and that intonation is part of this.
- Make sure that students understand which intonation pattern is represented by each arrow (a fall-rise and a rise).
- Play track 4.11. Students listen and decide which is the closest intonation pattern.

AUDIOSCRIPT 4.11
1 Yes, but on the other hand …
2 No, but look …
3 Well, you've got a point, but …

ANSWERS
1 a 2 b 3 a

Exercise 12b 4.11

- Play track 4.11 again, pausing after each phrase. Students listen and repeat.

Exercise 13

- Remind students about the five adjectives they chose in exercise 8 for a teacher. Then put each pair with another pair to make groups of four.
- Ask each group to put their lists together and make a new list with only five qualities in total.
- Remind them to try to use the language from the Language for speaking box. Each student should aim to use at least two of the phrases.
- When students have had enough time to decide, elicit a few answers as a class.

EXTENSION Monitor the groups carefully and note down examples of good language and language where correction is needed. At the end of the activity, write these examples on the board without saying which students produced them. Show students the good examples and elicit corrections for the others.

4.5 Video

La Belle Époque

VIDEOSCRIPT
From 1878 to 1914, Western Europe enjoyed an era of peace and prosperity. People had more time and more money, so they could enjoy themselves and express themselves more than ever before. It was a time of great optimism and creativity. And at its centre was Paris.
In France, this period became known as *La Belle Époque* – the Beautiful Era. Many of the world's greatest artists, architects, and engineers were living in the city at the time; and much of their work can still be seen today.
The Eiffel Tower is now a symbol of France, but it originally served as a temporary entrance to the 1889 World Fair. The French government had it built to celebrate the 100th anniversary of the French revolution, and at 324 metres it was the tallest structure in the world for over forty years. It was designed by Gustave Eiffel, who described it as the perfect example of the 'art of the modern engineer'.
This mixture of art and science was a popular theme in Paris at the time. All over the city, scientists, engineers, architects and artists were combining knowledge to create buildings and objects that were not only functional, but beautiful, too.
This reached its highpoint at the city's next World Fair in 1900. The Fair exhibited some of the most technologically advanced inventions of the time – including diesel engines, talking films and escalators – as well as promoting a new artistic style: art nouveau. This style can still be seen all over Paris, and some of the city's most famous buildings were opened especially for the Fair.
This is the Musée d'Orsay, a fine art museum on the left bank of the river Seine. It hasn't always been a museum. It was originally named the Gare d'Orsay and was one of the city's main train stations. It was opened in 1900

– just in time for the Fair. Its incredible structure of iron and glass made it one of the most popular attractions at the exhibition. It became a museum in 1986. Today, it is a true celebration of Belle Époque Paris, housing some of the most famous works of art of the time including masterpieces from artists like Van Gogh, Monet and Cézanne.
As the Gare d'Orsay opened above ground, work was also finishing on the Métro below ground. The first line opened on the 19th of July 1900 and was another fantastic blend of function and style. It was hailed as a masterpiece of art nouveau and was immediately popular with the French public. Today, the Paris metro has 214 kilometres of line and is used by almost 1.4 billion travellers every year. It's still a design classic, and the network's unusual signs have become icons of the city.
La Belle Époque was a period of intense creativity in Paris, which coincided with the beginning of the technological age. In the city's famous restaurants and cafés, the best-known artists in the world mingled with some of the greatest innovators of the time.
The Belle Époque era ended in 1914, but it left an enduring legacy. Over the last century, people have become nostalgic for the era's elegance and excitement. Of course, Paris has changed a lot since then, but all over the city there are still glimpses of the beauty of the Belle Époque.

VIDEO ANSWERS

Exercise 3
1 dancing, sitting at a table, chatting, drinking, smoking a pipe (00.00).
2 EU (European Union) and French flags (01.47).
3 two (02.05)
4 the Statue of Liberty (the one in the USA was designed by a Frenchman, Bartholdi, who also created this one for the World Fair) (03.01)
5 Rome (04.00)
6 Galéries Lafayette (04.47)

Exercise 4
1 French Revolution
2 forty
3 talking
4 Art
5 train station
6 1986
7 the 19th of July
8 1.4 billion

Review

ANSWERS

Exercise 1a
1 could be saved
2 has been designed/was designed
3 can be manufactured
4 are usually priced
5 was invented
6 are no longer protected
7 to be applied

Exercise 2
1 My bag was stolen last year.
2 If I have a problem, I can easily get someone to help me.
3 I get my hair cut by the hairdresser every six weeks.
4 I don't know how to decorate so I always hire a decorator to do it for me.
5 In the UK, you have to have your car checked by a mechanic every twelve months.
6 I'm very persuasive. I can usually get someone to change their mind.

Exercise 3a
1 control
2 protect
3 generate
4 treat
5 fix

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

AUDIOSCRIPT 4.12
1 describing a new way of doing something
2 very noticeable
3 not showing thought or understanding
4 unusual and surprising
5 easy to understand and use
6 always behaving in a traditional or normal way

Exercise 5a
1 quiet
2 losing
3 control
4 fault
5 affecting

Exercise 6a
I have to say that …
It seems to me that …
Well, you've got a point, but …
As I see it, …
Yes, but don't you think …

AUDIOSCRIPT 4.13
A Well, I do really enjoy my job, but I also earn quite a good salary, so I guess I'm lucky. But, if I had to choose, I have to say that I would choose to enjoy my job over the money. It seems to me that you spend so much of your life at work, that you have to enjoy it, or life is just miserable!
B Well, you've got a point, but if you don't have enough money, you can be pretty miserable, too, can't you?
C As I see it, you don't need loads of money, but you do need enough, so that has to be the priority. If you don't enjoy your job, you can always do things you enjoy in your free time.
A Yes, but don't you think you should change jobs if you hate what you're doing? I think …

5 Mind

Unit overview

Language input

Using verbs with *-ing* and infinitive (CB p47)	• *I remember feeling disappointed.* • *My father let me sit on his shoulders.*
Other uses of *-ing* and infinitive with *to* (CB p48)	• *I'm tired of doing the same thing every day.* • *How long are you willing to wait?*
Grammar reference (CB pp144–145)	

Vocabulary development

Talking about childhood memories (CB p46)	• *vaguely remember, vivid memory, precise details …*
Emotions and behaviour (CB p48)	• *can't sit still, have had enough of, your mind wanders …*
Phrasal verbs with *out* and *up* (CB p51)	• *work out, carry out, pop up, come up with …*

Skills development

Reading: understanding linkers (CB p50)
Speaking: language to give solutions (CB p52)
Writing: an article giving advice (CB p53)

Video

Documentary: Boredom (CB p54)
Vox pops (Coursebook DVD & TG p261)

More materials

Workbook	• Language practice for grammar, vocabulary, pronunciation, speaking and writing
Photocopiable activities	• Grammar: Believe it or not? (TG p212 & TSRD) • Vocabulary: Crack the code! (TG p230 & TSRD) • Communication: Survival strategies (TG p248 & TSRD)
Tests	• Unit 5 test (TSRD)
Unit 5 wordlist (TSRD)	

5.1 As if it were yesterday …

Goals

- Talk about childhood memories
- Use verbs with *-ing* and infinitive

Lead-in

- Focus students' attention on the photos on page 46 and use them as the basis of a whole-class discussion about childhood photos. Choose from the following questions:
  - *When do you think the photos were taken (roughly)?*
  - *Which do you like best? Why?*
  - *Do you have many childhood photos? Are they on display in your home or are they in albums? Or are they mostly stored electronically?*
  - *Nowadays people take many more photos of their children than in the past. Does that make the photos less precious?*

Vocabulary & Speaking talking about childhood memories

Exercise 1

- Put students into pairs to answer the questions. Begin by telling them about an early memory of your own.
- Ask some students to tell the class about their partner's childhood memory.
- Find out who has the earliest memory.
- Ask students whether they think it's possible to remember memories from when we were babies or are these false memories from stories we've been told about our childhoods? How far back do they think we can remember things? (This will generate interest in the topic of the text in exercise 3a.)

Exercise 2

- Focus on the instructions and ask students to do the task alone or in pairs.
- Encourage them to use a dictionary if dictionaries are available.
- Check the answers together as a class and highlight the following language points:
  - *no* + noun + *whatsoever* means 'not at all' or 'not of any kind', e.g. *We have no food whatsoever in the fridge. I had no help whatsoever. There is no evidence whatsoever.*
  - *just about* has two meanings: 'only just' and 'very nearly', e.g. *I can just about reach it* (= I can reach it, but only just), *I've just about finished* (= I've very nearly finished).
  - After *as if* we need a past subjunctive. That is why we say *as if it were,* and not ~~*as if it was*~~.
- Model and drill all of the sentences. Keep up a lively pace while drilling.

ANSWERS

1 U 2 C 3 N 4 U 5 U 6 N 7 U 8 C 9 C

EXTENSION Ask students to write a synonym or very brief explanation for each of the words in bold in exercise 2. Possible answers are: *vaguely* (= more or less), *vivid* (= clearly), *whatsoever* (= at all), *precise* (= exact), *just about* (= only just), *recollection* (= memory), *fade* (= gradually disappear), *as if it were yesterday* (= very clearly), *recall* (= remember).

PRONUNCIATION This is a good opportunity to contrast the pronunciation of *can* and *can't*. Write on the board *I can remember* and *I can't remember*. Elicit that *can* in natural speech is pronounced /kən/ and *can't* is pronounced /kɑːnt/. However, before a consonant the 't' disappears, so here it is pronounced /kɑːn/. Explain that the most important difference between *can* and *can't* is not the difference in the vowel sound, but the fact that *can't* is stressed and *can* is unstressed. The same rule applies to all modal verbs, i.e. all negative modal verbs are stressed.

EXTRA ACTIVITY Give students more practice in using the language in exercise 2 for describing how well they remember things. Write on the board: *How well do you remember …?* Then dictate a list of important 'firsts', e.g.

- *your first day at primary school*
- *your first home*
- *the first time you earned money*
- *your first bicycle*
- *the first time you went away without your family*
- *your first mobile phone*
- *the first time you tasted ice cream*

Put students into pairs to go through each first and say a sentence from exercise 2. Discourage them from going into too much detail as they will have a chance to describe a memory in detail at a later stage in the lesson.

Exercise 3a

Text summary: This article is about a phenomenon known as childhood amnesia (loss of our early memories). Recent research has identified at what point childhood amnesia occurs. It shows that as very young children we can remember events from our earliest years, but at the age of seven, changes in the brain cause us to forget many of the things which happened to us prior to that age.

- Explain that students are going to read an article about when and why our earliest memories fade. Focus attention on the gaps in the article and ask students to complete them with the bold words from exercise 2.
- Let them compare answers with a partner before checking the answers together as a class.

ANSWERS

1 recall
2 fade
3 vivid
4 recollection
5 precise

Exercise 3b

- Put students into pairs. Focus on the underlined words in the text and ask students to use the context to guess their meanings.
- Elicit their suggestions and confirm the meanings. Remember to praise suggestions that are not correct but make sense within the context.

- You may wish to refer to the *Oxford 3000* symbol at the bottom of the page and point out that the underlined words in the text are *Oxford 3000* words at B2 level and students are advised to learn these together with the bold words in exercise 2 as part of the target vocabulary for this lesson.

POSSIBLE ANSWERS

identified = discovered, recognized what something is
understanding = knowledge about a subject
store = put something somewhere and keep it there to use later
access = to reach something and get it out

EXTENSION Ask students to find and underline in the text the following words: *struggle* (= to try hard to do something that you find difficult), *occurs* (= happens, often unexpectedly), *survive* (= to continue to exist) and *analyse* (= to think about something in detail). Ask them to work out their meaning from the context.

Exercise 4

- Ask students to think about the questions alone before discussing them with a partner.
- Check the answers together as a class and ask students if their own experience of remembering or forgetting some childhood memories reflects the information in the text.

ANSWERS

1 They fade at around the age of seven. There are changes in the brain.
2 Children of seven and up store memories in a different way and are unable to access the earlier memories.
3 memories that involve deep emotion

Exercise 5a 5.1

Audio summary: Two people recount childhood memories. The first speaker describes her memories of a spontaneous trip to Buckingham Palace on the day the Second World War ended; the second describes a time when he fell off a horse while on a school activity holiday. (Both are true stories.)

- Explain that students are going to listen to two people describing a childhood memory.
- Ask students to copy out the table onto a piece of paper or in their notebook.
- Point out that students will hear the recording twice. The first time they listen they only need to complete the first row. Suggest they write no more than one sentence for this first question.

EXTRA SUPPORT Pre-teach *cheer* (= to shout loudly, to show support or praise for somebody), *trot* (= of a horse, to move forward at a speed that is faster than a walk, but slower than a canter) and *pride* (= a feeling of respect for yourself).

- Play track 5.1. Students listen and answer the first question.
- Let students compare what they understood with a partner before checking the answer together as a class.

ANSWERS

See Answers in Exercise 5b.

Exercise 5b 5.1

- Play track 5.1 again for students to complete the rest of the table.
- Again, let students compare answers with a partner before checking the answers together as a class.

ANSWERS

	Irene	Tobias
What happened?	She went to Buckingham Palace on the day the Second World War ended.	He fell off a horse.
How old were they?	She was four.	He was ten.
Which details do they remember vividly?	She remembers the noise and the happy cheering, the Queen's blue dress and she remembers being disappointed the princess didn't look like a princess.	He remembers that the other children were excited and he was scared. He remembers his helmet falling over his eyes.
Which details don't they remember?	She doesn't remember how they returned home from London.	He doesn't remember if he was injured or not.

EXTENSION Do a further check of students' comprehension of the listening text by reading out the following statements and asking students to say whether they are true or false.

1 *Irene went to London with both parents.* (False, just her father)
2 *She got a clear view of the royal family waving from the balcony.* (True)
3 *Princess Elizabeth was wearing a green army uniform.* (False, a brown uniform)
4 *Tobias had ridden a horse before.* (False)
5 *He fell off the horse on purpose.* (True, he made himself fall off)
6 *He felt extremely embarrassed.* (True, his pride was very hurt)

AUDIOSCRIPT 5.1

1 Irene from England

My clearest childhood memory is definitely the day the Second World War ended. It was May 1945, so I must have been four years old. I don't know how it happened so quickly, but my mother and father and I went down to the train station, and hundreds of us went on to the train to London – which was about a hundred miles away, a long way on a steam train – and we went straight to Buckingham Palace.

The royal family and the prime minister, Winston Churchill, were on the balcony of the palace. They waved and waved, and everyone was cheering and cheering and singing. It was unbelievably noisy and happy. That was my main memory of the day. My father let me sit on his shoulders so I could have a better view.

I can also remember that the queen was wearing a pale blue dress, and I clearly remember feeling very disappointed because Princess Elizabeth, now Queen Elizabeth, of course, was wearing an army uniform, which was brown, and she didn't look like a princess at all.

I have absolutely no recollection of how we got home again.

2 Tobias from Germany

I'll never forget going horse riding for the first – and last – time when I was about ten. It was on a school activity holiday. I remember all the other kids were really excited about going horse riding. I pretended to be excited, but actually I was feeling really nervous because I'd never done it before and I was a bit frightened of horses. Anyway, everything was fine while the horse was walking, but when it started to trot … well … suddenly, I felt completely out of control. I didn't expect the horse to run so fast. I tried to get it to slow down, but it just kept on running, faster and faster. In my panic, I didn't remember to follow the teacher's instructions. And, to make matters worse, my helmet had slipped down and was covering my eyes, so I couldn't see a thing. That's the thing I remember most clearly – not being able to see! Anyway, I didn't dare to take my hands off the reins to push the helmet back up. So instead I decided to do something very silly: I made myself fall off the horse. So I fell on the ground and all the other children had to avoid riding over me. I don't remember whether I was injured or not, but my pride was very hurt!

Exercise 6

- Put students into small groups to talk about their childhood memories. Suggest they talk about two or three memories each. Refer them to the photos in exercise 1 for inspiration about what to talk about. They might also choose to talk about memories similar to those in the listening exercise, i.e. a time when they attended a significant public event or a time when they had a mishap.
- Remind them to use some of the vocabulary from exercise 2. Circulate and monitor, helping as necessary.

Grammar & Speaking using verbs with *-ing* and infinitive

Exercise 7a

- Ask students to complete the sentences with the correct form of the verb in brackets. Suggest they use their instinct to help them decide what sounds right.
- Let them compare answers with a partner but don't check answers at this stage.

Exercise 7b 5.2

- Play track 5.2 for students to check their answers.
- To check students understand the meaning of *let, get* and *made* in these contexts, quickly elicit synonyms for each: *let* (allowed), *get* (persuade), *made* (forced).

ANSWERS

1 sit **2** feeling **3** to slow **4** fall **5** to follow

AUDIOSCRIPT 5.2

1 My father let me sit on his shoulders.
2 I remember feeling disappointed because Princess Elizabeth didn't look like a princess.
3 I tried to get the horse to slow down …
4 I made myself fall off the horse.
5 In my panic, I didn't remember to follow the teacher's instructions.

Exercise 8

- Explain to the students that they are going to focus on using verbs with *-ing* and infinitive. Ask them to read the first rule in the Grammar focus box and the accompanying two examples. These two verb patterns (verb + infinitive and verb + *-ing*) will be very familiar to them, but point out that as they come across more 'advanced' verbs with these verb patterns they need to take note of them.
- Check students understand *pretend* (= behave as if something is true when it's not) as this is a false friend in some languages.
- Ask students to read the rest of the rules and complete the gaps in the examples with bold verbs from exercise 7a.
- Go through the answers together as a class and highlight the following points:
  - For answer 1, elicit whether the structure is the same or different in students' first language. Emphasize also that the negative infinitive is *not to do* and not ~~to not do~~.
  - For answers 2 and 3, point out that *help* is listed as a verb followed by infinitive without *to*, but can also be followed by infinitive with *to* (help someone (to) do something).
  - For answer 4, explain that some verbs are followed by *-ing* or *to* without a change of meaning, e.g. *begin, start,* but the focus here is on verbs where there is a change of meaning.
- Point out to students that unfortunately there is no way of knowing which pattern follows a verb and they just have to learn them. Reassure them, however, that with time they will develop an instinct for which sounds right.

WATCH OUT! Many common verbs are followed by different structures in the students' first language, which frequently results in errors such as *I want ~~that you go~~. He told me ~~that I come~~*. If you teach in a monolingual context, and are familiar with students' first language, pay particular attention to the verbs which have different structures in L1.

STUDY TIP Encourage students to keep lists of verbs with different verb patterns (verb + *ing*, verb + infinitive with *to*, verb + object + infinitive without *to*, etc.), which they add to as they come across new verbs. They could either write the verbs in a vocabulary notebook or create lists on their mobile phones/tablets.

EXTRA CHALLENGE Exploit the listening text for further examples of verb patterns. Refer students to the audio script for Tobias's story on pages 164–5 and ask them to find and underline five more examples of verb + infinitive or verb + object + infinitive:

- *It started to trot …*
- *I didn't expect the horse to run so fast …*
- *I tried to get it to slow down …*
- *I didn't dare to take my hands off …*
- *I decided to …*

Go through the verbs and explain that:

- *start* can be followed by *-ing* or an infinitive with no change in meaning.
- *expect* is like *want*, *tell* and is followed by object + infinitive with *to*.
- *try* can be followed by *-ing* or an infinitive but with a change of meaning (*try to* = attempt to; *try* + *-ing* = see if doing sth. will solve a problem).

– *dare* (meaning 'have the courage to') is like *help* and can be followed by an infinitive with or without *to*, i.e. *I didn't dare (to) let go.*
– *decide* can only be followed by an infinitive.

ANSWERS
1 get 2 make 3 let 4 remember

Exercise 9a

- Explain that students are now going to focus more closely on the verbs which can be used with either *-ing* or infinitive, with a change of meaning, namely, *remember, forget, regret* and *stop*.
- Students will now, through a process of guided discovery, find out that with this set of verbs the *-ing* form refers to what people did and the infinitive refers to what they are supposed to do.
- Read through the task instructions together and put students into pairs to answer the questions.
- Check the answers together as a class. Highlight that *forget* + *-ing* is generally used in the negative and often collocates with *never*, e.g. *I'll never forget meeting him.*

ANSWERS
-ing is used to talk about things people did.
The infinitive is used to talk about what things people are/were supposed to do.

Exercise 9b

- Read the task instructions together and ask students to discuss the questions with a partner.
- Check the answer together as a class. You could explain that the infinitive after *stop* is an infinitive of purpose and means the same as *in order to*.

ANSWERS
1 The infinitive gives the reason for stopping.
2 *-ing* is used to say an activity stopped.

Exercise 10

- Tell students that the following text describes another childhood memory. Focus on the illustration and ask students if they can predict what happened.
- Ask students to skim quickly through the text to check their prediction.
- Ask students to work individually to choose the correct verb forms to complete the story. Again, suggest they use their instinct, but if they are not sure, they should refer to the rules in exercises 8 and 9a.
- Check the answers together as a class.

ANSWERS
1 being
2 hearing
3 to do
4 cry
5 crying
6 try
7 to remember

- Refer students to *Grammar reference* on page 144. There are three more exercises here students can do for homework.

Exercise 11

- Put students into pairs. Refer Student A to page 128 and Student B to page 132.
- For part a, they work alone to write one word in response to the prompts. Tell students to write the words on a separate piece of paper.
- Monitor and make sure students are writing single words and not full sentences. Set a time limit for this stage.
- For part b, students take it in turns to look at the words their partner has written and for each word asks why they have written it. When their partner answers, they will need to use a verb + *-ing* or infinitive, e.g.
  Student A: *Why did you write 'motorbike'?*
  Student B: *My wife didn't want me to get a motorbike but I got one.*
- Encourage students to ask follow-up questions to keep the conversation going.

FEEDBACK FOCUS Monitor their conversations, focusing on their use of verb + *-ing* or infinitive. Note points for correction. When they have finished the activity, conduct error correction.

GRAMMAR REFERENCE ANSWERS

Exercise 1
1 to go
2 to turn
3 stay
4 help
5 do/to do
6 doing
7 washing up
8 to be
9 to take

Exercise 2
1 to help, to meet
2 to study, to study
3 taking, taking
4 to go, doing, to find
5 not to apply, to look

Exercise 3
1 to leave at around six in the morning
2 watching TV last night.
3 to say who broke the window.
4 to arrive in about ten minutes.
5 seeing my friends back home.
6 saying all those things last night.
7 to program.
8 opening the window if you're too hot.

5.2 Bored!

Goals

- Talk about emotions and behaviour
- Other uses of *-ing* and infinitive with *to*

Lead-in

- With books closed, write the following two quotations on the board:
  – *'There are no uninteresting things, only uninterested people.' (G.K. Chesterton)*
  – *'The two enemies of happiness are pain and boredom.' (Arthur Schopenhauer)*
- Explain, if necessary, that G.K. Chesterton was an English writer and philosopher, and Arthur Schopenhauer was a German philosopher.
- Ask students to discuss, in pairs, whether they agree with the quotations.
- Elicit their thoughts in class feedback.

Vocabulary & Speaking emotions and behaviour

Exercise 1

- Put students into pairs to make a list of situations that make people bored (e.g. a long film, a dull lecture). Elicit one or two ideas first in open class.
- Students put the situations in order from most to least boring.
- Ask three or four students to read out their lists.

EXTRA SUPPORT Write the following language on the board to help students with their discussions:

– *I find … really/very/incredibly boring.*
– *… make(s) me (feel) really bored.*
– *… really bore(s) me.*

Exercise 2a 5.3

Audio summary: Seven individual speakers talk about what makes them feel bored.

- Explain that students are going to hear seven people talking about what makes them bored. Their task is to note down for each speaker the situation which makes them bored.
- Play track 5.3. Pause after each speaker to allow time for students to make notes.
- Play the recording twice if necessary.

EXTRA SUPPORT With a weaker class, instead of asking students to make notes, pause the recording after each speaker and ask students to compare, orally with their partner, what they understood.

ANSWERS

1 when a person gives too much detail
2 slow-moving film
3 doing the ironing
4 long-haul flights
5 rainy days
6 dull lecture
7 not enough to do at work

AUDIOSCRIPT 5.3

Speaker 1
Listening to my boss. She always gives you far too much information … you know, goes into too much detail about things you don't need to know, and I'm thinking: 'For goodness sake, just get to the point, will you!'

Speaker 2
Watching a slow-moving film at the cinema. So many films nowadays are three hours long. If you ask me, that's a long time to be sitting in one place, even with a good film. I hate that feeling when you can't sit still and you just want to stretch your legs and basically you just can't wait for the film to finish.

Speaker 3
Doing the ironing is, for me, the most boring and repetitive of all household jobs. It just seems to take forever.

Speaker 4
For me, it's long-haul flights – my job involves a lot of overseas travel. I can usually amuse myself with films and music for the first few hours, but towards the end of the flight I'm usually absolutely desperate to get off that plane.

Speaker 5
Rainy days are the worst for me. I get really fed up with being stuck indoors in my flat. I feel a real need to get out and do something active.

Speaker 6
There's nothing that's more likely to send me to sleep than a dull lecture. The ones I hate most usually involve a PowerPoint presentation, where the lecturer just reads what's on the slides and doesn't give us an opportunity to discuss or ask questions. I normally find myself losing concentration after about half an hour, my mind starts to wander, I start yawning … and basically, I find it really hard not to fall asleep.

Speaker 7
For me, the most boring thing in the world is not having enough to keep me occupied at work. You ask your boss and they give you a simple task that you finish in five minutes and then you're back to doing nothing again. You don't want to be annoying, asking for tasks every five minutes, so you just sit there feeling awkward … It's awful.

Exercise 2b

- Ask students to compare their notes with their partner.
- Check the answers together as a class and then ask students to say whether they've experienced each situation and how bored it makes/made them feel.

EXTRA SUPPORT If you asked students to compare orally in exercise 2a, write the situations 1–7 on the board for students to rank in order of what makes them feel most bored.

Exercise 3

- Elicit that the noun for *bored/boring* is *boredom* and focus students' attention on the diagram. Go through the three category headings and clarify if necessary the meaning of *symptoms* (= signs).
- Ask students to copy out the diagram in their notebook.
- Put students into pairs to write the words and phrases under the correct headings.
- Check the answers together as a class and highlight the following language points:
  – We say *tired of* but *bored with* and *fed up with*. (NB it is common to hear native speakers say *bored of* and *fed up of*, but, strictly, this is not correct.)
  – *Zone out* is an informal phrasal verb meaning *to stop paying attention*. It entered the language relatively recently, but is very common.

ANSWERS

words which mean *bored*: tired of, fed up with, have had enough of, bored with, bored to death
words which mean *boring*: dull, uninteresting, repetitive
symptoms of boredom: lose concentration, yawn, zone out, feel desperate to escape, your mind wanders, can't sit still

EXTRA SUPPORT All of the words and phrases in the box were used by the speakers in exercise 2. You could refer students to the audioscript on page 165 so that they can see them in context.

EXTRA CHALLENGE Elicit that *bored to death* is an idiom which means extremely bored. Ask students to use their dictionaries to find three more idioms with the same meaning (*bored stiff*, *bored to tears*, *bored out of your mind*).

Ask them to decide which one they like best and to make a true sentence with it.

WATCH OUT! Check the pronunciation of the following words with difficult sounds: *yawn* /jɔːn/, *wanders* /ˈwɒndəz/, and words with difficult stress: *desperate* /ˈdespərət/, *uninteresting* /ʌnˈɪntrəstɪŋ/ and *repetitive* /rɪˈpetətɪv/.

Exercise 4

- Put students into small groups to discuss the questions.
- Students talk about the most boring aspect of their job and studies and imagine what would be boring about being a police detective, an airline pilot and a writer.
- Monitor their discussions and feed in vocabulary as required. Note any points for correction.
- Ask students to report back on their discussions.

POSSIBLE ANSWERS

1 Students' own answers
2 **Police detective:** waiting for hours for something to happen, e.g. waiting outside a house for a suspect to appear.
Airline pilot: flights nowadays are automated so when they are cruising (between taking off and landing), there is little for pilots to do.
Writer: spending all day sitting at a computer

Grammar & Reading other uses of *-ing* and the infinitive with *to*

Exercise 5

Text summary: The article is about boredom, a subject that has interested academics in recent years. It explains that there are different types of boredom and suggests that boredom may serve a useful purpose in our lives.

- Focus students' attention on the title of the text and elicit the meaning of *fascinating* (= very interesting). Ask students if they think it's a good title. Why? See if they can predict what kind of information the article might contain.
- Ask students to work alone to match the paragraphs to the headings. Encourage them to underline sections of the text that give them the answer.
- Let them compare answers with a partner before checking the answers together as a class.
- As you go through the answers, ask more comprehension questions, e.g.
  - *Is boredom felt more or less strongly than other emotions?* (more intensely than anxiety, anger or enjoyment)
  - *How many types of boredom have been identified?* (five)
  - *What examples are given of positive, meaningful things people have done as a result of being bored?* (giving blood, giving money to charity)

ANSWERS

1 b 2 e 3 c 4 d

Exercise 6

- Students work alone to match the bold words and definitions. Remind them to use the strategies they learnt in lesson 1.3 to guess the meaning of unknown words from context.
- Let students compare their answers with a partner before checking the answers together as a class.

ANSWERS

1 capable of
2 trapped
3 desire
4 occupied
5 steers

EXTENSION Ask students to write personalized sentences including each of the words.

EXTRA ACTIVITY Exploit the text further by doing some work on word-building. Put the following table on the board for students to copy and complete. They can check their answers in the text.

(Answers: 1 meaningful, 2 anxiety, 3 enjoyment, 4 anger, 5 harmful)

Adjective	Noun
1 _____	meaning
anxious	2 _____
enjoyable	3 _____
angry	4 _____
5 _____	harm

Exercise 7

CRITICAL THINKING In this activity students practise the critical-thinking skills of reflecting on a question and supporting their reasons with examples.

- Read through the questions with the class, then put students into pairs to discuss them.
- Encourage more talkative students to ask quieter students for their opinions.

EXTRA SUPPORT You could give or elicit some language for expressing opinions for students to refer to in their discussions, e.g.

– *I completely agree …*
– *I totally disagree …*
– *I agree up to a point/to a certain extent, but …*

- Monitor the discussions to make sure students are participating equally.

POSSIBLE ANSWERS

1 Boredom could be nature's way of telling us to get up and do something meaningful, like donating blood or giving money to charity.
2 Students' own answers

Exercise 8

- Remind students that in the previous lesson they studied verb + *ing* and infinitive. Explain that they are now going to focus on other uses of *-ing* and infinitive.
- Read through the information in the Grammar focus box together. You could mention the fact that unfortunately there is no easy way to decide which nouns and adjectives can be followed by an *-ing* form and which by an infinitive. If students are unsure, they should check in a dictionary.
- Next, focus students' attention on the words in the box above the Grammar focus box. Ask students to find them in the text in exercise 5 and add them to the correct place in the Grammar focus box.
- Check the answers together as a class.

ANSWERS

1 capable
2 thought
3 after
4 keen
5 opportunity
6 nothing

EXTENSION Focus on the example sentences in the Grammar focus box. Ask students to choose one of the words from each point 1–6 and write another example sentence.

Exercise 9a

- This text is a continuation of the article in exercise 5 and describes in more detail the five types of boredom mentioned in paragraph 2.
- Ask students to read the article and decide which type(s) of boredom they experience most frequently. Tell them to ignore the gaps for now and not to worry about the technical names of the boredom types.
- You could find out through a show of hands which type of boredom is the most common in the class.
- If students would like to know the meaning of the technical terms, you could explain them (*indifferent* = not having much interest in sth./sb., *calibrating* = measuring, adjusting, *apathetic* = deeply uninterested or unenthusiastic).

Exercise 9b

- Students work alone or in pairs to complete the article with the *-ing* or infinitive form of the word in brackets.
- Check the answers together as a class.

ANSWERS

1 watching
2 to zone
3 doing
4 to act
5 having
6 to occupy
7 to do
8 trying
9 finding

- Refer students to *Grammar reference* on page 145. There are three more exercises here students can do for homework.

Exercise 10a

- Put students into pairs. Ask them to look at the article titles and predict what they might say.
- Elicit their predictions in a brief class feedback session.

Exercise 10b

- Put students into different pairs. Refer Student A to page 128 and Student B to page 133.
- Students work alone to complete their texts with the correct form of the verbs in the box.
- Write the answers on the board.
- Ask students, still working alone, to underline key facts and try to remember them.
- Students take it in turns to tell their partner what they have learnt.
- Together they decide which facts were most surprising.
- Elicit their thoughts in class feedback.

ANSWERS

Student A

1 to look
2 suffering
3 to tell
4 expressing
5 finding
6 to learn
7 checking
8 to point
9 to observe
10 to put

Student B

1 yawning
2 cooling
3 working
4 competing
5 to attack
6 agreeing
7 to yawn
8 to see
9 to do
10 reading

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 quitting, working, leaving
2 being, starting

Exercise 2

1 to have
2 to have, to eat
3 to drink
4 to invite, to have
5 to warn

Exercise 3

1 to hear, to move
2 to go, to get
3 to leave, waiting
4 pronouncing, to understand
5 applying, making
6 checking, leaving
7 joining, to do

5.3 Vocabulary and skills development

Goals

- Understand linkers
- Understand phrasal verbs with *out* and *up*

Lead-in

- With books closed, play a short guessing game to elicit the word *brain*. Tell students they are going to play a game in which they have to identify something you are going to refer to as a 'blugg'.
- Read out the following statements, pausing after each one. When students think they know what you're talking about, they raise their hand.
  Everybody has one blugg.
  The average blugg weighs about 1.5 kg.
  A man's blugg is slightly bigger than a woman's blugg.
  A blugg is active during the day and night.
  You can't see or feel your own blugg, but without your blugg you wouldn't be able to see or feel anything.
- Elicit that 'blugg' is a *brain*. Tell students that this is the topic of today's lesson.

Reading understanding linkers

Exercise 1a

- Focus on the task instructions and put students into pairs to decide which of the activities are normally performed by the right side of the brain and which by the left.
- Elicit their answers, but don't confirm or contradict them at this stage.

Exercise 1b 5.4

Audio summary: In this short listening an expert explains which activities the left side and right side of the brain are responsible for.

- Play track 5.4 for students to check their answers to exercise 1a.
- Let students compare answers with a partner before checking the answers together as a class.

ANSWERS

1 L 2 L 3 R 4 L 5 L 6 R 7 R

AUDIOSCRIPT 5.4

In most people, the left side of the brain is dominant for language, especially grammar, writing and spelling. It is dominant for thinking logically, and it is best at hearing the rhythm of music. The left side of the brain controls the right side of your body.
The right side of the brain is best at appreciating the melody of music, at understanding jokes and recognizing objects.

Exercise 2

Text summary: The article explains that the commonly held theory that people are either right-brained or left-brained is no more than a myth. It explains the truth behind the myth, gives reasons why the myth first developed and why it is likely to persist in the future.

- Read the task instructions together and ask students to read options a–c.
- Check they understand the word *myth* (= something that many people believe but is not true).
- Ask students to read the article quickly to get the gist (general idea) and decide what its purpose is. Set a suitable time limit (e.g. two to three minutes).
- Check the answers together as a class and ask students which clues in the text led them to the answer (line 9: *It's a shame then that it's all a load of nonsense.* line 25: *Here's the truth* …)

ANSWER

b

Exercise 3

- Explain to students that before they read the text again they are going to focus on understanding linkers.
- Focus students' attention on the Unlock the code box about linkers.
- Go through the information together as a class. Highlight that the linkers for showing cause and reason have the same function but are followed by a different structure: *because of* and *owing to* are followed by a noun or noun clause, whereas *since* is followed by a verb clause, e.g. *because of/owing to the rain* but *since it was raining*.

EXTRA CHALLENGE For stronger students, point out that the linkers for giving examples all have the same function, but *thus* is more formal than *for example*. Also, *e.g.* should not be used at the beginning of a sentence.

Exercise 4

- Students read the instructions and work alone to complete the table with the highlighted linkers from the article.
- Check the answers together as a class. You could point out that *i.e.* stands for *id est*, which is Latin for *that is*.

ANSWERS

Making things clearer: in other words, i.e.
Giving examples: for instance, such as
Showing a cause or reason: due to

PRONUNCIATION The linkers in the text are used in spoken English as well as written English. It is therefore useful for students to be familiar with their pronunciation. Model and drill them: *in other words* /ɪn ˈʌðə(r) wɜːdz/, i.e. /aɪ ˈiː/, *for instance* /fɔː(r) ˈɪnstəns/, *such as* /sʌtʃ æz/ and *due to* /djuː tə/.

EXTRA ACTIVITY Give students extra practice in understanding linkers. Write the following sentences on the board. Students choose the correct linker.

– He's a neuroscientist, *i.e./e.g./due to* he studies the structure and function of the brain. (i.e.)
– He gave up his job as a neurosurgeon *i.e./e.g./due to* stress. (due to)
– The right side of the brain is good at reading emotions, *i.e./e.g./due to* fear and anxiety. (e.g.)

Exercise 5

- Give students plenty of time to re-read the article and answer the questions with a partner.
- Check the answers together. You may want to clarify in question 2 that the writer is not calling into doubt the fact that the right and left sides of the brain are responsible for different functions, but that a person can be right-brained or left-brained.

POSSIBLE ANSWERS

1 *Right-brained* means creative and thoughtful; *left-brained* means logical and analytical.
2 There is no scientific evidence that one side of the brain dominates the other.
3 a The left side understands the meaning of words and sentences. The right side understands intonation and recognizes different voices.
b In maths, the left side helps you count and the right side helps estimate numbers.
4 The writer believes the theory will continue to survive because people like labels, categories and simplifying the truth.

CRITICAL THINKING A key critical-thinking skill is being able to assess your prior knowledge of the content. Ask students to say, in pairs, what new facts they have learnt from the text and what they already knew. Ask which new facts they found most interesting.

EXTENSION Ask students to discuss the following questions:

1 *Do you consider yourself to be more creative than logical or analytical, or do you think you are both?*
2 *Have you ever, or would you ever buy a self-help book to improve your brain?*
3 *To what extent do you agree with the writer's assertion that human beings love labels and categories?*

Vocabulary & Speaking phrasal verbs with *out* and *up*

Exercise 6

- Ask students to find and underline the phrasal verbs in the article.
- This would be a good stage in the lesson to put students into new pairs to try and guess the meaning of the phrasal verbs from the context.
- Check their answers together as a class.

POSSIBLE ANSWERS

work out = to calculate/work out a problem
pop up = suddenly appear/appear on a screen
carry out = conduct/do (research)
come up with = find or produce (an answer, an idea, a theory, etc.)

Exercise 7

- Explain that students are going to focus on phrasal verbs with *out* and *up*. Explain that particles (e.g. *up, on, in)* can have different meanings. One meaning is the basic, literal meaning, e.g. the literal meaning for *up* is 'moving in an upwards direction'. However, each particle has other core meanings, too. A knowledge of these meanings can help students to understand new phrasal verbs when they meet them.
- Focus students' attention on the Vocabulary focus box.
- Either ask students to read it themselves or go through the information together as a class.
- Put students into pairs to match the verbs in exercise 6 to the meanings in the box.
- Check the answers together as a class.

ANSWERS

work out = *out* meaning 1
pop up = *up* meaning 1
carry out = *out* meaning 2
come up with = *up* meaning 2

Exercise 8a

- Students work individually to match the sentence halves.
- Check the answers together as a class.

ANSWERS

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

Exercise 8b

- Put students into pairs to try to guess the meaning of the phrasal verbs from the context.
- Elicit their answers and then ask them to match the phrasal verbs to the meanings in the Vocabulary focus box.

EXTRA SUPPORT Write the definitions in the answer key on the board for students to match to the phrasal verbs.

EXTENSION Ask students to write three sentences. Each sentence should contain two of the phrasal verbs from the lesson. They compare their sentences in pairs.

POSSIBLE ANSWERS

1 *come up* = happen unexpectedly (*up* meaning 1)
2 *turn up* = appear unexpectedly (*up* meaning 1)
3 *make up* = create (*up* meaning 2)
4 *turn out* = become known (*out* meaning 1)
5 *sort out* = solve (*out* meaning 1)
6 *run out of* = have nothing left (*out* meaning 2)

Exercise 9a

- Ask students to complete the questions with a phrasal verb from exercises 6 and 8a.
- Check the answers together as a class.

WATCH OUT! Make sure students use the correct form of the verb.

ANSWERS

1 making up
2 work out
3 run out of
4 turned out
5 turn up

Exercise 9b

- In pairs, students take it in turns to ask and answer the questions. Encourage them to develop the conversation further by asking follow-up questions.
- Elicit feedback from the class. Ask students to share anything interesting they learnt about their partner.

5.4 Speaking and writing

Goals

- Language to give solutions
- Write an article giving advice

Lead-in

- Write the following verbs on the board and ask students which noun the verbs could all collocate with (*problem*).
  1 *To have a* _____
  2 *To cause a* _____
  3 *To solve a* _____
- Elicit further verbs with similar meanings to 1, 2 and 3 that can be followed by *a problem*. (Possible answers might include: 1 *to encounter, to experience, to face* a problem; 2 *to pose, to create* a problem; 3 *to resolve, to sort out, to deal with, to fix, to troubleshoot* a problem.)

Speaking language to give solutions

Exercise 1a

- Focus attention on the problems and problem types and deal with any vocabulary questions. You may need to explain *faulty* (= not working correctly), *disobedient* (= refusing to do what you are told) and *logistical* (= connected with a complicated plan involving a lot of people or equipment).
- Put students into pairs to match the problems to the problem types.
- Check the answers together as a class.

ANSWERS

1 c 2 e 3 b 4 a 5 d

Exercise 1b

- Give students two to three minutes to discuss the questions in pairs or small groups. Ask them to give examples of the types of problems they are good at solving and which they are less good at solving.

- Have a class feedback session. Ask students to report back on their partner's answers.

EXTENSION You could elicit from students what the pros and cons are of looking for solutions to problems on the internet. Ask them which websites they find particularly useful for solving different types of problems, e.g. health problems and technical problems.

Exercise 2a 5.5

Audio summary: Three business partners who own a factory have a discussion about the problem of vandalism at their factory. They each suggest ways to deal with the problem before agreeing on a solution.

- Explain that students are going to listen to three business partners who own a factory talking about a problem.
- Focus on the questions and the photos. Elicit what problems the photos show.
- Play track 5.5. Students listen and answer the questions.
- Let them compare answers with a partner before checking the answers together as a class.

EXTRA SUPPORT Before playing the recording, ask students to look at the photos and predict what kind of vocabulary they need to listen out for (e.g. *graffiti*, *vandal*, *vandalism*, *broken window*, *set fire to*).

ANSWERS

1 a
2 They are going to install security lights and paint the walls with anti-climb paint.

AUDIOSCRIPT 5.5

A Mike, what are we going to do about this vandalism problem here at the factory? It's the second time it's happened this month. First it was graffiti, now broken windows.
B I know, it's obviously kids – bored kids – with nothing better to do. I mean, they're clearly not interested in stealing anything. They're just looking for trouble.
A Yeah, well, I've had enough of it now. We need to find a way of dealing with it. One alternative would be to install some security cameras.
B Well, that would be the obvious solution, but we need to take cost into consideration. Security cameras are expensive to set up and difficult to maintain. We're just a small business – we don't have that much money to invest. So I don't think that's an option, I'm afraid.
C Well, would it be worth putting in some of those fake cameras? You know, the ones that look like security cameras but aren't actually real.
B Mmm, I'm not convinced by those, to be honest, and I don't think the vandals are either. I think a better way forward would be to put in some of those lights … those ones that come on only when they sense movement. Vandals are less likely to commit crimes in well-lit areas.
A Yes, I think that would be an effective solution – and not too costly, I don't think. Let's do that. I'll look into it.
B Hmm. Do you think there would be any point in changing the lock on the gate?
C No, the gate lock hasn't been broken. They've obviously climbed over the wall.
B In that case, what if we also paint the walls with anti-climb paint, just as an extra precaution?
C Yes, there's no harm in doing that as well. It shouldn't be too expensive.
A OK, so lights and anti-climb paint, then. That should sort the problem out.

Exercise 2b 5.5

- Before listening again, ask students to look at the questions.
- Tell them they should make brief notes as they listen.
- Play track 5.5 again.
- Again, let them compare answers with a partner before checking the answers together as a class.

ANSWERS

Other suggestions were:
real security cameras – too expensive
fake/false security cameras – not realistic
changing the lock on the gate – not necessary because the vandals had climbed over the wall, not got in through the gate

Exercise 3a

- Tell students that they are now going to focus on language for giving solutions.
- Students work alone to complete the sentences. Don't draw their attention to the Language for speaking box at this stage.
- Encourage them to use dictionaries if they are available.

Exercise 3b 5.6

- Play track 5.6 for students to check their answers.
- Go through the answers together. Help students to understand the phrases by giving or eliciting synonyms where appropriate, e.g. in 1 *alternative = option* or *possibility*; in 3 *option = possibility* and in 5 *way forward = solution*.
- Highlight the fact that the phrases are followed by different structures – some are followed by *-ing* and some are followed by infinitive with *to*.
- Finally, refer students to the Language for speaking box and ask them to read through and note which structures follow the phrases.

WATCH OUT! Check the pronunciation of *alternative* /ɔːlˈtɜːnətɪv/, notably the /ɔːl/ sound at the beginning of the word and the word stress.

EXTENSION Ask students to look at the structures in the Language for speaking box and underline any which are not in the sentences in exercise 3a (*One option …, take … into account*, *I'm not convinced*).

ANSWERS

1 alternative
2 consideration
3 think
4 worth
5 way
6 an effective
7 point
8 if
9 no

AUDIOSCRIPT 5.6

1 One alternative would be to install some security cameras.
2 We need to take cost into consideration.
3 I don't think that's an option.

4 Would it be worth putting in some of those fake cameras?
5 I think a better way forward would be to put in some of those lights.
6 That would be an effective solution.
7 Do you think there would be any point in changing the lock?
8 What if we also paint the walls with anti-climb paint?
9 There's no harm in doing that.

Pronunciation phrase stress

Exercise 4a 5.7

- Read through the information in the Pronunciation box about sentence stress in fixed phrases. You could back it up with an example of a phrase pronounced with the wrong stress. Take a fixed phrase that students will be familiar with, e.g. *It's up to you.* Say it with the correct rhythm/sentence stress: *It's up to you* and demonstrate how pronouncing it with the wrong rhythm, e.g. *It's up to you* makes the phrase hard to recognize.
- Play track 5.7 in which students will hear just the fixed phrases from sentences in exercise 3a. Students listen and underline the main stressed words in the sentences in exercise 3a.
- Let students compare their answers with a partner before checking the answers together as a class.

ANSWERS/AUDIOSCRIPT 5.7

1 One alternative would be to …
2 We need to take cost into consideration …
3 I don't think that's an option …
4 Would it be worth …
5 I think a better way forward would be to …
6 That would be an effective solution.
7 Do you think there would be any point in …
8 What if we
9 There's no harm in

Exercise 4b 5.7

- Play track 5.7 again for students to repeat.

EXTRA SUPPORT To give students more practice of the language for giving solutions, try a 'mumble drill'. Once students have repeated the sentences after the recording, let them practise saying the phrases quietly to themselves, as many times as they need to. Walk around listening and giving help where necessary.

Exercise 5a

- Put students into groups of three and refer them to page 128. Ask them to choose a situation together.
- Students work individually to brainstorm four possible solutions. Circulate and feed in ideas if students are unable to come up with four solutions. For situation A you could suggest some of the following: speak to the neighbours directly, write a note/letter to them, speak to the owner of the house if the occupants aren't the owners, call the police, call the local council. For situation B you could suggest: speak to the team member directly, speak to his manager, speak to the CEO, do nothing and hope the situation improves.

Exercise 5b

- Focus on the task instructions. Remind students to try and use as many of the phrases from the Language for speaking box as they can when they put forward their suggestions and assess the advantages and disadvantages of each suggestion.

FEEDBACK FOCUS Monitor the discussions and focus on how well students use the target language for giving solutions. Remind them, if necessary, that their objective is to decide on the two best solutions. You could suggest they appoint a spokesperson for each group who will be responsible for reporting back the results of the meeting.
Towards the end of the role-play, set a time limit so that the groups finish at the same time.

Exercise 5c

- Ask a student from each group to report back the results of their meetings.
- Give feedback on how well they achieved the task and then conduct error feedback if appropriate.

Writing an article giving advice

Exercise 6a

- Focus attention on the illustration at the top of the article and ask students what they can see (a stuck ring).
- Read through the situation together and either have a whole-class discussion or ask students to discuss in pairs how they would solve the problem.
- Elicit some suggestions from the class. Find out if anybody has experienced this situation or knows someone who has.

Exercise 6b

- Give students a few minutes to read the article and see if their ideas are mentioned.
- Get feedback from the class. Ask two or three students to say whether their ideas were mentioned, and which. Elicit the answer to the question about the most effective solution (using dental floss or string). Find out if anybody has heard of this method before.

ANSWER

Winding dental floss or string around your finger is most likely to work as it is the method used in hospitals.

EXTENSION Ask students to underline the following words in the text: *swelling* (1st paragraph), *slippery* (2nd paragraph), *twist* (3rd paragraph), *dental floss* and *knuckle* (4th paragraph). Use mime to elicit the words in random order, e.g. do a twisting action to elicit *twist*.

Exercise 6c

- Tell students they are going to focus on language for giving advice. Read through the task together. Students work alone to match the highlighted words with the functions 1–3.
- Check the answers together as a class.
- Refer students to the Language for writing box. Ask them to read through it carefully. You could ask them to find examples of language in the box that is not in the article (*it's advisable to … , Remember to … /Don't forget to … , as …/because it might …, try not to …*).

- Make sure students can pronounce *advisable* /əd'vaɪzəbl/. Model and drill it, paying attention to the schwa sounds in the first and final syllable.

ANSWERS

1 make sure, should
2 be careful not to, It's not advisable to, avoid, Whatever you do, don't
3 otherwise, in case, or else

Exercise 7

- Students work alone to rewrite the sentences using the words in brackets.
- Let them compare answers with a partner before checking the answers together as a class.

ANSWERS

1 Make sure you turn the power off.
2 Wait a few seconds before touching the old bulb in case it's hot.
3 Push the new bulb in gently, or else it might break.
4 Whatever you do, don't turn the switch on again until you've finished replacing the bulb.
5 For safe disposal of the old bulb, it's advisable to wrap it in the packaging from the new bulb.

SMART COMMUNICATION You could discuss with students the difference between giving advice forcefully and directly, and giving it more gently and indirectly. Point out that the impersonal form *It's advisable to …* sounds less direct than *You should …*, and that *Try not to …* is less forceful than *Make sure you don't*. This, in turn, is less forceful than *Whatever you do, don't …*, which is very emphatic. You could ask students to think of situations when it is appropriate to be very direct (e.g. talking to children, or when there are reasons to be emphatic, for instance in dangerous situations) and situations when you might prefer to be less direct (e.g. when dealing with someone who doesn't appreciate being given advice) and suggest they choose their language accordingly.

EXTRA ACTIVITY To give students further practice in using the language for giving advice, do the following activity. Ask a student to come to the front of the class and sit with their back to the board. Write a problem on the board, e.g. *My legs are sunburned*. The other students take it in turns to give advice about what they should do or not do (without making it too obvious what the problem is), e.g. *Make sure you wear long trousers. You should buy some protective cream. Try not to wear tight clothing otherwise it might hurt more. Whatever you do, don't go in the sun again*. The student has to guess the problem. If you have a large class, you could do this in groups and ask one person in the group to turn their chair round and not look at the board.
Alternatively, you could write the problems on sticky notes and put them on students' backs. Students mingle and give each other advice and guess the problem on their own backs by listening to the advice given. When they have guessed correctly they take the sticky note from their back and stick it on their front.
You could invent your own problems or use the following:

– *I put my phone in the washing machine.*
– *I can't sleep well at night.*
– *I've got a nosebleed.*
– *I've been bitten by a poisonous snake.*
– *I've spilt coffee on a pale carpet.*
– *My child has accidentally locked himself in the bathroom.*

Note that this activity gives speaking practice rather than writing practice. However, producing the language orally is likely to help students to recall the language when they use it for writing.

Exercise 8a

- Focus on the task instructions and the problems. Explain any unfamiliar vocabulary, e.g. *struggling* (= having difficulty) and *gherkins* (= pickled cucumbers).
- Put students into pairs to discuss how they would solve the problems.

Exercise 8b

- Students work on their own to write an article similar to the one in exercise 6b about one of the problems in exercise 8a. Alternatively they can choose a different problem.
- Give students plenty of time to plan and write their articles. If time is short, they could write them for homework.
- You could set them a goal of including at least five of the items from the Language for writing box.

EXTRA SUPPORT You could suggest that students research the solutions to the problem online, but discourage them from copying the actual language from the internet.

5.5 Video

Boredom

VIDEOSCRIPT

This is my favourite place in London because it's the only quiet spot for miles around. Like many people, I spend most of my day rushing around – answering the phone, responding to emails, attending meeting after meeting. I never seem to stop doing things. I'm tired of constantly being busy. So whenever I can, I grab a book, find a quiet spot and relax.
But then, after a while, I get bored. My mind starts wandering and I zone out. So I swap my book for my phone and go online. Then I check my emails and before I know it, I'm working again! I hate being busy all the time, but I hate having nothing to do, too. I think a lot of people feel this way. But isn't this a contradiction? How can we be busier than ever before and still feel bored?
The first answer is that while we may all feel a lot busier, statistics show that we actually work a lot less than we used to. In Germany, for example, people work 41% fewer hours than they did in 1950. In the Netherlands, people work 40% fewer hours; in the UK people work 24.6% fewer hours and even in the USA, where working hours are generally longer than in Europe, the average employee spends 10% less time working than they did sixty-five years ago. So, why do we feel busier? One reason might be that the boundaries between our home life and our work life are blurred.
In 1950, most people worked in workplaces so when they were at work, they worked and when they were at home, they didn't. Today, many of us end up working at home in the evenings, even when we've spent a full day in the office. And that's if we work in an office at all. Technology means that more and more of us can work from home. So when we're at work, we're at home; and when we're

at home, we're at work. Although we're working less, we never really switch off, so we feel busy all the time. And because we're used to feeling busy all the time, we get bored easily. In fact, the modern concept of 'boredom' is relatively recent. The word itself first appeared in the Charles Dickens novel *Bleak House* in 1852. Over the last 165 years, it has become a popular way to describe tedious situations and activities, perhaps because tedious activities have become increasingly common.

Before the 19th century, most people's jobs were physically demanding. However, the Industrial Revolution created factories and production lines. These production line jobs were usually very, very repetitive and, as a result, boring. As the world industrialized throughout the 20th century, they became much more common and by 1950, a lot of people were doing jobs that required little more than simple, repetitive actions. As a result, boredom became a very common problem. But then, towards the end of the 20th century, the internet arrived. Many people still had boring jobs; they had just swapped the conveyor belt for a computer. But between dull spreadsheets and uninspiring pie charts, they could access all kinds of things, from serious news stories to funny animal videos. Today, thanks to faster internet speeds and mobile technology, we now have access to instant entertainment wherever we are.

But does this mean the end of boredom? Well, no. In fact, many experts say we are more easily bored than ever before. The internet allows us to move quickly from website to website, so the minute we become bored with something we can change. This culture of instant gratification has resulted in shorter attention spans and, as a result, we quickly become restless.

Today, most of us work fewer hours and have more fun things to occupy our time, yet feelings of both busyness and boredom still persist. But what can we do? It might seem like a contradiction, but these feelings may have a common root cause – we simply do too many things, too often. Perhaps we need to forget about doing lots of things at once and focus on one thing – like a book.

VIDEO ANSWERS

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

Exercise 1b
1 attention span
2 A pie chart
3 a spreadsheet
4 instant gratification
5 a production line

Exercise 3
POSSIBLE ANSWERS
1 His job involves answering the phone, responding to emails and attending meetings.
2 People worked much longer hours in 1950 than they do now.
3 It is a relatively recent word. It was first used by Charles Dickens in 1852. The concept of boredom only became common after the Industrial Revolution created boring factory jobs.
4 People have a shorter attention span nowadays because, with modern technology, as soon as we become bored, we change and do something else.

Exercise 4
1 are blurred.
2 never really switch off, so we feel busy all the time.
3 now have access to instant entertainment wherever we are.
4 resulted in shorter attention spans and as a result, we quickly become restless.

Review

ANSWERS

Exercise 1a
1 being
2 to pay
3 smoke
4 stay
5 laugh
6 eating

Exercise 2
1 to pay
2 to learn
3 opening
4 launching
5 attracting
6 to listen
7 to do
8 to sell

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

Exercise 4
1 ✗ 2 ✓ 3 ✗ 4 ✓ 5 ✗ 6 ✓ 7 ✓

AUDIOSCRIPT 5.8
1 'Zoning out' is something you do when you're very excited.
2 If you're 'still', it means you don't move.
3 'Yawning' is a gesture you make to show your approval.
4 If something is described as 'dull', it means it isn't interesting.
5 If you're 'fed up', it means you've had enough to eat.
6 If your mind 'wanders', it means you have stopped paying attention.
7 If you are 'trapped', it means you can't escape.

Exercise 5a
1 show
2 come
3 come
4 work/figure
5 making
6 turn
7 running

Exercise 6a
1 alternative
2 way
3 getting
4 in
5 if
6 into

6

Community

Unit overview

Language input

Articles (CB p57)	• *It's the biggest Japanese community in the world.* • *The ceremony is followed by a parade though the streets.*
Using determiners and quantifiers (CB p59)	• *Every house has its own front door.* • *There are houses on each side of the street.*
Grammar reference (CB pp146–147)	

Vocabulary development

Cultures and communities (CB p56)	• *neighbourhood ancestors, community …*
Housing and living (CB p58)	• *facilities, properties, households …*
High-frequency verb collocations (CB p61)	• *do damage, get to know someone, have an argument …*

Skills development

Listening & Speaking: understanding fluent speech (CB p60)
Speaking & Listening: starting a conversation with a stranger (CB p62)
Reading & Writing: describing data (CB p62)

Video

Documentary: Communal living (CB p64)
Vox pops (Coursebook DVD & TG p261)

More materials

Workbook	• Language practice for grammar, vocabulary, pronunciation, speaking and writing
Photocopiable activities	• Grammar: Explorers (TG p213 & TSRD) • Vocabulary: Where on Earth? (TG p231 & TSRD) • Communication: Meeting people (TG p249 & TSRD)
Tests	• Unit 6 test (TSRD) • Progress test: Units 4–6 (TSRD)
Unit 6 wordlist (TSRD)	

6.1 Crossing cultures

Goals

- Talk about cultures and communities
- Understand and use articles

Lead-in

- With books closed, write the word *culture* in the middle of the board. Add the following topics to the word *culture* to create a kind of 'mind map' on the board: *social organization*, *customs and traditions*, *language*, *arts and literature*, *economy*.
- Elicit some other topics to add to the mind map, e.g. *food, clothing, religion, government, recreation*.
- Put the students into pairs or small groups and allocate one of the topics to each group/pair. Give them five minutes to think of examples from their own culture(s).
- Have a class feedback session. Invite students to come to the board and add to the mind map.

Vocabulary & Reading cultures and communities

Exercise 1

- Focus students' attention on the photos and ask them to discuss in pairs where they think they were taken. Students are likely to guess Japan. This is not correct, but don't say anything at the moment.

Exercise 2

Text summary: The article is about Liberdade, in São Paulo, Brazil, a Japanese ethnic enclave. It describes how the Japanese community came to Brazil and gives examples of some local traditions and festivals. The article also mentions the Welsh community found in Patagonia, Argentina.

- Ask students to read the article quickly to check their predictions. They will be reading the text again more carefully, so encourage them not to spend too long at this stage.

ANSWERS

The photos were taken in São Paulo, in an area called Liberdade, which is the centre of the biggest Japanese community in the world outside Japan.

EXTENSION Ask students if they know of any similar ethnic areas in their city or country. What kind of things can be found there (e.g. special food)?

Exercise 3a

- Focus students' attention on the highlighted words in the article. Ask them to look through the words and find four plural words which describe groups of people. Note that *community* also describes a group of people, but is not a plural word.
- Check the answers together as a class, but don't explain the meanings of the words yet.

ANSWERS

immigrants, ancestors, citizens, descendants

Exercise 3b

- Ask students to match the four words to the definitions.
- Check the answers together as a class.

ANSWERS

1 descendants **2** immigrants **3** citizens **4** ancestors

Exercise 4

- In pairs, students discuss the differences in meaning between each pair or group of words.

EXTRA SUPPORT If students are struggling with this task, you could allow them to use a dictionary.

- Elicit answers from the class. Check understanding by asking for examples from students.

ANSWERS

1 custom – a way of behaving which a particular community has had for a long time
costume – clothes worn by people in a particular country or historical period
2 festival – days or times when people celebrate something together
ceremony – a formal public event with special traditions, actions or words
parade – an occasion when people walk or ride in a line so others can look at them
3 neighbourhood – a particular part of town and the people who live there
community – the people who live in an area or who share the same background
4 adjust – get used to a new situation by changing your ideas or the way you do something
establish – exist successfully for a long time

WATCH OUT! Students often get confused about the different pronunciation of *costume* /ˈkɒstjuːm/ and *custom* /ˈkʌstəm/. Check this is clear and drill the words.

Exercise 5a

- Students work individually to choose the best options to complete each question.
- Let them compare answers with a partner before checking the answers together as a class.

ANSWERS

1 neighbourhood
2 immigrants
3 adjust
4 parade
5 festival
6 custom

Exercise 5b

- Put students into pairs. Ask them to read the article again and answer the questions in exercise 5a.
- Check the answers together as a class.

ANSWERS

1 Japanese-style clothing, food and flowers
2 They came to work on the coffee plantations.
3 Because the language, food and climate were very different.
4 Hanamatsuri
5 Tanabata Matsuri
6 Welsh teas and poetry

EXTRA CHALLENGE Students who finish early could write one or two more questions about the article, which can then be given to another early finisher to complete.

EXTRA ACTIVITY Ask students to close their books. Then read the article on pages 56–57 aloud. Every time you reach a highlighted word, pause and just say *number 1*, *number 2*, and so on instead of the word. Students should write down what they think the missing word is. When you have read the whole text aloud, ask them to check their answers by looking back at the article and to check the spelling of the words carefully.

Grammar articles

Exercise 6

- Ask students to look at the first sentence of the text again and discuss with their partner why *a*, *the* or no article are used.
- Discuss as a class (a torii gate because there are many, the Liberdade neighbourhood because it's unique, the Japanese street signs because it's plural, Tokyo because it's a city).
- Then ask students if they can think of any other rules for the use of articles, and elicit some examples.
- Ask students to read the Grammar focus box on articles and check the rules against their ideas. Note that they may produce rules which are not covered in this box as it is a very complex area.
- To check students' understanding of the rules in the box, ask them to work individually to complete it with the underlined words and phrases from the article in exercise 2. They should write the numbers rather than the whole phrase, as space is limited.
- Let them compare their answers with a partner before checking the answers together as a class. Ask for some further examples to clarify points f and g, e.g. *the Atlantic Ocean*, *the United States*, *the Prado*.

ANSWERS

a 8 **b** 6 **c** 3 **d** 7 **e** 2 **f** 9 **g** 5 **h** 4 **i** 10 **j** 1

EXTENSION Put students into pairs. Ask them to find other examples of articles (or no article) used in the text and explain to each other why they are used.

- Refer students to *Grammar reference* on page 146. There are two more exercises here students can do for homework.

Exercise 7

- Draw students' attention to the photo at the end of the article. Remind them that this comes from Patagonia, Argentina. Elicit what two languages are found in the sign (Welsh and Spanish). The Spanish: *Casa de Te* (Tea House), *La Mas Antigua y tradicional* (The oldest and most traditional) and the Welsh: *Plas y Coed* (House of the Trees).
- Ask students to read the short text in exercise 7 to find out what an *eisteddfod* (pronounced 'eye-steth-vod') is.
- Then ask students to read the text again and choose the correct options.
- Check the answers together as a class.

ANSWERS

1 a **2** – **3** – **4** – **5** a **6** the **7** the

FEEDBACK FOCUS As you go through the answers to exercise 7, check that students know why the answers are correct, referring to the rules in the Grammar focus box:

1 either a (there are many festivals) or b
2 h (literature and music are abstract nouns)
3 i (Wales is the name of a country)
4 i (Patagonia is the name of a state or region in Argentina)
5 either a (there were many groups of immigrants) or b
6 f (The Andes is a range of mountains)
7 c (there is only one nineteenth century)

Exercise 8

- Put students into pairs and ask them to turn to the appropriate page at the back of the book (Student A to page 129 and Student B to page 134) and read the instructions.
- Encourage them to read the text through first before they start trying to complete the gaps.
- Monitor while students are completing the gaps.
- Then ask students to tell their partner about the text they read. Tell them to close their books so they cannot simply read the completed texts aloud.
- Students should listen to each other to answer the following questions:
  1 *In what country is the festival held?*
  2 *What country did the settlers originally come from?*
  3 *How many people attend the festival?*
  4 *What happens at the festival?*

ANSWERS

Student A

1 – **2** the **3** the **4** the **5** the **6** a **7** – **8** –

Student B

1 – **2** The **3** – **4** the **5** – **6** – **7** – **8** the

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 – **2** – **3** the **4** the **5** – **6** the **7** –
8 the **9** – **10** – **11** – **12** the **13** the
14 the **15** – **16** the **17** – **18** the

Exercise 2

1 – **2** the **3** the **4** the **5** – **6** – **7** – **8** –
9 – **10** The **11** the **12** – **13** – **14** – **15** –
16 an **17** a **18** a **19** the **20** the **21** a **22** –
23 – **24** a **25** a **26** the **27** the **28** the
29 the **30** a **31** a **32** a **33** a **34** the

6.2 Alone or together?

Goals

- Talk about housing and living
- Use determiners and quantifiers

Lead-in

- Ask students to discuss the following questions about trends in their country/countries: *Do most young people live with friends, a partner, their family or on their own? What is the average age for young people to leave home? Has this changed in recent years? If so, why?*

Vocabulary & Speaking housing and living

Exercise 1a

- Elicit a couple of advantages and disadvantages to living alone, e.g. not having to tidy up after anyone else, but sometimes getting lonely.
- Put students into pairs and ask them to choose the topic of either living alone or living with others and make a list of at least five advantages and five disadvantages. Alternatively, you could allocate a topic to each pair.

Exercise 1b

- Put pairs who chose different topics together to make groups of four. The groups compare their lists and discuss which lifestyle has the most advantages and/or fewest disadvantages.

WATCH OUT! This topic has the potential to be a bit sensitive for some students. Unless you know your class very well, it is probably better to avoid personalizing and talking about students' own situations.

STUDY TIP Discussing the same topic more than once (with different people) will usually improve the quality of language used.

Exercise 2

- Ask students to read the texts quickly to find out what the two trends are.

EXTRA SUPPORT Before students start the task, ask them to identify the word class of the words in the box. This should help them to choose the correct words to complete the texts.

- Let students check with a partner before checking the answer together as a class. (The two trends are living alone and co-housing, or living in houses within a community with some shared areas.)
- Students then work individually to complete the texts with the words from each box.
- Let them compare answers with a partner before checking the answers together as a class.

FEEDBACK FOCUS Nominate a student to read each section aloud, adding the missing words. This will help the other students to make more sense of the content than simply asking for the answers.

ANSWERS

1 Globally
2 independently
3 resident
4 shift
5 growth
6 households
7 separately
8 private
9 properties
10 facilities
11 supported
12 socially
13 resources

WATCH OUT! *Separate*(*ly*) is a word which is very often spelt incorrectly, including by many native speakers.

EXTRA CHALLENGE Students who finish the task early could be asked to write their own sentences using some of the words in the boxes.

EXTENSION Ask students if they think either of the two trends are something which is happening in their country.

Exercise 3

- Put students into pairs and ask them to discuss the questions together.
- Nominate pairs, perhaps one for each question, to feed back to the class on their discussions.

Exercise 4 6.1

Audio summary: A radio presenter speaks to two people living very different lifestyles. Emma lives completely alone on an island in Scotland, whereas Harry lives in a house which is part of a co-housing community.

- Focus students' attention on statements 1–6.
- Play track 6.1. Students listen and decide if the statements are true or false.
- Let students check their answers together. Monitor and decide if they need to listen again.
- Check the answers together as a class, asking students to correct the false statements (2 only Harry does, 6 only some do).

EXTENSION Before you check answers as a class, ask students to underline the sections in the audioscript on page 165 which helped them to decide on their answers.

ANSWERS

1 T 2 F 3 T 4 T 5 T 6 F

AUDIOSCRIPT 6.1

P = Presenter, E = Emma, H = Harry

P According to recent research, more and more people around the world are choosing to live alone, but equally, many people are starting to build and live in closer communities, in some ways returning to a kind of village lifestyle. In today's programme, we speak to two people who are living in these very different ways. Emma, who lives completely alone on a remote Scottish island, and Harry, who last year moved with his young family into the Lilac co-housing project in Yorkshire.
Emma, why do you think so many people are choosing to live in one-person households?
E Well, the first thing to say is that it's perfectly possible to live alone and to be part of a close community. I'm sure there are plenty of people living in the Lilac co-housing community who live alone, aren't there, Harry?
H Yes, absolutely. It can be a great way of having your own private space, but not being completely isolated. You know people are there if you need them …
P But that isn't the case for you, is it, Emma? Am I right in saying that you are the only person living on your island?
E Yes, that's right. Not many people choose to live so completely alone, but, I have to say, I love it. Don't get me wrong, I like people, and it's very exciting for me coming here today and meeting so many new people, but I love the peace of being completely on my own.
P Don't you get lonely?
E Er, no, not really. I live on a farm, so there are the animals. And if I really want to talk to someone, I do have a phone. Though I don't really use it very much.
P And what about you, Harry? Presumably, you like being around other people?
H Well, yes, but not all the time. What appealed to me about co-housing was that we would have our own

private house, but that there would be other people around whenever we wanted, so we wouldn't ever feel lonely. And it's a very practical thing as well, co-housing. For example, a lot of people in this country have a spare bedroom for guests. What a waste of space! When my brother and his family come to stay, we just book a guest room in the shared Common Hall. And instead of every family having a tiny private garden (though some still do), we share a huge garden, with a play area for the kids. It makes it easier for them to make friends as well.

P It sounds interesting …

Exercise 5

- Put students into pairs to discuss which lifestyle they would prefer and why.
- Elicit a few examples from the class.

CRITICAL THINKING Supporting your opinions with reasons and examples is a key critical-thinking skill. Ask students to discuss what they think would be the best way for residents of the Lilac co-housing project to solve any disagreements that might come up. Should they vote, elect a leader to decide or discuss the issues together? Put students into small groups to discuss. Encourage them to consider the pros and cons of all the options.

Grammar using determiners and quantifiers

Exercise 6

- Ask students to look at the words in bold in exercise 4. Point out that they are determiners and quantifiers.
- Write the first sentence on the board as an example. Ask students whether *people* is a countable or uncountable noun (countable).
- Elicit an example of an uncountable noun (e.g. *rice*). Ask students if we can say *many rice* (no).
- Refer students to the first gap in the Grammar focus box and elicit the answer, using the points just made.
- Put students into pairs to work though the rest of the Grammar focus box. They choose the correct options using the examples from exercise 4 to help them.
- Check the answers together as a class.

ANSWERS

1 countable
2 uncountable
3 countable and uncountable
4 countable
5 uncountable
6 countable and uncountable
7 plural
8 singular
9 plural
10 singular

FEEDBACK FOCUS Students do not need to read all the notes to complete the gaps, so when they have finished, check they have understood the difference between *a few* and *few*, *a little* and *little*, and *every* and *each*. You could ask some further questions to check, e.g.

1 *John says 'I have a few friends' and Shamila says 'I have few friends'. Which person feels lonely?*
2 *'At the end of the month I have little money left' and 'At the end of the month I have a little money left.' Which person feels poorest?*
3 *Which is correct? 'He was holding a bag in each hand', or 'He was holding a bag in every hand'?*

- Refer students to *Grammar reference* on page 147. There are two more exercises here students can do for homework.

EXTENSION Ask students what other phrases they know to talk about *how much*, e.g. *loads of*, *tons of* (both quite informal), *a large amount of, a bit of, a couple of*. Check they know whether to use a countable or uncountable noun with each.

Exercise 7

- Ask students, working individually, to choose the best option to complete the sentences. Remind them that both options may sometimes be possible.
- Let students check their answers in pairs. If they think both answers are possible, they should explain why.
- Check the answers together as a class. Point out that *a great deal of* and *a lot of* mean the same, although the first is more formal, and *not enough* means not as many as we need, whereas *not many* simply means there are only a few.

ANSWERS

1 many
2 Every/Each
3 Few
4 a great deal of/a lot of
5 All
6 Neither
7 enough/many

EXTRA ACTIVITY Tell students that item 3 in exercise 7 is the first line of a paragraph. Ask them to complete the paragraph in any way they like but using as many of the words from the Grammar focus box as possible, e.g. *Few people could live completely alone on an island. Most people enjoy a little time to themselves, but not many would want to spend day after day without speaking to a few other people. It is definitely possible to have too much peace and quiet.* Students then read each other's paragraphs, underline the quantifiers and determiners used and correct any mistakes.

Pronunciation weak sounds: *of*

Exercise 8a 6.2

- Ask students what the following phrases have in common (apart from being quantifiers): *a number of, hundreds of, plenty of, a great deal of, a large quantity of, a lot of, lots of* (They all include *of*).
- Tell students you are going to play five sentences using these phrases. Students should listen and write down the sentences.
- Play track 6.2.

WATCH OUT! *Plenty of* is used in the audioscript, but is not in the Grammar focus box, so you might need to check understanding first (= there is enough or a lot of a particular quantity).

ANSWERS/AUDIOSCRIPT 6.2

1 Hundreds of people are living this way.
2 Most of us love the footpaths.
3 Plenty of people live alone.
4 A lot of people don't have a car.
5 Neither of us wants to move.

Exercise 8b

- Elicit that *of* is pronounced /əv/.
- Elicit the five sentences onto the board and elicit or show the links between words in each determiner phrase.
  1 Hundreds‿of people are living this way.
  2 Most‿of‿us love the footpaths.
  3 Plenty‿of people live alone.
  4 A‿lot‿of people don't have a car.
  5 Neither‿of‿us wants to move.

Exercise 8c 6.2

- Model for students how to link the words in the phrases, e.g. *hundredsof*. Drill just the phrases.
- Play track 6.2 again, pausing after each sentence for students to repeat as a class.

Exercise 9

- Ask students to look at the design for the co-housing project and choose three things they like about it and three things that they don't. For example, they might like or dislike the fact that some of the gardens are private, they might think the pond is dangerous or like it because it will bring insects and other wildlife.
- Put students into pairs to compare their ideas and discuss what changes they would make.
- Have a class feedback session and elicit some ideas from different pairs.

Exercise 10

- With the same partner, give students ten or fifteen minutes to design a new community. They can sketch out a design or just describe the facilities.
- Monitor and help as they work, helping with vocabulary as necessary.

EXTRA SUPPORT Write a list of questions for students to consider on the board, e.g.

– *What facilities (if any) will they share?* (e.g. dining room, kitchen, television room, party room, swimming pool)
– *Will there be any special features to the community, such as an emphasis on the environment?*
– *Will the community be for a particular type of person?* (e.g. retirement, young families)
– *Will cars be allowed in the community? Why/Why not?*

Exercise 11a

- Put the pairs together to make groups of four.
- Let each pair tell the other pair about their design, using the sketch if they have one.
- The other pair should listen and then ask at least one question at the end.
- As a group, students write ten sentences comparing the two communities. Focus students' attention on the examples to help them, and remind them to refer to the Grammar focus box.

Exercise 11b

- Give each group (or a selection of groups if you have a big class) the opportunity to present their communities to the class, talking about the similarities and differences.
- Encourage questions from the class.

EXTENSION Ask the students to vote on which community they would most like to live in.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 all, every
2 each, every
3 all, all
4 Either, or
5 neither, both
6 Both, either
7 some, a little
8 many, a few

Exercise 2

1 All
2 each
3 A few
4 both
5 either
6 all
7 Each

6.3 Vocabulary and skills development

Goals

- Understand fluent speech
- Use high-frequency verb collocations

Lead-in

- With books closed, give students one or two minutes to write down all the communities that they belong to, e.g. *colleagues*, *classmates*, *football team*, *neighbourhood*.
- Put students into pairs. Students choose one of the communities and tell their partner about it using these questions to guide them: *Who is in the community? What is the purpose of the community (if there is one)? How often do they see others in this community?*

Listening & Speaking understanding fluent speech

Exercise 1

- Focus students' attention on the photos. Elicit a few initial ideas from the class about what they show.
- Ask students to read the descriptions and match them with the photos.
- Check the answers together as a class.
- Ask students what all the situations (photos plus text) have in common. (They are all about online communities.)

ANSWERS

1 c 2 a 3 b

Exercise 2 6.3

- Write the following sentences on the board:
  – *I only speak a little Spanish.*
  – *Who is living there?*
- Ask students to listen to you saying the sentences and write down any extra sounds they hear between the two underlined words. Say the sentences, making sure to insert /j/ in the first one and /w/ in the second one. Exaggerate a little if you like.
- Elicit the sounds which were added and tell students that the extra sound is there to help move from one vowel sound to another.

- Focus on the Unlock the code box and ask students to read it as they listen.
- Play track 6.3.

FEEDBACK FOCUS Read the sample sentences aloud, or play track 6.3 again and ask students what vowel sound is at the end of the first word in each case:
be /iː/, *I* /aɪ/ (use /j/)
who /uː/, *now* /au/, *go* /əu/ (use /w/)
Give students another example of 'r' being pronounced before a vowel, e.g. *The star* /staː/, *The star* /staːr/ *is shining.*

Background note: In most of England, with the exception of the south west and a few other places, /r/ is not pronounced after a vowel. So *mother*, for example, is pronounced /ˈmʌðə/ and *hard* is pronounced /haːd/. This is also the case in Australia, New Zealand and South Africa. Most of the United States and Canada, however, pronounce these words with the /r/ sound: /ˈmʌðər/ and /haːrd/. The /r/ is also pronounced in Scotland and Ireland.

Exercise 3a

- Draw students' attention to the task and remind them that they need to check the last vowel sound of the first word.
- Put students into pairs to identify where there might be an extra sound in the sentences.

EXTRA SUPPORT If students need more help, you could guide them through the task in the following way:
1 Ask them to find all the words which end with vowels.
2 Ask them to find those where the next word also starts with a vowel.
3 Ask them to identify which vowel the first word ends with and look up the change in the Unlock the code box.

ANSWERS

1 How do /w/ I make a P2PU course?
2 All the courses are /r/ open to /w/ anyone.
3 Users can set up their /r/ own courses.
4 … so /w/ other people can see /j/ it.
5 … with over /r/ a million members worldwide.
6 Leave it for /r/ another person to find.

Exercise 3b 6.4

- Play track 6.4 for students to check their ideas. Either play all the sentences straight through and check at the end together, or, if students are less confident, pause after each one and elicit the answer.

Exercise 3c 6.4

- Play track 6.4 again, pausing after each sentence for students to repeat, concentrating on inserting the extra sound. Note that it is not essential for students to be able to produce speech connected in this way, but practising will help them to assimilate the idea and help them with understanding spoken English.

Exercise 4 6.5

Audio summary: In this podcast-style recording, the presenter talks about different kinds of online communities and their different purposes – both for fun or to share hobbies and for more serious purposes.

- Give students a few minutes to read through the sentences. They could start to make guesses about what the missing words might be.
- Remind students that the gaps are completed with one or two words only. If they want to write more than this, they probably don't have the correct answer.
- Play track 6.5. Students listen and complete the sentences.
- Let them compare answers with a partner before checking the answers together as a class. Play the track again if necessary.

STUDY TIP Completing the gaps with a specified number of words is a typical exam task found in IELTS and other exams. It is always a good idea to read the sentences first and identify what kind of word(s) might go in the gap.

ANSWERS

1 Online or virtual
2 who enjoy
3 rare illness
4 each other
5 to organize
6 equipment, do up

AUDIOSCRIPT 6.5

When we talk about communities, we usually imagine a group of people who live close to each other. However, the fastest-growing types of community these days are online. Online or virtual communities are used to get people with similar interests together, so that they can share their interests or help each other in different ways. Many of these communities cross international borders. For example, 'BookCrossing', where people leave books for those who enjoy the experience of reading with others, has members in 132 different countries.
Virtual communities can just be for fun, but plenty of them have a serious purpose. For example, many people who have a relatively rare illness can now get support and advice from others with the same condition.
And, of course, education is a major reason for joining a virtual community. MOOCs, or 'massive open online courses', are places where anyone can join in an educational course using the internet. Distance learning is nothing new, but being able to talk and see each other online makes all the difference to the learning experience.
People in an online community may simply communicate with each other online, but they may also meet up face to face in the real world. For example, people interested in cosplay may use online communities to organize conventions where everyone can get dressed up and meet with other cosplayers.
And, finally, some online communities are more about improving the real community that you live in. For example, StreetBank, which is an online community where real life neighbours can offer to lend things like barbecue equipment, or they might offer to help each other out as they do up their houses or gardens. The ultimate aim is to encourage neighbours to be friendlier and to know each other better.

EXTENSION Tell students that all the answers except one have examples of an extra sound being inserted. Put students into pairs to identify the extra sounds and the answer where there isn't an extra sound.

1 go /w/ online
2 who /w/ enjoy
3 rare /r/ illness
4 (no extra sound)
5 to /w/ organize
6 barbecue /w/ equipment … do /w/ up

Exercise 5

- Elicit some of the benefits of online communities mentioned in the listening, e.g. improving the community where you live, getting support and advice or education, making friends.
- Ask students about any possible disadvantages. Elicit one or two ideas, then put students into pairs to think of a list of five disadvantages.
- Have a class feedback session.

POSSIBLE ANSWERS

information online is not always reliable, some people can use the anonymity to bully others, people can end up spending too much time online and not get any exercise, or not make friends in the real world

CRITICAL THINKING Tell students that some researchers believe it is possible to get addicted to social networking. Ask students to make a list of possible symptoms of this 'addiction', e.g. you spend a lot of time on the social network, or thinking about it, when something happens to you, your first thought is to put it as a status update, you feel you couldn't give up using the social network, you use it so much that it is interfering with your work or studies.

Vocabulary high-frequency verb collocations

Exercise 6a

- Point out to students that the sentences in this exercise all come from the podcast in exercise 4.
- Students work individually to complete the sentences, using the words in the box in the correct form.
- Let them compare answers with a partner but don't check answers at this stage.

WATCH OUT! Some students will have particular problems with the use of the verbs *do* and *make* as these are often translated as the same verb, or with slightly different semantic boundaries.

ANSWERS

1 get
2 have
3 makes
4 get
5 take
6 setting
7 give
8 do

Exercise 6b

- Ask students to check their answers by reading the Vocabulary focus box on high-frequency collocations, where they will find all the collocations in the sentences.
- Check the answers together as a class. Make sure students have used the correct form of the verb for each sentence.

WATCH OUT! Make sure that students have noticed that some words (*blame*, *argument*) collocate with more than one of the high-frequency verbs.

DICTIONARY SKILLS Allocate each student one of the following key words to look up in the dictionary, to see what other collocations they can find there:

1 *damage* (cause damage, pay for the damage, take a look at the damage)
2 *permission* (ask permission, refuse someone permission, take without permission)
3 *difficulties* (run into difficulties, get into difficulties, be in difficulty)
4 *difference* (tell the difference, notice the difference, be a world of difference between)

When they have finished, put them into pairs or small groups to teach each other what they found.

Exercise 7

- Focus on the instructions and elicit the first answer as an example.
- Students work individually to rewrite the sentences. Remind them to refer back to the Vocabulary focus box for the verbs they need.
- Let them compare answers with a partner before checking the answers together as a class.

ANSWERS

1 **He needed to be sure of his facts./He needed to make sure his facts were correct.**
2 **Have you set a date for the wedding yet?**
3 **He couldn't make himself understood.**
4 **She put the blame on him.**
5 **She gave it some thought.**
6 **I'm tired, so I'm going to have a lie-down.**

Exercise 8a

- Work through an example with the class first. Ask students what *put in charge* means (make someone the boss or leader).
- Ask students to give you a sentence using the paraphrase, e.g. *While his boss was ill, she made Michel the manager.*
- Then ask the students to rephrase it using *put in charge*. (*While his boss was ill, she put Michel in charge.*)
- Students then make five sentences using paraphrases of other collocations from the box.
- Monitor and check their sentences.

Exercise 8b

- Students test each other to see if their partner can reword their sentences.
- Choose a few students to read their paraphrases out for the class to reword.

6.4 Speaking and writing

Goals

- Start a conversation with a stranger
- Write a description of data

Lead-in

- Books closed. As a model, tell students the story of how you met your partner or a good friend. If possible, you could show them a photo of the person.
- Write the following prompts on the board, then give students five minutes to prepare to tell a similar story:
  - *Where were you when you first met this person?*
  - *When did you first meet?*
  - *Were you introduced by someone, or did you introduce yourselves?*
  - *What do you remember of your first conversation or meeting?*
  - *Were your first impressions of this person correct?*

WATCH OUT! Check students understand the phrase *first impressions* (= the first feeling or opinion that you get about someone).

- Put students into pairs to tell each other their stories.

EXTENSION Teach students the following expressions for expressing interest and encouraging the speaker to continue: *I see. Really? What happened then?*, etc. Then change pairs and ask the students to tell their story again. Their partner should listen and try to use the phrases or use other ways of signalling that they are listening (nodding, saying *Mmm*, etc.).

Speaking & Listening starting a conversation with a stranger

Exercise 1

- Ask students where they think the best place to meet new friends is. Elicit a few ideas, then put students into pairs to put the suggestions in order.
- Have a class feedback session. Elicit the best and worst places from a few pairs, asking for their reasons as well.

EXTENSION Focus students' attention on the photos. Tell them that the people have just met. In pairs, ask students to imagine what they are saying to each other. Get a few pairs of students to read or act out their dialogues.

Exercise 2 6.6

Audio summary: These are three short dialogues, set in different contexts, where people strike up a conversation with a stranger.

- Explain that students are going to listen to three short conversations between people meeting for the first time. Where are they taking place? Students should choose from the six situations listed in exercise 1.
- Play track 6.6.
- Check the answers together as a class. Ask students what evidence they heard to justify their answers.

ANSWERS

1 probably at a party
2 in an office
3 on public transport

AUDIOSCRIPT 6.6

Conversation 1

A I hope you don't mind me asking, but haven't we met somewhere before?
B I'm not sure, you do look familiar …
A Are you a friend of Nicola's?
B Yes, we went to school together.
A Ah! So did I. What class were you in …?

Conversation 2

C Sorry, but I couldn't help overhearing … it's your first day today, isn't it?
D Yes, I'm Peter's new personal assistant.
C Ah. Welcome to the firm. I'm Josie, I work in Sales.
D Good to meet you – I'm Sita.

Conversation 3

E Excuse me, is anyone sitting there?
F No, go ahead.
E Is it always this busy?
F Yes, I'm afraid so. You don't usually take this one, then?
E No, I've just started a new job in the city …

Exercise 3a

- Ask students if they noticed how the people in the listening started their conversations. Elicit an example if possible.
- Focus students' attention on the Language for speaking box on starting a conversation with a stranger.
- Either ask students to read it themselves or go through the conversation starters as a class.
- Put students into pairs to identify the conversation starters used in the listening.

ANSWERS

1 I hope you don't mind me asking, but (haven't we met somewhere before)?
  Are you a friend of …?
2 Sorry, but I couldn't help overhearing …
3 Excuse me, is anyone sitting there?
  Is it always this busy?

Exercise 3b 6.6

- Play track 6.6 again. Students listen and check their ideas.
- Check the answers together as a class.

PRONUNCIATION Ask students to identify the main stresses in the phrases they heard. Then let them listen and check their ideas. If they have stressed a different word, this is not necessarily wrong, as the speaker's perception of what the key words are can vary.

I hope you don't mind me asking …
Are you a friend of Nicola's?
Sorry, but I couldn't help overhearing.
Excuse me, is anyone sitting there?
Is it always this busy?

SMART COMMUNICATION Students may have noticed that one of the phrases begins with *Sorry*. Research shows that British people say *sorry* up to eight times a day. Explain that it isn't always a real apology. More often it is used as another way of saying *excuse me*, or if we didn't hear something clearly, or as a way of interrupting or starting a conversation.

Exercise 4a 6.7

- Point out to students that as well as being able to start a conversation, it is important to know how to respond when someone else starts a conversation with you.
- Play track 6.7. Students listen to shorter versions of the same conversations and write down the replies they hear.
- Let students check their answers with a partner. Play the track again if necessary.
- Check the answers together as a class. Make sure students understand the meaning of all the responses, e.g. *go ahead* (= to start or continue to do something after you have been given permission) and *I'm afraid so* (= unfortunately something is true).

ANSWERS

1 I'm not sure, you do look familiar …
2 Yes, we went to school together.
3 Yes, I'm Peter's new personal assistant.
4 No, go ahead.
5 Yes, I'm afraid so.

AUDIOSCRIPT 6.7

Conversation 1

A I hope you don't mind me asking, but haven't we met somewhere before?
B I'm not sure, you do look familiar …
A Are you a friend of Nicola's?
B Yes, we went to school together.

Conversation 2

C Sorry, but I couldn't help overhearing … it's your first day today, isn't it?
D Yes, I'm Peter's new personal assistant.

Conversation 3

E Excuse me, is anyone sitting there?
F Er, no, go ahead.
E Is it always this busy?
F Yes, I'm afraid so.

Exercise 4b

- Elicit another possible response to the first conversation opener, e.g. *Yes, I think we have. Do you live near here?*
- Students work individually to write a new response to each conversation starter. Monitor and help as necessary.
- Students compare their ideas with a partner.
- Elicit a few examples from the class.

EXTRA SUPPORT If students find this task challenging, you could offer the following possibilities on the board and ask them to match the possibilities with the conversation starters:

– *No, but I know his girlfriend, Sara.* (Are you a friend of …?)
– *Yes, I've just moved here from another branch of the company.* (Sorry, but I couldn't help overhearing … it's your first day today, isn't it?)
– *No, it's usually a bit quieter than this. Maybe there's a special event on.* (Is it always this busy?)
– *Sorry, that seat is taken.* (Excuse me, is anyone sitting there?)

Exercise 5

- Put students into pairs and ask them to choose a setting in which two people might meet (refer them to the list in exercise 1).
- Students then work together to write a short conversation (four to six lines) in which two people meet. If you have time, you could give them two photos of people to help inspire them.
- Monitor and help students as they write.

Exercise 6

- Get students to act out their conversations to the class, or, if you have a large class, to another pair.
- The students listening should guess where the conversation is taking place.
- Give feedback on particularly good examples of language used.

EXTRA ACTIVITY Put two photos of people up on the board and ask students to imagine they have just met. Elicit where and how they have met. Then elicit the conversation they had and write it on the board. Elicit any corrections as you go, so that the version on the board is correct.
Then ask a student to come up and rub out all the articles in the dialogue. Elicit the missing words from the class. Repeat the same process but this time get students to rub out the adjectives or the verbs. Repeat until most or all of the dialogue has disappeared and students know it by heart.

Reading & Writing describing data

Exercise 7

- Ask students how often they see or spend time with their neighbours.
- Then put students into pairs to discuss who they spend time with every day, or most days.
- Nominate a few students to give their answers to the class.

Exercise 8a

- Focus students' attention on the bar chart and ask them to summarize what it shows (what percentage of people of different ages spend time with their family most days or every day).
- Ask questions to check students know how to interpret a bar chart, e.g. *What are the figures on the left-hand side? What does '55–64' mean?*
- Put students into pairs and ask them to look more carefully at the chart and identify some key pieces of information.
- Feed back as a class. The answers are subjective, but students might mention the fact that older people seem to spend less time with their family or that people aged 35–54 spend the most time with their family.

POSSIBLE ANSWER

35–44- and 45–54-year-olds spend most time with their family. People who are 65 and over spend the least time with their family.

Exercise 8b

- Put students into pairs to discuss the question.
- Have a brief class feedback session.

Exercise 9

- Ask students to read the description of the data shown in the chart and find a sentence which is factually wrong. To do this, students will need to read quite carefully and keep checking back with the chart.
- Let them compare answers with a partner before checking the answers together as a class.

ANSWER

About 60% of these (16–24-year-olds) see their family most days. This should read: About **70%** of these (16–24-year-olds) see their family most days.

EXTENSION In pairs, ask students to identify which part of the chart each section of the text refers to. They could circle sections of the text and number them, then write the numbers next to the appropriate section of the bar chart.

STUDY TIP In an exam situation, such as in the IELTS exam, students will lose marks if the figures they quote are inaccurate, so it is important to check this carefully.

Exercise 10

- Students discuss the questions in pairs. If students are familiar with this task type, they should already have a good idea about whether these are good pieces of advice or not. If they are not familiar with the task, remind them that they can use the model as a guide.

POSSIBLE ANSWERS

1 Yes
2 Yes, this is important.
3 No, you need to select the most important or most noticeable facts.
4 Yes
5 No, just describe it.

Exercise 11

- Ask students to find the phrase *every day* in the first paragraph. Then ask them to find another word in the same paragraph, which has a similar meaning (*daily*).
- Ask why it is important to use different ways of saying the same thing (to avoid repetition, which can be uninteresting to read).
- Students then work individually to find synonyms for the other words and phrases.

WATCH OUT! The synonyms will not always be in the same paragraph.

- Let students check their answers with a partner before checking the answers together as a class. Ask students to point out where they found both the original word or phrase and the synonym. If possible, highlight and link these pairs on the board.

ANSWERS

1 daily
2 almost every day
3 spend time with their family
4 noticeable
5 age bracket
6 Fewer than half

Exercise 12a

- Focus students' attention on the chart and the questions. Explain that these are the questions they should ask themselves every time they need to write a description of data.
- Put students into pairs to discuss the questions.
- Discuss possible answers as a class. Make sure students are clear that they need to be able to pick out the key points.

WATCH OUT! Check students understand the meaning of *welfare* and *disability*.

POSSIBLE ANSWERS

1 the different activity groups men and women take part in
2 how popular different activities are and the percentage of men/women participating in each activity
3 Women participate more than men in all the groups except hobbies and social clubs, and sports or exercise groups. Sports and hobbies are the most popular groups for both genders.

Exercise 12b

- Ask students to describe how the description in exercise 9 was organized (description of what the chart shows, overview and age groups which see their family most frequently, how often younger people see their families, most noticeable feature of the chart).
- Then ask students to discuss how they would organize the information in the second chart into paragraphs.

EXTRA SUPPORT If you think students may find this too challenging, you could give them possible topics for paragraphs and ask them to decide on a suitable order, e.g.

– *the kind of groups men participated in*
– *what kind of groups were most popular overall*
– *the kind of groups women participated in*
– *a description of what the chart shows*

There is no one correct answer to this, except that they should start with describing what the chart shows. The model answer shows one way of ordering the information.

- Feed back as a class. There is no one answer, but encourage students to give their rationale.

SAMPLE ANSWER

The chart shows different groups which men and women participate in.

Perhaps the most noticeable feature of the data is that women generally participate in these groups far more than men. In adult education, groups for children, groups for old people, and health, disability and welfare groups there were around twice as many women as men taking part. There was also a clear majority of women in community and religious groups.

However, there were around 15% more men participating in sports and exercise groups, and a majority of men taking part in hobbies or social clubs.

With the exception of sports and exercise groups, there were generally less than 50% of either men or women taking part in any of the types of groups, and most groups had less than 20% of the people surveyed participating.

Exercise 12c

- Focus students' attention on the Language for writing box about describing data.
- Ask students to use the plan they made in exercise 12b and the language from the box to write a description.

EXTRA SUPPORT Before students start writing, ask them to match the five different sections in the Language for writing box with the following headings (put them on the board in a different order):

1 *Describing what the chart shows*
2 *Talking about how much/how many*
3 *Comparing and contrasting*
4 *Giving an overview*
5 *Talking about key features of the chart*

Exercise 13

- When students have written their descriptions, ask them to swap with another student and analyse what they have written, using the checklist in exercise 10.
- Let students compare their answers with the model answer given below.

EXTRA ACTIVITY Give students a copy of the sample answer and ask them to do the following:

1 Underline any language which talks about *how much* or *how many*.
2 Circle any linkers.
3 Put a box around language which compares and contrasts.

6.5 Video

Communal living

VIDEOSCRIPT

San Francisco is one of the fastest-growing cities in the USA. Thanks to its location just north of Silicon Valley, business is booming and the city's attracting some of the world's most successful technology companies.

But traditionally, San Francisco has always felt more like a small city than a bustling metropolis. During the sixties and seventies, it was a vibrant hub of art, music and politics and its reputation as a centre of counterculture attracted people from all over the world.

Today, however, the city's writers, eco-warriors and activists live alongside technology entrepreneurs and millionaire business leaders. This has created a new buzz, but some feel San Francisco is losing its sense of community.

One reason for this is house prices. San Francisco now has the most expensive average house prices of any American city and many long-time residents are moving to more affordable locations just outside the city.

This is Sausalito – a small, waterfront community just across the Golden Gate Bridge from San Francisco. A large number of the residents here still work in the city, but they prefer living in Sausalito for its small town feel. However, thanks to this influx of new residents, the house prices here are rising too, with the average Sausalito house costing more than one million dollars.

But there is one area that still offers affordable housing and a strong neighbourly spirit – Sausalito's world-famous houseboat community. Here, right on the dock of Richardson Bay, there are 400 floating homes across five purpose-built marinas. Residents Carl and Joan have both spent many years living as part of the tight-knit Sausalito houseboat community.

I've been here forty-one years, over forty-one, since '74. I've never lived in a place this long. I mean all the houses and apartments I lived in – the longest I ever lived in one place was a year and a half. As far as, like, living here, I, you know, it's the greatest thing I've ever done, really. I'd hate to have to leave here.

I moved here in 1997, so I've lived here for eighteen years. Uh, it's different and I just love it – I love living here, I love the view, I like the people and there's just a great sense of community here that I really enjoy.

During the Second World War, the area here had been home to a huge industrial shipyard, which closed in 1945. Immediately afterwards, a number of people moved here and converted the old boats into homes. Over the years, the community grew; and by the sixties and seventies, it had a reputation as a fun, exciting and creative place to live.

Today, the houseboats are connected to local amenities and many residents claim they are as comfortable as any small house.

Well, there're so many different types of houseboats – they all look pretty different and some are extremely modern and really lovely. Some need a lot more work than others do and most of us are kind of, sort of in-between, where there's always something to do to make it better.

The houseboat owners face many unique challenges and maintenance is a constant battle against nature. In order to combat this, the residents here work together, sharing knowledge, tools and labour to ensure everybody has a safe and secure home to live in.

The Sausalito houseboat community has changed a lot since the days of the hippies. The floating homes here today are much more permanent than they used to be. They cost more, too, but are still much cheaper than other properties in the same area. Joan and Carl have experienced these changes first-hand.

If there's any challenge, it might be that somebody up on the hill in Sausalito say 'Oh, you live in a houseboat – oh, my dear', you know. 'Oh, my – isn't that nice' and that would be about it, you know. A lot of people look down their noses at houseboats because they all originated back in the hippie days, you know. People out here doing hippie things and of course, the people on the hill – the money people – didn't like that at the time, but they're coming down now out of the mountains and there're living all over here. These guys are millionaires; a lot of these people are buying these boats now are million – literally millionaires – there's four, five, six on this dock. It used to be all poor people – all artists, you know: photographers, painters, writers, musicians – but it's mainly, yes, the community is pretty tight – it's much tighter than we get in the city because people don't know each other in a big apartment house, you don't know the people that are living down the hall, really. But around here, everybody knows everybody and we look out for each other.

So even if a lot has changed here, the Sausalito community has worked hard to preserve the neighbourliness and creativity that has made it such an attractive place to live. This small collection of houseboats may be just ten minutes from one of America's fastest-growing cities, but it still feels like a small village by the bay.

VIDEO ANSWERS

Exercise 1

EXAMPLE ANSWER

1 **Water:** dock, bay, waterfront, houseboat
2 **Community:** tight-knit, neighbourly, look out for each other
3 **Alternative lifestyles:** counter culture, hippie, vibrant hub of art, music and politics

Exercise 3

1 Technology entrepreneurs are moving into the city, there is a 'new buzz' but possibly a loss of community, house prices have risen and many long-term residents are leaving.

2 People prefer living in Sausalito for its 'small town feel'. It was cheaper too, but house prices are rising here as well.
3 The houseboat community is still affordable.
4 There is a strong neighbourly spirit there as well.

Exercise 4

1 F (tech entrepreneurs are moving in, others are moving out)
2 T
3 T
4 T
5 F (houseboats are connected to local amenities)
6 T

Exercise 5b

POSSIBLE ANSWERS

Positive: Reducing crime, protecting and renovating old buildings, good for the economy (new businesses), providing jobs, increasing the value of property in the area (good for house owners).
Negative: Poorer people are forced out, international chain stores move in, which displaces family-run businesses, loss of sense of community, younger people can't afford to live near their family, rents for housing and businesses increase.

Review

ANSWERS

Exercise 1b

1 a 2 – 3 A 4 The 5 – 6 The 7 the

Exercise 2

1 Many
2 few
3 many
4 number
5 every
6 a few

Exercise 3

1 costumes
2 concentration
3 community
4 immigrant
5 vivid
6 ceremony

Exercise 4a

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

Exercise 5a

1 resident
2 facilities
3 globally
4 household
5 private
6 shift

AUDIOSCRIPT 6.8

1 a person who lives in a place
2 a building, equipment and so on that makes it possible to do something
3 affecting the whole world
4 all the people who live in one house
5 belonging to one particular person or group, not to be shared by others
6 a change in opinion or attitude

Exercise 6a

1 Sorry, but I couldn't help overhearing …
2 I'm sorry to bother you, but …
3 Are you a friend of Nicola's?
4 So how do you know Jonathan?
5 Excuse me, is anyone sitting there?
6 Lovely weather, isn't it?
7 I hope you don't mind me asking, but …

7

Rules

Unit overview

Language input

Present modal verbs (CB p67)	• *You mustn't ever leave that door unlocked.* • *I think that might belong to Julie.*
Past modals of deduction (CB p69)	• *It might have been a safety issue.* • *They can't have actually stopped them having a lunch break.*
Grammar reference (CB pp148–149)	

Vocabulary development

Crime and justice (CB p66)	• *suspended sentence, valuables, illegal …*
Using verbs and prepositions (CB p68)	• *protect against, expose to, insist on …*
The meaning of prefixes (CB p71)	• *self-, bi-, inter-, mono-, multi-, semi- …*

Skills development

Reading & Speaking: understanding ellipsis (CB p70)
Speaking & Listening: agreeing and disagreeing (CB p72)
Writing: writing a persuasive letter/email (CB p73)

Video

Documentary: Against the law? (CB p74)
Vox pops (Coursebook DVD & TG p262)

More materials

Workbook	• Language practice for grammar, vocabulary, pronunciation, speaking and writing
Photocopiable activities	• Grammar: Stay safe! (TG p214 & TSRD) • Vocabulary: A meeting with the mayor (TG p232 & TSRD) • Communication: Hot topics (TG p250 & TSRD)
Tests	• Unit 7 test (TSRD)
Unit 7 wordlist (TSRD)	

7.1 Finders keepers?

Goals

- Talk about crime and justice
- Use present modal verbs

Lead-in

- With books closed, write the following list of crimes on the board:
  - *Parking in a place where you are not allowed to park*
  - *Stealing something from a shop (shoplifting)*
  - *Hurting someone badly in a fight*
  - *Finding money in the street and keeping it*
  - *Robbing a bank*
  - *Not declaring some income so you don't have to pay tax*
- Put students into small groups and ask them to put the crimes in order from most to least serious.
- Elicit a few ideas from the whole class. Encourage students to give reasons for their statements and to discuss with each other if they disagree about the severity of a particular crime. Don't focus too much on finding money in the street as there will be a chance to discuss this later in more detail.

Vocabulary crime and justice

Exercise 1a

- Focus students' attention on the photos and ask them, in pairs, to think of two things all the objects have in common.
- Have a brief class feedback session but don't confirm or deny guesses at this point.

POSSIBLE ANSWERS

they are all valuable, they were all owned by the same person, they were all stolen, etc.

Exercise 1b 7.1

Audio summary: Four different news stories about objects which have been lost (sometimes after being stolen) and then found again. The first story is about a scrap metal dealer who bought a Fabergé egg without realizing its true value. The second is about a couple who found eight tin cans full of gold coins while out walking on their own land. The third is about a car worker who bought two paintings at an auction of lost property and has just discovered that they are valuable. The fourth is about a bag of diamonds, dropped in the street, but returned to its owner.

- Explain that students are going to listen to four short news items.
- Play track 7.1. Students listen and check their predictions from exercise 1.
- Let students compare what they heard with a partner before checking the answers together as a class.

EXTRA CHALLENGE You could also ask students to identify which of the four news stories does not have a matching photograph (the last one).

AUDIOSCRIPT 7.1

A scrap metal dealer who bought an antique gold egg for $13,000 has made a profit of more than $32 million after discovering that the egg was in fact one of the famous Russian Fabergé eggs, made for the Russian royal family before the revolution. The dealer had planned to sell it for the value of its gold and jewels, but when he researched it online he found a news report about the eight Fabergé eggs still missing and discovered that one of them was the egg he had bought.

A Californian couple out for a walk around their property have accidentally found eight old tin cans … full of gold coins. It is estimated that the coins are worth around $10 million. The couple's claim to ownership is strong, as the coins were found on their property. But they have still had to hand the coins over to an official while a decision is made about who the coins actually belong to.

An Italian car worker has discovered that two paintings hanging in his kitchen are, in fact, by the French painters Gauguin and Bonnard, and worth around 30 million euros. They had been stolen from a house in London in 1970, and the car worker bought them at an auction of lost property left on Italian trains in 1974. The police now suspect that the thieves must have abandoned the valuable paintings on the train, perhaps fearing arrest.

A bag containing $200,000 worth of diamonds found on the street has been returned to its grateful owner, a diamond dealer who had dropped the bag while taking the diamonds to be polished. The dealer didn't expect to ever see the diamonds again, but they were found by a young man who handed them in to the police. He has received a reward from the dealer.

ANSWERS

In fact, all the items are valuable and were lost/stolen and then found by accident.

Background note: Between 1885 and 1916, Fabergé created fifty very ornate, gold- and jewel-encrusted eggs for the Russian royal family, each one containing a surprise. For example, the first egg he created has a white enamel shell, and, when it is opened, a yellow gold 'yolk'. This also opens to reveal a tiny golden hen.

Exercise 2 7.1

- Play track 7.1. Students listen again and decide which story they found most surprising and say why.
- Have a brief class feedback session.

EXTRA SUPPORT Play the listening again and ask the students the following comprehension questions:

1 *What did the man who found the Fabergé egg discover when he looked online? How did this change his plans?* (He discovered that it was a Fabergé egg and worth a lot more than he would have got if he melted it down.)
2 *How much were the coins the couple found worth?* (ten million dollars) *Will they be able to keep them?* (Officials haven't decided yet.)
3 *Where did the car worker keep the two paintings?* (hanging in his kitchen) *When were the paintings originally stolen?* (1970)
4 *How did the original owner lose the diamonds?* (He dropped them while he was taking them to be polished.) *Who found them?* (a young man)

EXTENSION Ask students if they have ever found anything valuable and, if so, what they did with it.

Exercise 3a

- Write on the board *a bag has been returned to its grateful owner* and use this to check that students can identify a noun, a verb and an adjective.
- Then, either as a class or in pairs, ask students to decide what word class the underlined words are.

WATCH OUT! Students will need to look carefully at the sentences to do this as they may not have come across *worth* used as a noun before.

- Check the answers as a class and establish that, in English, the same word is often used as different parts of speech (as a verb and as a noun, for example).

ANSWERS

A bag containing $200,000 worth of diamonds has been returned to its grateful owner. (noun)
It is estimated that the coins are worth around $10 million. (adjective)

Exercise 3b

- Read the instructions and look at the example with the students. Make sure students are aware that the form of the word may change when they write the new sentence, e.g. they might need to make a past form of a verb.
- Put students into pairs. They first identify the part of speech and then write a new sentence using the other part of speech.
- Monitor, checking students' sentences.
- Check the answers as a class. Elicit one example for each word 1–6, and write the sentences on the board.

EXTRA SUPPORT This activity is fairly challenging. To help less confident students, you could give them the alternative part of speech and, to help further still, give them the correct form (e.g. past participle in item 1).

ANSWERS

1 noun 2 noun 3 noun 4 verb 5 noun 6 verb

SAMPLE ANSWERS

1 He was rewarded for his honesty.
2 He profited from having made some very clever business decisions.
3 A story about a missing boy was reported on the news.
4 Her claim was that she knew nothing about what happened.
5 The official story doesn't sound very likely.
6 The police identified a suspect late last night.

EXTENSION When students have completed their sentences, circulate, checking they are correct. Then ask them to test another pair by reading out the sentences with the key vocabulary item missing. The other pair must guess the missing word in the correct form.

Exercise 4a

- Ask students whether they write a blog or read other people's blogs. Elicit a few examples of the kind of blogs they are aware of, e.g. travel blogs or blogs about an experience (like being a new parent).
- Focus on the blog and explain that this is the kind of blog where people write giving their opinions about different topics.
- Read the two possible views (a or b) with the class. Then ask students to read the blog and decide which view is closest to the writer's view.

ANSWER

b

Exercise 4b

- Students discuss the question in pairs.
- Have a brief class feedback session.

CRITICAL THINKING Point out that the statement in exercise 4a says *it is almost never OK to keep it*. Elicit some ideas from students of circumstances in which it would be OK to keep something that you found.
Then put students into pairs or small groups to think about the other situations mentioned in the Lead-in to the lesson. For each situation, they should try to think of at least two circumstances where the action might be acceptable.
Feed back some ideas as a whole class. Allow the students to agree or disagree with the ideas put forward. This activity helps students to explore the idea of moral relativity.

Exercise 5

- Focus students' attention on the highlighted words.
- Point out that students need to think about what part of speech the words are in order to match them successfully. You could do the first one with the class as an example.
- Working individually, students match the highlighted words with the definitions.
- Check the answers together as a class.

ANSWERS

1 lost property
2 illegal
3 justify
4 circumstances
5 suspended sentence
6 accidentally
7 abandoned
8 valuables

EXTENSION Ask students what part of speech *valuables* is (plural noun) and elicit that the word is more frequently used as an adjective (see item 6 of exercise 3b).
Write the following words from exercise 5 on the board and ask students to make any changes necessary to create the word class in brackets:
1 *justify* (change to noun) – justice or justification
2 *sentence* (change to verb) – sentence (e.g. sentence someone to prison)
3 *legal* (change to verb) – legalize

Exercise 6

- Point out that in order to complete the gaps, students will need to think about what word class the words need to be.
- Put students into pairs to complete the sentences using the words from exercises 3 and 5.
- Check the answers together as a class.

ANSWERS

1 official
2 abandoned, accidentally
3 illegal
4 circumstances
5 worth
6 reward

EXTRA ACTIVITY Ask the students to find the collocations connected with money in the text. Possible answers: claim money, the money was theirs to keep, keep your life savings somewhere, need money badly.

Grammar present modal verbs

Exercise 7

- Ask students to look at the underlined phrases in the blog post and say what they have in common (they are all present modal verbs).
- Ask students to read the Grammar focus box and complete it with the examples from the blog.
- Let them compare answers with a partner before checking the answers together as a class.

ANSWERS

a 1 They also have to give the money back.
b 2 you don't have to report it
c 6 you don't need to find the owner
d 5 you can't just keep it
e 3 And you can usually keep anything which the owner has clearly abandoned.
f 4 could be identified

FEEDBACK FOCUS As you go through the answers to exercise 7, check that students understand the rules in the Grammar focus box with the following questions:
a) Is it better to say *Do you have to wear a suit to work?* or *Must you wear a suit to work?* (*have to* because it is imposed by someone else)
b) Is there a difference between *you don't have to report it* and *you mustn't report it*? (Yes, the first one is lack of obligation and the second is an obligation not to do something.)
c) Is there any difference in meaning between *we needn't* and *we don't need to*? (no)
d) Does *can't* always mean you are not allowed to do something? (No, it is also used for ability.)
e) Is it possible to replace *can* with *may* in this sentence? (No, we don't usually use *may* when we are talking about something which is generally allowed.)
f) Is there any difference between the meaning of *could* and *might* in these examples? (no)

WATCH OUT! If we want to emphasize that the obligation is imposed by someone else, we use *have to* rather than *must*. However, there are many cases where these modal verbs are interchangeable, e.g. *I have to/must buy her a birthday present*. It isn't clear here whether this is something the speaker feels is an obligation or an obligation that has been imposed on them.

- Refer students to *Grammar reference* on page 148. There are two more exercises here students can do for homework.

Exercise 8

- Make sure that students are clear that two of the options are possible in each case.
- Put students into pairs to decide which two options are possible and to discuss the difference in meaning, if any.
- Check the answers as a class. Ask students to explain any difference in meaning.

EXTRA SUPPORT For less confident students, you could tell them which option is not possible, and simply ask them to discuss any differences in meaning.

ANSWERS

1 might/could (both = possibility)
2 can't/mustn't (both = prohibition)
3 don't have to/needn't (both = lack of obligation)
4 should/could (*should* = it's a good idea, *could* = it's possible)
might/may (both = possibility)
5 may/can (both = permission)
6 ought to/have to (*ought to* = recommendation, *have to* = obligation)

Exercise 9

- Put students into pairs. Refer them to page 129 and ask them to read the situations.
- Give them a few minutes to think about a) what they would do in each situation and b) guess what their partner would do.
- Students discuss the situations with their partner and compare ideas.
- Then ask pairs to join another pair and compare what they would do.

CRITICAL THINKING To encourage deeper thinking, write the following questions on the board and encourage students to use them when discussing the situations with their partner:
– *Why do you think that?*
– *How do you know that?*
– *Can you tell me more about that?*

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 should
2 may
3 do not need to
4 must
5 can
6 must
7 must
8 will not be able to
9 need to
10 can

Exercise 2

1 might/may
2 mustn't/can't
3 Can
4 can't
5 should/ought to
6 should/ought to
7 Can
8 can
9 must/have to
10 Do (you) have to
11 don't (have to)
12 can

7.2 Rules at work

Goals

- Use verbs and prepositions
- Use past modals of deduction

Lead-in

- Focus students' attention on the photos on page 68. Ask students what they have noticed about people using mobile phones in public areas and try to elicit some comments about people not paying attention, e.g. crossing roads whilst looking at phones.
- Tell students that according to a recent US study, the number of pedestrians involved in accidents related to using mobile phones has tripled in recent years. Adults under thirty are most at risk, they found.
- Ask students if they ever text and walk and whether they think it is dangerous.

Vocabulary & Reading using verbs and prepositions

Exercise 1

- Put students into small groups and ask them to discuss the questions.
- Ask groups to feed back to the class on their discussion.

EXTENSION Ask students to work in the same groups to make a list of all the different things they use their phones for, e.g. online banking, watching catch-up TV. Give them a time limit of two minutes to think of as many uses as possible. Then feed back as a class and ask students whether there are any things they wouldn't choose to do on their phone. For example, students might feel that online banking isn't safe by phone, or that the screen is too small for some tasks.

Exercise 2a

- Focus students' attention on the headline and check they understand *ban* (= to say officially that people must not do or use something) and *working hours* (= the amount of time someone spends at work).
- Put students into pairs to make a list of reasons in favour of and against the decision. You could ask some pairs to only list reasons in favour (e.g. people might feel obliged to answer work emails late at night) and others to only list reasons against (e.g. people might like to continue working on the train home).
- Feed back briefly as a class, eliciting a few ideas.

Exercise 2b

Text summary: This newspaper article is about a recent trend for governments and employers to bring in new rules or legislation to protect employees from being too contactable after working hours, which can lead to stress. The article also looks at the possible benefits of dealing with emails outside normal working hours.

- Ask students to read the article and find what reasons for and against the ban are mentioned.
- Elicit the arguments for and against in the text.
- Find out if overall they think the ban is a good or bad thing.

POSSIBLE ANSWERS

For: growing levels of employee stress and burnout, employees working much longer hours (unpaid)
Against: does allow flexibility, such as leaving early to pick up children and then working at home in the evening

EXTRA ACTIVITY Put students into pairs and ask them to write three to five comprehension questions about the article. Monitor and check the questions. Then ask pairs to swap their questions with another pair for them to answer.

Exercise 3a

- Focus on the verbs and explain that they all come from the text.
- Ask students, working on their own, to choose the correct prepositions for each verb.
- Let them compare answers with a partner but don't check answers at this stage.

WATCH OUT! *Expose* has a number of different meanings. The meaning here is the one listed below in the extra support activity.

EXTRA SUPPORT If you are not sure whether students will be familiar with all these verbs, you could start with a matching activity. Give students the definitions orally, in a different order to the verbs, and ask them to write down the correct verb.

- *protect* = make sure that someone or something is not harmed or damaged
- *react* = change or behave in a particular way as a result of or in response to something
- *protest* = say or do something to show that you disagree with or disapprove of something, especially publicly
- *expose* = to put somebody/something in a place or situation where they are not protected from something harmful or unpleasant
- *insist* = demand that something happens or that somebody agrees to do something
- *criticize* = say what you do not like about something or someone

Exercise 3b

- Students find the verbs in the text and check their answers. Note that in some cases more than one preposition would have been possible.
- Check the answers together as a class.

ANSWERS

1 against/from
2 against/to
3 against
4 to
5 on
6 for

STUDY TIP Remind students that it is very important to make a note of which preposition is needed to go with a verb when they first learn the verb.

Exercise 4

- Ask students if they can think of any other examples of verbs which take certain prepositions, e.g. *depend on*, *apologize for*.
- Ask students, working on their own, to choose the best preposition for each verb in the sentences.
- Let them compare answers with a partner before checking the answers together as a class.

ANSWERS

1 of, of 2 for 3 from 4 to 5 on

PRONUNCIATION Read sentences 1–4 from exercise 4 aloud and ask students to tell you what happens to the pronunciation of the prepositions. (They should notice that they sound reduced or weak.) Write the reduced forms on the board in phonemic script and drill them to check students can pronounce the weak forms in isolation:
/əv/ of /fə/ for /frəm/ from /tə/ to
Ask students what other words in these sentences would sound weak (the non-content words, especially the auxiliaries, e.g. *have been*). Ask students to practise reading the sentences with the weak forms aloud with a partner.

WATCH OUT! Sentence 5 is not included because *count on* is a phrasal verb where both the verb and particle are stressed.

Exercise 5

- Focus students' attention on the title of the online article. Elicit a couple of examples of the rules that usually apply in offices, e.g. wearing a tie.

- Then ask students to read the text and decide if the rules mentioned are, in their opinion, strange or unusual.
- Put students into pairs to tell each other about any strange or unusual rules they have experienced at work or school.
- Elicit a few ideas from the class.

Exercise 6

- Ask students if they ever read or contribute to online comments on articles.
- Ask students to read these comments and discuss with their partner whether there might have been a good reason for these rules.
- Elicit one or two examples from the class.

Exercise 7 7.2

- Explain that students are going to listen to two people discussing the article and the comments.
- Play track 7.2. Students listen to the conversation and compare it with their ideas from exercise 6.
- Have a brief class feedback session.

AUDIOSCRIPT 7.2

A The first one just sounds ridiculous. Why would they do that? I suppose it must have been a way of making the car park look tidier or something!
B No, actually I think it might have been a safety issue. If all the cars are backed into the car parking spaces then there will be fewer accidents when people are leaving at the end of the day.
A Really? Oh, I suppose it could have been something like that … What about the next one? Surely they can't have stopped them having a lunch break? That's awful.
B Yeah, I agree, but a lot of places don't actually like it if you leave the office. They may have needed people to stay in order to answer the phones.
A The third one seems fair enough to me. It might have been in a hot country where you need to get up early to avoid the heat of the day.
B Yeah, it's fine so long as you also get to go home early or you get a long lunch break.
A And what about the last one?
B Ah, someone must have spilt a drink over a computer!
A Oh, yes, you're probably right.

Grammar past modals of deduction

Exercise 8

- Read the instructions with the class and do the first item as an example.
- Ask students to work individually and decide on the meaning of each extract.
- Let them compare answers with a partner before checking the answers together as a class.

ANSWERS

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

Exercise 9

- Explain that *deduction* is when we are making guesses or conclusions based on some evidence. So the modals in exercise 8 are used to make these guesses and conclusions about the past.
- Ask students to read the Grammar focus box and complete it with the examples from the previous exercise.
- Check the answers together as a class.

WATCH OUT! Make sure that students understand the point about *mustn't have*. The grammatically correct opposite of *must have* is *can't have*. However, in practice, many native speakers will use *mustn't have* in this way, so students may have heard this usage.

ANSWERS

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

- Refer students to *Grammar reference* on page 149. There are three more exercises here students can do for homework.

Exercise 10

- Elicit the first answer as an example with the class.
- Ask students, working individually, to rewrite the sentences, using a modal verb instead of the underlined phrase.
- Let students check their answers in pairs, but do not check as a class at this stage.

EXTRA CHALLENGE Ask early finishers to add something to each sentence to explain the deduction, e.g. *They can't have worked such long hours – they were always going out for dinner.*

Pronunciation *have* in past modals

Exercise 11a 7.3

- Play track 7.3 for students to check their answers to exercise 10.
- Check any answers which were different but also possible (e.g. *could*, *may* and *might* are interchangeable in items 2, 5 and 6).
- Ask students how the word *have* was pronounced (/əv/). If necessary, play the first sentence or two again.

ANSWERS/AUDIOSCRIPT 7.3

1 They can't have worked such long hours.
2 They might have had a long lunch break.
3 They must have hated their jobs.
4 He must have been fired.
5 He could have resigned.
6 He may have been made redundant.
7 They can't have been friends.

Exercise 11b 7.3

- Play track 7.3 again, pausing after each sentence for students to repeat.
- Students could also practise repeating the sentences to themselves individually afterwards.

Exercise 12a

- Put students into pairs to read the extract from the article and try to guess or work out what happened.
- Students can use the questions to help them. Encourage them to use modals of deduction.
- Have a brief class feedback session.

FEEDBACK FOCUS While students are speaking, monitor and make a note of statements where students have used modals of deduction. Write them on the board. At the end of the activity, ask students to explain why they made these deductions and how sure they were.

Exercise 12b

- Refer students to page 129 to read the newspaper article and to consider the questions.
- Put students into pairs to compare how close their guesses were.
- Explain that this is a true story. Ask students to decide who was in the right: the store or the employee.
- Elicit a few ideas and encourage students to give reasons for their opinions.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 can't have finished
2 might/could have met
3 must have had
4 might/could have handed in
5 must have been

Exercise 2

1 might have got
2 must have overcharged
3 might not have got
4 can't have been
5 must've just missed

Exercise 3

1 She might've missed the bus.
2 There must have been some mistake.
3 He might not have understood./He might have misunderstood.
4 They can't have realized./They must not have realized.
5 Karen might/may have gone home early.

7.3 Vocabulary and skills development

Goals

- Understand ellipsis
- Understand the meaning of prefixes

Lead-in

- With books closed, write the following words on the board: *incentive*, *reward*, *judgement*, *moral*, *wisdom*, *rigid*, *manipulate*, *priority*.
- Explain that students are going to read an article which contains these words.
- Students discuss together what the words mean and what they think the article might be about.
- Elicit a few ideas but do not confirm or deny at this stage. Then check understanding of the vocabulary.
  - *incentive* = something that encourages you to do something
  - *reward* = a thing you are given because you have worked hard or done something good
  - *judgement* = the ability to make sensible decisions based on careful consideration
  - *moral* = concerned with the principles of right and wrong behaviour
  - *wisdom* = the ability to make good decisions because of the experience and knowledge you have
  - *rigid* = inflexible, not willing to change
  - *manipulate* = to influence someone or control something, in a clever or dishonest way
  - *priority* = something that you think is more important than other things and should be dealt with first

Reading & Speaking understanding ellipsis

Exercise 1a

- Focus students' attention on the illustration and the title of the article. Tell students that this is an idiom and ask them to discuss in pairs what it means.
- Don't check the answer as a class until after exercise 1b.

Exercise 1b

- Ask students to read the first paragraph only to check their ideas.
- Have a brief class feedback session. Ask students if they have any similar idioms in their own language(s).

Exercise 2

- Explain that before students read the rest of the article, they are going to focus on something which will help them to read more effectively.
- Write the first example sentence from the Unlock the code box on the board and demonstrate to students how you can remove the words in the brackets without changing the meaning. Show them how the writer assumes these words are understood because they have already been mentioned.
- Either ask students to read the box themselves or go through the information together as a class.
- Ask some questions to check comprehension, e.g.
  - *What kind of word is 'she' in the second example?* (a pronoun)
  - *What about 'years of experience'?* (a noun group)
  - *When can nouns, noun groups and pronouns be missed out?* (if they've already been mentioned or are obvious).

Exercise 3

- Put students into pairs to try to work out what is missing in each sentence.
- Check the answers together as a class.

ANSWERS

1 He tried several times, but **he** failed.
2 I knew he would do well, but I wouldn't **do well**.
3 He fired two members of staff and promoted a third **member of staff**.
4 What you *don't* say is as important as what you do **say**.
5 His ideas were imaginative and his work **was** excellent.
6 I applied for promotion, but **I** didn't get it.

EXTRA SUPPORT If you think students may find this too challenging, you could give them two or three options to choose from in each case, rather than the full six options.

EXTENSION Ask students to identify the word class of what is missing in each sentence in exercise 3.
Answers: 1 pronoun, 2 verb form, 3 noun group, 4 main verb (just using auxiliary), 5 verb form, 6 pronoun

Exercise 4

Text summary: The text is about the ideas of Barry Schwarz, a psychologist. He argues that there are problems with both rules and incentives. If people only follow rules, they can't develop their own judgement and sometimes they will do something wrong because 'that's what the rules say'. Incentives can cause problems because people want the reward too much and won't always think of others. Instead, says Schwarz, we need people to have some freedom to make their own judgements and for them to be encouraged to think about others. He calls this *practical wisdom*.

- If you didn't do the Lead-in task, you might like to pre-teach some or all of the vocabulary covered now.
- Read through the questions with the class and check students understand them. Draw their attention to the fact that questions 1 and 6 ask for three separate points.
- Remind students that most of the questions will require them to understand sentences where something is missing through ellipsis. Therefore, if they don't quite understand, they should think about what could be missing.
- Ask students, working individually, to read the text and answer the questions.
- Check the answers together as a class.

EXTRA SUPPORT This is quite a challenging article. Instead of asking students to work individually to read it and answer the questions, you could let students tackle the text and questions in pairs, so that they can support each other.

POSSIBLE ANSWERS

1 a workplace, an organization or a system such as the banking system or health service
2 People may make unfair or morally wrong judgements.
3 making decisions that are best for everyone – not just for themselves
4 You may use your skills to manipulate people.
5 Bankers used to try and help people, but now it's all about earning incentives (i.e. bonuses)
6 rules, incentives and practical wisdom

EXTENSION Ask students to underline the parts of the text which helped them to find the right answer:

1 When we try to make things better, whether (that is) a workplace, an organization or a whole system.
2 If people have to follow the rules and (they) can't use their own judgement, they will sometimes make decisions which we can clearly see are unfair or wrong.
3 The incentives encourage them to 'game' the system, rather than (encouraging them) to make decisions based on everyone's best interests.
4 If you have moral skill but (you do) not (have) the will to do the right thing, you end up using your skills to manipulate people.
5 … in the old days bankers wanted to make money, but they also wanted to serve their clients and communities. They made sure people weren't taking on more debt than they could manage, (they made sure) that they were saving for a rainy day. But by focusing on incentives, banking lost its moral will.
6 If we want institutions and systems which truly look after our best interests, we have to have rules and incentives and (we have to) encourage the development of 'practical wisdom'.

Put students into pairs to identify places in the text they underlined where something is missing (ellipsis), and what is missing.

EXTRA ACTIVITY Put students into small groups to discuss the following questions about the text:

– *Do you agree with what Schwarz says about the problems of following rules rigidly? Why/Why not?*
– *Do you think incentives encourage people to be selfish? Why/Why not?*
– *What do you understand by the idea of 'practical wisdom'?*

Exercise 5

- Put students into pairs to discuss the rules and incentives that their place of work or study has.
- Elicit a few ideas as a class.

CRITICAL THINKING Tell students that there are two secondary schools in a town which both have reward systems. Both schools give points for good behaviour or excellent work. The first school allows students to add up these points to win prizes, such as computer games. The second school gives badges: fifty points for a bronze badge, 150 for silver, and so on. Ask students to discuss which system is more likely to lead to improved behaviour and why.

Vocabulary the meaning of prefixes

Exercise 6a

- Focus students' attention on the extracts from the article and check they understand the meaning of the prefix *self-* (= about you).
- Put students into pairs and give them one or two minutes to think of any other words with the same prefix.

POSSIBLE ANSWERS

self-respect, self-access, self-confident, self-defence

Exercise 6b

- Explain that some prefixes have a clear meaning and that this can help you to understand the meaning of the whole word.
- Ask students to read the examples in the Vocabulary focus box.

WATCH OUT! The meaning of *inter-* in these words is 'between', but *inter-* can also be used with the meaning of 'connected' or 'mixed together', e.g. *interwoven*, *interdependent*, *intersection*.

STUDY TIP The use of hyphens can be confusing for students as there often appear to be no rules. Very often it is simply the case that the more frequently two words are used together, the less likely it is that a hyphen will be used. A good dictionary is the best reference for this and students should make sure that they note whether the word has a prefix when recording it.

Exercise 7

- Ask students, working individually, to complete the sentences, using the root word and a suitable prefix.

WATCH OUT! Make sure students are aware that sometimes they will have to change the form of the root word.

- Check the answers together as a class.

EXTRA CHALLENGE Early finishers could write one or two similar gapped sentences for another student to complete.

ANSWERS

1 monolingual
2 self-control
3 semi-retired
4 international
5 bicentenary

Exercise 8a

- Put students into pairs to try to guess the meaning of the words in the box, using their understanding of the prefix.
- Check ideas together as a class.

POSSIBLE ANSWERS

biannual = happening twice every year
interconnect = connect with each other
monotone = a single tone of voice
multimillionaire = someone who has many millions of pounds/dollars, etc.
self-destructive = behaviour which has a damaging effect on yourself
semi-human = only half human

STUDY TIP Using the meaning of prefixes to guess the meaning of a word can be helpful when students are reading a text with unknown words.

EXTRA ACTIVITY Read the following sentences aloud, leaving a gap. Students listen and write down one of the words from the box in exercise 8a.

1 *He sold his business ideas and became a* (multimillionaire).
2 *After many years alone in the jungle he appeared* (semi-human).
3 *Teenagers sometimes behave in a* (self-destructive) *way.*
4 *We have a* (biannual) *family dinner, when everyone gets together.*
5 *The new road* (interconnects) *with the old one.*
6 *He spoke in a really boring* (monotone).

Exercise 8b

- Ask students to work individually to write a short text using as many of the words from the box as possible.
- Let students read each other's texts.
- Show students the model answer (or read it aloud).

EXTRA SUPPORT Show or read the sample answer before students attempt the task.

SAMPLE ANSWER

Sarah was not really looking forward to the biannual family dinner. It was always the same. Her sister, who was a successful businesswoman, in fact a multimillionaire, would go on and on about how much money she made, and her dad would give a long speech in a really boring monotone. However, this time things were going to be different. She was bringing her new boyfriend and she knew her family would hate him, which was great. He had a beard, which according to her father made him pretty much semi-human.

DICTIONARY SKILLS Put students into pairs or small groups and allocate each pair/group one of the prefixes. Ask them to look up the prefix in a dictionary and make a list of five to seven words, ideally some with and some without a hyphen. Then ask students to peer-teach their words to another pair or group.

7.4 Speaking and writing

Goals

- Agree and disagree
- Write a persuasive letter/email

Lead-in

- With books closed, put students into pairs and ask them each to prepare to talk for one or two minutes about one of the following topics:
  A *Should countries be able to make their own laws, or would it be better if all laws were international? What are the advantages and disadvantages of each approach?*
  B *Do you think that the law applies equally to everyone or are the rich and famous less likely to have to obey the law? If so, why is this, and what could be done about it?*
- Students then take it in turns to talk. Their partner should listen, but not interrupt.
- At the end of the time limit, the student listening should ask at least one question. Students then change roles.

Speaking & Listening agreeing and disagreeing

Exercise 1

- Focus students' attention on the two photos accompanying the texts. Elicit what they show. (The first is a sign on a road to show somewhere where an electric car can park and recharge. The second shows an exhaust pipe of a car and represents pollution from cars.)
- Ask students to read the news stories and discuss with a partner what the three stories have in common.
- Briefly feed back as a class. If students have other suggestions you could accept these, but make sure students understand that the topic is changes in the law.

ANSWER

They are all about changes in the law.

Exercise 2a 7.4

Audio summary: This is a short conversation between three friends about a change in the law in Madrid where less-polluting cars will pay nothing or less for parking.

- Explain that students are going to listen to three people discuss one of the news stories.
- Play track 7.4. Students listen and decide which law the speakers are discussing and how many of the speakers agree with the change.

EXTRA SUPPORT Students could just listen to see which law is being discussed.

- Let students compare their answers with a partner before checking the answers together as a class.

ANSWER
Madrid parking meters. Only one of them agrees with the change in the law.

AUDIOSCRIPT 7.4
A Have you heard about these new parking meters they're bringing in? Apparently, the more pollution your car causes, the more you pay. I think it's a great idea, don't you?
B Well, that's not really how I see it. My car is quite old, so I'll have to pay more. I can't afford to buy a new car, so how is it fair to make me pay more for parking as well?
C I'm with you there. Everyone should have to pay the same for the same service, or it isn't fair.
A You can't be serious! Haven't you seen how bad the pollution is these days? We need to encourage people to buy cars which are better for the environment. Or maybe you should just use your cars less in the first place?
B Come off it! You use your car all the time …

Background note: An electric car is one which is solely powered by electricity. This is better for the environment than using fuel, but it means that drivers can only cover up to around eighty kilometres before they need to plug in and recharge. A hybrid car will cover up to about fifty kilometres on electricity but can then switch to using petrol or diesel for the rest of the journey.

Exercise 2b 7.4
- Explain that students are going to listen again.
- Put students into pairs. Student A should listen for any arguments in favour of the change in law. Student B should listen for any arguments against. Encourage students to make brief notes as they listen.
- Play track 7.4 again.
- Do not feed back as a class at this stage.

Exercise 2c
- Ask students to compare their notes together.
- Monitor, then check the answers as a class.
- Ask students to discuss which side of the argument they agree with. Ask students to vote for or against the change in law.

ANSWERS
In favour: It will reduce pollution/encourage people to buy less polluting cars/encourage people to use their cars less.
Against: People who can't afford new cars shouldn't have to pay more for parking/everyone should pay the same for the same services.

Exercise 3a 7.4
- Focus students' attention on the Language for speaking box and explain that it contains a number of ways of agreeing and disagreeing.
- Explain that some of the expressions given are quite informal and would be used amongst people who know each other very well.
- Play track 7.4 again and ask students to complete the numbered phrases.

EXTRA CHALLENGE As an alternative, you could ask students to try and fill in the gaps without listening, and then they could listen to check.

ANSWERS
1 with **2** see **3** serious **4** off

Exercise 3b
- Put students into pairs to think of other phrases they could add to the Language for speaking box.
- Have a brief class feedback session and write their phrases on the board.

Pronunciation agreeing or disagreeing strongly

Exercise 4a 7.5
- Focus students' attention on the instructions.
- Play track 7.5. As they listen, students should write *S* for any phrases which they think are expressed particularly strongly.
- Check the answers together as a class. Play track 7.5 again if necessary.

ANSWERS
Yes, that's spot on.
Absolutely!
That's just what I was thinking.
I couldn't agree more.
You can't be serious!
Come off it!

AUDIOSCRIPT 7.5
I'm with you there.
I completely agree.
True enough.
Yes, that's spot on.
Absolutely!
I don't think anyone would disagree with that.
That's just what I was thinking.
I couldn't agree more.

That's not really how I see it.
You can't be serious!
Come off it!

I'm not sure I quite agree.
I can't agree with you there.
I beg to differ.
I'm not sure about that.

Exercise 4b 7.6
- Play track 7.6 for students to notice the stress and intonation in the strong phrases, i.e.

Yes, that's spot on.
Absolutely! (note how every syllable is sounded quite carefully)
That's just what I was thinking!
I couldn't agree more.
You can't be serious
Come off it!

Exercise 4c 7.6
- Play track 7.6 again, pausing after each expression for students to repeat, focusing on the stress and intonation.

EXTENSION Ask students to practise saying the phrases in the Language for speaking box to each other. After each student says a phrase, their partner should say if they were expressing their opinion strongly or not. In this way students can see whether they are able to communicate their intention effectively.

SMART COMMUNICATION Note that disagreeing politely in English is usually a question of being indirect. This might mean not actually saying that the other person is wrong but just giving our own opinion, prefaced by a softener, e.g. *Actually, …* or *Well, …* Alternatively, it might mean apologizing for disagreeing, e.g. *Sorry, but …* Or it might mean sounding less certain than you really are, e.g. *I'm not sure about that*.

Exercise 5a

- Put students into pairs and ask them to choose one of the other news headlines from exercise 1. (If they wish, they could discuss another new or proposed law they know about.)
- Student A should make a list of reasons in favour of this law and Student B should make a list of arguments against.

STUDY TIP In exams, or academic or work presentations, students are often asked to present arguments from different sides and to give a balanced overview.

Exercise 5b

- Ask students to discuss the law together, using the arguments they have prepared and the language from the Language for speaking box.
- Make the point that, as friends, they can be informal and express their opinions quite directly. If students do not have this kind of relationship, ask them to imagine that they are having the conversation with someone they know very well.
- Monitor while students are talking and make a note of any examples of particularly good use of language and/or any mistakes for a feedback session.

Exercise 5c

- Ask students to have the conversation again, but this time to pretend that they are in a more formal relationship, e.g. two colleagues or a boss and employee. Encourage them to use more formal language and to be less direct.

EXTRA ACTIVITY Ask a confident pair of students to act out one of their role-plays. The class should guess if they are good friends or people who don't know each other very well.

Exercise 6

- Focus students' attention on the dictionary definition.
- Put students into pairs to discuss the questions.
- Have a brief class feedback session. Elicit some examples of things people campaign about, e.g. the environment, support for disadvantaged social groups.

EXTENSION If some students have taken part in campaigns, encourage them to tell the class about it in some detail and allow questions if you have time.

Writing writing a persuasive letter/email

Exercise 7

- Ask students if they are familiar with websites where people are encouraged to support different campaigns and explain that these texts come from this kind of website.
- Ask students to read the headlines to the campaigns quickly and to tell you which one is pictured (the second one).
- Students then read the texts and decide which campaign, if either, they would most like to support.
- Let students share their opinions with a partner then elicit a few ideas from the class. Encourage students to give reasons for why they would or would not choose to support a campaign.

WATCH OUT! You may need to check or pre-teach the following words: *pressure* (= trying to persuade or force someone to do something), *make cuts* (= reduce) and *poverty* (= the state of being poor).

Background note: In recent years a number of campaigning organizations have been set up, not to focus on any one particular campaign, but on a huge variety of issues. They set out to pressure the government or businesses to change by collecting thousands of online signatures. Some examples are 'SumOfUs' and '38 degrees'.

Exercise 8a

- Explain that students are going to read an email sent in support of the campaign to end homelessness.
- Put students into pairs to think of some arguments the writer could make to persuade someone to support the campaign.
- Elicit a few ideas from the class.
- Ask students to read the email and compare it with their ideas.
- Then draw students' attention to the Language for writing box and the different language for different sections of the email or letter.
- Ask students to put the underlined sections of the email into the correct place in the Language for writing box.

Exercise 8b

- Let students compare their answers with a partner before checking the answers together as a class.

ANSWERS

a I am writing to ask you to support our campaign to …
b It is obvious that …
c Without sufficient hostel places we cannot …
d Unless something is done, …
e I urge you to add your support to this campaign.
f I look forward to your reply.

EXTRA SUPPORT Ask students to replace the underlined phrases in the email with alternative phrases from the Language for writing box. Make sure that they make any necessary changes. For example, the first sentence could become *I am writing to express my deep concern about street homelessness*.

Exercise 9

- Put students into pairs to discuss if there are any other issues that they feel strongly about.
- Using one of these or the topic of cuts for disabled people from the text, ask them to make a list of problems caused by the issue.
- Students then write a persuasive email, using the structure and language given in the Language for writing box.
- Give students plenty of time to plan and write their emails. If time is short, they could write them for homework.

Exercise 10

- Students swap emails with a partner and give feedback to their partner. Circulate and monitor as they do this.

EXTRA CHALLENGE Encourage more confident students to write about an issue which has not been previously discussed.

EXTENSION After students have made the changes suggested by their partner, put the emails up around the classroom and let students go around and read them, voting on the most persuasive.

7.5 Video

Against the law?

VIDEOSCRIPT

Most of us agree that society needs laws. It turns the things we should and shouldn't do into duties we must perform and crimes we mustn't commit. In theory, it is a simple idea: laws are passed by parliament and enforced by the police. If a person breaks them, they are convicted and punished with a fine or a prison sentence.

But in practice, it is much more complicated. There are thousands of legal statutes that govern everything from major crimes to minor misdemeanours. While most of these are both sensible and necessary, some can be a little strange. In the UK, for example, it's illegal to wear a suit of armour in the Houses of Parliament, thanks to a law that's over 700 years old. In the US state of New Hampshire, it has been a crime to collect seaweed at night since 1973, and in Singapore, residents can't buy chewing gum without a medical prescription.

These are all real laws. They were proposed by politicians, debated in parliaments and passed by national, federal and local governments. But bizarre laws like these are actually relatively rare. More often than not, the problem is with how a law is interpreted. Take Italy, for example. A few years ago, visitors and locals were being terrified by the local authorities. In Capri, tourists were cautioned for wearing excessively loud flip-flops; in Milan a couple were fined £100 each for sitting in the shade of a statue and in Eraclea, a small seaside town near Venice, holidaymakers were banned from building sandcastles – a crime punishable with a £200 fine! Originally these laws were enacted to combat things like vandalism and noise pollution, but overzealous local officials took things a little too far!

Absurd interpretations of the law are not limited to Europe. In America, where each state can pass its own laws, people could be apprehended for all kinds of odd misdemeanours if the law is read in a certain way. People often claim, for example, that it is illegal to make funny faces at police dogs in Oklahoma. However, this isn't strictly true. The law actually states that people mustn't 'torment' police dogs. This was intended to ban people from acting aggressively or violently towards the animals, but as 'torment' could mean anything from torture to pulling funny faces, a myth was born. Other popular myths often arise from ancient laws that linger in the public's imagination. In the UK, one of the most persistent of these concerns this – the humble mince pie. Although the mince pie is a traditional Christmas treat, many people believe it's actually illegal on the day itself. And it was – once.

In 1644, the 25th of December fell on a day of fasting, making it illegal to eat anything, including mince pies. Three years later, in 1647, the new republican government passed a law that made all festivals – including Christmas – illegal. This didn't specifically ban mince pies, but they were a festive symbol and so shouldn't have been eaten. However, when the king returned in 1660, these laws were dismissed and today we can all eat mince pies without fear of punishment.

Across the world, there are all kinds of strange laws, as well as bizarre legal interpretations and many myths and legends. In the end, it can be difficult to know what is illegal and what isn't! But one thing is certain – in a world full of laws and regulations, sometimes we just need to use a little common sense!

VIDEO ANSWERS

Exercise 1

common sense, legal statute, major crime, minor misdemeanour, prison sentence

Exercise 3

building sandcastles, making funny faces at dogs

Exercise 4

1 F
2 F (they felt they were too noisy)
3 T
4 T (it was about not tormenting the dogs)
5 T
6 F

Exercise 5

POSSIBLE ANSWERS

Buying chewing gum – it makes a terrible mess when people drop it in the street.

Wearing a suit of armour – comes from the days when people might expect to be physically attacked by their enemies and not wearing armour was a sign you came in peace.

Building sandcastles – possibly that it destroys the smooth surface of sand for everyone else to lie on (particularly if the sand wasn't washed smooth by the sea each night).

Review

ANSWERS

Exercise 1a

1 should/ought to
2 must/have to
3 don't have to/don't need to/needn't
4 shouldn't
5 mustn't

Exercise 2a

POSSIBLE ANSWERS

1 She must have expected to see him.
2 He could have been to a job interview.
3 It must have been someone's birthday.
4 He might have had some bad news.
5 It can't have been midwinter.

AUDIOSCRIPT 7.7

1 When she saw him, she screamed loudly.
2 The man was wearing a very smart suit.
3 There were lots of people at the party.
4 He was crying.
5 It was hot and sunny.

Exercise 3

1 reward
2 lost property
3 valuables
4 circumstances
5 accidentally
6 illegal
7 profit
8 abandoned

Exercise 4a

1 on 2 to 3 to 4 for 5 against 6 for

Exercise 5a

1 multicoloured
2 monolingual
3 interstate
4 bicycle
5 semi-detached
6 self-confident, self-assured

AUDIOSCRIPT 7.8

1 with lots of different colours
2 only speaking one language
3 between different states in a country
4 a vehicle with two wheels and no engine
5 a house which is joined to another house
6 believing in your own abilities

Exercise 6a

1 True
2 spot
3 just
4 see
5 serious
6 beg

8 Old and new

Unit overview

Language input

Relative clauses (CB p77)	• *You could have a car whose inbuilt computer could go online …* • *The pump, which is attached to your body, monitors the insulin levels in your blood.*
Participle clauses (CB p79)	• *Generation Y, told since birth that they are special, can sometimes be self-centred.* • *Generation X, having lived through an economic recession, won't take money for granted.*
Grammar reference (CB pp150–151)	

Vocabulary development

Smart technology (CB p76)	• *broadband, data, device …*
Describing people (CB p78)	• *well educated, self-centred, arrogant …*
Adjectives + dependent prepositions (CB p81)	• *keen on, capable of, aware of …*

Skills development

Listening: listening for stressed words (CB p80)
Reading: describing people (CB p78)
Speaking & Listening: giving your impressions of an event (CB p82)
Writing & Reading: a writing review (CB p83)

Video

Documentary: Traditional skills (CB p84)
Vox pops (Coursebook DVD & TG p262)

More materials

Workbook	• Language practice for grammar, vocabulary, pronunciation, speaking and writing
Photocopiable activities	• Grammar: Lost property (TG p215 & TSRD) • Vocabulary: The right candidate (TG p233 & TSRD) • Communication: Going out (TG p251 & TSRD)
Tests	• Unit 8 test (TSRD)
Unit 8 wordlist (TSRD)	

8.1 The Internet of Things

Goals

- Talk about smart technology
- Use relative clauses

Lead-in

- Ask students to say, in pairs, how many times they have been on the internet in the last two hours. What did they use it for? What device did they use to access it? (e.g. computer, phone, tablet, watch)

Vocabulary & Listening smart technology

Exercise 1a

- Put students into small groups to discuss the questions.
- Ask a few groups to report back on their discussions.

Exercise 1b

- It is likely that some students will be familiar with the concept of the Internet of Things and others won't.
- Set a time limit for students to discuss the questions.
- Elicit ideas. Keep this feedback brief as students will hear the answers in the listening in the next exercise.

Exercise 2 8.1

Background note: The Internet of Things (IoT) is the term used to describe the network of things that have built-in sensors, electronics, software and connectivity that allow objects to communicate (i.e. to send and receive data) with each other and with people (their owners, manufacturers, etc.). A 'thing' can be a man-made object (e.g. a washing machine, fridge, door lock, parking meter) or a natural object (e.g. an animal or a tree).

IoT is considered by many to be the next big thing in technology.

Audio summary: A radio interview with a technology expert about the Internet of Things. The listening is divided into three parts. In this introduction, the expert defines what we mean by the Internet of Things and explains why it is taking place now.

- Explain that students are going to listen to the beginning of a radio interview with a technology expert.
- Play track 8.1 for students to check their answers to the questions in exercise 1b.
- Ask them to compare with a partner how much they understand before checking the answers as a class.

POSSIBLE ANSWERS

1 It's the technology that allows any physical object to communicate with another object or with a person.
2 Because tiny computers, which can be connected to objects, can now be made very cheaply.

EXTRA SUPPORT Pre-teach *device* (= an object or piece of equipment designed to do a particular job, e.g. a fridge, a washing machine, a phone, etc.) and *manufacture* (= to make goods in large quantities, in a factory, using machinery). Practise the pronunciation of the words.

AUDIOSCRIPT 8.1

P= Presenter, DB= Duncan Bates

P Well, you've probably heard the phrase 'The Internet of Things', or 'IoT' for short. It's a phrase we hear a lot nowadays, and experts say this latest revolution in technology will change our lives in a big way. But what is it exactly, and how will it affect us? My guest on today's programme is Duncan Bates, whose award-winning blog covers the latest news in the world of technology. Duncan …

DB Hello. Well, IoT is the technology which allows any physical object – a fridge, say, or smoke alarm or TV – to communicate with other objects or with people.

P Right, but people have been talking about smart fridges and so on for years, haven't they? So what's new about it?

DB Well, in the past, these smart devices were relatively rare. What is new is the fact that internet-connected things are now so commonplace.

P And why now?

DB Because, thanks to advances in technology, tiny computers or 'microchips' can be manufactured very cheaply. These can be connected to objects, which can then be put on the internet via Wi-fi.

Exercise 3a 8.2

Audio summary: In this section of the radio interview, the technology expert talks about the current and predicted size of IoT in the future. He also describes specific examples of how IoT can improve our lives.

- Tell students that in the next part of the interview they will hear about how IoT will affect our lives in the future. Tell them they will hear this section twice. The first time they need simply to tick the topics that are mentioned.
- Play track 8.2.
- Let students compare their answers with a partner before checking the answers together as a class.

ANSWERS

Topics mentioned: business investment opportunities, devices in the home, cars, animals, health and fitness

AUDIOSCRIPT 8.2

P So how many things, roughly, are now online?

DB It's estimated that there are around ten to fifteen billion things that are connected to the internet, compared with only two billion people. And this number is set to rise dramatically in the next ten years or so. And as you can imagine, IoT is an area in which huge amounts of money are being invested, by governments and private companies. Some say this figure will soon reach trillions of dollars.

P Wow … So how will IoT affect our everyday lives?

DB For example, you could have a central heating system that turns itself on when you are a certain distance from home by accessing the GPS in your mobile phone, so you get back to a warm house without wasting energy when you're not there. Or you could have a washing machine, or car, whose inbuilt computer could go online when it develops a fault and could look up local repair companies, then book itself in for a service after checking your diary for suitable dates.

P So these smart devices will help our lives run more smoothly by saving us time and money, and save energy, too?

DB That's right. And it's not just objects that can be connected, but also living things. For example, cows in a field can be fitted with devices which can send a text to a farmer letting them know when a cow gets sick or pregnant. This is already happening on some farms.
P Brilliant. I guess the possibilities are endless?
DB Yes, and another area that I think particularly benefits from the Internet of Things is health care: you can now get smart devices that measure your heart rate, your blood pressure … and for people who have diabetes there is even a smart insulin pump. The pump, which is attached to your body, monitors the insulin levels in your blood and automatically injects insulin when you need it. And because it is internet-connected this information can be sent to your doctor, who can monitor your health remotely.
P Sounds great.

Exercise 3b 8.2

- Tell students to make notes in their notebooks about how the people in a–c might benefit from IoT.
- Play track 8.2.
- Check the answers together as a class.

EXTRA CHALLENGE Ask students to write notes from memory and add to them as they listen a second time.

EXTRA SUPPORT Pre-teach *trillion* (= a million million), *GPS* (= stands for Global Positioning System, a system by which signals sent from satellites show the position of a person or thing on the Earth), *a service* (= an examination of a vehicle or machine followed by any work that's necessary to keep it operating well), *diabetes* (= a medical condition that causes blood sugar levels to become too high) and *insulin* (= a chemical substance that controls blood-sugar levels).

POSSIBLE ANSWERS

a Car owners could have a car that goes online when there is a problem to book itself in for a service.
b Farmers can monitor the health of their cows which are fitted with devices.
c People with diabetes can use insulin pumps that automatically inject insulin when it is needed. Doctors can monitor their health remotely.

EXTENSION Find out whether students use their smartphones/tablets, etc. to connect with other objects, e.g. as a remote control to play music in their homes, to change TV channels, to operate lighting and heating. You could also find out whether they use any health apps or wearable devices which collect data related to health, e.g. count their steps, monitor their sleep patterns, monitor insulin levels or blood pressure. If so, ask further questions, e.g. how often do they use them? Do they find them motivating?

Exercise 4a

- Focus on the task instructions and ask students, in pairs, to brainstorm a list of possible disadvantages of a world where more and more objects are internet-connected. If they are short of ideas, prompt them to think about practical issues and data issues, e.g. security issues.
- Elicit their thoughts and write them on the board.

Exercise 4b 8.3

Audio summary: In the last part of the radio interview, the presenter and expert discuss the risks and disadvantages of IoT.

- Play track 8.3. Students listen and check their ideas from exercise 4a. Encourage them to make brief notes.
- Go through the answers together with reference to the list you wrote on the board in exercise 4a.

EXTENSION You could ask students to discuss which of the risks worry them the most.

ANSWERS

They talk about the effects of power cuts or Wi-fi connection failure, loss of privacy, security and the fact that having too many objects on the internet will slow down broadband.

AUDIOSCRIPT 8.3

P So we've talked about the benefits … What about the risks? I mean, the problem with technology is that it breaks down sometimes.
DB Yes, that's right. If you're too dependent on internet-connected things and your Wi-fi connection fails or you have a power cut, then you're in trouble.
P Absolutely. And what worries me too is privacy. Who will have access to our personal data, and what will it be used for? That will be a great concern for a lot of people, I'm sure.
DB Yes, it will. Privacy is a big issue, and security too, because every connected device can be hacked.
P Yes. Having your computer hacked, or your fridge, is bad, but imagine if your car or your insulin pump was hacked – now that's a scary thought!
DB It is! But I think there will be ways for people to protect their privacy and security. I think what's more of a real worry is how much space all this data will take up on the internet. It could really slow down people's broadband.
P True. Ah well, we shall see. Duncan, many thanks for coming in.

Exercise 5

- Ask students to think again about the advantages and disadvantages of the Internet of Things as discussed in the radio programme and decide whether they think that overall it is a good thing or not.

CRITICAL THINKING Point out to students that in this activity they are practising the critical-thinking skill of discussing advantages and disadvantages. Elicit some of the language for giving opinions from lesson 4.4, e.g. *From my point of view …*, *As I see it …*, *It seems to me …* and write them on the board for students to refer to during their discussion.
It would also be useful to give them language to give their conclusions: *On balance/Overall I think the benefits are greater than the risks.*

- You could either discuss this together as a class or ask students to discuss it in pairs.
- You could find out by a show of hands whether the majority of the class view IoT as a positive thing or not.

Exercise 6

- Ask students to work alone to complete the collocations with the words in the box.
- Students are expected to be familiar with some of the words. Encourage students to check unknown words in a dictionary if available.
- Go through the answers together as a class and check understanding of some of the words through elicitation.

- Model and drill the words with problematic pronunciation. Words with commonly mispronounced sounds are *privacy* /ˈprɪvəsi/, *broadband* /ˈbrɔːdbænd/, *threat* /θret/ and *issue* /ˈɪʃuː/. Words with commonly mispronounced stress are *control* /kənˈtrəʊl/ and *develop* /dɪˈveləp/.

ANSWERS

1 device
2 data
3 broadband
4 security
5 fault
6 technology
7 privacy

PRONUNCIATION Check pronunciation of *privacy*. Highlight the /ɪ/ sound at the beginning of the word and contrast this with the /aɪ/ in *private*. You may wish to point out that the American English pronunciation of this word is /ˈpraɪvəsɪ/. Likewise, you could remind students that *data* is pronounced /ˈdeɪtə/ in British English but /ˈdɑːtə/ in North American English.

WATCH OUT! Explain the difference between the near synonyms *fault*, *issue* and *problem*. All mean that there is something wrong. *Problem* can be used in most contexts whereas *fault* describes something that is wrong with a machine or system. Students may be more familiar with *fault* meaning 'responsibility' (e.g. *it's not my fault*). *Issue* is similar to *problem*, but is often used in the plural (e.g. *health issues*, *money issues*). It is more restricted in its collocation. You can, for example, say *It's not an issue* instead of *It's not a problem*, but you can't say *No issue*.

EXTRA ACTIVITY Write the following words on the board and ask students to add them to the correct group 1–7 in exercise 6. There may be more than one possibility.

disturb sb.'s _____ (privacy)
superfast _____ (broadband)
for _____ *reasons* (security)
modern _____ (technology)
fix a _____ (fault)
accurate _____ (data)
portable _____ (device)

Exercise 7

- Put students into groups to discuss the questions.
- Circulate and monitor their conversations, showing interest, feeding in ideas and checking that the talkative students are giving the quieter ones a chance to speak.
- Ask students to report back any interesting points raised during their discussions.

Grammar & Speaking relative clauses

Exercise 8

- Explain that students are going to focus on using relative clauses. This is a grammar area which will be familiar to students but is a very complex area which may need some remedial work.
- Read through the tasks and the information about identifying and non-identifying relative clauses (sometimes called defining and non-defining relative clauses).
- Write the following two sentences on the board to demonstrate the difference:
  - *It's an app which monitors your sleep patterns.*
  - *That sleep-monitoring app, which I downloaded a week ago, is brilliant.*
- Underline the two relative clauses and ask: *Which clause identifies the app?* (the first) *Which gives extra information?* (the second). Next cross out the two clauses and ask: *Which sentence makes more sense?* (the second).
- Refer students to sentences 1–6 from the listening and ask students to write IR or NIR. Do the first one together as an example. Students continue doing the task alone.
- Let them compare answers with a partner before checking the answers together as a class.

ANSWERS

1 IR 2 NIR 3 IR 4 IR 5 IR 6 NIR

Exercise 9

- The Grammar focus box revises rules previously studied in *Navigate* about relative pronouns and the use of commas. In addition, it contains new information related to *whose* and the use of prepositions in relative clauses.
- Read through the task instructions and ask students to work alone to match the rules with the sentences in exercise 8. Emphasize that one of the sentences matches more than one rule.
- Check the answers together as a class. Highlight the following language points:
  - In rule a, it is common to use *that* instead of *who* or *which* in speaking and in informal writing. Remind students that *who, which, that,* etc. are called relative pronouns.
  - In rule b highlight that only when the relative pronoun is an object can we omit it.
  - In rule d emphasize that *whose* can refer to both people and things. This may seem odd to students as *whose* normally applies to people.
  - In rule e you could add that, when referring to people, prepositions are followed by *whom*, not *which*, e.g. *the person to whom I was referring*. However, the use of *whom* is very formal. In informal English we would say *the person I was referring to*.

ANSWERS

a sentence 3
b sentence 1
c sentences 2 and 6
d sentences 2 and 5
e sentence 4

WATCH OUT! Relative clauses make sentences difficult to read because they separate subjects from their verbs. When the relative pronoun is left out, this can make reading even more difficult as it is hard to recognize that it is a relative clause. However, the more practice that students get with relative clauses, the more likely they will be to recognize them when reading texts. Next time students look at a reading text you could ask them to look out for relative clauses and underline them.

Exercise 10a

- Students work alone to complete the sentences with the relative pronouns.
- Check the answers together, referring back to the rules in exercise 9 as necessary.

ANSWERS

1 which
2 who
3 which, which
4 which, which
5 which, whose
6 which

Exercise 10b

- Put students into pairs to decide which relative pronouns in exercise 10a can be replaced with *that*.

- Check the answers together as a class.

EXTRA SUPPORT Before students embark on the exercise ask *When can't we use 'that'?* Elicit or remind them that we can't use *that* if the relative pronoun is a subject, if it follows a preposition or if it is talking about possession.

ANSWERS

***that* can replace:**
which in sentence 1
who in sentence 2
the second *which* in sentence 3
which in sentence 6

Exercise 10c

- Students work with a partner to decide which relative pronouns can be omitted completely.
- Check the answers together as a class.

ANSWERS

the second *which* in sentence 3 and the *which* in sentence 6

- Refer students to *Grammar reference* on page 150. There are four more exercises here students can do for homework.

Pronunciation pauses in relative clauses

Exercise 11a 8.4

- Tell students that commas in relative clauses affect the way the relative clauses are pronounced. Focus their attention on the two sentences. Tell them they are going to hear the two sentences spoken and to listen out for how the commas affect the pronunciation.
- Play track 8.4.
- Elicit that the speaker pauses before the two commas. Play the recording again if necessary.

AUDIOSCRIPT 8.4

Cars which are internet-connected can book themselves in for a service.
My car, which is internet-connected, can book itself in for a service.

Exercise 11b 8.5

- This exercise is a dictation. Explain that students are going to hear five more sentences with relative clauses. Some have commas and some don't. In other words, some contain identifying relative clauses and some contain non-identifying relative clauses.
- Play track 8.5. Students write the sentences and include commas if they hear pauses.
- Check the answers together as a class. Play the recording again if necessary.

ANSWERS/AUDIOSCRIPT 8.5

1 The man who lives in the flat above mine plays loud music.
2 John, who lives next door to me, has a smart fridge.
3 My friend Sarah, who works in IT, often helps me when I have computer problems.
4 The woman whose desk is next to mine is on holiday.
5 The tablet that you gave me for my birthday is really useful.

Exercise 11c

- Ask students to read aloud the sentences they wrote in exercise 11b. Circulate and monitor, checking that students are pausing when there are commas.

Exercise 12

- Explain that students are going to look at some internet-connected things and discuss their benefits and potential risks.
- Divide the class down the middle. The students on the left are Student A and the students on the right are Student B. Refer them to the relevant page (Student A to page 129 and Student B to page 134).
- Put students into pairs (AA and BB) to discuss the objects in terms of their usefulness. They should try to use relative clauses during this part of the discussion. They do not need to write these sentences down. Circulate and listen to the discussions, noting any errors in the use of relative clauses.
- After two or three minutes ask them to work in A/B pairs.
- With their new partner, they exchange information about the internet-connected objects and rank them into two lists of six objects. One list is ranked in order of usefulness and the other in order of risks.
- They then compare their rankings with another pair.
- Continuing to work in A/B pairs, students think of two more things that would be useful if connected to the internet.
- Ask for whole-class feedback.

Background note:

A *smart key* allows you to locate lost keys.

A *smart rubbish bin* lets local councils know when a bin needs emptying. This information can reduce the number of pickups required and save money and fuel in the process.

Fitting wild animals with *smart animal tags* (tracking collars) can provide information to conservationists about the numbers and location of endangered species. It can be used by farmers to protect their livestock (e.g. sheep and cattle) from attacks, as it can warn them when predators are nearby.

Smart parking meters can allow drivers to check space availability, via an app, before setting out and while driving. They can also give local councils information about how the meters are being used. Furthermore, they can be programmed to charge more at peak times and to charge extra for the most polluting cars.

Smart baby monitors can provide parents with real-time information about their baby's breathing, skin temperature, body position, activity level, etc. on their smartphones.

Smart activity and sleep trackers, which can be worn on the body (e.g. wrist), can use a smartphone's range of sensors to automatically monitor your movements, location and workouts during the day and sleep patterns at night.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 We're entering a new world in **which** data may be more important than software.
2 The future lies in designing and selling computers **that** people don't realize are computers at all.
3 Your computer needn't be the first thing – you see in the morning and the last thing you see at night.
4 Right now, computers, **which** are supposed to be our servants, are oppressing us.
5 The internet is not just one thing, it's a collection of things – of numerous communications networks **that** all speak the same digital language.

Exercise 2

1 that/which
2 that/which
3 who
4 who
5 which
6 whose
7 who
8 who/which

Exercise 3

1 That new software which/that I installed is really good.
2 Have you seen the DVD which/that Danny lent us?
3 The restaurant which/that we went to last night was awful.
4 I met someone the other day who says he knows you.
5 Did you get the email which/that I sent you this morning?
6 There's the hotel which/that we stayed in last year. / There's the hotel in which we stayed last year.
7 Where's the photo which/that was on your desk?

Exercise 4

1 That new software I installed is really good.
2 Have you seen the DVD Danny lent us?
3 The restaurant we went to last night was awful.
5 Did you get the email I sent you this morning?
6 There's the hotel we stayed in last year.

8.2 Gen X, Gen Y, Gen Z

Goals

- Describe people
- Use participle clauses

Lead-in

- Books closed. Begin the lesson with a short quiz to revise dates and time periods.
- Put students into teams of two and ask each team to write 1–6 on a piece of paper. Read the following questions and tell students to write down one-word answers:
  1 *A period of ten years is called a …?* (decade)
  2 *A period of a hundred years is called a …?* (century)
  3 *A period of a thousand years is called a …?* (millennium)
  4 *Your parents belong to a different … to you.* (generation)
  5 *If you were born in 1995, what century were you born in?* (twentieth)
  6 *If you were born in 1975, you were born in the 1970s. If you were born in 2003 you were born in the …?* (noughties – from the word *nought* (*0*))
- Ask students to swap papers with another pair. Write/elicit the answers on the board. Award two points for each correct answer and one point if it is incorrectly spelt.
- Find out who the winners are.

WATCH OUT! Students may ask what we call the decade following the noughties. There is some debate but it is officially called the *twenty tens*.

Vocabulary & Reading describing people

Exercise 1

- You could do question 1 together as a class. Elicit the meaning of *generation gap* (= the difference in attitude and/or behaviour between younger and older people that causes a lack of understanding).
- Read through question 2 together and deal with any vocabulary queries. You might need to explain *bring up children* (= teach your children to behave in a particular way or to have particular beliefs), *social status* (= position in society compared to others, e.g. in most societies doctors have a high social status (i.e. they get a lot of respect and admiration from other people)) and *manners* (= behaviour that is considered polite in a particular society or culture, e.g. talking with your mouth full is considered bad manners).
- Set a suitable time limit for students to discuss the questions. Encourage them to back up their opinions with examples.

CRITICAL THINKING Giving examples to back up points is an important critical-thinking skill. Elicit some language for giving examples and write it on the board for students to refer to during their discussions: *for example*, *for instance*, *such as*, *like*.

- Elicit whole-class feedback. Go through each of the points and, for each point, ask a different student to summarize what they said about it.

EXTENSION You could ask students if they think the generation gap between themselves and their parents is larger or smaller than the generation gap between their parents and their parents' parents.

Exercise 2

Background note: The generation labels *Generation X*, *Y* and *Z*, etc. originated in North America but are now popular in many other countries in Europe, South America, Australia and New Zealand.

The term *Baby Boomer* comes from the fact that this generation was born when there was an increased birth rate, or *baby boom*, in some western countries in the years immediately following the Second World War.

The label *Generation X* was popularized in 1991 by a Canadian novelist, Douglas Coupland. The labels *Generation Y* and *Generation Z* followed on from this.

- Focus on the instructions and explain *demographers* (= people who study data relating to the population, e.g. births, deaths, and different groups within it).
- In pairs, students find out the name for their generation.
- Ask a few students to say their generation, e.g. *I'm from Generation X, I belong to Generation Y.*

Exercise 3

Text summary: The text takes the form of four profiles which outline the character and attitudes of each of the four demographic groups.

- Tell students that the generations listed in exercise 2 are often associated with different characteristics. These are described in profiles A–D.
- Students work alone to match the profiles to the generations. Tell them to ignore gaps 1–5 in the profiles. In order to do this task they will need to use clues from within the text as well as their knowledge of the world (i.e. the dates of World War II and of the birth of the internet).
- Let them compare their answers with a partner before checking the answers together as a class. Elicit which clues gave them the answers.

ANSWERS
A 1 **B** 3 **C** 4 **D** 2

Exercise 4

- Students work alone to complete the gaps in the text with phrases a–e.
- Suggest that they look first at which options fit grammatically and then at which of those options make logical sense within the context.
- Let them compare answers with a partner before checking the answers together as a class.

EXTRA SUPPORT Look at the first gap together. Ask *What kind of word needs to follow 'they'?* (a verb) *Which phrases in a–e begin with a verb?* (b and c) *Which fits most logically?* (b – we are talking about what they do outside of work, so *hard-working* is not logical here).

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

Exercise 5

- Put students into pairs to discuss how true the profiles are in relation to people that they know. Ask them to give examples.
- Have a class feedback session.

Exercise 6

- Students work alone to match the adjectives in the text to the definitions. Point out that there are more words in bold than there are definitions but they will focus on these in the next exercise.
- Check the answers together as a class. You could explain that *tech-savvy* is an informal phrase that has entered the English language relatively recently and has become very common.

ANSWERS
1 well informed
2 tech-savvy
3 well educated
4 open-minded
5 critical

Exercise 7a

- Ask students to copy out the table and complete it with the words from exercise 6 and the other bold words from the text.
- Check answers and practise the pronunciation of the words.

ANSWERS
Positive: well educated, well informed, open-minded, tech-savvy, family-focused, realistic
Negative: self-centred, arrogant
It depends: critical

Exercise 7b

- Focus attention on the words in the box. Ask students to peer-teach the words, if possible, and to use a dictionary to check any words they don't know.
- Ask students to add the words to the table in exercise 7a.
- Check answers and practise the pronunciation of the words. Pay attention to the schwa sounds in *conventional* /kənˈvenʃənl/, *irresponsible* /ˌɪrɪˈspɒnsəbl/, *loyal* /ˈlɔɪəl/ and *stubborn* /ˈstʌbən/.
- Focus separately on the pronunciation of the compound adjectives (see Pronunciation below).

ANSWERS
Positive: easy-going, loyal, self-confident
Negative: irresponsible, stubborn
It depends: conventional

EXTENSION Highlight the following phrases in the text and ask students to rewrite to show what they mean:
B *They have different priorities from their parents …* (They have different ideas from their parents about what is important.)
C *(They) probably won't take money for granted.* (They probably won't expect to have money.)
D *… they value a work-life balance.* (They think it is important to spend time with your family, relaxing, etc. as well as work.)

PRONUNCIATION Word stress in compound adjectives. Ask students to find the compound adjectives in exercises 7a and b and underline the stressed words. Explain that the stress could be on the second word or on both. Give answers (well educated, well informed, open-minded, tech-savvy, family-focused, self-centred, easy-going, self-confident) and highlight the following: although there are exceptions, the stress in compound adjectives is generally on the second word, in contrast to compound nouns where the stress is very often on the first word. You could explain that if the first word is an adjective (e.g. *well informed*, *open-minded*) or is the word *self* (e.g. *self-confident*, *self-centred*), then the stress is on the second word. If you look these words up in a dictionary, the stress will be shown on the second word. However, if the compound adjective is followed by a noun, then there is equal stress on the first and second word.

Exercise 8a

- Ask students to choose three adjectives that apply to them and three that don't.

Exercise 8b

- Focus on the language for talking about how you see yourself. Draw attention to the use of indirect language, e.g. *I would say I'm quite …* and *People tell me …* when we say positive things about ourselves. This language serves to distance us a little from what we are saying and therefore make us sound more modest.
- Point out also that when we use an adjective with a negative meaning we often soften it with *can be …* and *a bit …*
- Put students into pairs to tell their partner how they see themselves. Be aware that some students may be reluctant to talk about themselves so keep the activity light-hearted.

- Circulate and monitor to check the students are using and pronouncing the words from exercise 7 correctly and that they are giving examples to support their choice of word.

WATCH OUT! Make sure students understand that we don't say *a bit* before an adjective with a positive meaning, e.g. *I'm a bit ~~open-minded~~*. In this case, we would say *quite* or *fairly open-minded*.

Exercise 8c

- Write the following sentence stems on the board to help structure the feedback:
  - *We both think we're quite* (+ positive adjective).
  - *We both think we're a bit* (+ negative adjective).
  - *Neither of us (think we) are particularly …*
  - *We think we're quite different because Juan is …, whereas I'm …*
- Give students time to work out how similar or different they are before asking them to tell the class, using the language on the board.

ANSWERS

Students' own answers

EXTRA ACTIVITY You could revise the vocabulary for describing people as a warmer or 'filler' in the following lesson. Put the words on small pieces of paper or card. Divide students into groups of three or four. Give a pile of cards to each group. They place the pile face down on the desk. They then take it in turns to take a card and define the word. You can use this activity in other lessons as well as a means of revising any vocabulary.

STUDY TIP Suggest to students that an effective way to learn adjectives for describing people is to write them in a phrase describing someone they know, e.g. *Clara is very stubborn.*

Grammar & Speaking participle clauses

Exercise 9

- Focus attention on the highlighted clauses in the generation profiles and explain that they are called participle clauses and that they allow us to add more information to a sentence.
- Refer students to the Grammar focus box. Read the introduction together and elicit further examples of present and past participles. Then either ask students to read the rest of the information on their own or ask different students to read out each point.
- Go through the information again together and ask the following questions to reinforce understanding:
  - *Why do we use participle clauses?* (to allow us to include more information in a sentence)
  - *Why might we want to include more information in sentence?* (to vary our style)

  You can make the point that complex sentences can sound more 'advanced' than using lots of short sentences. Point out that relative clauses also allow us to include more information in a single sentence. Ask *Do present participles replace active or passive verbs?* (active) *Do past particles replace active or passive verbs?* (passive).
- Refer students back to the task before the Grammar focus box and ask them to find examples of participle clauses which 1) replace relative clauses, 2) have an active meaning and 3) have a passive meaning.

WATCH OUT! Students might think that present participles can only replace active verbs in the present tense. Emphasize that this isn't the case with reference to the example in the box: *People **growing up** after World War II = People who **grew up** after …*

ANSWERS

1 joining the workforce at the start of this millennium having lived through an economic recession
2 joining the workforce at the start of this millennium having lived through an economic recession
3 Born shortly after World War II
Sandwiched between Baby Boomers and Generation Y, …
Sometimes referred to as *Generation Net*

Exercise 10

- Ask students to do the exercise alone.
- Let them compare answers with a partner before checking the answers together as a class.

ANSWERS

1 operating
2 called
3 following
4 Having
5 formed

EXTENSION For sentences 2, 3 and 5, where the participle clauses are replacing relative clauses, elicit what the sentence would be if it had a relative clause:

2 *Generation X, which is called …*
3 *… is the generation which follows …*
5 *… a famous British punk band, which was formed …*

Exercise 11

- Students work alone to rewrite the questions using participle clauses. Do the first one together as an example.
- Let them compare answers with a partner before checking the answers together as a class.

EXTRA SUPPORT You could break the task down into different stages. First, get students to underline the relative clause in each sentence. Next, they decide if it's active or passive. Finally, they rewrite the sentence with the correct participle.

ANSWERS

1 What are some of the challenges facing those working in a multi-generational workplace?
2 In what ways are people brought up in the age of social media different from older generations?
3 What are the factors affecting the beliefs and attitudes of a generation?
4 How do you think people born after 2020 will be different?

- Refer students to *Grammar reference* on page 151. There are two more exercises here students can do for homework.

Exercise 12

- Divide students into groups and ask them to choose the three questions in exercise 11 which most interest them.
- Monitor their discussions and help with language as necessary.

NB This activity will not necessarily 'force' students to use participle phrases in their answers. It is simply a way of rounding off the lesson with a speaking task rather than a controlled grammar exercise.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 Having already increased
2 looking
3 currently increasing
4 known
5 living

Exercise 2

1 A bag containing over a million dollars
2 Having arrived late
3 winning 4–1
4 Not being American
5 Joey Jones, called Jo-Jo by the fans,
6 Woken by a noise
7 several people waiting for us
8 Not having stayed in the hotel before

8.3 Vocabulary and skills development

Goals

- Listen for stressed words
- Understand adjectives + dependent prepositions

Lead-in

- With books closed, write *Old World* and *New World* on the board. Explain that this lesson continues the unit theme of old and new by looking at foods from the Old and New Worlds. Elicit the names of continents in the Old and New World and write them on the board. (New World = Americas, Australia; Old World = Europe, Asia, Africa)

Background note: The name *New World* originated in the early 16th century after the Europeans first arrived in the Americas. At that time it referred to the Americas (including nearby islands, e.g. the Caribbean and Bermuda). Nowadays, the term includes Australia, New Zealand and South Africa.

Listening listening for stressed words

Exercise 1

- Read through the task and questions as a class. For the second part of question 1, you could give examples of the kind of answer you are expecting, e.g. *I like to eat papaya for breakfast with a squeeze of lime* or *My favourite way to eat aubergines is dipped in egg and fried*.
- Set a suitable time limit, e.g. five minutes, for students to discuss the questions in pairs. Circulate and feed in vocabulary as necessary.
- Have a brief class feedback session and check answers to question 3. Make sure students understand the meaning of the words that are not illustrated in the photos.

ANSWERS

Food which appears in the photos: avocados, aubergines, papaya, vanilla, wheat, sweetcorn, dairy products

Exercise 2 8.6

- Ask students to underline the stressed syllables in the food words.
- Play track 8.6. Students listen and check their answers.

EXTENSION Play track 8.6 again, pausing after each word for students to repeat, paying attention to word stress.

ANSWERS

aubergines avocados chillies citrus fruit coffee courgettes dairy products onions papayas peanuts pineapples potatoes sweetcorn tomatoes turkey vanilla

AUDIOSCRIPT 8.6

aubergines avocados beef chillies citrus fruit coffee courgettes dairy products onions papayas peanuts pineapples potatoes rice sweetcorn tomatoes turkey vanilla wheat

Exercise 3 8.7

- Tell students to read the Unlock the code box about listening for stressed words as you play the recording.
- Play track 8.7.
- Check that students understand the main point, which is that they should not expect to catch every word as the unstressed words are spoken extremely fast. Emphasize that it is not necessary for them to understand the unstressed words as they don't add much to the meaning.

EXTENSION Demonstrate the point by writing a sentence on the board, e.g. *The unstressed words are difficult for us to hear.* Elicit which words are stressed and which words aren't. Elicit which types of words are unstressed (articles, the verb *be* in the affirmative, prepositions and pronouns). Point out that more than half of the words are unstressed and that this is quite typical. Say the sentence quickly and get students to notice how you 'gallop' through the unstressed words.

Exercise 4 8.8

- In this exercise, students are given practice in listening out just for the stressed words. Note that some of the stressed words are already given.
- Explain that students are going to hear part of a talk about chillies. Give them time to read through the transcript first.
- Play track 8.8. Students listen and complete the extract.
- Play the recording again if necessary and then check the answers together as a class. Ask students if any of the information surprised them.

ANSWERS

1 grown
2 family
3 potatoes
4 aubergines
5 mouth
6 burn
7 health
8 stomach
9 breathing
10 pain

AUDIOSCRIPT 8.8

Chillies are grown all over the world. They're from the same family as tomatoes, potatoes and aubergines. Although they make your mouth burn, they are also thought to have a number of health benefits. For example, they can help with stomach problems, breathing problems and can reduce the feeling of pain.

Exercise 5a 8.9

- In this activity students are given further practice in the listening skill of listening out for key words by means of a short 'dictogloss' activity.

- Read through the instructions together. Before you play the recording, tell students to put their pens down and just listen to get the gist.
- Play track 8.9.
- Before you play the recording a second time, tell students they must only write the stressed words. They should not treat it as a dictation and try to write down every word. It will be impossible to do that as there are no pauses in the recording. Add that it doesn't matter if they don't manage to write down all the stressed words.
- Play track 8.9 again.

ANSWERS

vanilla popular spice world sweet slightly smoky often used ice cream sweet dishes second expensive spice market lot hard labour produce reason sometimes referred to green gold

AUDIOSCRIPT 8.9

Vanilla is the most popular spice in the world. Its sweet, slightly smoky taste is often used in ice cream and other sweet dishes. It is the second most expensive spice on the market because it requires a lot of hard labour to produce. For this reason it is sometimes referred to as 'green gold'.

Exercise 5b

- Put students into small groups and ask them to pool the words that they have and try to reconstruct the text about vanilla by filling out the sentences using grammar words.
- Explain that their aim is to produce a text with the same information as the original text. It doesn't matter if it is not exactly the same as the original text as long as it is grammatically correct.
- Go round and check students' work while they are writing.
- When they have finished, if there is time, ask students to read out their texts.
- Ask students to compare their texts with the transcript on page 167.

Exercise 6

- Put students into pairs and ask them to complete the table according to where they think the foods in exercise 1 originally came from.

WATCH OUT! Students may question why we say *foods* and not *food* in this context. Explain that when *food* means 'type of food' it is countable.

Exercise 7 8.10

Audio summary: The listening is a talk by a food historian who tells us about the exchange of foods between the Old World and the New World during the Columbian Exchange (the exchange of foods and other products between the Old and New Worlds following Christopher Columbus's arrival in the Americas).

- Explain that students are going to listen to a food historian explain the origins of the foods in exercise 1 and whether they come from the Old or New World.

EXTRA SUPPORT Pre-teach *crops* (= plants grown in large quantities, especially as food), *cuisine* (= a style of cooking, e.g. French cuisine) and *grain* (= the small hard seeds of food plants such as wheat and rice).

- Play track 8.10. Students listen and check their answers in exercise 6.
- Check the answers together as a class and find out which facts most surprise students.

ANSWERS

New World: aubergines, avocados, chillies, courgettes, papayas, peanuts, pineapples, potatoes, sweetcorn, tomatoes, turkey, vanilla

Old World: beef, citrus fruit, dairy products, onions, coffee, rice, wheat

Background note: The Italian explorer Christopher Columbus (1451–1506) 'discovered' the Americas by accident in 1492 after setting sail from Spain across the Atlantic to try to find a new western sea passage to the Orient. It is believed that he thought he had landed in India.

AUDIOSCRIPT 8.10

It's hard to imagine Italian food without tomatoes, Greek food without aubergines, or Thai or Indonesian food without peanut sauce. But before the 16th century, these foods were not known outside of South America.

These foods, and many more, were first introduced to the rest of the world during a process known as the 'Columbian Exchange' in the early 16th century. The Columbian Exchange, named after Christopher Columbus, was the exchange of food and other things between the New and Old Worlds.

Fruit and vegetables brought over from South and Central America to Europe included potatoes, tomatoes, sweetcorn, courgettes, aubergines, peanuts, pineapples, papayas, chillies and vanilla. Peanuts and chillies were then introduced to Asia by the Europeans.

It is estimated that 60% of all the crops grown in the world today originated in the Americas. However, nobody could have predicted this at the time, as, initially, the Europeans weren't very enthusiastic about the new foods. For example, it took three centuries before tomatoes and potatoes were accepted. People were suspicious of them, thinking they were dangerous to eat. Of course, both became very important crops in Europe by the 19th century. Ireland had become so dependent on potatoes that when the potato crops failed to grow in the 1840s, a million people died of hunger.

The Americas gained many new foods from Europe in return, including apples, citrus fruit, lettuce, cucumber, onions, coffee, tea, wheat and rice. The Europeans also introduced cows to the New World. After that, people living in the Americas could enjoy steak and dairy products for the first time. It's strange to think that before the Columbian Exchange, Argentina – now so strongly associated with beef – had no cows, Mexican cuisine had no cheese and Brazil had no coffee!

Although the first major exchange of foods happened several centuries ago, new foods continue to be introduced between the Old and New Worlds. Quinoa, for example, a grain grown in the Andes mountains, and which was important to the diet of pre-Columbian civilizations, has only in the last few years become hugely popular in the USA, Canada, Europe, Australia, China and Japan. In these parts of the world, quinoa is

now considered a 'superfood', as it is extremely rich in protein. It seems that Christopher Columbus, with his food exchange, started a very long-lasting trend!

Exercise 8 8.10

- Give students time to read the sentences and answer any vocabulary questions.
- Play track 8.10 again for students to complete the gaps.
- Let students compare answers with a partner before checking the answers together as a class.

EXTRA CHALLENGE Ask students to complete the gaps from memory before they listen a second time. Then play the recording for them to check their answers.

ANSWERS

1 1500s/16th century
2 60%
3 potatoes, tomatoes, dangerous
4 a million
5 Andes (mountains), superfood

Vocabulary & Speaking adjectives + dependent prepositions

Exercise 9a

- Students work alone to complete the extracts from the listening with the correct preposition.
- Let them compare answers with a partner, but don't confirm answers at this stage.

Exercise 9b 8.11

- Play track 8.11. Students listen and check their answers.
- Ask students to read the information in the Vocabulary focus box about adjectives and dependent prepositions. They should be familiar with the term *dependent preposition* as it was introduced in lesson 1.3 in the context of verbs + dependent preposition.

WATCH OUT! Students may be surprised to see *as* listed as a preposition. Point out that it can function as a preposition, adverb or conjunction.

ANSWERS

1 as 2 about 3 of 4 on 5 with 6 in

AUDIOSCRIPT 8.11

1 These foods, and many more, were first introduced to the rest of the world during a process known as the 'Columbian Exchange' in the early 16th century.
2 However, nobody could have predicted this at the time, as, initially, the Europeans weren't very enthusiastic about the new foods.
3 People were suspicious of them, thinking they were dangerous to eat.
4 Ireland had become so dependent on potatoes that when the potato crops failed to grow in the 1840s, a million people died of hunger.
5 It's strange to think that before the Columbian Exchange, Argentina – now so strongly associated with beef – had no cows, Mexican cuisine had no cheese and Brazil had no coffee!
6 In these parts of the world, quinoa is now considered a 'super food', as it is extremely rich in protein.

Exercise 10

- Put students into pairs to use the context to try to guess the meaning of more adjectives plus prepositions.
- Check the answers together as a class.

ANSWERS

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

- As further reinforcement, ask students to close their books. Dictate the adjectives without the prepositions. Then write them on the board for students to check spelling. Next, elicit the prepositions. Say the adjectives again and ask students to mark the stress. (Answers: aware, impressed, fussy, preferable, responsible, involved, characteristic, sympathetic) As a final meaning check, read out the definitions a–h and elicit the correct word.

Exercise 11a

- Ask students, on their own, to write six sentences using the adjectives and prepositions from exercises 9 and 10.
- Monitor to check they are correct. Make sure students use an *-ing* form after the prepositions if they use a verb.

Exercise 11b

- Put students into pairs to take turns to read their sentences, omitting the adjective. Their partner guesses the missing adjective.

EXTRA ACTIVITY Ask students to write a dialogue, in pairs, on the topic of food, in which they incorporate at least three of the adjectives + prepositions from the lesson. If necessary, help students to get started by giving them one or two example scenarios, e.g. a nervous traveller to a country trying unknown food, or a parent trying to persuade a child to eat their dinner.

8.4 Speaking and writing

Goals

- Give your impressions of an event
- Write a review

Speaking & Listening giving your impressions of an event

Lead-in

- Write *events* on the board and elicit its meaning (= organized occasions such as sports competitions or concerts). Then brainstorm, as a class, a list of different types of events. Possible answers might include: concert/gig, a musical, a play, a dance, a ballet, a festival, film, a sound and light show, an art exhibition, an opening or closing ceremony of a sports event.

Exercise 1a

Background note: The photos show images from the annual *Fête des Lumières* (Festival of Lights) which takes place every December in the French city of Lyon. During the four-day festival buildings are illuminated and light installations by designers from around the world are set up in various locations in the city. Video, music and sound effects accompany the images and installations.

- Focus attention on the photos and put students into pairs to describe what they can see in each.
- Have a class feedback session and ask individual students to describe each photo. Elicit some adjectives, e.g. *stunning*, *impressive*, *amazing*, *innovative*, *intriguing*, *colourful*, *magical*. The third photo might be described as *disturbing*, *scary* and *creepy*.

EXTRA SUPPORT Write the following vocabulary on the board to help students describe the photos: *illumination*, *installation*, *to project*, *façade*.

Exercise 1b

- Students tell a partner about a similar event that they have been to. If they haven't been to anything like this, ask if they would like to and why/why not.
- In feedback, find out about any similar festivals or public event students have attended or have heard about.

Exercise 2 8.12

Audio summary: Two friends, who are at the festival of lights in the photos, give their impressions of the event and the individual illuminations they have seen.

- Explain that students are going to listen to a conversation between two friends who are at the festival of lights.
- Give students time to read the instructions and the questions.
- Play track 8.12. Students listen and answer the questions.
- Let them compare answers with a partner before checking the answers together as a class.

ANSWERS
1 B 2 A 3 B 4 Z

AUDIOSCRIPT 8.12

A = Anya, Z = Zac

A So what do you think of the illuminations? Are you glad we came?
Z Oh, definitely. It was well worth coming here. I think it's amazing. What I particularly like is the contrast of old and new; you know, all this modern light and sound technology against the backdrop of the beautiful old buildings.
A Yeah, me too. And the colours are just stunning, aren't they? That projection of the flowers against the town hall was magical, wasn't it?
Z Yes, totally. And I really like the way the buildings seemed to come alive with the moving images … I think the highlight for me was that building with the giant face projected onto it. When the face started moving in time with the music, and making those funny expressions, that was quite something!
A Oh yes, that was pretty dramatic, wasn't it? I found it a bit disturbing, though.
Z Really? I thought it was brilliant!
A Yeah, no, don't get me wrong, I did too – I thought it was very cleverly done – just a bit … scary. It was so huge … and noisy.
Z The only thing I'm not so keen on is the crowds. It's a bit too packed for my liking, especially in the main square. It made me feel a bit claustrophobic.
A Yeah, I know what you mean. Tomorrow, I think we should come back a bit later, when there are fewer people. There's plenty more to see tomorrow, isn't there?
Z Yes, plenty.
A And I'd like to see some of the artworks again. Like the fish in a phone box, for example.
Z Really? I wasn't so keen on that one, to be honest. I didn't really see the point of it.
A The point of it is that it's unusual to see fish in a phone box.
Z Yeah, I know, but it said in the reviews that it was one of the highlights of the event and … I dunno, I just wasn't that impressed. It didn't really live up to my expectations … I think I was expecting something a bit more colourful, maybe … Anyway, I'm getting really chilly. Are you? Shall we go and get a hot drink somewhere?
A Yeah. Good plan!

Exercise 3a

- Students work alone to complete the extracts with the words from the box.

Exercise 3b 8.13

- Play track 8.13. Students listen and check their answers.
- Go through the answers together as a class and highlight the following language points:
  - In sentence 1 we can use the structure *What … is/was* to put the words that we want to emphasize at the end of the sentence, e.g. *I loved the colours* → *What I loved was the colours.*
  - In sentence 2 *just* has the meaning of 'absolutely'.
  - In sentence 8 we can use *that* in a negative sentence before an adjective to mean 'very': *I wasn't that impressed = I wasn't very impressed.*
- Check understanding of *particularly* (= especially), *disturbing* (= making you feel anxious and upset or shocked), *packed* (= extremely full of people) and *point* (= purpose) by eliciting a synonym, explanation or translation.
- Ask students to practise saying the sentences aloud. Suggest they do it several times. Go round listening and correcting pronunciation as necessary.
- Finally, refer students to the Language for speaking box and check that they understand the vocabulary that didn't appear in the sentences in exercise 8a.

ANSWERS
1 particularly
2 just
3 way
4 highlight
5 bit
6 liking
7 point
8 that
9 live

AUDIOSCRIPT 8.13

1 What I particularly like is the contrast of old and new.
2 … the colours are just stunning.
3 I really like the way the buildings seem to come alive.
4 … the highlight for me was that building with the giant face …
5 I found it a bit disturbing, though.
6 It's a bit too packed for my liking.
7 I didn't really see the point of it.
8 … I just wasn't that impressed.
9 It didn't really live up to my expectations.

WATCH OUT! Note that in the phrase *for my liking* the stress falls on *my* and not on *liking*.

SMART COMMUNICATION Draw attention to the different words used for 'softening' negative comments:
- 'I wasn't *that* impressed' is softer than 'I wasn't impressed.'
- 'I found it a *bit* dull' is softer than 'I found it dull.'
- 'It didn't *really* live up to my expectations' is softer than 'It didn't live up to my expectations.'

EXTRA ACTIVITY Ask students to imagine they are Anya or Zac at the festival and to choose and expand on five sentence stems from the Language for speaking box, using the correct structure (e.g. + verb clause, + noun/verb + *-ing*).

Exercise 4a
- Give students a few minutes to think about an event that they've been to recently and make notes about what they liked and didn't like and to think about how they might use the language in the Language for speaking box.

Exercise 4b
- Divide students into groups. They take it in turns to describe their event. Monitor to make sure they are using the language in the box.

Writing & Reading writing a review

Exercise 5
- Put students into pairs with someone they haven't worked with in this lesson.
- Set a suitable time limit for students to read and discuss the questions.
- In feedback, elicit some responses to the questions.

Exercise 6a
- Students work alone to complete the review with the words from the box. Suggest that students read through the review quickly first to get the gist before they fill in the gaps. Ask them whether they would like to go to this circus.
- Check the answers together as a class.

ANSWERS

1 thrilling
2 talent
3 individual
4 impossibly
5 magnificent
6 kindly
7 disappointed
8 wooden

EXTENSION Ask some comprehension questions about the review, e.g.
- *Did the writer expect to enjoy the circus?* (No, he/she nearly gave the tickets away.)
- *According to the writer, what makes Gifford's different from other circus shows?* (The acts are linked by a story.)
- *Which aspect of the show did the writer like best?* (the animals)
- *What example is given of the kind treatment of animals in the circus?* (The animals are trained using rewards, not punishment.)

EXTRA CHALLENGE Ask students to find and underline the following in the review:
1 one relative clause with a preposition (*tall tower on which he was balancing*)
2 two present participle clauses (*dogs jumping through hoops, a turkey strutting majestically round the ring*)
3 four past participle clauses (*performers recruited from countries, horse ridden by the circus owner, dogs abandoned by their previous owners, trained to perform using treats*)

Exercise 6b
- Students re-read the review and put the information from the review in the correct order.
- Check the answers together as a class.

ANSWERS

1 An overall impression
2 Background information about the company
3 Contents of the show
4 Highlights of the show
5 Recommendations

Exercise 7
- Explain that students are going to focus on some aspects of punctuation.
- Ask them to read the information about commas, inverted commas, colons and dashes in the Language for writing box.
- When students have finished reading the information, they work alone to match the underlined sentences in the circus review to some of the rules. Emphasize that correct punctuation is very important as it helps the reader to understand the relationship between different parts of the sentence and to navigate their way through a text.
- Check the answers together as a class.

ANSWERS

a 1 b 1, 4 c 5 d 3 e 1

PRONUNCIATION It is stated in the Language for writing box that commas reflect pauses in speech. Remind students they saw an example of this in lesson 8.1 in non-identifying relative clauses. You could point out that when you read a text aloud, commas show you where to make pauses. A pause is also made where there is a dash or inverted commas. In the case of inverted commas, the words between inverted commas should be pronounced with special stress and emphasis. Although this is a writing lesson, it is helpful for students to be aware of the relationship between punctuation and pronunciation.

Exercise 8
- Students work alone to add punctuation to the sentences.
- While students are working, write the sentences on the board.
- When checking the answers together as a class, you could ask individual students to come to the board and add the punctuation.

ANSWERS

1 The words 'magical' and 'thrilling' are often used to describe Gifford's.
2 We laughed, clapped and cheered throughout the show.
3 There are tickets left for the following performances: Wednesday 6 p.m., Thursday 3 p.m. and Friday 12 p.m.
4 Next year – if the circus returns next year – I will definitely go again.

EXTENSION Ask students to read the sentences aloud, paying attention to pauses indicated by the punctuation.

Exercise 9a

- Give students plenty of time to plan their review. Suggest they follow the same structure as the review in exercise 6.
- Students can write the review in class or for homework.
- If students do it in class, go around monitoring and helping as necessary.

Exercise 9b

- Put students into pairs and ask them to swap reviews.
- Ask them to read their partner's review and check the grammar and punctuation.
- Ask them to give feedback to their partner and to say whether the review makes them want to see the event. Encourage them to ask questions to find out more.

8.5 Video

Traditional skills

VIDEOSCRIPT

In the modern world, China is a major player. It has the world's second-biggest economy, worth over nine trillion dollars, and dominates manufacturing, producing around 90% of the world's computers, 70% of the world's phones and 60% of the world's shoes. This emphasis on manufacturing means many of the people that live in China are moving from rural farming areas to find work in the country's rapidly expanding cities. This is a lot of people. After all, China is the most populous country on the planet with a population of over 1.3 billion people.
Over the last thirty-five years, China has transformed from a largely rural society whose traditions hadn't changed for centuries to one of the most modern, urban and technologically advanced nations in the world. But China is also one of the world's oldest civilizations. Many of the most important modern inventions and discoveries happened here, and one of those was the invention of paper.
Paper was first made here in the Han dynasty over two thousand years ago and spread across the world via ancient China's many trading routes. This rich heritage, which stretches back thousands of years, is very important to Chinese culture, and many people still struggle to keep the ancient techniques alive.
This is Shiqiao Village in China's Guizhou province, one of the few places left in China that still makes its living from paper-making using traditional techniques. It was once a centre of the industry famed for its delicate Xuan paper, but today it is mainly a tourist attraction, exhibiting a process that hasn't changed for centuries.
It starts with this – the Wingceltis tree – a variety of elm whose bark is crucial to Xuan paper. First, the tree limbs are hacked down and stripped of their bark. This is washed and cleaned in the local river before it is separated into long strands of fibre. To stay true to the ancient methods, the workers here use very little machinery and what they do use is very basic. Instead, they use their hands. It is a long and painstaking process, but this is the way the people who live in this area have worked for thousands of years.
Once the bark has been stripped as finely as possible, it is boiled and steamed in vats like this, which are heated by these large coal ovens. After a while, the bark – which has been cleaned and softened – is pounded by these large wooden mallets, which separates the bark and leaves just the fibre. This is mixed with water again to create pulp – the first step towards the final product.
This pulp is then filtered using these large wooden screens. Eventually, the screens separate the fibres from the water leaving a fine film of paper, which is layered to form a huge block. This process is repeated again and again, until eventually all the fibre is removed from the pulp. When they are ready, these sheets are separated … and carefully brushed against the wall to dry. It is here that we can see the final transformation from pulp to paper.
This paper is quite different to the mass-produced product we all use today. It's thicker and more like fabric – and it's beautiful. The highly skilled craftsmen and women that live in this small rural village use it to make a range of products, from notebooks to lanterns. Of course, these items are a lot more expensive than factory-made paper products, but it's worth it. This paper is made to be kept, not simply used and discarded.
In many modern businesses, quantity is more important than quality. In pursuit of profits companies want to produce more and more for less and less. But here in Shiqiao, the emphasis is on the technique rather than the profit margin. This process has been refined over centuries, and the skills it requires have been passed down from generation to generation. So in the end, the product that they produce is almost the same today as it was over a thousand years ago.

VIDEO ANSWERS

Exercise 1

Traditional: ancient techniques, rural, coal ovens, skilled craftsmen
Modern: urban, technologically advanced, machinery, mass-produced

Exercise 2

paper

Exercise 3

All are mentioned except e) other Chinese inventions.

Exercise 4

1 technologically
2 computers
3 hand
4 washed
5 fabric
6 notebooks

Review

ANSWERS

Exercise 1a

2 which = that
3 which (x2) = that (x2)
4 who = that
5 which = that
6 which = that

Exercise 1b

which can be omitted in sentence 2

Exercise 1c

1 myth 2 true 3 myth 4 myth 5 myth 6 true

AUDIOSCRIPT 8.14

1 Fuel efficiency in a car is not a question of speed, but of the number of 'revs' – or 'revolutions' or turns – of the engine per minute. For most cars, this is around 2,000 revs per minute. That's actually just 56–74 kilometres per hour for the majority of cars. So, 89 kilometres per hour is false.
2 Metal detectors that you walk through at airports use powerful magnets that can damage laptops and some security cameras. So this is true, but it doesn't cause a problem because you aren't allowed to carry electronic devices through these metal detectors anyway. You put them on a separate X-ray machine.
3 A study found that of the 243 petrol station fires that took place around the world between 1994 and 2005, none were caused by mobile phones. So this is false.
4 There is no evidence that phones and tablets interfere with an aeroplane's navigation or communication. In fact, pilots themselves use information on tablets to help them take off and land a plane. So there is no truth in this.
5 This is false. If you leave a game running, for example, then it will drain the battery, but if you switch to another app, you don't need to close it. The operating system automatically stops it from running.
6 Studies have shown that fibre-optic technology works much faster than ordinary ADSL broadband. So this is true.

Exercise 2

1 beginning
2 invented
3 introduced
4 used
5 meaning

Exercise 3a

1 remote 2 protect 3 install 4 access

Exercise 3b

1 latest 2 advances 3 security

Exercise 4

1 b 2 a 3 d 4 c 5 e

Exercise 5a

1 of 2 in 3 on 4 to/towards 5 with

Exercise 6a

1 It was a bit violent for my liking.
2 What I particularly liked were the costumes.
3 It was well worth seeing.
4 I wasn't that impressed by it.
5 It didn't live up to my expectations.

9 Nightlife

Unit overview

Language input

Adjectives and adverbs (CB p87)	• *I feel much more cheerful in spring.* • *The weather has gradually improved since this morning.*
Past and present habits (CB p88)	• *I'm not used to getting up so early in the morning.* • *He's from Brazil so he's used to it being hot at night.*
Grammar reference (CB pp152–153)	

Vocabulary development

Different climates and lifestyles (CB p86)	• *artificial, cosy, dramatic …*
Sleep patterns (CB p89)	• *get up at the crack of dawn, be a light sleeper, have a nap …*
Synonyms and antonyms (CB p91)	• *closer/nearer, faked/genuine …*

Skills development

Reading & Speaking: understanding reference (CB p90)
Speaking & Listening: interrupting appropriately (CB p92)
Writing: a report (CB p93)

Video

Documentary: A town in the shadows (CB p94)
Vox pops (Coursebook DVD & TG p263)

More materials

Workbook	• Language practice for grammar, vocabulary, pronunciation, speaking and writing
Photocopiable activities	• Grammar: A web of lies (TG p216 & TSRD) • Vocabulary: Once upon a time (TG p234 & TSRD) • Communication: Hang on a minute! (TG p252 & TSRD)
Tests	• Unit 9 test (TSRD) • Progress test: Units 7–9 (TSRD)
Unit 9 wordlist (TSRD)	

9.1 Dark days and white nights

Goals

- Talk about different climates and lifestyles
- Use adjectives and adverbs

Lead-in

- Focus students' attention on the photo and ask them to discuss the following questions in pairs:
  - *What country do you think this is? Give reasons for your opinion.*
  - *Who do you think lives in this house? What job(s) do you think they have?*
  - *What are the good and bad things about living here?*
- Elicit a few ideas from the whole class. There are no correct answers, though you could tell them that the photo is of Norway (and show them the country on a map, if appropriate).

Vocabulary & Listening different climates and lifestyles

Exercise 1

- If students have been working in pairs, put them into small groups to discuss the questions. If you have a multilingual class, it would work well to group the students so that different countries are represented in each group.

WATCH OUT! You may need to explain the meaning of *roughly*, which, here, means 'approximately'.

- Elicit a few opinions from the class as a whole.

Background note: In countries on or near the equator, the sun rises and sets at roughly the same time every day. However, countries which fall closer to either of the poles have a very noticeable variation, with the sun never or barely setting in the summer, and barely or never rising in the winter. Norway is known as 'the land of the midnight sun', but the phenomenon also occurs in Alaska, Canada, Russia, Greenland, Finland and Sweden and, in the southern hemisphere, Antarctica.

Exercise 2a 9.1

Audio summary: Amna talks about her experience of living in Norway, from the perspective of someone who previously lived in a country with a very different climate. She describes what Norwegian people typically do during the dark winter days and the long summer days, and, perhaps surprisingly, concludes by saying that her favourite time of year is the winter.

- Read the rubric with the class. Then elicit a few ideas about the differences between the climate and daylight hours in Pakistan (which is much closer to the equator) and Norway. A world map might be useful here.
- Play track 9.1 Students listen to find out whether Amna prefers long days or long nights, and why.
- Let students compare answers with a partner before checking the answers together as a class.

ANSWER

The dark days of winter because she loves the snow under the street lights.

AUDIOSCRIPT 9.1

Norwegian people are always asking me: 'How do you like the dark?' In Tromsø, where I live, we have something called a 'polar night', when the sun basically doesn't appear for twenty-four hours. And this goes on for sixty days. Imagine that – two months with no daylight. It sounds really depressing, and people automatically assume that I must find it really difficult. But, actually, I love it.

It's certainly very different from my homeland. I originally come from Pakistan where, not only is it considerably warmer than Norway, but the sun sets and rises at pretty much the same time every day. We do have seasons – dry and cool in the winter, hot and wet in the summer – but it's much more dramatic here in Norway.

We actually have two winters here. The first winter is when it's dark all the time; the second winter is when the light gradually starts to come back, but it's still cold and snowy. I love them both, even though I do really feel the cold, but the first winter is really a magical time of year. You might think that everyone would stay indoors, nice and cosy, but they don't. Instead they wrap up warm and get out in the fresh air, skiing and playing in the snow, even if it's under artificial light. November to February is full of light because it's a time of celebrations. There are lights and candles everywhere, as people decorate their houses and gardens.

And then, of course, we may have sixty days of dark, but in the summer we have sixty days when the sun never really sets at all. It only gets slightly darker for about an hour in the middle of the night. They're called 'White Nights', and everyone really makes the most of them. The nights are as lively as the days, with people going to the beach and to outdoor concerts to celebrate the midnight sun. The only downside is that it's a bit difficult to sleep … but, then again, who wants to?

Maybe because it is so different from what I grew up with, I love both the dark days and the white nights. But, if I had to choose … probably the dark days of winter. I still get really excited about snow, even though we get tons of it every year, and it looks so beautiful under the glow of the street lamps.

Exercise 2b 9.1

- Look at the sample notes in the table with the students and discuss the Study tip below.

STUDY TIP It is better not to try to write full sentences while making notes on a listening activity. Explain that students should just write down single words or short phrases, usually the most important to the meaning. They may also use abbreviations – see Extra activity below.

EXTRA ACTIVITY Abbreviations and symbols are often used in note-taking. Write the following abbreviations and symbols on the board and ask students what they could be used for when taking notes:

ppl (people) *2* (too) *&* (and) *+* (positive) *neg.* (negative)

- Play track 9.1. Students listen again and complete the table.

EXTRA SUPPORT Instead of asking students to listen for both positive and negative points, you could ask stronger students to listen for positive points and less confident students to listen for negative points. They could then compare their answers together in pairs.

- Let students briefly discuss what they heard with a partner, before checking the answers as a class.

ANSWERS

	Positive aspects	Negative aspects
Long nights	A magical time Full of celebrations Lights and candles People playing outside Snow under the street lights	Dark all the time Cold and snowy
Long days	Lively People go to the beach and concerts at night	Difficult to sleep

Exercise 3

- Put students into pairs to discuss the questions.
- Elicit a few answers as a class. Encourage students to say exactly what they would like to be the same or different, e.g. food, lifestyle, weather.

Exercise 4a

- Write the words *artificial* (adjective) and *artificially* (adverb) on the board, and ask students to identify what word class they are.
- Ask students for the main difference between adjectives and adverbs (adjectives describe people or things, and adverbs say more about verbs or adjectives).
- Students then work in pairs to divide the words into adjectives and adverbs.
- Check the answers together as a class.

ANSWERS

Adjectives: artificial, cosy, depressing, dramatic, lively, magical

Adverbs: automatically, basically, considerably, gradually, originally, slightly

WATCH OUT! Students may assume that *lively* is an adverb because it ends with *-ly*.

EXTENSION Ask students to change the adjectives in the exercise to adverbs. This should bring up some spelling issues, e.g. *artificially* (add *-ly*), *cosily* (change *y* to *i*), *depressingly* (add *-ly*), *dramatically* (add *-ally*), *in a lively way* (we can't add *-ly* if the adjective already ends in *ly*) and *magically* (add *-ally*, as for *dramatic*).

Exercise 4b

- Put students into pairs. Student A should match the adjectives with the definitions and Student B the adverbs.
- Monitor to check rather than checking as a class.

ANSWERS

Adjectives
1 lively
2 magical
3 depressing
4 dramatic
5 artificial
6 cosy

Adverbs
1 considerably
2 basically
3 gradually
4 slightly
5 automatically
6 originally

WATCH OUT! *Basically* is a very common adverb but it is quite tricky to define. Its meaning here is similar to *essentially* and means 'in the most important ways, and disregarding the less important ones'.

Exercise 4c

- In the same pairs, students teach each other any words they don't already know.

DICTIONARY SKILLS Allow students to look up the words in a dictionary before peer-teaching. This will help students to find good example sentences.

Exercise 5a 9.2

- In the same pairs, ask students to read through their phrases. (Refer Student B to page 134 for his/her phrases.) Note that the activity is set up so that Student A now has to listen for the adverbs, and Student B for the adjectives, so the activity will work better if they stay in the same pairs and keep the same A/B role.
- Allow students to make guesses about which words might be in the gaps, if they wish (they are all words from exercise 4).
- Play track 9.2. Students listen and complete the gaps.

AUDIOSCRIPT 9.2

Norwegian people are always asking me: 'How do you like the dark?' In Tromsø, where I live, we have something called a 'polar night', when the sun basically doesn't appear for twenty-four hours. And this goes on for sixty days. Imagine that – two months with no daylight. It sounds really depressing, and people automatically assume that I must find it really difficult. But, actually, I love it.

It's certainly very different from my homeland. I originally come from Pakistan, where not only is it considerably warmer than Norway, but the sun sets and rises at pretty much the same time every day. We do have seasons – dry and cool in the winter, hot and wet in the summer – but it's much more dramatic here in Norway.

We actually have two winters here. The first winter is when it's dark all the time; the second winter is when the light gradually starts to come back, but it's still cold and snowy. I love them both, even though I do really feel the cold, but the first winter is really a magical time of year. You might think that everyone would stay indoors, nice and cosy, but they don't. Instead they wrap up warm and get out in the fresh air, skiing and playing in the snow, even if it's under artificial light. November to February is full of light because it's a time of celebrations. There are lights and candles everywhere, as people decorate their houses and gardens.

And then, of course, we may have sixty days of dark, but in the summer we have sixty days when the sun never really sets at all. It only gets slightly darker for about an hour in the middle of the night. They're called 'White Nights', and everyone really makes the most of them. The nights are as lively as the days, with people going to the beach and to outdoor concerts to celebrate the midnight sun. The only downside is that it's a bit difficult to sleep … but, then again, who wants to?

Exercise 5b

- Let students compare their answers with their partner before checking the answers together as a class.

ANSWERS

Student A

1 basically
2 automatically
3 originally
4 considerably
5 gradually
6 slightly

Student B

1 depressing
2 dramatic
3 magical
4 cosy
5 artificial
6 lively

Exercise 6a

- Ask students to read the sentences and then work individually to complete them with a suitable word from exercise 4a.
- Let them compare their answers with a partner before checking the answers together as a class.

ANSWERS

1 dramatic (possibly magical)
2 automatically
3 cosy
4 basically
5 artificial

Exercise 6b

- Show students how the example has been changed from the first sentence in exercise 6a. Elicit some examples of how students might change the same sentence to make it true for them, or true of where they live.
- Individually, students choose three sentences and rewrite them in any way they wish, to make them true for themselves.
- Students show their sentences to a partner and discuss what they have written.

EXTRA CHALLENGE Early finishers could rewrite more than three of the sentences.

Grammar & Speaking adjectives and adverbs

Exercise 7

- Ask students to read the Grammar focus box and complete the gaps with words from exercise 4a. If more than one word will fit, they should choose the word which makes the most sense.
- Let students compare answers with a partner before checking the answers together as a class.

ANSWERS

1 dramatic
2 cosy
3 slightly/considerably
4 Basically,
5 considerably
6 lively

- Refer students to *Grammar reference* on page 152. There are two more exercises here students can do for homework.

Exercise 8

- Students work individually to choose the correct option.
- Then they compare their answers with a partner and explain why they chose each option.
- Check the answers together as a class.

ANSWERS

1 quickly
2 completely
3 wonderful
4 in a very friendly way
5 cheerful
6 hard

FEEDBACK FOCUS As you go through the answers, elicit or give the following explanations:

1 This describes how the sun sets, so it describes a verb.
2 This is an example of an adjective modifying a verb.
3 This is not describing how the flowers carry out the action of smelling, but what their smell is like.
   There is an old joke:
   A My dog has no nose.
   B How does he smell?
   A Terrible!
4 Because the adjective *friendly* already ends in *-ly*, we can't make an adverb by adding *-ly*.
5 See point 2 under *adjectives* – with these verbs of perception we use an adjective, not an adverb.
6 This is an irregular adverb. *Hardly* has a different meaning (= almost not).

EXTRA ACTIVITY Refer students back to the text about the carrot and the stick on pages 70–71. Put them into pairs and give them two minutes to find a) as many adjectives as possible, and b) as many adverbs as possible. Ask the pair with the greatest number to write them on the board and check they are correct.
Adjectives: *better*, *unfair*, *wrong*, *practical*, *right*, *self-centred*, *moral*, *old*, *rainy*, *best*
Adverbs: *rigidly*, *truly*

Pronunciation dropped syllables

Exercise 9a

- Write the word *comfortable* on the board and ask students how many syllables there are in the word (three). This will check if they understand what a syllable is, and also draw their attention to the idea of a dropped syllable. (Some are likely to think that *comfortable* has four syllables.)
- Put students into pairs to look at the words in the box and mark how many syllables they think there are in each.
- Monitor but do not confirm answers at this stage.

Exercise 9b 9.3

- Play track 9.3. Students listen and count the syllables.

ANSWERS

●●● (3)
comfortable
●● (2)
different
●●
family (2)
●●
favourite (2)
●●●
interesting (3)
●●●
miserable (3)
●●
separate (2)

AUDIOSCRIPT 9.3
comfortable different family favourite interesting miserable separate

Exercise 9c 9.3

- Explain that sometimes unstressed syllables can be dropped in normal speech. These are some of the most common examples.
- Play track 9.3 again, pausing after each word for students to repeat.

Background note: The linguistic term for this dropping of syllables is *syncope*. It tends to happen in high-frequency words, and it is always an unstressed syllable which is dropped. Some other common words where this happens are *average* 'av-ridge', *general* 'gen-ral' and *camera* 'cam-ra'.

Exercise 10a

- Put students into pairs and tell them that they are going to prepare a short presentation.
- Students discuss the questions and think about the vocabulary they might use.

EXTENSION Before students start, you could model the activity by giving your own short (one to two minute) presentation with your opinions.

Exercise 10b

- In the same pairs, students now think about the content of their presentations and use the questions to gather ideas.

Exercise 10c

- Students find a new partner and give their presentations. Their partner should listen carefully and think of two questions to ask at the end.
- When the first student has finished, let the other student ask their questions. Then students swap roles.

EXTENSION Ask one or two confident students to give their short presentations to the whole class.

EXTRA ACTIVITY While students are presenting, monitor and note down examples of errors or good use of adjectives and adverbs. At the end of the activity, write them on the board and ask students to vote as to whether they are good examples or errors.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 Amazingly, in the UK last year.
2 really great, are getting longer.
3 hard, hard
4 usually go to the gym at 7 a.m.
5 am often, last, work these days

Exercise 2

1 steadily
2 on its axis
3 (an) imaginary
4 between the North and South Pole
5 other
6 sometimes
7 visible
8 at other times
9 During the day,
10 across the sky
11 from east to west
12 highest
13 12 noon
14 However
15 all the time
16 smoothly
17 (a) constant
18 different
19 different
20 longer
21 towards the sun
22 away from the sun

9.2 Sleep

Goals

- Talk about past and present habits
- Talk about sleep patterns

Lead-in

- Ask students if they fall asleep as soon as their head touches the pillow (i.e. immediately) or if it takes them a bit longer.
- Put students into small groups to discuss what makes for a bad night's sleep or a great night's sleep (e.g. light, noise, soft or hard bed, etc.).
- Feed back some comments and ideas as a class.

Grammar & Reading past and present habits

Exercise 1a

- Focus students' attention on the photos and elicit where they were taken (on a train, in a kindergarten, in a garden).
- Put students into pairs to make a list of unusual places people might sleep. You could set a time limit to think of at least five places.
- Elicit some ideas from the class as a whole, e.g. in a hammock (see the photo on page 89), at work (either head on your desk, or in a special place), in a tent, up a tree, on the beach.

Exercise 1b

- In the same pairs, students discuss if they have ever slept in any of the places mentioned, and, if so, to tell their partner about it. If they haven't experienced any of the places, they could talk about what it might be like.

Exercise 2

- In their pairs, students read the statements and decide, without reading the text, whether they are true or false.
- Encourage students to give reasons for their guesses.
- Elicit a few guesses from the class as a whole and their reasons.

Exercise 3

Text summary: The article is a factual piece about sleep, which examines the topic from a variety of angles, looking at how we slept in the past; how often people fall asleep accidentally; the benefits of naps; sleep and teenagers; sleep and studying, and whether you can learn to need less sleep.

- Ask students to read the article and see if their guesses were correct.
- Check the answers together as a class.

ANSWERS

1 T
2 F (it's the other way round)
3 T
4 T
5 F
6 T

STUDY TIP Encourage students to point out the part of the text which gives evidence for their answers:

1 second part of paragraph 3
2 middle of paragraph 2
3 middle of paragraph 3
4 end of paragraph 1
5 last sentence of paragraph 4
6 end of paragraph 2

EXTENSION The title of the article is 'some facts about sleep which may surprise you'. Ask students to discuss, either in pairs or as a class, which facts did actually surprise them.

EXTRA ACTIVITY Alternatively, instead of following the procedure above for exercises 2 and 3, you could start with the text. Put students into groups of four. Ask each student to read a different paragraph of the text and then let them tell the other members of their group about what they read. The group then tries to answer the questions in exercise 2 together. Finally, they read the whole text individually to check their answers.

Exercise 4

- Focus students' attention on the highlighted words and phrases in the article.
- Elicit what they all have in common. (They are all about habits or regular activities, either in the present or past.)
- Ask students to read the Grammar focus box and, working individually, to complete it by referring the highlighted phrases.
- Check the answers together as a class. Nominate individual students to read each section, adding the correct missing item.

ANSWERS

1 used to 2 would 3 usually 4 be 5 get

EXTRA SUPPORT If students are not confident about the difference between *used to* and *would*, give them the following sentence endings and ask them to decide if they can use both *used to* and *would* or only *used to*.

When I was a child I . . .

1 _____ *live in another country.* (*used to* – state verb)
2 _____ *eat a lot of ice cream.* (both – action verb)
3 _____ *play tennis every week.* (both – action verb)
4 _____ *need a lot of help with my homework.* (*used to* – state verb)
5 _____ *hate green vegetables.* (*used to* – state verb)

WATCH OUT! Students very often confuse the adjectival *be/get used to* with the verb form *used to*. Understanding the grammatical difference between these two will help avoid confusion.

- Refer students to *Grammar reference* on page 153. There are three more exercises here students can do for homework.

Exercise 5

- Students work individually to choose the best option to complete the sentences. Remind them that both options may sometimes be possible.
- Let students check their answers in pairs. If both options are possible, they should explain why to their partner.
- Check the answers together as a class.

ANSWERS

1 used to getting up
2 used to
3 used to love
4 usually
5 used
6 used to/would

FEEDBACK FOCUS This exercise deals with the different meanings of the highlighted words and phrases from the article. It might therefore be helpful to ask some further questions in feedback, to make sure that students have understood the concepts.

1 *Has he/she always got up early?* (no) *Is it normal for him/her?* (no, not yet)
2 *Has João always experienced high temperatures at night?* (yes) *Is it normal for him?* (yes)
3 *What kind of verb is 'love'?* (state verb) *Can we use 'would' with states?* (no)
4 *Is getting up late a habit he/she has now, or something he/she did in the past?* (habit now)
5 *How has the speaker's attitude to working nights changed?* (It has got easier and more normal.)
6 *Why are both answers possible?* (It's a past habit, but not a state.)

PRONUNCIATION Students may need to be reminded not to pronounce *used to* as /juːzed tuː/ but as /juːstuː/. If this is tricky for them, model it and then drill the sentences in exercise 5 which contain *used to*.

Vocabulary sleep patterns

Exercise 6

- Check students understand *hammock* (using the photo) and *nightmare* (= a frightening dream).
- Individually, students complete the sentences using the correct form of the verb. Remind students that they will need to think about whether *used to* is being used as a verb or an adjective.
- Let them compare answers with a partner before checking the answers together as a class.

ANSWERS

1 sleeping
2 wake up
3 going
4 have
5 sleeping
6 getting

EXTRA ACTIVITY Ask students to complete the following sentence stems in ways which are true for them. However, one sentence that they make should be untrue:

– *When I was younger, I used to …*
– *When I was at primary school, I would often …*
– *I usually … at the weekends.*
– *When I lived … I never got used to …*
– *I used to find … difficult, but now I'm getting used to it.*

When the sentences are complete, students should share them with a partner. Their partner has to guess which statement is not true.

Exercise 7

- Ask students what they think the meaning of *get up at the crack of dawn* is (= to get up very early). Establish that this is an idiom.
- Ask them what the opposite of this expression might be, e.g. *get up late*. Ask students to try and find an expression in the text which has the meaning of *get up late* (= have a lie-in).
- Students then work individually, or in pairs, to find other expressions in the text which have either an opposite or a similar meaning to the expressions given.
- Check the answers together as a class.

ANSWERS

1 have a lie-in
2 wide awake
3 nod off
4 sleep like a log
5 not sleep a wink
6 have a snooze

EXTENSION Tell students that, as well as *sleep like a log*, there is also a common expression in English, *sleep like a baby*. What similar expressions are there in their language(s)? For example, in Italian, you *sleep like a dormouse* (a kind of mouse that hibernates for a long period). In German, Spanish and French, you *sleep like a marmot* (a large squirrel that also hibernates). In Polish you *sleep like a bear* and in Portuguese and Turkish, you *sleep like a stone*.

Exercise 8a

- Students complete the idioms individually.
- Let them compare answers with a partner before checking the answers together as a class.

ANSWERS

1 lie-, crack of dawn
2 nod
3 light, log
4 wink
5 fall
6 nap/snooze

Exercise 8b 9.4

- Explain that students are going to listen to Maria talking about her sleep habits.
- Play track 9.4. Students listen to find out which question the speaker is answering.
- Students check their answers in pairs, giving reasons for their answers.
- Check the answers together as a class.

ANSWER

Maria is answering question 4.

AUDIOSCRIPT 9.4

It's not something that I usually do because I really do need my sleep. However, I do find it difficult to sleep on aeroplanes. It was a thirteen-hour flight, and I really tried to get some sleep – I put in the earplugs and I put on the eye mask. But I just can't sleep sitting upright. I closed my eyes, but I didn't sleep at all. Not one bit. I was exhausted when we arrived.

EXTRA ACTIVITY Play track 9.4 again and ask students to write down as much as they can. Tell them not to worry if they can't write everything. If necessary, play the track again, but don't pause it. The aim is for students to get down just some of the text. This isn't a note-taking activity, however. Put students into small groups to try and reconstruct the text as closely as possible to what was said. This will help them to work on their awareness of syntax, as well as raising their awareness of features of connected speech.
When they have got as much as they can, let them compare with the audioscript on page 168 of the Student's Book.

Exercise 8c

- Put students into pairs to ask and answer the questions in exercise 8a.
- Have a brief class feedback session. Ask students to share some of their partner's answers with the class.

EXTRA CHALLENGE With more confident students you could ask them to try to give much longer answers to the questions, such as that given in track 9.4, or ask for extra details.

GRAMMAR REFERENCE ANSWERS

Exercise 1
1 used to belong
2 used to be
3 used to use/would use

Exercise 2
1 get used to driving
2 are used to hearing/have got used to hearing
3 are used to getting, not used to waiting

Exercise 3
1 used to be
2 are used to going
3 used to sleep
4 would begin
5 would be followed
6 got used to going

9.3 Vocabulary and skills development

Goals

- Understand reference
- Use synonyms and antonyms

Lead-in

- Focus students' attention on the photo of the moon on page 90. Tell students that some people tell their children that the moon is made out of cheese, or that a man lives on the moon and establish that these things are (obviously) not true. Ask *What else do people say about the moon?*
- Put students into pairs and ask them to complete the following table about the moon.

  Things I know about the moon that …

are definitely true	
might be true	
definitely aren't true	

- Elicit some ideas for each category from the class as a whole.

Reading & Speaking understanding reference

Exercise 1a

- Ask students to read through the commonly held beliefs. Were any of these mentioned earlier?
- Students then discuss in pairs whether they think these statements are scientifically true, giving reasons for their answers.
- Briefly discuss as a class, but do not give any definite answers at this point.

Exercise 2 9.5

- Ask students to listen and compare what they hear with their answers to exercise 1a.
- Play track 9.5.
- Let students compare their answers with a partner before checking the answers together as a class.

POSSIBLE ANSWERS

According to the listening, there is no scientific evidence for any of the statements, except, partially, the last one. The weather would be dramatically affected, but the Earth would survive.

Background information: A *supermoon* describes what happens when a full moon or a new moon coincides with the time when the moon is nearest to the Earth on its orbit. This makes the moon appear much bigger than usual.

AUDIOSCRIPT 9.5

A Well, actually there isn't much scientific basis to any of those beliefs …

B Really? So why do so many people believe that the moon landings were faked?

A When the American team first landed on the moon, they planted a flag. In doing so, they accidentally started the myth that the moon landings were faked because the flag appeared to flutter in a slight wind – and clearly, there is no wind there. But there's no evidence of a fake.

B What about supermoons? Do they cause tsunamis?

A The moon does have an effect on the tides, but it only makes a small difference, not enough to cause a tsunami. Sometimes there are tsunamis at the same time as a supermoon, but such occurrences are just coincidence. Nor is it true that the other side of the moon is always dark. This is just a myth – its far side is lit by the sun just as often as the side we can see.

B What about the effect of the full moon on human behaviour?

A Again, although a lot of people believe this, there's no real evidence, and there have been several scientific studies which failed to prove it was true.

B But I do think the last one is right though, isn't it?

A Well, if the moon disappeared, the Earth would sometimes lie on its side. This would cause extreme temperatures and different lengths of daylight. On Mars, the axis tilts so much that the ice at its poles has sometimes moved all the way down to the equator. If the same happened here, large areas of Africa would be occasionally covered in ice, making it impossible to live there. At other times, the Earth might revolve on a straighter axis and, if it did so, there would be no seasons at all. But the Earth would survive.

EXTENSION Play track 9.5 again and ask the following questions to help students pick out more specific information:

1 *Why did planting a flag on the moon lead to the myth that the moon landings were faked?* (Because it appeared to flutter and there is no wind on the moon.)
2 *Why is there sometimes a supermoon at the same time as a tsunami?* (coincidence)
3 *Why is the other side of the moon not actually dark?* (The sun also lights it.)
4 *What did the studies into human behaviour at the time of the full moon show?* (no evidence)
5 *What would actually happen to the Earth if the moon disappeared?* (It would affect the weather and seasons.)

WATCH OUT! You may well find that some students will resist being told that there is no scientific basis to some of these beliefs about the moon. Be sensitive to this. However, if students want to argue their case, that is a good opportunity for language use.

CRITICAL THINKING Point out to students that the belief about the moon landings being faked is a classic conspiracy theory. Elicit some other examples of conspiracy theories (e.g. that Barack Obama is not really American). Then ask students to discuss in small groups why conspiracy theories are so popular. For example, they give people a sense of control over the world, people love knowing something that others don't and they give a sense of community with others who believe the same thing. Again, be aware of the potential sensitivity of some of the topics which may come up.

Exercise 3a

- Write on the board *Nor is it true that the other side of the moon is always dark. This is just a myth, its far side is lit by the sun …*

- Underline *this* and *its* and ask students what these pronouns refer to. Circle and draw an arrow in the same way as in the Unlock the code box.
- Explain that there are several different ways in which texts (both written and spoken) use reference to link different parts together.
- Ask students to read the rest of the Unlock the code box.

EXTRA SUPPORT If you think students will find this challenging, go through the other examples in the Unlock the code box with the whole class, in the same way as the first example.

Exercise 3b

- Put students into pairs to look back at the sentences in exercise 1 and find examples of reference.

EXTRA CHALLENGE Ask students to identify which kind of reference (points 1–4 in the Unlock the code box) each example is.

ANSWERS

1 The 1969 moon landings were faked. At the time, science was not sufficiently advanced to travel there (reference), so the film simply cannot be genuine.
2 Supermoons, when the moon appears closer to Earth, can cause tsunamis because the gravitational force is so much stronger. Such disasters (substitution) would be more common if the moon was any nearer.
3 The side of the moon which we cannot see is in permanent darkness because the rays of the sun cannot reach there (reference).
4 A full moon can make people go crazy. Police and hospital workers know that people are wilder when there is one (substitution).
5 The Earth could not survive without the moon. It (reference) stops the Earth from tilting on its (reference) side, which would dramatically affect the weather.

Exercise 3c

Text summary: The text is about the relationship between man and the moon. It starts by looking at how dependent we used to be on the moon before the invention of electricity, and looks at the impact that the moon still has on animals. The text then considers ways in which the moon may or may not still have an influence upon our behaviour and our brains.

- Ask students to read the article.
- Ask students to look at the highlighted words and with a partner, decide what the highlighted words refer to.
- Check the answers together as a class.

ANSWERS

their – refers to anyone who wanted to move about at night
doing so – refers to committing a crime
its – refers back to the moon
then – refers back to darker nights
This – refers back to the fear of the effect of the full moon
this – refers back to whether the fact that hospitals and police stations are busier at the time of the full moon is true
those nights – refers back to nights of the full moon

EXTENSION Ask students to identify which rule each example refers to.

EXTRA ACTIVITY To give further practice, write the following extract from the audio on the board and ask students to try and complete the gaps:

If the moon disappeared, Earth would sometimes lie on (1) _____ side. (2) _____ would cause extreme temperatures and different lengths of daylight. On Mars, the axis tilts so much that the ice at its poles has sometimes moved all the way down to the equator. If (3) _____ happened here, large areas of Africa would be occasionally covered in ice, making it impossible to live (4) _____. At other times, the Earth might revolve on a straighter axis, and, if it (5) _____, there would be no seasons at all. But the Earth would survive.

Then play track 9.5 again (or just the last section of it) for students to check their answers. (1 its, 2 This, 3 the same, 4 there, 5 did so)

Exercise 4

- Ask students to read through the questions first.
- Students then read the text again and answer the questions. Remind them that they will need to understand reference to answer the questions.
- Let them compare answers with a partner before checking the answers together as a class.

ANSWERS

1 plan a crime
2 darker nights
3 the impact of the moon on human behaviour
4 The moon affected the water in their brains, just as it affected the tides.
5 No – though many people believe this, there is little evidence to support it.
6 less deep sleep, harder to get to sleep, waking up earlier

Vocabulary synonyms and antonyms

Exercise 5a

- Ask students to read the Vocabulary focus box. Tell them that the examples in the box all come from audio 9.5.
- Check understanding by asking questions, e.g.
  - *What synonym is used for 'closer'?* (nearer)
  - *A tsunami is a kind of what?* (disaster)
  - *Are 'faked' and 'genuine' synonyms or antonyms (i.e. opposites)?* (antonyms)

Exercise 5b

- Students work individually to find synonyms or antonyms in the article for the underlined words and phrases.
- Let them compare answers with a partner.
- Check the answers as a class. Remind students that, as with reference, lexical links like these are a way of holding parts of a text together.

ANSWERS

1 overlook (synonym)
2 predators (antonym)
3 effect (synonym)
4 conclude (synonym)
5 (be) wakeful (antonym)

Exercise 6

- Put students into pairs to match the words in the box to their synonym or antonym.
- Check the answers as a class, asking students to say whether they are synonyms or antonyms.

ANSWERS

	synonym	antonym
1 stop	cease	
2 criticism		praise (noun)
3 bad	evil	
4 contrast		match (verb)
5 presence		absence
6 accidental		deliberate (adj)

WATCH OUT! The formality of some of these pairs of words might be different. For example, *cease* is more formal than *stop* – we would be unlikely to tell a student to *cease talking*.

DICTIONARY SKILLS Tell or remind students that a good dictionary will also often provide synonyms and antonyms (though a thesaurus is even better). Ask students to use their dictionaries or a thesaurus to find synonyms for the following words:

– *imagine* (suppose, assume)
– *hurt* (injure, damage)
– *happy* (glad, satisfied)
– *funny* (amusing, humorous)

Note that the synonyms often relate to slightly different meanings of the key word.

Exercise 7

- Put students into small groups of four to five students. If possible sit them in circles.
- Read through the instructions with the class and demonstrate the activity with one group first, so that the others can see how it works, e.g. *stop – cease – start – begin – end – terminate*.
- Round off the activity by eliciting a few of the synonyms and antonyms that they came up with.

9.4 Speaking and writing

Goals

- Interrupt appropriately
- Write a report

Lead-in

- With books closed, write the following expressions on the board and tell students that they are all connected with the topic of nightlife:
  – *get dressed to the nines* (= wearing very elegant or formal clothes)
  – *get a round in* (= when one person buys drinks for all the others in a group)
  – *grab a bite* (= get something to eat)
  – *dance the night away* (= dance all night long)
  – *catch a flick* (= go to the cinema to watch a film)
- Put students into pairs or small groups to discuss what they think the expressions mean. Check and clarify as a class, using the definitions in brackets.
- Finally, ask students to tell each other about a memorable night out they have had, trying to use one or more of the expressions.

Speaking & Listening interrupting appropriately

Exercise 1a

- Put students into small groups and ask them to look at the photos.
- Elicit what the photos show (dancing at a nightclub; a meal with friends, either in a home or restaurant; a classical concert or a play).
- Students should discuss which photo shows the type of evening entertainment or nightlife they would most enjoy.
- Elicit a few examples from the class and ask for their reasons.

EXTENSION Before students discuss which kind of entertainment they prefer, put students into groups of three and allocate one photo to each student. They should look at their photo carefully, then close their books. Each student then takes it in turn to describe the photo to their partners in as much detail as possible. The other students can look at the photo and ask questions, e.g. *What colour nail varnish is the woman in the first photo wearing?*

STUDY TIP Note that describing a photo is a common exam task.

Exercise 1b

- Elicit some other forms of evening entertainment or nightlife. This will depend very much on your students' culture, but might include walking in the park, listening to live music, drinking in a bar, etc.
- In the same groups, students discuss the questions.
- Nominate some students to give their answers and opinions to the class as a whole.

EXTRA ACTIVITY Put students into small groups to decide on a night out that they think the whole class would enjoy. Where could they go, what would they do? Remind students to take account of the needs and interests of everyone in the class. For example, some students might prefer to go to a café rather than a bar. Feed back on the ideas to the class as a whole, and decide together on the best idea(s). Students might then want to make this actually happen.

Exercise 2a

- Ask students to discuss the following questions with a partner, or their group:
  - *What time do you usually go to sleep?*
  - *How much are you bothered by noise outside in the street?*
- Focus students' attention on the headline and the start of the text. Check students understand *food quarter* (= an area of the town where there is a concentration of restaurants and other places selling food, rather than other kinds of shops or buildings).
- Ask students to discuss together how they would feel if they lived nearby.
- Elicit a few ideas from the class as a whole. Opinions will probably vary depending on the students' individual circumstances. Prompt if necessary, thinking about noise, food wrappers and smells, parking issues, convenience, liveliness and entertainment, etc.

EXTENSION You could introduce students to the term *NIMBY*. This is an acronym standing for *Not In My Back Yard* and it means someone who objects to developments perceived as unpleasant taking place near their house, while having no objection to them happening elsewhere. We can also refer to *nimbyism*.

Exercise 2b 9.6

Audio summary: This is an extract from a town council meeting where various people have the opportunity to give their opinions about the proposal. Giving their opinions are the local councillor who first proposed the idea (in favour), a local councillor for the Eco Party (against) and a local restaurant owner (in favour).

- Explain that students are going to listen to a town council meeting about the proposed late-night restaurant area.
- Ask students to look at the people in the bulleted list. What opinions would they be likely to have about the new food quarter? Elicit a few ideas.
- Play track 9.6. Students listen and identify which people from the list are giving their opinions.
- Students check their answers in pairs.
- Check as a class, asking students to give their reasons.

WATCH OUT! Check that students understand what a *councillor* (= a member of a town or city council, a kind of politician) does and that they do not confuse it with *counsellor* (= someone who gives help or advice).

ANSWERS

e **The councillor who is chairing the meeting (he says he'd like to explain his reasons for proposing it)**

c **A restaurant owner (he says so)**

AUDIOSCRIPT 9.6

C = Councillor, E = Eco Party, R = Restaurant owner

C **So as I said earlier, the proposed new food quarter will be in Regent Court. I'm very pleased to say that we have had quite a few expressions of interest from big restaurant chains.**

E **If I could just interrupt a second, is it only chains of restaurants, or are we also interested in getting some local restaurant owners to move into the area? I have to say I'm not very happy about the proposal because of the noise and litter it's likely to cause, which wouldn't exactly be good for the environment. However, if it encouraged local business, I might be prepared to support it …**

R **Sorry, Councillor, can I just say that I'm a local restaurant owner, and I'd definitely be interested in renting one of the units for my restaurant …**

C **Just a second. Before we open the meeting up to everyone, I'd just like to explain my reasons for proposing this new food quarter. As you are probably aware, quite a few of the shop units are currently empty, so I firmly believe that renting them out to restaurants would be a great way of bringing life back to the town …**

Exercise 3 9.6

- Establish that everyone in the meeting wants to be able to get their opinion across, so they need to interrupt each other. Elicit a possible phrase that could be used to interrupt someone, e.g. *Sorry to interrupt, but …*
- Play track 9.6 again and ask students to write down the three phrases they hear being used to interrupt.
- Let them compare answers with a partner before checking the answers together as a class. Write the phrases on the board.

EXTRA SUPPORT If you think that students will find this challenging, you could let them pick the phrases out of the audioscript on page 169, rather than listening again, or look at the audioscript while they are listening.

ANSWERS

If I could just interrupt a second, …
Sorry, (Councillor), can I just say that …
Just a second.

SMART COMMUNICATION It is useful to be aware that conventions on whether to overlap with another speaker, or whether to leave a gap, vary between different cultures. This can also happen between people from different areas of the same country. For example, Professor of Linguistics Deborah Tannen found that New Yorkers tended to overlap in conversation, whereas Californians tended to leave more space. People who have more of a 'wait' culture might experience difficulty in interrupting successfully when talking to people who have more of an 'interrupt' culture.

CRITICAL THINKING Ask students to think of some other ways in which cultural differences might make someone appear rude. Intonation is another example, covered below. Other possibilities: opening or not opening presents in front of the giver, being 'too' honest or direct about something you don't like, being late and so on.

Exercise 4a

- Look at the eight phrases from the listening, and ask students if these seem relatively formal or informal.
- Establish that, as you would expect at a meeting of this sort, they are quite formal.
- Explain that with people you know well, you can be a little more direct, and ask students to decide whether the phrases are a) more formal/polite or b) more informal/more direct or familiar.
- Let students check in pairs, and monitor, but do not check as a class at this stage.

Exercise 4b

- Let students check their answers by looking at the Language for speaking box.
- Draw students' attention to the fact that the more formal or polite expressions tend to be longer.

ANSWERS

If I could just interrupt a second, … a
Excuse me for interrupting, but I … a
I'd like to comment on that … a
Can I just say … b
Can I say something here? b
I'd like to say something, if I may. a
Just a second, … b
Hang on a minute, … b

Pronunciation polite intonation – interrupting

Exercise 5a 9.7

- Ask students what else makes an expression more polite or formal and elicit that the intonation makes a difference.
- Play track 9.7. Students listen to five pairs of sentences and decide in each case which version (A or B) sounds more polite.
- Check the answers together as a class and establish that polite intonation tends to rise quite high before falling, and flatter intonation can be interpreted as being very direct, and even rude.

Background note: Students whose first language has relatively flat intonation may experience this rise-fall as exaggerated and even a bit silly. However, they do need to be aware of how a flatter intonation may be interpreted.

EXTRA SUPPORT Before you ask students to decide on the intonation, play track 9.7 and simply ask them to write down the five phrases that they hear. This will give them practice in listening, and make the intonation task a little easier as they will already know what the phrases are.

AUDIOSCRIPT 9.7

1 **A** If I could just interrupt a second, I think that …
B If I could just interrupt a second, I think that …
2 **A** Excuse me for interrupting, but I think that …
B Excuse me for interrupting, but I think that …
3 **A** I'd like to say something, if I may. I think …
B I'd like to say something, if I may. I think …
4 **A** Can I just say, I think …
B Can I just say, I think …
5 **A** Just a second, I think …
B Just a second, I think …

ANSWERS

1 A 2 B 3 B 4 A 5 A

Exercise 5b 9.8

- Play track 9.8, pausing after each item for students to repeat the polite intonation pattern.

EXTRA ACTIVITY Put students into groups of three. Refer them to the audioscript for exercise 2b on page 169. Ask them to practise reading the dialogue, using polite intonation. After they have been through the dialogue a couple of times, ask them to close their books and try and do it from memory, still focusing on the intonation.

Exercise 6

- Put students into groups of four or five. Refer them to page 130 and ask them to choose a role card each.
- Give them a few minutes to look at the arguments and think of any other arguments which the person whose role they are playing might make.

EXTRA SUPPORT If some students are struggling to think of ideas, let them ask the others in their group for help at this stage.

Exercise 7a

- Explain that students are going to role-play a meeting similar to the one in exercise 2b.
- Establish who will chair the meeting (probably the town councillor).
- Remind students that they must use at least two different ways of interrupting during the role-play.
- Give students time to carry out the role-play. While they are talking, monitor and note down some good arguments.

Exercise 7b

- When the role-play has finished, let the groups decide together who made the best arguments.
- Feed back as a class. You could mention some of the best arguments you heard while monitoring.

EXTENSION Alternatively, there could be one student in each group whose job is to listen to the others, note down when they use interrupting language, and decide who makes the best arguments.

Writing a report

Exercise 8

- Focus students' attention on the report at the bottom of the page and establish that this is a report on a different meeting.
- Ask students to read the report quickly and decide which section could be labelled with which heading (a–d).
- Check the answers together as a class.

ANSWERS

1 b 2 c 3 d 4 a

EXTENSION While the main focus of this exercise is the language and structure of the report, you could also ask students to list the specific benefits, drawbacks and recommendations mentioned, e.g.

– Benefits: new housing is needed because of people moving to the town, house prices are going up because of short supply, the builders would provide play areas
– Drawbacks: the wildlife in the parkland would be displaced by the new buildings
– Recommendations: more research into how to make new buildings green and maybe keeping a wild area of nature, making a scale model for people to see

EXTRA ACTIVITY Ask students to prepare a short (one- to two-minute) speech either supporting the housing scheme or saying why it is not a good idea. They should start by introducing the topic, then give their view and two or three arguments to support it before concluding by asking for support. Students give their speeches to a partner or a small group.

Exercise 9

- Ask students to read the first paragraph of the report again and elicit what the function of this introductory paragraph is (to explain the situation being reported on, and summarize the content of the report).
- Focus students' attention on the language underlined in this paragraph and show how it relates to the functions of the paragraph.
- Ask students to write the phrases from the first paragraph into the Language for writing box.
- Students then complete the rest of the box in the same way. They could do this individually or with a partner.
- Check the answers together as a class.

ANSWERS

Introductory paragraph

1 The purpose of this report is to …
2 The report summarizes some of the main arguments …
3 … concludes with some recommendations.

Reporting what was said and what happened

4 … he pointed out …
5 … he argued …
6 According to …
7 … the majority of local residents who attended felt that …

Giving recommendations

8 In conclusion, it was evident that …
9 I would recommend that …
10 It might also be helpful to …

Exercise 10

- Put students into pairs. Ideally this should be with someone who was in their role-play activity in exercise 7a.
- Students make a list of benefits and drawbacks to the food quarter which were mentioned in the role-play, or which they have subsequently thought of.

EXTRA SUPPORT The brainstorming stage above could be done as a whole class to support less confident students.

Exercise 11

- Re-elicit the four sections of the model report (why the report has been written and a summary of what it will contain, benefits of the new food quarter, drawbacks to the new food quarter, recommendations).
- Either individually or in pairs, students use the information to write a report on the meeting. Remind them to use the phrases in the Language for writing box.

EXTENSION Encourage students to read each other's work and offer constructive feedback and suggestions to improve it. If you are aware of a particular problem that most students have with their written work (e.g. organization and paragraphing, use of articles), you could ask them to focus on this one area.

EXTRA CHALLENGE Early finishers could prepare to deliver the report orally, as a short presentation, then take turns to do so with another early finisher.

9.5 Video

A town in the shadows

VIDEOSCRIPT

There is little doubt that the weather can dramatically affect our mood. Many of us will have happy memories of time spent relaxing in a park on a bright and sunny day, with the smell of freshly cut grass and the reassuring warmth of the sun on our skin.

We can all remember a time we've ended up miserable and annoyed after getting soaked to the skin just trying to get to work on a grey and rainy day, when we would much rather be dry and cosy on the sofa at home. But some extremes of climate, and geography, can have a far more dramatic impact on our physical and mental well-being than the occasional day of bad weather. Few of us can even imagine what it is like to live in shadow, not seeing the sun outside our window for nearly six months every year. But this is the reality of living in the small town of Rjukan in the Telemark district of Norway.

For Rjukan, the problem is not simply its climate, although the average temperature in the winter rarely exceeds -5°C – with fewer than six hours of sunlight a day in mid-December. It is the result of the town's geography. The town lies at the foot of one of the tallest mountains in southern Norway – the magnificent Gaustatoppen. On the high plateau above it, the tracks of a popular ski resort criss-cross the brightly-lit snow. While hidden deep down in the Vestfjord valley, Rjukan's residents get used to being denied any more than a distant glimpse of the low winter sun for the long months between October and March.

But, ironically, the town owes its very existence to this seemingly uninviting location. It was founded in 1908 by the industrialist Sam Eyde, when his company, Nordsk Hydro,

built the world's largest hydroelectric power plant at the site of the 104-metre Rjukan waterfall.
Today, while the original Vormork power plant is now a museum and tourist attraction, the legacy of Sam Eyde lives on in Rjukan. And, curiously, it's not just for his industrial achievements that he's remembered. Eyde understood the toll that living in the shadows for six months of the year had on the people of Rjukan. As early as 1913, he came up with the idea of using mirrors on the mountain tops to reflect sun down into the town. But he had neither the resources nor the technology to put this plan into action. Instead, in 1928, Nordsk Hydro paid for the construction of a cable car that could take the town's residents up out of the shadows to enjoy some much needed sunlight. And that's how it used to be for the people of Rjukan. If you wanted to feel the warmth of the winter sun on your face, you had to leave the town. That was until 2001 when the artist, Martin Andersen, decided to revisit Eyde's original sun mirrors idea with cutting-edge technology.
Twelve years later, three 17-square-metre glass mirrors finally sat on the mountain-side high above the town. Today, controlled by a computer in Germany, they follow the path of the sun and reflect its rays into Rjukan's town square. The artificial sunlight that illuminates the benches far down in the valley is only 20% less intense than the actual sun. Bringing the light back to the town was a costly and slow process. Not everyone thought that a small patch of sun was worth the half a million dollars it took to build the mirrors. But seeing faces brighten as they step into the sunlight makes it seem like a small price to pay. Teachers bring their students to eat their lunch in the sun, and older people come to relax and chat with friends. The difference the sunshine makes is magical. It brings people together, and it makes them smile. The residents of Rjukan no longer have to spend the winter in shadows waiting impatiently for the sun to return and it's clear that they're all enjoying getting used to their new place in the sun.

VIDEO ANSWERS

Exercise 1
narrow, deep, wooded valley, snow-capped, towering, rugged mountain. (In theory you could have a *wooded mountain*, but it isn't a strong collocation)

Exercise 3
B

Exercise 4
1 -5 (the usual highest temperature in the winter)
2 1908 (when the town was founded)
3 104 (the height of the Rjukan waterfall)
4 1913 (when Sam Eyde first had the idea of using mirrors on the mountain top)
5 1928 (when the cable car was constructed)
6 2001 (when Martin Anderson decided to build the mirrors)
7 17 (the measurement of each mirror in square metres)
8 20 (the percentage by which the reflected sunlight is less intense than real sun)
9 half a million (the cost of the mirrors in dollars)

Review

ANSWERS

Exercise 1
1 usually
2 be used to
3 would/used to
4 usually
5 used to
6 usually

Exercise 2a
1 dangerous
2 frequently
3 beautiful
4 absolutely
5 rarely
6 quickly

Exercise 3a
1 artificial
2 depressing
3 considerably
4 automatically
5 a magical
6 originally

Exercise 3b
1 What things do you automatically do in the mornings?
2 How do you feel about working in rooms with only artificial light?
3 Do you find winter depressing? Why/Why not?

AUDIOSCRIPT 9.9
1 What things do you automatically do in the mornings?
2 How do you feel about working in rooms with only artificial light?
3 Do you find winter depressing? Why/Why not?

Exercise 4a
vegetable
every
camera
restaurant
mystery

AUDIOSCRIPT 9.10
vegetable
every
camera
restaurant
mystery

Exercise 5a
1 slept like a log
2 fast asleep
3 snooze
4 accidentally
5 stopped
6 Praise

Exercise 6
1 for interrupting
2 comment on
3 a second

AUDIOSCRIPT 9.11
A So, in our last meeting we agreed that we would …
B Excuse me for interrupting, but can I just ask when the last meeting was?
A Yes, it was last month. Anyway, we agreed that we would try and raise as much money as possible for charity.
B I'd like to comment on that. I think we should vote on which charity we raise the money for.
A Yes, I think that's a good idea. So, as I was saying, …
C If I could just interrupt a second, shouldn't we agree on the charity first?
A If I could just finish what I was saying …

10 Senses

Unit overview

Language input

Order of adjectives (CB p97)	• *a beautiful round copper bowl* • *He was tall, dark and handsome.*
***If* + other conjunction clauses** (CB p98)	• *If I'm telling a joke and no one laughs, I go bright red.* • *I'll buy tickets now in case the show sells out.*
Grammar reference (CB pp154–155)	

Vocabulary development

Words for looking and seeing (CB p96)	• *gaze, glance, observe …*
Rating performances (CB p99)	• *comical, pointless, thought-provoking …*
Easily confused sense verbs (CB p101)	• *see/look/watch, hear/listen, touch/feel*

Skills development

Listening & Speaking: understanding assimilation (CB p100)
Speaking & Listening: checking and clarifying (CB p102)
Writing & Reading: describing a scene in detail (CB p103)

Video

Documentary: Why we see colour (CB p104)
Vox pops (Coursebook DVD & TG p263)

More materials

Workbook	• Language practice for grammar, vocabulary, pronunciation, speaking and writing
Photocopiable activities	• Grammar: Habits and hopes (TG p217 & TSRD) • Vocabulary: The science of sight (TG p235 & TSRD) • Communication: Murder mystery (TG p253 & TSRD)
Tests	• Unit 10 test (TSRD)
Unit 10 wordlist (TSRD)	

10.1 Can you believe your eyes?

Goals

- Talk about looking and seeing
- Use adjectives in the correct order

Lead-in

- Tell students that the topic of the unit is the senses and elicit what the five senses are (*sight, taste, smell, touch* and *hearing*).
- Ask students to draw a table with five columns and label each one: *see*, *taste*, *smell*, *feel*, *hear*.
- Dictate the following words for students to write in the column which immediately makes most sense to them: *sunshine*, *mountain*, *sheep*, *coffee*, *waves*, *ice cream*, *velvet*, *keyboard*, *wood*.
- Point out that there are no wrong answers. For example, when you say *sunshine*, do they immediately think about what they would see or the feel of the heat, etc.
- Students compare their answers in pairs or small groups, and explain why they put the words into different columns.
- Have a brief whole-class feedback session. Did students all have the same answers? Do they think that everyone experiences the world in the same way?

Vocabulary & Reading words for looking and seeing

Exercise 1

- Focus students' attention on the first photo and read through the instructions as a class.

WATCH OUT! Students should remember the word *predator* from the text in lesson 9.3, but may need reminding (= an animal that kills and eats other animals).

- Elicit a few reactions from the class. Were they surprised by the difference that seeing the image in colour made?
- Now focus students' attention on the second photo and coloured squares. Read through the instructions as a class.
- Put students into pairs to discuss what happened and then discuss as a class. They should have seen the two desert scenes as different colours, with the one on the left taking on a reddish hue.

Exercise 2a

- Draw students' attention to the highlighted words in the instructions for exercise 1.
- Put students into pairs to discuss the differences in meaning between these three words.
- Elicit suggestions but don't confirm answers at this stage because the next activity will clarify the meaning of these words.

ANSWERS

All three words relate to looking or seeing. *Spot* means 'to notice something'; *stare* means 'to look at something for a long time'; *glance* means 'to look at something for a very short time'.

Exercise 2b

- Ask students to answer the questions individually, using the words in the box. Note that each gap represents one word, so some questions have more than one answer.
- Let them compare answers with a partner before checking the answers together as a class.

ANSWERS

1 a gaze, glare, stare (possibly observe – which has two meanings)
  b glare
  c gaze
  d stare
  e observe (this is the monitor meaning)
  f glance
2 spot
3 gaze, glare, glance, stare

WATCH OUT! *Observe* has two different meanings: 1) to see or notice something, and 2) to watch something carefully to learn more about it (monitor).

DICTIONARY SKILLS A good dictionary will tell you whether a word is transitive (takes an object) or intransitive (doesn't take an object). Give students an example by explaining that the first meaning of *observe* (above) is transitive, e.g. *The police observed him entering the building.* The second meaning of *observe*, however, is both transitive and intransitive, e.g. *She observes well.*

Ask students to look up the words from exercise 2b and find out if they are transitive or intransitive and write a sample sentence for each one.

– *stare* (intransitive – you need *at* to add an object)
– *gaze* (intransitive – you need *at* to add an object)
– *glare* (intransitive – you need *at* to add an object)
– *glance* (intransitive – you need *at* to add an object)
– *spot* (transitive)

STUDY TIP Remind students that it is a good idea to make a note of whether a verb is transitive or intransitive and/or to write a sample sentence when they are recording new vocabulary.

Exercise 3a

- Put students into pairs and ask them to try and guess how the illusions in exercise 1 work.

EXTRA CHALLENGE This task should naturally provide the opportunity for students to use the vocabulary from exercise 2b. However, to provide more challenge, you could specifically ask students to try and use as many of the words as possible.

- Don't explain the illusions at this stage as students will find out when they read the text in the next exercise.

Exercise 3b

Text summary: The text is about how the brain interprets the signals from our eyes and how most of what we call *seeing* actually takes place in the brain. We interpret the patterns of light that our eyes see, using our past experience. Generally this is helpful, but sometimes it causes us to create an illusion. For example, with the desert scene, we see the colours differently after focusing on the red and green. Ultimately, this means that everything we think we see could be a kind of illusion because we are creating it in our brains, rather than there being an objective reality which everyone sees the same way.

- Ask students to read the text and check their ideas about the illusions.
- Let students compare answers with a partner before checking together as a class. Encourage a couple of students to explain to the class in detail how each illusion works.

SUGGESTED ANSWERS

Even if you stare at the black and white photo, it's hard to spot the panther because you are only seeing the surfaces according to how much light they reflect. Colour helps you to see the quality of light as well as the quantity, and this makes objects stand out more, thus making it easy to see the panther in the colour photo as soon as you glance at it.

If you stare at the white dot between the red and green squares for a long time, your eyes start to get used to the idea of red on the right and green on the left. Then when you look at the desert illustration again, you should observe a difference in colour on each side.

EXTRA ACTIVITY To help students gain a deeper understanding of the text, you could ask them to read it again and answer the following questions:

1 *Why does the author think that people are afraid of the dark?* (Because we can't distinguish things which might hurt us as well as we can in daylight.)
2 *Why does the author say that what we see is 'actually pretty meaningless'?* (Because we only really see patterns of light.)
3 *Why are neuroscientists interested in illusions?* (Because they can tell us something about how the brain works.)
4 *In what way were the ancient philosophers correct about the world?* (That it is an illusion because everything we see is created by our brain.)

Exercise 4

- Draw students' attention to the highlighted words in the article.
- Ask them to work individually to match the words with the definitions.
- Let them compare answers with a partner before checking the answers together as a class. Elicit what all the words have in common (they are all about looking and seeing).

ANSWERS

1 vision
2 reveals
3 focus on
4 distinguish
5 visible
6 reflect

EXTENSION Ask students to identify the word class of each of the words: 1 *vision* (n), 2 *reveals* (v), 3 *focus on* (v), 4 *distinguish* (v), 5 *visible* (adj), 6 *reflect* (v).

Exercise 5

- Students work individually to choose the best options. Note that this exercise focuses on the vocabulary from exercise 2 as well as exercise 4.
- Let them compare answers with a partner before checking the answers together as a class.

ANSWERS

1 observed
2 distinguish
3 glanced
4 revealed
5 spotted
6 visible

FEEDBACK FOCUS As you go through the answers, ask the following checking questions:

1 *What meaning of 'observed' is used here: monitored or noticed?* (monitored)
2 *What preposition tells you the answer here?* (*from* – distinguish *from*, focus *on*)
3 *Why does 'stared' not make sense here?* (because if she looked for a long time, he would catch her looking)
4 *Could you see that the kitchen was dirty before the light went on?* (no)
5 *How would the person feel about ties if they glared at people who were wearing them?* (angry)
6 *What word class is 'visible'?* (adj) *What does it mean here?* (that the teacher could really notice the improvement)

PRONUNCIATION Write the following words on the board: *observed*, *glared*, *focused*, *distinguished*, *revealed*, *reflected*, *spotted*, *glanced*, *stared*. Ask students to decide in pairs whether the final *-ed* sound is /d/, /t/ or /ɪd/.
/d/ *observed*, *glared*, *revealed*, *stared*
/t/ *focused*, *distinguished*, *glanced*
/ɪd/ *reflected*, *spotted*
Elicit the rules: /d/ after voiced sounds, /t/ after unvoiced sounds, /ɪd/ after /t/ or /d/.

Grammar & Speaking order of adjectives

Exercise 6

- Put students into pairs. Student B should look at the photo on page 97. Refer Student A to the photo on page 130.
- Give students one minute to study their photo, then ask them to close their books.
- Students then test each other on what they can remember. Student B may now look at Student A's photo and ask questions, and vice versa.

Background note: The photos on this page and at the back of the book are by the British artist Julian Beever. Beever specializes in pavement art, especially 3-D illusions. He has sometimes been called 'the pavement Picasso'.

EXTRA ACTIVITY If you search for Julian Beever on YouTube, there are a number of videos showing the process of creating one of his pieces of pavement art. You could try showing the video with one student able to see the video and the other looking away. The student who can see describes what is happening to their partner. Students swap roles halfway through.

Exercise 7

- Ask students to read the phrases, which come from a description of the photos in exercise 6.
- In pairs, ask them to decide on the correct order for the adjectives in brackets. Don't give them any rules or answers at this stage; the idea is to check what they already know, or how good their feel for the order of adjectives is.

Exercise 8 10.1

- Play track 10.1. Students listen to the descriptions and check their answers.

ANSWERS

1 … what looks like a small yellow and orange rubber boat …
2 … an enormous grey crocodile waiting for them …
3 … its eyes are bright orange and very threatening …
4 … his back against a low concrete wall …
5 … his usual long black leather boots …
6 … Robin is in a red and green costume …

AUDIOSCRIPT 10.1

There are two people sitting on what looks like a small yellow and orange rubber boat, holding a real paddle. It appears that the boat is being swept along a wild river and that it's about to crash down a waterfall, right into the mouth of an enormous grey crocodile waiting for them at the bottom. The crocodile is half-submerged in the water, but its eyes are bright orange and very threatening. The people in the boat are screaming, and the woman is waving her hands in the air.

There's a man crouching on the ground with his back against a low concrete wall. It looks as if he's on a tiny ledge at the top of a tall burning building. Lots of people are looking up from the street below, including two police officers, who seem to be shouting up to him. Batman and Robin are climbing up a rope to rescue him. Batman is wearing his usual long black leather boots and a cape and mask, and Robin is in a red and green costume with a shiny yellow cape and black mask.

EXTENSION Ask students to describe the photos again, using the phrases from exercise 7 as part of their descriptions.

Exercise 9

- Ask students how they knew (if they did) what order to put the adjectives in in exercise 7. Explain that while it is often possible to just 'know' the right order, there are some rules to fall back on.
- Ask students to read the rules in the Grammar focus box and complete the gaps with examples from exercise 7.
- Check the answers together as a class.

ANSWERS

1 an enormous grey crocodile (size/colour)
2 a low concrete wall (size/material)
3 long black leather boots (size/colour/material)
4 … its eyes are bright orange and very threatening …
5 … a small yellow and orange rubber boat …
6 … a red and green costume …

FEEDBACK FOCUS Note that the order of adjectives is more flexible when they come after a verb, and that in this case we often put the opinion adjective last, e.g. *Its eyes are bright orange and very threatening*. This point is covered in *Grammar reference* on page 154.

Students may also ask about the order of colour adjectives, e.g. why it is *red and green* not *green and red*. This is just a question of common usage or collocation but it can vary between languages. For example, many European languages would say *white and black* rather than the English *black and white*.

EXTRA SUPPORT If you think students will find this difficult, start by writing the categories (opinion/value, size, etc.) on the board and elicit what category each adjective in brackets in exercise 7 would fit into.

- Refer students to *Grammar reference* on page 154. There are three more exercises here students can do for homework.

Exercise 10

- Write the first sentence on the board and elicit some possible adjectives that could be added.
- Students then add extra adjectives to the other sentences.
- Let students compare their ideas with a partner before you elicit some examples from the class as a whole.

WATCH OUT! Make sure that students are aware that we don't normally use more than three adjectives together, otherwise this kind of activity can lead to some very unnatural-sounding sentences.

POSSIBLE ANSWERS

1 The forest was dark and shady.
2 I sat down under a large ancient oak tree.
3 The grass was soft, green and springy.
4 Next to me there were some pretty pink and yellow flowers.
5 Suddenly I saw a spotted deer with beautiful brown eyes.
6 I was very still and quiet.

Exercise 11

- Put students into pairs. Refer Student A to page 130 and Student B to page 135.
- Students take it in turns to describe their photo to their partner. Remind them to try and use groups of adjectives where appropriate.
- Students should find two ways in which the photos are similar and two ways in which they are different.
- Conduct brief feedback as a class on the similarities and differences discovered.

POSSIBLE ANSWERS

Swan photo:

In the background there's a big, grey, circular building and in front of that there's a round metal fence, with a painting inside the fence. A little girl wearing a white cotton hat and a summer dress is leaning on the fence, looking at the painting. A woman who is probably her mother, and her baby brother or sister, are nearby. The painting shows a pond with two beautiful white swans. One of the swans is spreading his wings, and the other is just floating on top of the still blue water.

Boat photo:

Two boys are playing on a painting in front of a building. The painting shows a small old-fashioned steamboat, and one boy is pretending to stand on top of the boat's funnel. The water around the boat looks very deep and quite threatening. In the foreground there are two orange and white striped rubber rings, and a metal anchor on a rope. A large grey painted seagull is sitting on the anchor and watching the scene.

CRITICAL THINKING Logic and puzzle-solving are an important part of critical thinking. Ask each student to think of an everyday object that they can describe using three or four adjectives. They should write down the description, putting the adjectives in the correct order. Students then give their descriptions and the rest of the class (or their group) should guess what they are describing, e.g. *an expensive, small, rectangular object* (a mobile phone).

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 lovely sunny
2 black leather
3 lovely little
4 19th-century silver
5 short dark, red and white football
6 old black-and-white French

Exercise 2

1 We had fantastic sunny weather on holiday.
2 We saw lots of amazing 16th-century architecture.
3 We had some delicious home-made chocolate cake.
4 Jenny was wearing a beautiful long red-and-gold silk dress.

Exercise 3

1 truly incredible structural achievement
2 17th-century Indo-Islamic architecture
3 stunning visual beauty
4 green sub-tropical surroundings
5 clear blue sky
6 ornate white walls
7 wonderful semi-precious stones
8 large domed chamber
9 final resting places
10 imposing tall round minarets
11 majestic main gate

10.2 Sense of humour

Goals

- Use *if* + other conjunction clauses
- Rate performances

Lead-in

- With books closed, tell the students a joke in English. You can choose one of your favourites or try this one: *A family of mice were attacked by a cat. Father Mouse shouted, 'Woof woof!' The cat ran away. 'What was that, Father?' asked Baby Mouse. 'Well, son, that's why it's important to learn a second language.'*
- Put students into pairs. Ask them to tell each other a joke in English.
- Ask the class for some examples of the best jokes.

Grammar & Listening *if* + other conjunction clauses

Exercise 1a 10.2

- Look at the illustration on the page and elicit a few ideas about what it shows. You might need to pre-teach *hunter* (= someone who chases and kills wild animals) and *collapse* (= suddenly fall down).
- Tell students that the picture illustrates the joke which was voted the funniest joke in a survey of several different nationalities.
- Play track 10.2 for students to see if they think the joke is funny or not.
- Elicit a few reactions to the joke.

AUDIOSCRIPT 10.2

Two hunters are out in the wood when one of them collapses. He doesn't seem to be breathing. The other guy takes out his phone and calls the emergency services. He gasps, 'My friend is dead! What should I do?' The operator says, 'Calm down. I can help. First, let's make sure he's dead.' There is a silence, then a shot is heard. When he gets back on the phone, the guy says, 'OK, now what?'

Exercise 1b

- Put students into pairs. Refer Student A to page 130 and Student B to page 134. Students turn to the back of the book and prepare to tell their jokes.
- Students then tell each other their joke.

EXTRA SUPPORT Note that the joke on page 130 is much shorter and easier, so you might want to allocate the jokes according to how confident or able the students are.

Exercise 1c

- In the same pairs, ask students to decide which of the three jokes was the funniest, putting them in order.
- Have a brief class feedback session.

WATCH OUT! It might be useful to teach the word *pun* at this stage. A pun is a joke which uses the fact that a word or phrase can have different meanings or that some words sound alike, e.g. *Where do polar bears vote? The North Poll.*

Exercise 2a 10.3

Audio summary: This is an extract from a radio programme discussing jokes and what people find funny. It starts by reporting on a piece of research into what kind of jokes are popular in different countries and then (in the second section) goes on to talk about what it is that makes a joke funny – how the brain responds to hearing something unexpected.

- Ask students whether they think that different nationalities find different things funny.
- Explain that students are going to listen to part of a radio programme about some research into this.
- Play track 10.3. Students listen and write down which nationalities might prefer each of the three jokes in the previous exercise.

EXTRA SUPPORT If students might find this too challenging, establish what kind of joke each of the three jokes is first. The first joke is an example of black humour (joking about death or serious issues), the tractor joke is an example of a pun and the motorway joke is about someone being stupid.

- Let them compare answers with a partner before checking the answers together as a class.

POSSIBLE ANSWER

According to the programme, some European nationalities might like the first joke about the hunters because it deals with death, which makes us feel awkward. The Americans and Canadians might like the one about Bob because it's about making someone look stupid and the Irish, British, New Zealanders and Australians might like the one about the tractor because it uses wordplay.

AUDIOSCRIPT 10.3

P = Presenter, E = Expert

P What makes us laugh? And do we all find the same things funny? It's often said that different nationalities have different senses of humour, but is there any evidence for that?

E Well, there was some research done a few years back into the world's funniest joke by a group of researchers who called themselves LaughLab. They received over 40,000 jokes from quite a number of different countries and they did seem to identify some differences. According to the study, people from Ireland, the UK, Australia and New Zealand showed a strong preference for jokes with some kind of wordplay or pun, you know, where a word has two meanings. Americans and Canadians seemed to prefer jokes where someone looked stupid or was made to look stupid by another person. And many European countries, such as France, Denmark and Belgium, liked to make a joke out of topics that usually make us feel anxious, like illness and death. If you joke about it, it doesn't make you as anxious, I suppose.

Exercise 2b

- Elicit some ideas from students of things they find funny.
- Then let students discuss the question in pairs.

EXTENSION Write the following different types of comedy on the board, then give the definitions (in brackets) in the wrong order and ask students to match them:

– *stand-up comedy* (where someone talks directly to the audience and makes funny observations about life)
– *slapstick* (where people fall on banana skins, bump into each other, etc.)
– *puns and wordplay* (where the joke relies on a word or phrase having two meanings)
– *shaggy dog stories* (a very long joke with a story that ends in a silly way)
– *sitcoms* (a TV series that has a set of characters in funny situations)

Exercise 3 10.4

- Explain that students are going to listen to the next part of the programme.
- Give students time to read the statements and encourage them to make guesses about the missing words.
- Play track 10.4. Students listen and complete the gaps.
- Check the answers together as a class.

ANSWERS

1 punchline **2** intelligent **3** world **4** five

WATCH OUT! Check students understand what a *punchline* is by asking what the punchline is in the Groucho Marx joke mentioned (= the last few words of a joke, including the part that makes the joke funny).

AUDIOSCRIPT 10.4

P … Yes, maybe … But you do have to be careful about humour, don't you? I'm very careful about telling jokes to people I don't know, in case I offend them.

E Yes, there are quite a lot of jokes I don't tell unless I know the people pretty well! What one person thinks is hilarious, another might find really distasteful, or just annoying.

P Do jokes have anything in common, though? What actually makes us laugh?

E Well, there's usually something unexpected in there. We talk about a punchline at the end of a joke – the final line that hits us and makes us laugh. For example, there's a famous Groucho Marx joke in the film *Animal Crackers*. He says, 'One morning, I shot an elephant in my pyjamas … How he got into my pyjamas, I'll never know!' We usually laugh as soon as we realize that we've been mentally going in the wrong direction. That's why there's a strong link between a sense of humour and being intelligent, because your brain has got to react pretty quickly to get the joke. It's also one of the ways in which you can still tell the difference between a computer and a human.

P What? When you tell a computer a joke, it won't laugh?

E Ha, ha, no, obviously it won't laugh, but it won't even get the joke. Understanding a joke requires a lot of world knowledge, linguistic knowledge and that ability to suddenly shift quickly from what you were expecting to hear. Even young children struggle with this until they get to about five. You hear them telling jokes that just don't make any sense at all.

P Sometimes that's funnier than a proper joke, though …

Exercise 4a

- Ask students to work individually to read through the extracts from the listening and complete them with an appropriate conjunction. Remind them to use the hints.
- Let them compare answers with a partner, but don't check the answers as a class at this stage.

EXTRA SUPPORT The task could be done in pairs if students need a little more support.

Exercise 4b 10.5

- Play track 10.5 for students to listen and check their answers.
- Check the answers together as a class.

ANSWERS

1 If
2 in case
3 unless
4 as soon as
5 When
6 until

AUDIOSCRIPT 10.5

E And many European countries, such as France, Denmark and Belgium, liked to make a joke out of topics that usually make us feel anxious, like illness and death. If you joke about it, it doesn't make you as anxious, I suppose.

P … Yes, maybe … But you do have to be careful about humour, don't you? I'm very careful about telling jokes to people I don't know, in case I offend them.

E Yes, there are quite a lot of jokes I don't tell unless I know the people pretty well! What one person thinks is hilarious, another might find really distasteful, or just annoying.

P Do jokes have anything in common, though? What actually makes us laugh?

E Well, there's usually something unexpected in there. We talk about a punchline at the end of a joke – the final line that hits us and makes us laugh. For example, there's a famous Groucho Marx joke in the film *Animal Crackers*. He says: 'One morning, I shot an elephant in my pyjamas … How he got into my pyjamas, I'll never know!' We usually laugh as soon as we realize that we've been mentally going in the wrong direction. That's why there's a strong

link between a sense of humour and being intelligent, because your brain has got to react pretty quickly to get the joke. It's also one of the ways in which you can still tell the difference between a computer and a human.
P What, when you tell a computer a joke, it won't laugh?
E Ha, ha, no, obviously it won't laugh, but it won't even get the joke. Understanding a joke requires a lot of world knowledge, linguistic knowledge and that ability to suddenly shift quickly from what you were expecting to hear. Even young children struggle with this until they get to about five. You hear them telling jokes that just don't make any sense at all.
P Sometimes that's funnier than a proper joke, though …

Exercise 4c

- Put students into pairs to discuss the pairs of sentences.
- Monitor to judge students' level of understanding.
- Check the answers together as a class.

ANSWERS

1 If you joke about it, it makes you less anxious. (general truth, using two present tenses)
I will feel less anxious if I make a joke about it. (specific situation in the future, using present tense in the second clause and *will* in the first clause)
2 I'm very careful about telling jokes to people I don't know, in case I offend them. (general truth, using two present tenses)
I won't tell you that joke, in case it offends you. (specific situation in the future, using present tense in the second clause and *will* in the first clause)

Exercise 5

- Focus students' attention on the Grammar focus box on conditional and conjunctional clauses.
- Ask students to read it themselves and complete it with the words in the box.
- Let them compare answers with a partner before checking the answers together as a class.

ANSWERS

1 result
2 any
3 clause
4 conjunctions
5 future
6 unless
7 in case

FEEDBACK FOCUS As you go through the answers, ask the following questions to fully check understanding:
– *If you joke about it, it doesn't make you as anxious. Is this about a specific occasion or is it always true?* (always true) *What tense is used in each clause?* (present tense)
– *If you have offended someone, you can always apologize. What tense is in the first clause?* (present perfect) *Is this about a specific occasion?* (no)
– *If I'm telling a joke and no one laughs, I go bright red. What tense is in the first clause?* (present continuous). *Why?* (an action in progress) *Is this about a specific occasion or is it always true?* (always true)
– *If you don't laugh at my joke, I'm going to cry. Is this about a specific situation or is it always true?* (specific situation) *Can we replace 'going to' with 'will'?* (yes)

- Refer students to *Grammar reference* on page 155. There are two more exercises here students can do for homework.

Exercise 6

- Students work individually to complete the sentences. If necessary, do the first one as an example. Make sure students are aware that more than one tense can be used in many cases.
- Let them compare answers with a partner before checking the answers together as a class.

ANSWERS

1 Unless, will be
2 in case, needs
3 as soon as/when, finishes/has finished
4 until, go down/have gone down
5 if, rains/if, is raining/in case, rains
6 when, comes/if, comes/if, is coming

PRONUNCIATION Demonstrate to students how intonation rises when the two clauses are separated by a comma. This indicates to the listener that the speaker has more to say. Write the following sentences on the board and elicit the correct intonation:

The show will be cancelled unless they sell more tickets.

Unless they sell more tickets, the show will be cancelled.

Let students practise saying the following pairs of sentences:
The show won't start until the lights go down.
Until the lights go down, the show won't start.
They won't be able to have the show outside if it rains.
If it rains, they won't be able to have the show outside.

EXTRA ACTIVITY Ask students to complete the following sentences in ways which are true for them:
1 _____ , *in case I make a mistake.*
2 *As soon as class finishes,* _____ .
3 _____ , *unless I'm sure I know what I'm doing.*
4 *When I wake up,* _____ .
5 _____ *until next year.*

Vocabulary & Speaking rating performances

Exercise 7a

- Write the following extract from the listening on the board: *What one person thinks is hilarious, another might find really distasteful, or just annoying.* Elicit whether the adjectives are positive or negative.
- Put students into pairs to do the same with the other adjectives in the box.
- Briefly check as a class, but do not go into meaning at this stage.

ANSWERS

Positive: comical, hilarious, thought-provoking, witty
Negative: annoying, childish, distasteful, irritating, pointless, predictable, ridiculous, tedious

Exercise 7b

- In the same pairs, ask students to write the words into the categories. Remind them that more than one category may be possible.
- Monitor, and once most students have categorized the words, ask them to discuss together any differences in meaning.
- Feed back as a class.

ANSWERS

1 *irritating, annoying* (these two words are quite similar because they both mean making you slightly angry. However, irritating also implies that the action that makes you angry keeps happening), *distasteful* (unpleasant or offensive)
2 *hilarious* (extremely funny, this is stronger than the other words), *witty* (funny in a clever way), *comical* (often funny in a silly way)
3 *tedious* (boring), *predictable* (you can tell what is going to happen, which makes it less interesting)
4 *pointless* (having no purpose), *ridiculous* (very silly or unreasonable), *childish* (stupid or silly)
5 *witty* (funny in a clever way), *thought-provoking* (making you think)

WATCH OUT! *Childish*, especially when used about an adult, is a negative word. The positive word is *childlike* (innocence, enthusiasm).

EXTRA CHALLENGE Ask early finishers which of these adjectives they would use to describe some of the jokes they heard earlier.

Pronunciation word stress – adjectives (2)

Exercise 8a

- Check students understand what is meant by the 'stressed syllable', possibly by doing the first one as an example.
- Students underline the stressed syllable in each of the words in exercise 7a.
- Let students compare their answers with a partner but don't check the answers as a class.

EXTRA SUPPORT Before students identify the stressed syllables, ask them to divide each word into its separate syllables.

Exercise 8b 10.6

- Play track 10.6 for students to check their answers.

ANSWERS

●●● annoying	●● childish	●●● comical
●●● distasteful	●●●● hilarious	●●●● irritating
●● pointless	●●●● predictable	●●●● ridiculous
●●● tedious	●●●● thought- provoking	●● witty

AUDIOSCRIPT 10.6

annoying childish comical distasteful hilarious irritating pointless predictable ridiculous tedious thought-provoking witty

EXTRA SUPPORT If students have any difficulty with this, play track 10.6 again for them to listen and repeat.

Exercise 9a

- Focus students' attention on the photo on page 98. Ask what kind of programme they think it is (a comedy programme – see Background note below).
- Elicit some comedy programmes, comedians and comedy series that the students know.
- Ask students to prepare to talk about a comedy show or comedian, using the questions to guide them. They should just jot down a few words about each point to help them, rather than writing full sentences.
- Monitor and help students with any vocabulary they may need.

EXTRA SUPPORT Some students may need you to go through the questions first, though bear in mind that most of the vocabulary is recycled from the lesson, so they should be familiar with it.

Background note: Tina Fey and Amy Poehler are two very well-known American comediennes. They both started on a show called *Saturday Night Live*, which has series of comedy sketches (short funny scenes) about topical issues. A famous example would be the sketch where Tina Fey pretended to be the vice-presidential candidate Sarah Palin in the run-up to the 2008 USA election.

Exercise 9b

- When students are ready, put them into pairs to tell their partner about the show or comedian. They should try and talk for one to two minutes while their partner listens. Then they swap roles. Each student listening should be ready to ask a question at the end.
- Have a brief feedback session as a class.

EXTRA CHALLENGE More confident students could be asked to give their mini-presentations to the whole class.

CRITICAL THINKING Put students into groups and ask them to discuss the following questions. These questions will require them to think more critically, or deeply, about the topic.

– *What kind of jokes would you consider to be offensive?*
– *In what situations would you avoid telling a joke which some people might find offensive? Are there any situations where it might be acceptable?*

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 don't sell, will be cancelled
2 it's raining, 'll have
3 win, get , get
4 will do, cheer
5 'll get, want
6 Is there/Will there be, pay
7 might come, 's
8 'm running, 'll call

Exercise 2

1 as soon as, while
2 once, as soon as, as long as
3 in case, unless, when
4 as long as, as soon as

10.3 Vocabulary and skills development

Goals

- Understand assimilation
- Recognize easily confused sense verbs

Lead-in

- Focus students' attention on the photos of food on page 100. Can they name the foods? (*lemons, coffee, cupcakes, peanuts, soy sauce, olives*)
- Put students into pairs to brainstorm four or five adjectives to describe the food in each photo.
- Have a feedback session. Ask students to describe each photo, using a group of the adjectives, in the correct order (this reviews the grammar point in 10.1), e.g.
  - *a bowl of fresh, juicy, bright yellow lemons*
  - *a cup of delicious, strong, black coffee*
  - *a plate of beautiful, highly decorated, sugary cupcakes*
  - *a bowl of crunchy, salty, greasy peanuts*
  - *a dish of tasty, salty, brown soy sauce*
  - *bowls of fresh, shiny, different-coloured olives*

Listening & Speaking understanding assimilation

Exercise 1

- Put students into pairs to decide which of the taste words they associate with the foods in the photos. If they have not already used these words in their descriptions in the Lead-in, encourage students to add them.
- Ask students to brainstorm different foods with these tastes. Feed back some ideas as a class (suggestions given in brackets in the answer key). Ask students which kind of tastes they prefer.

POSSIBLE ANSWERS

bitter: coffee, olives (also some salad greens, like rocket, chicory, cocoa or dark chocolate without sugar)
salty: peanuts, soy sauce (also crisps and chips, cheese)
sour: lemon (also kimchi, pickles, yoghurt)
sweet: cake (also chocolate, biscuits)

WATCH OUT! Students may not be clear on the distinction between *bitter* and *sour*. *Sour* is an acidic taste, whereas *bitter* is quite strong and (unless you're used to it) unpleasant.

EXTENSION If you have a multilingual class, ask students to describe a typical dish from their country which is sweet, sour, bitter or salty.

Exercise 2

- Students discuss the questions in pairs. Even if they don't know the answers, encourage them to guess.

Exercise 3 10.7

- Play track 10.7 for students to check their ideas.
- Briefly feed back as a class. Tell students not to worry if they have not understood everything, as they will have another chance to listen later.

ANSWERS

1 a savoury taste
2 Japan

AUDIOSCRIPT 10.7

For thousands of years, ever since the great Greek philosopher Plato identified them, people have divided the taste of food into four different types: sweet, sour, bitter and salty. However, in 1908, a Japanese chemist, Kikunae Ikeda, sensed that his seaweed soup had a flavour which was not one of the classic four tastes. He knew that the flavour was also found in tomatoes, cheese, such as hard Parmesan cheese, and meat, though not so much in very lean meat, or raw meat. Eventually he identified it as glutamic acid, but he named it *umami*, which means 'delicious' in Japanese. Umami is best described as a kind of savoury taste, which makes something taste really good. It's very noticeable in many Asian foods, such as soya, asparagus, shrimp and green tea, but it is also strong in foods which combine meat, cheese and tomato, such as Italian meatballs or a cheeseburger with tomato ketchup.

Exercise 4 10.8

- Ask students if they understood every word of the listening (they probably didn't) and explain that often they may not recognize words that they actually know because sounds change in English as people speak and run words together.
- Play track 10.8. Students read and listen to the Unlock the code box.
- Point out that when a sound at the end of a word takes on the quality of the sound at the beginning of the next word, this is called *assimilation*. Make sure students understand that it is most important to be able to understand these changes, rather than produce them.
- Let students try saying the examples, so they can internalize what happens to the words in the stream of speech.

EXTENSION Check understanding by writing the following words on the board: *dombe silly*, *hambag* and *hargcopy*. Ask students what they might be saying (*don't be silly*, *handbag*, *hard copy*). Then ask students to identify which of the rules in the box these examples followed:

- *dombe silly*: the /t/ changes to /m/ because of the /b/ in *be* (first rule)
- *hambag*: the /d/ changes to /m/ because of the /b/ in *bag* (first rule)
- *hargcopy*: the /d/ changes to /g/ because of the /k/ in *copy* (second rule)

Exercise 5a 10.9

- Play track 10.9. Students listen and write down the two words they hear. Note that these all have examples of assimilation.

ANSWERS/AUDIOSCRIPT 10.9

1 put back
2 old man
3 brown paper
4 short cut
5 had come
6 nice shirt
7 cheese shop

Exercise 5b

- Let them compare answers with a partner. Monitor and play the track again if necessary.
- Ask students to circle the sounds that might change. (Note that this will always be the last sound of the first word.)

ANSWERS

1 /t/ changes to /p/ – pup back
2 /d/ changes to /m/ – olman (or you could say that the /d/ disappears as the two /m/ sounds run together)
3 /n/ changes to /m/ – browm paper
4 /t/ changes to /k/ – shork cut (again you could say the /t/ disappears)
5 /d/ changes to /g/ – hag come
6 /s/ changes to /ʃ/ – naish shirt (or the /s/ disappears)
7 /z/ changes to /ʒ/ – cheeshop

Exercise 6 10.7

- Play track 10.7 again. Students listen and try to complete the gaps with the two missing words.
- Let students check their answers in pairs. Monitor, and play the track again, if necessary.
- Elicit why these gaps were chosen (all are examples of assimilation or sound changes).
- Check the answers together as a class, eliciting the sound changes as you go through the answers.

ANSWERS

1 great Greek
2 parmesan cheese
3 lean meat
4 asparagus, shrimp
5 meatballs

NB *Great Greek* is likely to sound like *greak Greek*.
Hard parmesan is likely to sound like *harb parmesan*.
Lean meat is likely to sound like *leem meat*.
Asparagus, shrimp is likely to sound like *asparagush-rimp*.
Meatballs is likely to sound like *meap balls*.

EXTRA CHALLENGE Ask students to identify the rules for each sound change:

1 /t/ in *great* changes to /k/ because the next word begins with /g/
2 /d/ in *hard* changes to /b/ because the next word begins with /p/
3 /n/ in *lean* changes to /m/ because the next word begins with /m/ (this could also be seen as elision)
4 /s/ in *asparagus* changes to /ʃ/ because the next word begins with /ʃ/ (also a kind of elision)
5 /t/ in *meat* changes to /p/ because the next word begins with /b/.

Exercise 7a

- Ask students to discuss the question in pairs or small groups.
- Have a brief class feedback session.

Background note: Obviously foods with lots of sugar, fat and salt are not good for us, though some fats are healthier than others. Bitter food has generally been found to be very healthy because the compounds which make food bitter reduce cholesterol and are thought to boost the metabolism. Sour foods are also healthy because the acid aids digestion and they often contain a lot of vitamin C.

Healthy foods such as tomatoes and seaweed are umami foods because they contain glutamates. Monosodium glutamate is a chemically engineered version of glutamate, which some people believe can cause headaches and other negative reactions.

Exercise 7b 10.10

- Ask students to read through the questions before they listen. What guesses can they make about the content of the podcast?
- Play track 10.10. Students listen and answer the questions.
- Let students compare their answers with a partner. Monitor and play the track again if necessary.
- Check the answers together as a class. Were students surprised by anything they heard?

STUDY TIP Encourage students always to read the questions before listening and use them to try and make predictions about the content of the audio.

ANSWERS

1 tomato juice
2 Because the umami flavour is strong enough to be tasted over the noisy engines.
3 It can make food taste bitter.
4 They could reduce the sugar by 10%.
5 The sound of eating itself – such as crunching.
6 A white plate could make something taste 10% sweeter.

AUDIOSCRIPT 10.10

Umami encourages people to eat, which may be why it is now added to many foods in the form of monosodium glutamate. It may also affect your choice of drinks while on board an aeroplane. According to Charles Spence, professor of experimental psychology at Oxford University, tomato juice should taste better than other drinks. In fact, many people on aeroplanes do seem to choose it. This could be because the umami flavour is one of the only tastes strong enough to be perceived over the sound of the engines. In fact, Professor Spence claims to have found that the sense of sound actually has quite an impact on how we taste things.

Through his research, Professor Spence discovered that diners believed food tasted bitter when listening to low-pitched notes played by brass instruments, while listening to high-pitched notes played by the piano made it taste sweeter. So, sweet-sounding music could be used to make diners think that what they are eating is up to 10% sweeter than it actually is, allowing the chef to reduce sugar without affecting the taste. Other kinds of music could make food taste less salty or less sour.

Ever wondered why crisps come in noisy packets? They don't make the crisps last any longer, but they do add to the sensation of crunchiness. The actual sound of the food must also be considered because we associate the sound of crunchiness with food being fresher. Another piece of Professor Spence's research recorded people biting into potato crisps and then played back the crunching sound. When they played the crunches at a louder volume, people rated the crisps as being fresher and tastier.

Professor Spence also found that a dessert placed on a white plate tasted 10% sweeter than one served on a black plate, indicating that the sense of sight also affects how food tastes. Restaurants are starting to take some of these ideas on board, playing music to match the food and not only thinking about whether the food looks nice, but also how the presentation might affect the taste.

EXTENSION Write the following extracts on the board, including the underlining:
– *tomato juice should taste better than other drinks*
– *diners believed food tasted bitter*
– *allowing the chef to reduce sugar*
– *the actual sound of the food must also be considered*
– *a dessert placed on a white plate*

Tell students that these are sections of the listening they needed to understand to answer the questions. Either elicit as a class (or ask students to work out in pairs) what changes probably happened to these pairs of underlined words, e.g.
– *joosh should*
– *tastip bitter*
– *redyooshugar*
– *foo-must*
– *desserp-placed*
– *whyp-plate*

Exercise 8 10.11

- Play track 10.11. Students listen to the music and decide which taste (sour, bitter, sweet, salty) they associate with each of the pieces of music. Establish that this is probably very subjective!
- Let students compare their ideas with a partner.
- Discuss their answers as a class. According to Charles Spence, Erik Satie's '*Trois Gymnopédies*' (the first piece of music) would make food taste sweeter, and Schumann's '*Davidsbündlertänze*' (the second piece of music) would make food taste more sour.
- Students discuss in pairs how likely they think it is that music (or the colour of a plate) could affect the taste of something.

ANSWERS

The first piece of music would make food taste sweeter while the second piece of music would make food taste sour.

AUDIOSCRIPT 10.11

Two extracts of music:
'Trois Gymnopédies' by Erik Satie
'Davidsbündlertänze' by Robert Schumann

EXTRA ACTIVITY Ask students to put the following aspects in order, according to how important they are in choosing a restaurant:
– the taste of the food
– the décor (how the room is decorated)
– the background music or noise levels
– the presentation of the food (is it arranged beautifully?)
– the cost
– the number of choices on the menu

When students have decided, put the pairs into groups of four to compare their opinions.

Vocabulary easily confused sense verbs

Exercise 9

- Write the sense verbs in the Vocabulary focus box on the board.
- Establish that these words are often confused, as there are some quite subtle differences in meaning and usage. Put students into pairs to discuss the differences in meaning between the words.
- Ask students to read the Vocabulary focus box to check their ideas.

Exercise 10

- Individually, students choose the best option to complete the sentences. This will check their understanding of the Vocabulary focus box.
- Let them compare their answers with a partner before checking the answers together as a class.

ANSWERS

1 see
2 listening to
3 watch
4 touched
5 Look at
6 Feel
7 hear

WATCH OUT! If *look* and *listen* have an object, they need to be followed by the prepositions *at* and *to*.

Exercise 11a

- Ask students if they know what the fruit in the photo is. (It is a dragon fruit, grown in many parts of Asia, though originally found in Mexico. The flesh is white and slightly sweet, a little like a melon.)
- Elicit some descriptions of the piece of fruit in the photo. How detailed these are will, of course, depend on how familiar the students are with the fruit.
- Then ask students to think about a favourite fruit of theirs. Without telling their partner what they have chosen, they should use the questions to make notes about the fruit.

Exercise 11b

- Students then describe the fruit, in as much detail as possible, to their partner. Their partner should listen and try to identify the fruit.

EXTENSION Students could repeat the task with a different partner. Repeating a task in this way will tend to improve the quality of what learners say.

10.4 Speaking and writing

Goals

- Check and clarify
- Write a detailed description of a scene

Lead-in

- With books closed, tell the students that you are going to describe a photo to them and they have to draw it. Reassure them that artistic ability isn't important; they can just make a rough sketch.
- In as much detail as you can, describe the second photo on page 102 (the more modern café), e.g. *There are four customers, I think they're all men, standing in the foreground of the photo, towards the left. Some of them don't have any shoes on, so this might be a beach café. Behind the counter there's a young, blonde woman …*
- NB It is important to describe the second photo, as a description of the first photo later forms an important part of the lesson.
- Finally, let students open their books and compare their sketches and what they imagined with the second photo. Elicit any differences, e.g. *I imagined it being very light, but it's actually quite dark.*

Speaking & Listening checking and clarifying

Exercise 1

- Put students into pairs to look at both photos and find at least three similarities and three differences between the two cafés.
- As students finish this task, ask them to discuss which café looks most like a typical café in their own country and say why.
- Elicit some answers as a class.

EXTENSION Before students start, you could provide/elicit some language for comparing and contrasting, e.g.
– *more/less + adjective* or *adjective + -er*
– *(not) as … as*
– *Both/Neither …*
– *… whereas/while …*
– *The most obvious similarity/difference is …*
– *They are really quite similar/different because …*

STUDY TIP Comparing and contrasting two things is a very common exam speaking task, so having a stock of phrases to do this could be very useful for students.

SUGGESTED ANSWERS

Similarities: People are dressed quite informally in both photos; both photos show (some) people sitting at tables; both cafés have wooden chairs.
Differences: People are queuing at the counter in the second photo, whereas the first one might have waiter service only; the style of the first one is very different – it looks older and it's very ornate; there is a lot of light in the first photo, whereas the second one is quite dark.

Exercise 2

- In the same pairs, ask students to turn to the back of the book (Student A to page 131 and Student B to page 134), where they both have a photo of a market. Make sure they don't see each other's photo.
- Ask them to describe the photos to each other in as much detail as possible and to find three differences and three similarities between these two photos.
- Briefly check some ideas as a class. Don't spend too long on this as students are just about to listen to another description of the same photos.

Exercise 3 10.12

Audio summary: In the recording, two students carry out a similar task, finding differences and similarities between the two photos of the market.

- Explain that students are going to listen to two people discuss the photos of the markets.
- Play track 10.12. Students listen and write down the three differences and three similarities the speakers find.
- Let them compare answers with a partner before checking the answers together as a class. Play the track again if necessary.

ANSWERS

Similarities: both scenes show a market; we can see fruit and vegetables being sold; both appear to be in Asia
Differences: one is located on land and one in boats; one is indoors and the other outdoors; one has someone cooking food

AUDIOSCRIPT 10.12

A OK, well my photo is of a market. There's a man in the foreground cooking something.
B Sorry, did you say 'cooking'?
A Yes.
B That's a difference, then. My photo shows a market, too, but I can't see anyone cooking anything. And I don't think I can see any men either. They all seem to be women. They're wearing headscarves, or straw hats and brightly coloured dresses.
A Mine's a mixture of men and women. I don't think anyone is wearing a hat or a headscarf. Er, what else? What are they selling? My photo shows some different fruit and vegetables. I can see a lot of bananas.
B Ah, mine are selling fruit and vegetables, too, and lots of bananas … but I bet your sellers aren't on the water.
A I'm not quite sure what you mean by 'on the water' …
B I mean they're in boats.
A In boats?
B You look a bit confused … you know … it's a floating market. All the sellers are in boats on the river.
A Oh, I see. No, I think my sellers are definitely on land. So, they're the same in that it's a market, they're selling fruit and vegetables; and different in that I've got men and women selling and you've got only women, and your sellers are in boats.

- Then ask students to discuss the questions in pairs.
- Feed back some ideas as a class.

EXTENSION You could add some extra discussion questions, e.g. *What different kinds of things are sold in markets in your country? Are they usually indoors or outdoors? Who usually does the shopping or selling – men or women?*

Background information: A floating market is a market where goods are sold from boats. Floating markets are found in places where people traditionally transported goods by water but nowadays they are often tourist attractions, such as the famous floating markets in Bangkok.

Exercise 4

- Ask students how easy or difficult they found the task of finding similarities and differences in exercise 2, and establish that they probably needed to ask their partner questions to check they had understood correctly or to ask them to explain something.
- Tell students that some phrases for doing this kind of checking and clarifying are in the Language for speaking box and give them a couple of minutes to read them.
- Then ask students to match each section with the correct heading (this will check understanding).
- Check the answers together as a class.

ANSWERS

1 Ways of checking the other person understands
2 Ways of checking you understand
3 Ways of asking the person to repeat

SMART COMMUNICATION Students can sometimes feel that checking understanding and asking for clarification will cause them to lose face or to appear stupid. They prefer to let the speaker continue and hope that they will eventually understand. However, it is important for students to realize that research shows that the negotiation of meaning through checking and clarifying is very important in acquiring new language. If they ask and check, they are much more likely to learn.

Exercise 5 10.13

- Play track 10.13. Students listen and write the phrases in the correct place in the Language for speaking box.
- Let students compare their answers with a partner before checking the answers as a class.

ANSWERS

a You look a bit confused, you know … it's a floating market. (checking the other person understands)
b I'm not quite sure what you mean by *on the water*? (checking you understand)
c Sorry, did you say *cooking*? (asking the person to repeat)

AUDIOSCRIPT 10.13

1 Sorry, did you say 'cooking'?
2 I'm not quite sure what you mean by 'on the water' …
3 You look a bit confused … you know … it's a floating market.

PRONUNCIATION Most of the phrases in the Language for speaking box are questions, and even those which aren't are likely to have a questioning intonation. Encourage students to raise the intonation at the end of the phrases.

Exercise 6

- Put students into new pairs and refer them to the back of the book (Student A to page 131 and Student B to page 134). Once again, students should not look at each other's photos.
- Explain that this time, students should try to use the language from the Language for speaking box where appropriate.
- Students describe the photos and try to find three similarities and three differences.
- Feed back as a class.

POSSIBLE ANSWERS

Similarities: Both photos show parks. Both show people standing and walking; in both the weather doesn't look particularly warm or particularly cold (people are wearing light jackets); both photos show trees and greenery.
Differences: In one photo we can see people sitting down; in the other photo there appears to be music (people are dancing); in one photo people are playing chess; in the other someone is performing.

EXTRA ACTIVITY In the same pairs, ask students to write a short text comparing and contrasting the two photos. Encourage them to use some of the language for comparing and contrasting covered in exercise 1 above.

Writing & Reading describing a scene in detail

Exercise 7

- Ask students to read the two descriptions of the first café on page 102. The first text is obviously shorter. Elicit why, and what is missing.
- Let students compare their ideas with a partner before checking the answer as a class.

POSSIBLE ANSWER

The second text is more detailed, but specifically, the first one only describes what you can see, whereas the second one describes the other senses as well.

EXTRA SUPPORT Ask students to go through the second text again and underline sections which relate to what the writer can see, smell, touch, taste and hear. This will help to prepare them for the next stage.

Exercise 8

- Focus students' attention on the Language for writing box and check understanding of the adjectives.
- Ask students to read the second description again and pull out all the adjectives relating to the different senses, adding them to the correct place in the Language for writing box. They could do this individually (for more challenge) or with a partner.
- Check the answers together as a class and check understanding of the words.

EXTRA SUPPORT Instead of asking students to find words in the text, you could give students the answers below, and ask them to work in pairs to check the meaning of each group of words in a dictionary. A different pair could have each 'sense', which would also allow for further differentiation as the number of words in each sense group varies. Students could then teach each other the words.

EXTRA CHALLENGE Ask students to identify the word class of each word (most are adjectives, but *clatter*, *murmur*, *aroma*, *smell* and *feast* are nouns and *appear* is a verb).

POSSIBLE ANSWERS

Sound words
clatter, noisy, murmur

Taste/smell words
aroma, smell, bitter, sweet, delicious, feast, crispy, smooth, rich

Touch words
crisp, smooth (how it feels in your mouth), stiff, solid

Sight words
appears, dazzling(ly), twinkling, decorative, striking

WATCH OUT! There is some crossover between taste and touch words, because a lot of taste is to do with the texture of food (e.g. *smooth*, *crispy*).

EXTRA ACTIVITY *Whisper* and *crunch* are examples of onomatopoeic words (i.e. words which sound like their meaning). Ask students which of the three words in the sound category from the text are also onomatopoeic (*clatter* and *murmur*). Then give some other examples and ask students to try and guess what they mean, e.g. *jingle, splash, bang, ouch*.

Exercise 9

- Ask students to think of a café, park, market or other public place that they know well and to make some notes about what they could see, hear, smell, etc. there.
- Then ask students to write a short description of the place, thinking about the five senses. Encourage them to use the second text in exercise 7 as a model.

EXTRA SUPPORT Students could structure the text by focusing on one sense at a time.

EXTENSION Let students read each other's descriptions and give feedback.

10.5 Video

Why we see colour

VIDEOSCRIPT

I = Interviewer, B = Beau

I Beau Lotto is a neuroscientist based at University College London. He specializes in human perception, especially how we perceive colours. Could you start off by telling us a little bit about yourself and what got you interested in colour and perception of colour?

B Hm. So, uh, a bit about myself. Uh, so I'm a neuroscientist, uh, at University College London. And I study perception, and in particular perception of colour. So, it's … Why would anyone want to study colour? And the answer really is that colour is the simplest thing that your brain does. And, as I often say, uh, even jellyfish see lightness and they don't even have a brain. And why is that important? The reason is if we could understand how we see colour and if we could pull out the principles of that, then what's true there has to be true everywhere else; has to be true all the way up in everything else that we do. So, it's … studying colour is about really trying to study the essence of what it is to be human.

I How do we see, and how does past experience help us to make sense of what we are seeing?

B OK. So, how do we see? We don't know. We don't have a clue how we see. Right? Basically, we don't really know how the brain works; how the brain takes sensory stimuli and turns it into this conscious perception that we experience. We don't know how that works. Right? But we're starting to get some clues. But one of the reasons why we don't know how that works very well is because we've been approaching the problem with the wrong assumptions. OK? Your assumptions define the kinds of questions you ask and therefore the kinds of answers you look for. And you can never ask a question without an assumption. And the significance of the assumption when it comes to neuroscience is we've assumed that the brain evolved to see the world as it really is. And if you think that we're literally seeing the world as it is, and that's the task of perception, then you're going to do experiments, you're going to explore the brain with that, with that framework. But what if your brain didn't evolve to see the world as it really is? If that's true, then we're asking completely the wrong questions. And that's one of the reasons why we know very little.

I From your point of view, what is colour for?

B Simply put, colour enables us to distinguish between surfaces that we wouldn't normally be able to distinguish between. So if two surfaces reflect the same amount of light to your eye, then if we didn't see in colour they would look exactly the same lightness. But if one reflects more shortwave lengths than the other, then while they might appear the same lightness, they now appear different colours. And that's what it, that's what colour is for: it better enables us to extinguish surfaces that reflect the same amount of light but different qualities of light.

I Is it then true that we see in only four colours?

B Yes. So, uh, this idea that we see in four colours is potentially quite confusing for people because they think that 'well, I literally see millions of colours'. And in fact that's true. I can make subtle distinctions between different shades, millions of different shades – we can see in our computer monitor. And the ability to see the distinction between one spectral distribution, one wavelength and another is called the 'just noticeable difference': how much do I have to change this before I notice the difference? And when I do that, again, I can see millions of changes. And yet all those changes, all those colours get categorized in four different ways. Right? And there are only four categories of colour, which is red, green, blue and yellow. Everything is a combination of those colours. So, orange is the combination of red and yellow. Purple is the combination of red and blue. And so basically we have four categories of colour. So, why do we see four? Again, no one really knows.

I Can you tell us something that you're working on at the Lotto lab at UCL at the moment?

B What we're discovering is that through colour context is everything. Your brain did not evolve to see absolutes. So, first of all, colour doesn't exist in the world. Right? There is physically no colour out there. You close your eyes, colour disappears. Right? Light is not coloured. Colour is literally a physical manifestation of your brain. That's where colour lives. In fact, everything that you see exists in your head – which is an amazing paradox because what we see seems to be out in the world in front of us, but we're projecting that literally in front of us. So, what colour demonstrates and we're learning is that your brain didn't evolve to see absolutes; it evolved to see relationships. And more significantly, it evolved to see what those relationships meant for your behaviour in the past. And what we're learning is that colour, like everything else, is seeing a meaning. It's not a cognitive meaning, but it's still a behavioural meaning. And with that type of framework we're better able to understand the mechanisms, then, about how your brain sees.

I Could you take us through one area where there's been a practical use of what you've researched?

B Yeah, so what's practical about what we do? I mean, put it another way … 'Who cares?', I suppose, is another way of phrasing the question. And … I have approached that in a number of ways. Uh, one of the ways – the practical outcome – is this conversation, is one example. It's ultimately trying to get people to see things differently. And if you can give them the principles by which your brain sees differently at the level of colour, then maybe they can apply those principles to other things that they do in their life: so, the way they make decisions; to get people … to enable people to consider the possibility of being more creative, more compassionate, more courageous. So, to me I see that is a potential direct

outcome of thinking about how your brain deals with colour vision. It's about applying the principles; it's about applying a framework – which is fundamental education as well.

VIDEO ANSWERS

Exercise 1a
1 c 2 a 3 b

Exercise 1b
Students' own answers

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

Review

ANSWERS

Exercise 1
1 observed
2 gazed
3 spotted
4 glares
5 stared
6 glanced

AUDIOSCRIPT 10.14
1 The scientist [beep] the animals over a three-month period.
2 As he [beep] into her dark brown eyes, he realized he was falling in love.
3 You need to check your homework again – I've [beep] quite a few mistakes.
4 He [beep] at me every time I say anything – it's really making me nervous.
5 Everyone [beep] at her bright red and purple fur coat.
6 I didn't have time to read the paper today; I just [beep] at the headlines.

Exercise 2
1 I bought a rare old silver teapot.
2 He was wearing a red and white woollen scarf.
3 In the window was a large red and green flag.
4 He looked like a handsome young film star.
5 She was tall, young and beautiful.
6 A large grey Indian elephant trod on his toe.

Exercise 3a
1 As soon as/When
2 in case
3 Unless
4 until
5 if/when
6 when/if

Exercise 4a
1 ridiculous
2 tedious
3 pointless
4 witty
5 childish
6 distasteful

AUDIOSCRIPT 10.15
1 very silly or unreasonable
2 not interesting and taking too long
3 not worth doing or watching
4 clever and amusing
5 stupid or silly
6 unpleasant or offensive

Exercise 5a
1 watches
2 hearing
3 touch
4 see
5 Listening to
6 look at

Exercise 5c
1 F 2 T 3 T 4 F 5 F 6 T

AUDIOSCRIPT 10.16
1 American children, and adults, do watch a lot of TV, but not as much as that. The average for a child in the USA is four hours a day.
2 Amazingly, the second statement is true. Babies can distinguish between different languages before they are born.
3 The third statement is also true. It seems that boys are generally less interested in reading than girls, and using a touch-screen device can help to get them more involved.
4 Babies cannot see very well when they are born, but they can definitely see a face that is quite close to them.
5 People used to think that listening to Mozart made children more intelligent, but, in fact, the research was done using adults, not children, and the effect only lasted about fifteen minutes.
6 This percentage was true in 2010 – it's probably a lot more than 45% now. So be careful what you put online!

Exercise 6a
1 So, are you saying that …? a
2 I'm sorry, I didn't quite catch that. c
3 Do you see what I mean? b
4 You look a bit confused. b
5 Am I right in thinking that …? a
6 I'm not entirely sure what you mean by … a

AUDIOSCRIPT 10.17
1 So, are you saying that …?
2 I'm sorry, I didn't quite catch that.
3 Do you see what I mean?
4 You look a bit confused.
5 Am I right in thinking that …?
6 I'm not entirely sure what you mean by …

11 Media

Unit overview

Language input

Reported speech (CB p107)	• *He said the programme had just finished.* • *I asked where he was.*
Reporting verbs (CB p108)	• *The local people assured the conservationists.* • *Customers were invited to blind-taste the fruit.*
Grammar reference (CB pp156–157)	

Vocabulary development

Television viewing habits (CB p106)	• *in-depth news analysis, a gripping plot, drama series …*
Talking about news (CB p108)	• *conflict, economic crisis, medical breakthrough, environmental campaign …*
Adjective suffixes (CB p111)	• *-al, -able, -ive, -ant*

Skills development

Reading & Grammar: understanding complex sentences (CB p110)
Speaking: retelling a (news) story (CB p112)
Writing: an opinion essay in a formal style (CB p113)

Video

Documentary: Going viral (CB p114)
Vox pops (Coursebook DVD & TG p264)

More materials

Workbook	• Language practice for grammar, vocabulary, pronunciation, speaking and writing
Photocopiable activities	• Grammar: The mystery of Lord Buckingham (TG p218 & TSRD) • Vocabulary: Don't say that word! (TG p236 & TSRD) • Communication: Have you heard the story? (TG p254 & TSRD)
Tests	• Unit 11 test (TSRD)
Unit 11 wordlist (TSRD)	

11.1 Extreme streaming

Goals

- Talk about television viewing habits
- Use reported speech

Lead-in

- With books closed, tell students you are going to dictate a list of words and they have to think about what they all have in common.
- Ask them to raise their hands when they spot the connection. Read slowly through the list (in the order given) and continue until every student has raised their hand: *stream, soap, daytime, audience, channel, remote, HD* (high definition). (Answer: television)
- Check students understand how all the words relate to television.

Background notes: The photo on the top right of page 106 shows Tyrion Lannister, a major character in the American fantasy drama *Game of Thrones*, first shown in 2011. The series has attracted record numbers of viewers from around the world.

The second photo (bottom left) shows a scene from *Modern Family*, an American sitcom. It follows the lives of a family living in suburban Los Angeles. It follows a 'mockumentary' style, with characters talking directly to the camera.

The third photo (right) is of *Sherlock*, a British crime drama, first broadcast in 2010. It is a modern adaptation of Sir Arthur Conan Doyle's Sherlock Holmes detective stories. Benedict Cumberbatch plays Sherlock Holmes and Martin Freeman plays Doctor Watson.

Vocabulary & Reading television viewing habits

Exercise 1a

- Put students into pairs to match the programme types with the things they might see or hear on the programme.
- Encourage students to peer-teach and check any words that neither of them know in a dictionary.
- Go through the answers together and check comprehension of some of the words by asking: *Which word means . . . ?*
  - *exciting or interesting in a way that keeps your attention* (gripping)
  - *a set of television programmes that deal with the same subject or have the same characters* (series)
  - *the best parts* (highlights)
  - *storyline* (plot)
  - *making, repairing or decorating things in your home without paying someone else to do it, and stands for 'Do It Yourself'* (DIY)
  - *a detailed study of something* (analysis)
  - *events of political or social importance that are happening now* (current affairs)
  - *a regular programme that shows the same characters in different amusing situations, and stands for 'situation comedy'* (sitcom)
  - *the art or activity of preparing food* (cookery)
- Model and drill *series* /ˈsɪəriːz/, *current affairs* /ˌkʌrənt əˈfeəz/, *DIY* /ˌdiː aɪ ˈwaɪ/ and *analysis* /əˈnæləsɪs/.

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

Exercise 1b

- Put students into pairs to brainstorm more programme types. You could make it into a competition to see who can come up with the most programme types in two minutes.
- Elicit ideas onto the board.
- Students talk about which programmes they watch most and least often and why.
- Ask a few students to share their preferences with the class.

POSSIBLE ANSWERS
documentary, cartoon, holiday/travel programme, makeover programme, chat show, docudrama (= a film or TV programme based on real events), soap/soap opera (= a long-running series about the fictional lives of a group of people), reality TV, Nordic noir (= crime drama set in Scandinavian countries)

Exercise 2

Text summary: The text is an article which describes the phenomenon known as *binge-watching* (= watching several episodes of a series in one go). It outlines the results of a recent survey into TV-viewing habits. The text describes the reasons why people binge-watch and explains that binge-watching, once seen in a negative light, has now become more acceptable. It also describes how people watch TV in a more active and critical way than in the past.

- You could begin by focusing on the title of the article and asking students to predict what it might be about. Elicit ideas and then refer students to the questions. Explain that *binge-watching* will be defined at the beginning of the article.
- Give students plenty of time to read the article and make notes in answer to the questions.
- Ask students to compare their answers with a partner before checking the answers together as a class.

POSSIBLE ANSWERS
1 Watching several episodes of a show at a time; 91% of viewers do this.
2 They feel social pressure to be up to date; for some people it makes it easier to follow the story.
3 Two-thirds of respondents don't have a negative attitude towards it. Last year two-thirds did have a negative attitude towards it, so attitudes have become more positive.
4 People watch more actively and more critically.

Exercise 3

- Put students into pairs and ask them to guess the meaning of the highlighted words, then complete the sentences with the words in the correct form.
- Check the answers together as a class.

- Check comprehension of some of the words by eliciting synonyms or simple explanations, e.g. *survey* (study), *complex* (complicated), *transformed* (changed dramatically), *enabling* (making it possible) and *commercial break* (pause for adverts).

ANSWERS

1 transformed
2 complex
3 back to back
4 indicate
5 survey
6 enables … commercial breaks

EXTENSION To aid learning of the vocabulary, ask students to select five of the highlighted words from the article and make sentences which illustrate their meaning. You could remind students that these words have been selected on the basis that they are *Oxford 3000* words at B2 level and are therefore important words to learn.

EXTRA CHALLENGE Ask students to write a paragraph summarizing the information in the text. This is an effective way of consolidating the vocabulary, helping students to engage actively with the text and demonstrating their understanding.

Exercise 4

- Put students into pairs to discuss whether their own TV viewing habits have changed, in what ways and why. Ask them to give examples.
- Write some language on the board for talking about habits, past and present, and for making contrasts, to support the students' discussions:
  - *In the past/Until a few years ago, I used to …*
  - *These days/Nowadays, I tend to …*
  - *Before … , but/whereas now …*
- Have a brief whole-class feedback session.

EXTRA ACTIVITY You could further exploit the vocabulary in the text by looking at dependent prepositions and prepositional phrases. Remind students that they looked at verbs and dependent prepositions in lesson 1.3 and adjectives and dependent prepositions in lesson 8.3. Here the focus is on prepositions that go with nouns.
Write the following phrases on the board. Ask students to complete the gaps with a preposition, then check their answers in the text.

1 *for hours* _____ *end* (on)
2 *is* _____ *the rise* (on)
3 *be* _____ *to date* (up)
4 *cost a fraction* _____ (of)
5 *a shift* _____ *opinion* (in)
6 *the majority* _____ *people* (of)

Grammar & Speaking reported speech

Exercise 5

- Explain that students are going to focus on the rules of reported speech. The information in the Grammar focus box revises rules that students are likely to be familiar with, namely, that verb tenses change in reported speech and that the word order changes in reported questions. It introduces the new information that there are times when the tenses don't change. It also focuses on changes that need to be made to pronouns and time expressions.
- Read through the task instructions and ask students to work alone to read the rules and find examples of each one in the text. Tell them that for some rules there is more than one example.
- Check the answers together as a class and highlight the following:
  - We can report thoughts as well as speech, using verbs such as *think, feel, wonder, realize, doubt.*
  - We can use the conjunction *that* after reporting verbs, but this is often dropped, especially in informal speech, e.g. *He said (that) he's been very busy.*

EXTRA SUPPORT If time is short, you could ask students to work in pairs and divide up the task. One student could underline examples of rules 1–6 in the first half of the article, and the other could find examples in the second half. They then compare their findings.

ANSWERS

1 …91% said they frequently binge-watched …
… 40% said that they had binge-watched a show the previous week.
… respondents said it was because they felt social pressure to …
2 Some said watching several episodes back to back makes it easier to follow the …
3 Grant McCracken … says we watch TV differently now. He says that younger viewers, especially, watch more critically …
4 … 40% said they had binge-watched a show the previous week.
5 When asked why they binge-watched …
6 When respondents were asked whether they thought binge-viewing was a negative thing …

WATCH OUT! We often need to change the time reference (e.g. *next week* → *the following week*). However, we don't need to do this when talking about a present or future situation that is still in the present or future. Compare:
– *He said he was going to Milan next week.* (*next week* is still in the future)
– *He said he was going to Milan the following week.* (*next week* is no longer in the future)

EXTENSION Expand on the expressions for reporting time and place. Write the following table on the board. You could leave gaps and elicit the answers from the students.

Direct speech	Reported speech
now	then, at that time
today	that day
tonight	that night, the same night
last weekend	the previous weekend, the weekend before
this week	that week
this (café)	that/the (café)

Exercise 6

- Focus on the task instructions and then ask students to look at the first line of the reported conversation (under the dialogue): *Elena told Lucas he looked tired and asked …* Elicit the rest of the sentence: … *(him) if he was OK.*
- Put students into pairs to write the rest of the conversation in reported speech.

- Check the answers together as a class, getting students to read out each line of the dialogue in turn.

ANSWER

Elena told Lucas he looked tired and asked him if he was OK. Lucas said that he hadn't had/got much sleep the previous night. Elena asked if he had been/gone out. Lucas said that he had been watching *Sherlock* and that he had ended up watching all the episodes back to back. Elena asked if she could borrow the DVD some time and Lucas said he would bring it in for her the next/following day.

WATCH OUT! Make sure students are using the correct pronouns. Check too that they are using *say* and *tell* correctly, i.e. that they are using an object pronoun after *tell* but not *say*. After *ask*, an object pronoun is optional.

- Refer students to *Grammar reference* on page 156. There are two more exercises here students can do for homework.

Exercise 7a

- Read through the task instructions and elicit one or two example questions together.
- Ask students to write a minimum of five questions. They work alone to write the questions. Circulate and help with ideas (e.g. they could ask about how much TV they watch, which device they watch it on, favourite TV channels, whether or not they skip the adverts, whether they watch with headphones, whether they multi-task while watching TV).

EXTRA SUPPORT Brainstorm more questions together as a class before asking students to think of more of their own.

Exercise 7b

- Put students into pairs. They take it in turns to ask their partner the questions.
- You could do the first one or two questions in open pairs across the class.
- Tell students to make a note of the answers, as they will need them at the next stage.

Exercise 8a

- This stage of the task is the reporting stage. Students work with a new partner. They tell their partner about their first partner's answers using a reported question, *I asked Kenji …* and then reporting the answer *He said that he had once …* The students then ask the same questions to their new partner.

FEEDBACK FOCUS Circulate and check that students understand what they have to do. Listen out for any errors related to reported speech or television-watching vocabulary and make a note of them for an error feedback session at the end of the activity.

Exercise 8b

- Have a class feedback session in which students report back to the class how similar their first and second partner's viewing habits are. They do not need to use reported speech, e.g. *Olga and Klaus both watch a lot of TV. Olga doesn't enjoy watching TV alone, whereas Klaus doesn't mind at all.*

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 She said (that) she's/was from Washington.
2 He says there are too many commercial breaks on TV.
3 Harold told me/us (that) he is/was going to Moscow next week.
4 Jasmina says (that) her plane has been delayed.
5 Vera says (that) she'll call me/us later.
6 Karen said (that) she's/was going to be late for work tomorrow.
7 Charles wants to know what time the film starts.
8 Milos asked me if I'd/'ll help him later.
9 She wanted to know how long I'd/'ve worked here.
10 Renata is asking what I'm going to say to him.

Exercise 2

1 She asked him where he was from., He said he was originally from Texas.
2 She asked him if he'd always wanted to be an actor., He said he'd wanted to be an actor for as long as he could remember.
3 She wanted to know if acting was his only job., He said he'd been a full-time actor for about five years now.
4 She wondered what kind of roles he preferred., He said he was happy to play all different kinds of roles.
5 She wondered where he saw himself in five years' time, He said in five years' time he'd be a household name.

11.2 Positive news

Goals

- Talk about news
- Use reporting verbs

Lead-in

- Write *NEWSPAPER*, in capital letters, vertically on the board.
- Put students into pairs. Give them two minutes to try to think of one word beginning with each letter which is connected to the topic of news and newspapers. Suggest they think about it from different angles, e.g. sections of a newspaper/news site, people connected with newspapers, the publishing process.
- Possible answers might include: *N – news, newspaper, national, E – editor, edit, edition, education, environment, economy, W – weather, world news, S – sport, supplement, science, section, P – press, publish, publisher, print, photograph, photographer, paparazzi, politics, A – article, arts, P (as above), E (as above), R – report, reporter, review*

Vocabulary & Speaking talking about news

Exercise 1a

- Put students into pairs to think of five stories that are in the news at the moment. They needn't describe the stories in any detail or comment on them. (They will have an opportunity to do this later in the lesson/unit.) They should simply list them. Give two or three examples yourself to demonstrate, e.g. *the election in … , the earthquake in … , the birth of the royal baby in …*
- Ask a few pairs to read out their list.

Exercise 1b

- Read the instructions together. The questions could be discussed in pairs or as a class.

Exercise 2a

- Find out if students know of any positive news sites or positive news sections in mainstream news sites. If they do, elicit the names. If they don't, ask students to imagine what kind of stories they contain.

Exercise 2b

Text summary: This short article suggests reasons why bad news attracts more readers than good news. It then talks about the recent increase in popularity of news sites dedicated to positive news.

- Ask students to read the article and note down or underline the theories about why bad news sells newspapers more than good news.
- Check the answers together as a class. Then ask students to discuss in pairs whether they agree with these theories.
- Elicit opinions from the class.

ANSWERS

Reading about other people's suffering makes us feel better about our own lives.
We are so used to reading/hearing about bad news we want more and more of it.

Exercise 3a

- Ask students to copy the table into their notebooks and to complete it with the underlined words from the article. Suggest they use a dictionary to help them.
- Let students compare their answers with a partner before checking the answers together as a class.

ANSWERS

Adjectives for positive news: inspiring, encouraging, uplifting
Positive news topics: medical breakthroughs, peace agreements, environmental campaigns
Adjectives for negative news: disturbing, depressing
Negative news topics: conflict, violence, economic crisis, unfortunate death, suffering

- Check comprehension of some of the words by asking students to give a typical example of the following: *a conflict, a disturbing story, an inspiring news story, a medical breakthrough, an environmental campaign.*
- Practise the pronunciation of *conflict* /ˈkɒnflɪkt/, *economic* /ˌekəˈnɒmɪk/, *unfortunate* /ʌnˈfɔːtʃənət/, *inspiring* /ɪnˈspaɪərɪŋ/, *encouraging* /ɪnˈkʌrɪdʒɪŋ/, *uplifting* /ˌʌpˈlɪftɪŋ/, *breakthrough* /ˈbreɪkθruː/ and *environmental* /ɪnˌvaɪrənˈmentl/, paying particular attention to word stress.

WATCH OUT! Make sure students understand the difference between *conflict* (= serious disagreement or a violent situation) and *violence* (= violent behaviour), *inspiring* (= something which encourages you to feel or do something) and *uplifting* (= something which makes you feel happier or gives you hope), *depressing* (= something which makes you feel sad and without hope) and *disturbing* (= something which makes you feel anxious, upset or shocked).

PRONUNCIATION Draw attention to the silent 'n' in *environmental* /ɪnˌvaɪrənˈmentl/ and the silent 'g' before 'n' in *campaign* /kæmˈpeɪn/. Another example of a silent 'n' before 'm' occurs in *government* and 'g' before 'n' is silent in several words including *foreign*, *sign* and *design*. It is important to focus on these as the lack of correspondence between sound and spelling could lead to mispronunciation or misspelling of these words.

Exercise 3b

- Put students into pairs to discuss the meaning of the words in bold, checking in a dictionary if necessary.
- Practise the pronunciation of *survives* /səˈvaɪvz/ and *wounded* /ˈwuːndɪd/.
- Ask students to decide whether the headlines are for a positive or negative news story, or whether it depends on the person reading it.
- Check the answers together as a class.

ANSWERS

1 positive
2 negative
3 positive for some, negative for others
4 positive
5 negative

Exercise 3c

- Ask students to add the bold words to the correct place in the table in exercise 3a.
- Check the answers together as a class.

ANSWERS

Positive news topics: cure, victory, survival
Negative news topics: armed, wounded, shooting

EXTRA ACTIVITY Ask students to take it in turns to test their partner on the words in the table in exercise 3a. One student closes their book and the other defines or explains the word, e.g. *It's a positive word. We use it to describe something that makes you feel happier* (uplifting). After a few minutes they change roles. In a monolingual class, to save time, students could test each other by giving the L1 word and asking for a translation.

Exercise 4

- Before students write their own headlines, focus on the first headline in exercise 3b and ask *Is it a full grammatical sentence?* (no) *Why not?* (because space is limited and there isn't room for a whole sentence, and because short headlines grab attention more effectively than long ones) Ask if anybody can expand the headline into a full sentence. Possible answers: *A new cure has been found for blindness* or *Scientists have found a new cure for blindness.*
- Students write their six headlines. Circulate, monitor and give help where required.
- Ask students to compare their headlines with a partner.

EXTRA SUPPORT After establishing that the headlines are not full grammatical sentences, elicit what kinds of words have been left out (articles, auxiliary verbs, and in the first headline, the main verb).

EXTENSION For homework, ask students to find a positive news story by looking at an online positive news site. Suggest that they type *positive news websites* into a search engine and find a website that appeals to them. They then select a news story about a medical or scientific breakthrough, a heroic act or any other positive news story that interests them. In the following lesson, they share their stories with the class.

Grammar & Listening reporting verbs

Exercise 5a

- Focus attention on the photos and point out that they are related to positive news stories. Ask students, in pairs, to guess what the story might be about.
- Elicit some suggestions, but don't confirm answers at this stage.

Exercise 5b 11.1

Audio summary: The listening takes the form of three authentic positive news stories. The first is about a supermarket campaign to encourage people to be less fussy about misshapen fruit. The second is about the discovery of a new monkey species. The third is about two teenagers who handed in a large sum of money they found on a train.

- Explain that students are going to listen to three stories and check their predictions.
- Tell them to take notes as they listen, writing just a few individual key words. They should not attempt to write a summarizing sentence.
- Play track 11.1.
- Pause after each story for students to compare notes with a partner and share how much they understood.
- Play the recording again if necessary.
- Check the answers together as a class, then ask students to say, in pairs, what makes each story a positive news story.

EXTRA SUPPORT Pre-teach the following vocabulary before students listen to the news items: *discounted rate* (= a cheaper cost), *raise awareness* (= make people more aware), *odd-shaped* (= with a strange shape), *standard* (= normal) and *endangered species* (= animals or plants in danger of no longer existing).

CRITICAL THINKING Ask students to rank the three news stories in the order of which they personally found most inspiring or uplifting and why, e.g. *Personally, I found the story of the teenagers handing over the money the most uplifting story because you often read negative news stories about teenagers and their behaviour.*

AUDIOSCRIPT 11.1

Story 1

In France, a supermarket chain has been selling 'ugly' fruit and vegetables to customers at a discounted rate to raise awareness of the problem of food waste and provide customers with a cheaper shopping alternative. The aim of the campaign is to highlight the fact that millions of tonnes of food are wasted every year because many supermarket buyers refuse to buy odd-shaped fruit and vegetables from farmers. Customers were invited to blind-taste both the ugly and standard fruit and they admitted that they tasted exactly the same. The supermarket claims that the campaign was a success. All the ugly fruit and vegetables were sold out within three days and the number of customers rose by 24% during that period. The supermarket has announced that it is now looking at rolling out the campaign across all of its stores in France.

Story 2

A new species of monkey has been discovered in the forests of Myanmar, formerly known as Burma. A team of wildlife conservationists, based in Cambridge in the UK, made the discovery after hunters reported seeing a monkey which was unlike anything else in the area. The monkeys have a wide, turned-up nose, which fills with water when it rains. The local people assured the conservationists that the monkeys would be easy to locate because whenever it was raining, water would get up their noses and they could be heard sneezing. Consequently, the monkeys spend rainy days sitting with their heads between their knees to avoid this. Although the discovery of a new species is exciting, conservationists have warned that these monkeys were already on the endangered species list.

Story 3

In Norway, two teenagers found cash worth $81,500 in a bag on a train and handed it in to the police. The money belonged to an elderly man who had left the bag on the seat. The bag also contained a passport belonging to the man. The teenagers immediately called the police to inform them that they had found the money. Police have praised the teenagers for being honest, but the teens denied acting heroically, pointing out that the cash wasn't actually theirs and it hadn't occurred to them to keep it. The police were unable to confirm whether the teenagers had received a reward for their honesty.

Exercise 6 11.1

- Give students time to read through the sentences. Answer any queries about vocabulary, e.g. *blind taste* (= to taste something without seeing it).
- Play track 11.1 again. Students listen and complete the sentences.
- Write the answers on the board so that students can check spelling.

ANSWERS

1 odd-shaped fruit
2 ugly and standard, tasted exactly the same
3 be easy to
4 endangered species
5 them that they had found
6 being honest, acting

Exercise 7

- Focus attention on the bold words in exercise 6. Explain that these are all reporting verbs, i.e. they can be used as alternatives to *say* and *tell* when reporting speech.
- Ask students to match the verbs with their direct speech equivalents a–h. Do the first one together as an example.
- Students can then continue the exercise alone or in pairs.
- Check the answers together as a class.

ANSWERS

a refuse
b admitted
c warned
d invited
e denied
f praised
g assured
h inform

Exercise 8

- Tell students that in exercise 7 the focus was on the meaning of the reporting verbs, and they are now going to focus on the grammatical structures which follow the verbs.
- Refer them to the Grammar focus box and ask them to read through it carefully.
- Then ask students to look at the verbs in exercise 6 and to notice what structures follow them. Tell them to add the verbs to the correct place in the Grammar focus box.
- Check the answers together as a class.

ANSWERS

1 admit, warn
2 assure, inform
3 refuse
4 invite
5 deny
6 praise

EXTRA CHALLENGE Dictate the following reporting verbs and ask students to add them to the correct group or groups in the Grammar focus box: *mention, swear, criticize*.
Answers: *mention* = group 1 + 5 , *swear* = group 1 + 3, *criticize* = group 6 (*criticize sb. for + -ing*)

Exercise 9a 11.2

- In this exercise four further reporting verbs are presented in context in the form of a dictation.
- Focus on the verbs, then play track 11.2. Students write the sentences.
- Write the sentences on the board for students to check.

ANSWERS/AUDIOSCRIPT 11.2

1 **The supermarket has announced it will continue the campaign. announce** = 1
2 **The supermarket claims that the campaign was a success. claim** = 1
3 **The teenagers pointed out that the cash wasn't actually theirs. point out** = 1
4 **Hunters reported seeing an unusual monkey in the area. report** = 5

Exercise 9b

- Ask students to look at the structure that follows the reporting verbs in the sentences they have written down and then add the reporting verbs to the correct place in the Grammar focus box.
- Check the answers together as a class.

Exercise 10a

- Students work alone to match the direct speech sentences to the reporting verbs.
- Let students compare with a partner, before checking the answers as a class.

Exercise 10b

- Focus on the instructions and the example sentence.
- Ask students to continue the sentences using reported speech.

ANSWERS

a 4 She refuses to read that paper because it's full of rubbish.
b 3 He pointed out that someone had left their bag on the seat.
c 2 She assured me that the fruit juice tasted delicious despite its odd colour.
d 5 The bank agreed to give me a loan.
e 1 He praised me for acting responsibly.

- Refer students to *Grammar reference* on page 157. There are three more exercises here students can do for homework.

Pronunciation weak syllables /ɪ/ and /ə/ in reporting verbs

Exercise 11a 11.3

- Tell students to listen and underline the stressed syllable in the reporting verbs.
- Play track 11.3.
- Check the answers together as a class.

ANSWERS/AUDIOSCRIPT 11.3

words with /ə/: admit, announce, assure, confirm, persuade
words with /ɪ/: deny, inform, invite, refuse, remind, report

Exercise 11b 11.3

- Tell students they will hear the words again and they should decide if the unstressed words are an /ɪ/ sound or a /ə/ (schwa).
- Play track 11.3 again. Students write the correct phonetic symbol.
- Check the answers together.
- Ask students to practise saying the words. You could model and drill them together initially and then get them to repeat them quietly to themselves, as many times as they need to, while you go round listening and correcting as necessary.

EXTENSION Ask students to look at the words and see if they can identify which letters in the weak syllables are pronounced with an /ɪ/ sound. (Answer: the letters 'e' (unless followed by an 'r') and 'i' are pronounced with an /ɪ/ sound.) You could point out the /ɪ/ sound is closer to the /ə/ sound than it is to the /e/ sound. Therefore if they pronounce, for example, deny as /dənaɪ/ instead of /dɪnaɪ/, it wouldn't sound too wrong. However, if they pronounced as it /denaɪ/ it would sound very wrong. This is an important point to focus on as many common words spelt with 'e' in an unstressed syllable are pronounced with an /ɪ/ not an /e/ sound, e.g. *believe* /bɪ'liːv/, *begin* /bɪ'gɪn/, *belong* /bɪ'lɒŋ/, *decide* /dɪ'saɪd/, *repeat* /rɪ'piːt/.

Exercise 11c 11.4

- Tell students they will hear some sentences in direct speech. After each sentence they should say a reporting verb from exercise 11a. Go through the example with them.
- Play track 11.4. Pause after each sentence for students to say the reporting verb, first to a partner. Elicit answers after each sentence.

ANSWERS

1 remind
2 deny
3 refuse
4 admit
5 assure
6 invite

EXTRA SUPPORT Give students time to write down the correct reporting verb (after you have confirmed it is the correct one) after each sentence, so that they can refer to them when they make sentences in exercise 11d.

AUDIOSCRIPT 11.4

1 Don't forget to email him.
2 I did not copy her essay.
3 I'm not eating that.
4 Yes, I'm sorry – I drove very carelessly.
5 Don't worry, I won't be late.
6 Would you like to come to the concert with me?

Exercise 11d 11.4

- Play track 11.4 again. Pause after each sentence so that students, in pairs, can make a sentence in reported speech. They should say, not write, the sentence. Elicit the sentences onto the board as you go along.

ANSWERS

1 She reminded me to email him.
2 He denied copying her essay. / He denied that he had copied her essay.
3 She refused to eat it.
4 He admitted driving carelessly. / He admitted that he had driven/been driving carelessly.
5 She assured me she wouldn't be late.
6 He invited me to go to the concert with him.

Exercise 12

- Put students into new pairs, one Student A and one Student B. Refer them to the relevant page (Student A to page 131 and Student B to page 135).
- Students work alone to complete the gaps in their news story.
- When they have finished, write the answers on the board.

ANSWERS

Student A

1 claim
2 announced
3 breakthrough
4 wounds
5 explained
6 added
7 admitted

Student B

1 discovery
2 confirmed
3 added
4 admitted
5 promised
6 economic

- Ask students to underline the important parts of the story and try to remember as much as they can. Set a suitable time limit for this.
- Students take it in turns to tell their story to their partner. Remind them to use reporting verbs where possible.
- Encourage the students who are listening to ask follow-up questions and ask for clarification where necessary.
- When students have shared their stories, they decide which they think is the most inspiring, exciting or positive piece of news. This part can be done in pairs or as a class.

FEEDBACK FOCUS Monitor their conversations, focusing on their use of reporting verbs. Make a note of good as well as incorrect use of the reporting language.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 suggested
2 persuaded
3 reassured
4 reminded
5 insisted
6 admitted
7 predicted
8 warned

Exercise 2

1 She reminded me to watch the news this evening.
2 He promised to pay me back tomorrow./He promised (that) he would pay me back tomorrow.
3 Maya apologized for missing the meeting.
4 Magda refused to do it.
5 Diana has offered to have a look at my computer.
6 She assured me (that) the tickets would arrive in time.
7 Dina tried to convince me (that) I should do it./Dina tried to convince me to do it.
8 Yvette completely denies telling anyone about it.

Exercise 3

1 US entertainer Rush Limbaugh claimed (that) he never turned on the news over the weekend.
2 Pop singer Morrissey once suggested (that) there was no such thing as good news in America.
3 Albert Einstein once admitted (that) he never thought about the future.

11.3 Vocabulary and skills development

Goals

- Understand complex sentences
- Understand and use adjective suffixes

Lead-in

- Write the following words on the board and ask students to group them into words connected with a) printed newspapers or b) online or digital news sites.

  interactive quiz *news feed* *home page* *supplement* *share* *trending news* *video link* *tabloid* *broadsheet*

  Answers:

  a) *supplement* (= an extra separate section sold with a newspaper, e.g. travel supplement), *tabloid* (= newspapers with small pages and short articles and lots of photos), *broadsheet* (= newspaper with large pages, considered more serious than tabloids)

  b) *interactive quiz*, *news feed* (= the constantly updating list of news stories on a home page), *home page*, *share*, *trending news* (= most shared news stories), *video link*.

Reading & Grammar understanding complex sentences

Exercise 1

- Focus attention on the photos and elicit that this is the home page of a news and entertainment/magazine-style website, containing lists.

- Put students into pairs to discuss the questions.
- In feedback, ask students to report back on their partner's views. Find out through a show of hands whether the majority of students enjoy reading/looking at these kinds of lists and why/why not. Find out which news and entertainment websites students look at and why. Ask further questions, e.g. *What age group do you think these sites are aimed at? Why do you think they are popular?*

Exercise 2

- Tell students that they are going to read an article about the kind of website they discussed in exercise 1. Explain that the article contains a lot of long complex sentences and before they read it they are going to look at how to decode complex sentences.
- Note that in previous levels of *Navigate* (B1+ lessons 3.3 and 12.3), students have looked at how long, multi-word subjects and objects can make a sentence difficult to decode. Identifying subjects and objects within a complex sentence is one of the key elements of the bottom-up approach to understanding a text. Here, we build on this skill by looking at two more features of long sentences that can make them difficult to read. If students are familiar with earlier levels of *Navigate*, you could point this out to them.
- Read the Unlock the code box together. Highlight the following points as you read through.
  - When you read through a) present and past participle clauses, remind students that they studied these structures in lesson 8.2. Ask them to identify the present participle clause (*including France, …*) and the past participle clause (*first founded in…*). Point out that what makes this sentence difficult is the fact that the subject doesn't appear until the middle of the sentence. Also the word *founded* at the beginning of the sentence could cause confusion as it may look like a past tense but is, in fact, a past participle.
  - When you read through b) relative clauses, explain that what makes them difficult to read is that the subject is separated from its verb and object by a relative clause.

  Tell students that an awareness of these features will help them to decode the text.

Background note: BuzzFeed is a news and entertainment website, first founded in the US in 2006, which in 2013/2014 became one of the world's most popular news and entertainment sites. Its sudden rise to popularity coincided with the increase in popularity of social media such as Facebook, Twitter and Pinterest, since BuzzFeed's content, which takes the form of lists and quizzes, is specifically designed to be shared on social media. Its topics range from politics and DIY to cute animals and business. In its early years the focus was mainly on entertainment, but it later broadened out to include more serious news.

BuzzFeed currently has offices in a wide range of countries worldwide, including France, Australia, Brazil, India, Germany and Mexico.

The word *buzz* describes the noise that bees make and is also an informal word for news that everyone is talking about.

Exercise 3a

- Ask students to ignore the title of the article for now and to look at the underlined phrases and match them to the features mentioned in the Unlock the code box.
- Check the answers together as a class.

ANSWERS

1 c (multi-word object)
2 b (relative clause)
3 a (past participle)
4 a (past participle)
5 a (present participle)

Exercise 3b

- You could begin by focusing on the first sentence and asking students to guess how many words are in it (forty-three). In other words, it is a very complex sentence! Elicit the subject together (the media industry).
- Students continue the exercise alone or in pairs. Point out that although there are five underlined phrases, there are only two sentences. Therefore students only need to find the subject, verb and object in two sentences.

WATCH OUT! Make sure students understand that they are looking for the subject, verb and object of the *main* clauses and not the relative or past participle clauses.

EXTRA SUPPORT Do this exercise together as a class.

ANSWERS

1, 2
subject: the media industry
verb: watched
object: the rise of BuzzFeed
4, 5, 3
subject: the listicle
verb: appears
object: in a number of websites

Exercise 4

Text summary: This short article describes the dramatic rise in success of the news and entertainment site BuzzFeed. Key to its success is that it was among the first websites to make use of a genre known as *listicle* (a combination of the words *list* and *article*). The article describes why some people love listicles and others look down on them.

- You could begin by focusing on the title of the article and finding out who is familiar with BuzzFeed. You could also ask students to guess what a listicle is. (It is explained in the article, but it's useful for them to use their prediction skills and guess the meaning before they read.)
- Ask students to read the article and answer the questions.
- Let them compare their answers with a partner before checking the answers together as a class.

POSSIBLE ANSWERS

1 It attracted 130 million unique users in 2014.
2 They think they lower the quality of journalism.

Exercise 5

Text summary: This article, which is written in the form of a listicle, gives four reasons why listicles are popular.

- Refer students to article B on page 111. Point out that it is written as a listicle. It is different from the listicles discussed in exercise 1 as it does not contain photos or animated images, but since it has no introduction or conclusion it is classified as a listicle.
- Ask students to read the article and answer the questions alone or with a partner.
- Check the answers together as a class.

POSSIBLE ANSWERS

1 Because they snack on news, i.e. read it quickly and often.
2 They simplify complex information and tell you how many ideas they are going to contain.
3 Because lots of people read them. This is what advertisers are most interested in, so they will pay news companies to place adverts in listicles.

Exercise 6

- Ask students to match the underlined phrases in the listicle to the features in the Unlock the code box, following the same procedure as in exercise 3a.
- Check the answers together as a class.

ANSWERS

1 past participle
2 long subject
3 long object
4 relative clause

1 **subject:** a survey
verb: found
object: news reading has been replaced by 'news snacking'
2 **subject:** people
verb: check
object: news (frequently)
3 **subject:** you
verb: have
object: no way of knowing …
4 **subject:** listicles
verb: shared
object: social media

Exercise 7

- Put students into pairs or groups to discuss the question.
- Have a class feedback session to elicit some of their views and preferences. You could ask them to say which of the four reasons why listicles are here to stay are the most convincing, and their importance to them personally.

CRITICAL THINKING In this activity, students practise the critical-thinking skills of expressing likes and dislikes and giving opinions. Elicit some language structures for both and write them on the board, e.g. *I quite like …, I'm not a great fan of …, I can't stand …, In my view …, The way I see it …* Encourage students to go beyond the simple structures of *I (don't) like* and *I (don't) think*.

EXTENSION The articles here and earlier in the unit contain a number of examples of food-related imagery to describe our relationship with media and the news. Highlight this by writing the following words and phrases on the board and see if students can spot the connection between them:
– *BuzzFeed* (from article A)
– *consume news* (from article A)
– *binge-watching* (from lesson 11.1)
– *a diet of bad news* (from lesson 11.2)

Ask students to find another food-related phrase in article B (*news snacking*). Ask them why they think food imagery is commonly used in relation to media and news. (It's something you 'take in' and, like eating, you do it on a regular basis.) Find out if their language uses similar imagery.

Vocabulary & Listening adjective suffixes

Exercise 8

- Ask students to read the Vocabulary focus box about adjective suffixes.
- Remind students that sometimes the spelling of the root word changes, e.g. *virus* → *viral*.
- Point out that *-able* means 'capable of' or 'suitable for', so *washable* means 'that can be washed' and *untrainable* means 'not capable of being trained'. Reiterate the point that we can add this to any transitive verb and it will be grammatically correct. (However, spellcheckers may not recognize these words as being correct!)

EXTENSION Say two or three common transitive verbs, e.g. *do*, *like*, *drink*. Ask students to turn them into adjectives with *-able* and put them into sentences, e.g. *This job isn't doable.*

PRONUNCIATION Make sure students pronounce the *-al*, *-able* and *-ant* suffixes with a schwa sound.

Exercise 9

- Ask students to complete the table with adjectives from text A and text B.
- Check the answers together as a class.

ANSWERS

-al: global, typical, ideal, viral, social, commercial
-able: scannable, manageable, shareable
-ive: attractive
-ant: constant

WATCH OUT! Point out that when the adjective suffix *-able* is added to a verb ending in a consonant + *-e*, the 'e' is usually dropped (e.g. *likable*, *desirable*, *believable*). However, the 'e' is kept in words ending in *-ge* (e.g. *changeable*, *manageable*) and in words that have more recently entered the English language (e.g. *shareable*, *googleable*).

Exercise 10 11.5

Audio summary: A young couple, Luke and Rosie, are interviewed for a survey about how they get their news.

- Explain that students are going to listen to two people being interviewed in a street survey about their news reading habits and preferences.
- Ask students to copy out the table into their notebooks.
- Play track 11.5. Students listen and complete the table.
- Check the answers together as a class.

ANSWERS

1 **Luke:** online news on his mobile device
Rosie: TV
2 **Luke:** several times – ten, fifteen or more
Rosie: occasionally
3 **Luke:** No
Rosie: Yes
4 **Luke:** serious news sites and informal ones
Rosie: local and regional news relevant to her life and work; celebrity gossip

AUDIOSCRIPT 11.5

I= Interviewer, L= Luke, R= Rosie

I Excuse me, could you spare a few minutes to answer some questions for a survey about the role of online news in people's lives?
L/R Sure./OK.
I Great. So if I could just ask you your names …
L Luke.
R Rosie.
I Right, so first of all, can you tell me how often you look at online news sites?
L It's the first thing I do when I wake up in the morning and the last thing I do before going to sleep. I also check them several times a day – I don't know, ten times, fifteen? Maybe more …
R More, I'd say …
L I suppose I do find it quite addictive. Not because I need to know everything that's happening in the news but just because I need something to fill the time when I've got nothing to do, like when I'm on the train or when the adverts come on TV.
I Rosie? How often do you use online news sites?
R Not often, to be honest. I don't have a smartphone, so I don't read the news on my phone. Also, I have a computer-based job and I'd rather not spend my life staring at a computer screen, so I tend to watch the news on TV in the morning before I go to work.
I So you never read the news online?
R Obviously I do occasionally, on my laptop, but there's so much information it's hard to know sometimes where to start. I also don't trust a lot of what's online – apart from a very small number of sites, I don't feel the news is very objective. It's often not based on facts.
I And do either of you ever read a printed newspaper?
L What, you mean an actual paper newspaper? No, never. Too expensive, and the size – especially the big ones, the broadsheets – they're unmanageable, so difficult to hold when you're on the train or whatever.
R I read printed newspapers. I like the physical feel of them. I sometimes read the free ones you get at the underground stations. But I'd never actually pay for one.
I So tell me what kind of news sites you like.
L Well, I like to read a combination of serious news sites. You know, the online, app versions of serious newspapers, which give reliable news – news that you can believe. But I also like more informal sites, like BuzzFeed, which, as well as being entertaining, are often quite informative. You can learn a lot from them; but the main reason I like to read those is that they are specifically aimed at my generation – so, people in their twenties.
R I'm not so keen on that kind of site.
I What do you like?
R I'm particularly interested in local and regional news and stuff that's relevant to my life and work. The other thing I like – and Luke doesn't approve of this at all – is looking at celebrity photos and gossip. But you know, I have a very stressful job and sometimes I need to read something light-hearted, something that doesn't require too much mental effort.
I Absolutely! Well, thank you both very much for taking the time to answer my questions. It's been very helpful.
L You're welcome.

Exercise 11a

- Put students into pairs to match the words and definitions. Suggest that they check the words they don't know in the audioscript on page 171 to work out their meaning from the context.

ANSWERS

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

DICTIONARY SKILLS Ask students to underline the stressed syllables in adjectives 1–8 and then use a dictionary to check the answers. Explain, if necessary, that they can do this by looking at the position of the ˈ symbol in, for example, *addictive* /əˈdɪktɪv/. If students have access to computers or smart devices (phones or tablets) in class, demonstrate, if necessary, how they can listen to the pronunciation of the words.

Exercise 11b

- Ask students to add the words to the table in exercise 9.
- Check answers and practise the pronunciation of *unmanageable* /ʌnˈmænɪdʒəbl/, *actual* /ˈæktʃuəl/ and *informative* /ɪnˈfɔːmətɪv/.

ANSWERS

-al: actual, mental
-able: unmanageable, reliable
-ive: addictive, objective, informative
-ant: relevant

EXTRA CHALLENGE Ask students to add two more adjectives for each suffix to the table. (Possible answers include: *-al:* additional, functional, educational, *-able:* breakable, memorable, available, *-ive:* aggressive, effective, offensive, *-ant:* arrogant, redundant, significant)

EXTRA ACTIVITY Ask students to choose five adjectives from exercises 9 and 11 that they would like to learn and to write true sentences which illustrate their meaning.

Exercise 12a

- Tell students they are going to use the questions in exercise 10 to interview each other about the role of online news in their lives.
- Ask students to write two additional questions.
- Put students into groups to ask and answer the questions.

Exercise 12b

- Elicit whole-class feedback and ask a few students to report back on who in their group has the most similar news-reading habits to their own.

EXTRA ACTIVITY Ask students to write some sentences describing the results of their group interviews, e.g. *None of us listen to the news live on the radio. Hardly any of us buy a printed newspaper.*

11.4 Speaking and writing

Goals

- Retell a (news) story
- Write an opinion essay in a formal style

Lead-in

- Draw a simple sketch of a photo on the board and revise language for describing photos, e.g. *In the background/ foreground, At the top/bottom, On the left/right, In front of/ Behind/On either side of, He/She looks/seems …*
- Focus on the photos on page 112. In pairs, students describe what they can see in the photos. They describe one photo each and their aim is to speak for one minute about their photo, while their partner times them. They should describe what the people are doing, holding, wearing, etc., their facial expressions (he seems happy), and they should describe the objects in the photo.

Speaking retelling a (news) story

Exercise 1

- Tell the students that these are photos from true news stories that they will hear in the next exercise. Explain that the numbers at the bottom of the photos will be mentioned in the news stories.
- Ask the class to guess what the stories might be about and what the numbers might refer to.
- Elicit suggestions but don't confirm or deny them. Try to build suspense.

Exercise 2 11.6

Audio summary: The listening consists of two true news stories. The first is about a Mexican woman who claims to have celebrated her 127th birthday. The second is about a British man who ran a marathon in a diving suit.

- Explain that students are going to listen to two people discuss the news stories.
- Ask students to write down the two sets of numbers in their notebook.
- Play track 11.6. Students listen and write one or two words next to the numbers.
- Play the recording again if necessary. Check the answers as a class.

EXTRA SUPPORT With a weaker class, students could listen out for two numbers for each story. (e.g. Student A listens out for 40 and 55 in the first story and 59 and 1940s in the second story, while Student B listens out for the other numbers.)

ANSWERS

1 **40:** she lost her birth certificate 40 years ago
55: she has 55 great-great grandchildren
73: she has 73 great grandchildren
127: she claims that she is 127 years old
2 **59:** the diving suit weighed around 59 kilos
1940s: the diving suit was from the 1940s
6: he took 6 days to do the marathon
5 million: he has raised in the region of £5 million for charity

AUDIOSCRIPT 11.6

Conversation 1

M Did you see that story about the Mexican woman who's just turned 127?
F 127? Seriously?
M Yes, she's the oldest person who has ever lived, apparently. According to the article, she claims she was born in 1887 – imagine that!
F Blimey … so she must have lived through a few interesting historical events, then …
M I know … And it says in the article I read that she's got something like seventy-three great-grandchildren and fifty-five great-great-grandchildren. The sad thing is that several members of her family have already died before her.
F Well, yes sad, but it's hardly surprising, really.
M Apparently, although her physical health is not that great, she's really mentally aware and still tells some incredible stories of the Mexican Revolution.
F So is she in the *Guinness Book of Records*, then?
M Well, apparently not, because she hasn't got any proof of her age. She claims she lost her birth certificate while moving house forty years ago.
F Oh … gosh.

Conversation 2

F Did you read about that guy who's just run a marathon wearing a diving suit?
M A diving suit?
F Yes, but not a modern, tight-fitting diving suit, but one of those old-fashioned ones from the 1940s.
M Weren't they really heavy in those days?
F Yes, this suit was incredibly heavy, around fifty-nine kilos or something.
M You're kidding! That must have slowed him down a bit!
F Er yes, just a bit. It took him six days, supposedly.
M Wow! That's amazing. So who is this guy?
F Oh, his name's Lloyd something or other. I can't remember his last name, but he's English and from what it said in the article, he's quite well known for doing these charity marathons dressed up in costumes. What's amazing about him is that he was diagnosed with leukaemia several years ago. He survived that and has since raised something in the region of £5 million for charity.
M That is impressive.
F Yeah. The article had some really funny pictures of him doing the run. Here … look … I'll show you on my phone …

Exercise 3a

- Students work alone to complete the extracts with the words from the box. Check they understand the meaning of *apparently* (= according to what you have read or heard) and *supposedly* (= according to what is generally thought, but not known for certain).
- Students compare answers with a partner. Elicit some suggestions, but don't confirm answers at this stage.

Exercise 3b 11.6

- Play track 11.6 again for students to check their answers.
- Go through the answers together. Then ask students to practise reading the sentences aloud in pairs. Go round listening and correcting pronunciation as necessary.

ANSWERS

1 apparently
2 According
3 something
4 thing, is
5 around
6 supposedly
7 other
8 What's, about

WATCH OUT! Note that the 'ed' in *supposedly* is pronounced /ɪd/. This is an exception to the rule that 'ed' after 's' is pronounced /t/ or /d/. Compare the pronunciation of *supposedly* /sə'pəʊzɪdli/ and *supposed* /sə'pəʊzd/.

Exercise 4a

- Explain that the sentences in exercise 3a all contain language that is useful for retelling news stories or stories that someone else has told you. Point out that when we are retelling a story, there are several things we may need to do: explain where we heard/read the story, give our own opinion of the facts, and, if we can't remember exact names or numbers, etc. we may need to use vague language.
- Read through the functions a–c and check students understand *source* (= a person, book, newspaper, etc. that provides you with information).
- Students match the sentences to their function.

Exercise 4b

- Refer students to the Language for speaking box to check their answers, then check the answers together as a class.

ANSWERS

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

Exercise 5

- Students work alone to add phrases 1–5 to the correct place in the Language for speaking box.
- Check the answers together and highlight the following:
  - *They reckon* is an informal way of saying 'it is thought/believed'.
  - *I find it* is followed by an adjective (e.g. *odd*, *surprising*).
  - *Apparently* and *supposedly* have the same meaning, but *apparently* can go at the beginning or end of the sentence, whereas *supposedly* can only go at the end. Also, *supposedly* suggests a little more doubt than *apparently* (see Smart communication).

ANSWERS

a 1 … or so they say.
  3 They reckon …
b 4 Personally I find it …
c 2 Somewhere in the region of …
  5 …, something like that

SMART COMMUNICATION When giving 'second-hand' information, i.e. retelling a story, we often want to communicate that we are not sure how true the facts are. We do this through words and expressions such as *apparently*, *supposedly* or *so they say*. We can express this doubt to varying degrees. The difference is quite subtle but saying *supposedly* or *so they say* at the end of the sentence suggests a little more doubt than saying *apparently* at the beginning of the sentence. The degree of doubt can also be expressed through stress and intonation (of the words *supposedly* and *apparently*).

Exercise 6

- Explain that students are going to tell a news story. They can think of a recent news story or use a story at the back of the book.
- Divide students into pairs, and if they prefer to use a story from the back of the book, refer them to the appropriate pages (Student A turns to page 131 and Student B to 135).
- Tell them to try to remember as much as they can about their news story and to think about which phrases they can use from the Language for speaking box.

Exercise 7

- Students take it in turns to retell their stories to their partner.
- Circulate and check students are commenting on their own stories and using vague language. Note any errors for feedback at the end.

EXTENSION Students could research the news stories online to find out more information and report what they discovered in the next lesson.

Writing an opinion essay in a formal style

Exercise 8

- Focus on the section heading 'an opinion essay in a formal style' and explain that as an opinion essay is an example of academic writing, a formal style is required.
- Give students plenty of time to read the essay and answer the questions.
- Check the answers together as a class.
- When discussing the order of the paragraphs, point out that there is no fixed rule about whether arguments against the statement come first or second (in this case, they come first). However, putting the arguments which represent the writer's own opinion in the penultimate paragraph(s) is more logical and persuasive since they come directly before the conclusion.

ANSWERS

1 She/He agrees with the statement.
2 Students' own answers
3 1: introduce the topic, 2: present arguments against the statement, 3: present arguments for the statement, 4: give personal opinion
4 indirect style, use of longer words, impersonal sentences, etc.

EXTRA SUPPORT You could write the four functions on the board in jumbled order (e.g. *present arguments for*; *give personal opinion*; *present arguments against*; *introduce the topic*) and ask the students to match them to the five paragraphs.

Background notes: Al Jazeera is a satellite news network based in Qatar. It is broadcast in Arabic and English and available in 140 countries around the world.

The Huffington Post is an American online news site and blog which brings together news from other sites as well as creating its own original content. It was co-founded in 2005 by Arianna Huffington.

Exercise 9

- Put students into pairs to decide which of the features listed are typical of formal writing.
- Check the answers together as a class.

WATCH OUT! With reference to the point that impersonal sentences (e.g. *it is argued*) are used in formal essays, clarify that this means students should not use the personal pronoun *I*. The exception to this is in the conclusion, where a personal opinion should be given, e.g. *In my view, … I would argue …*

ANSWERS

Formal features: passive sentences, longer linkers, complex sentences, impersonal sentences, semi-colons
Informal features: contractions, colloquial language, simple linkers, abbreviations, dashes

Exercise 10

- Ask students to read the Language for writing box and then find a highlighted example in the essay to match each of the points.
- Let them compare answers with a partner before checking the answers together as a class.

ANSWERS

a what is popular
b transformed
c Furthermore
d An additional benefit of online news reporting … which means that …
e It should also be remembered that …
f We have a more varied choice of news sources than ever before; we are no longer limited …

Exercise 11

- Students work alone or in pairs to make the sentences more formal.
- Write the possible answers on the board and ask students to compare them with their own.

POSSIBLE ANSWERS

1 Nowadays, newspapers are extremely expensive.
2 It is often thought that printed newspapers will not survive for much longer.
3 A large amount of information on the internet is unreliable.

Exercise 12

- Read the essay titles together. Make sure students understand *have a right to* (= should be allowed to).

Exercise 13a

- Put students into pairs to choose a title, brainstorm arguments for and against the statement and decide what their opinion is. Suggest they think of two arguments for and two against.

Exercise 13b

- Students can write the essay in class or for homework.
- Remind them to refer to the Language for writing box to help them achieve a formal style.

EXTRA ACTIVITY Display the finished essays around the classroom. Ask students to read them and vote on which is the most persuasive essay.

11.5 Video

Going viral

VIDEOSCRIPT

Welcome to Fleet Street, the traditional home of the British media. In 1702, London's first daily newspaper – the *Daily Courant* – was published near here, and for almost 300 years this busy area was the centre of the UK's newspaper industry.

By the 20th century, most of the country's major media organizations had their headquarters here. This building was the home of the *Daily Telegraph*, this was the *Daily Express* and this was the head office of the international press agency Reuters. *The Sun*, the *News of the World*, and *The Times* were all nearby. But there are very few newspaper organizations around here now. After all, these old, ornate buildings aren't very suitable for the rapidly changing industry.

For centuries, most people in the UK got their news from newspapers. At the industry's height, popular tabloid newspapers like *The Sun* and the *Daily Mirror* had a circulation of around 4 million. Today, *The Sun*'s circulation is less than 2 million, while the *Daily Mirror*'s is less than 1 million. Why? Because many people don't read newspapers; they get their news online instead.

Millions of people across the world read news websites, and they have huge global circulations. Yahoo! News, the world's most-read news website, has an incredible 175 million readers a month. And now social media sites are changing everything. Sites like Facebook, Twitter and LinkedIn don't produce news, but people often read and share news stories on their sites.

In the USA, for example, 64% of adults use Facebook; and 30% of these people reported that they read most of their news on the site. So people aren't reading the front pages any more; they're reading the most popular stories on their social media accounts. But, there are problems. Many social media users aren't journalists, and some of these stories aren't news at all.

But social media is so popular that newspapers report on what they say. It's a vicious circle where newspapers report stories, these stories are shared and exaggerated online, and then other newspapers report from social media. Look at this headline, for example: 'Ghost ship carrying cannibal rats heading for Britain!' Sounds terrifying! But the story was hugely overstated. The ship never came near British soil and there was no proof of rats being on board; certainly not cannibal rats! So, where did this story come from?

On the 21st October 2013, the *Irish Independent* reported that an old Yugoslavian ship called the Lyubov Orlova had become loose and had gotten lost in the Atlantic Ocean. In the story, the Irish Coast Guard director told the newspaper that the boat had been beside the harbour, so he *assumed* there were rats on board. A few months later, *The Sun* picked up the story. They interviewed a Belgian salvage dealer who wanted to find the ship to make money. He claimed there would be lots of rats and that rats ate each other.

Rats became 'cannibal rats' and the story was soon all over the internet. The ship even got a Facebook page and Twitter account!

Many major newspapers reported this 'cannibal rats' story but in the end, had to admit that very little happened. We'll never know if any rats were on board, but if there were, they probably weren't cannibal rats. In one story, an animal expert pointed out that rats are as likely to eat one another as humans are. The empty ship drifted around the ocean before disappearing, probably sinking somewhere in the middle of the Atlantic. So, the story wasn't exactly news. But we did learn one thing – we shouldn't believe everything we read in the papers … or on the internet!

VIDEO ANSWERS

Exercise 1
1 tabloid
2 ornate
3 circulation
4 exaggerated
5 social media site

Exercise 2
exaggerated, ornate, social media site, tabloid

Exercise 3
1 used to be
2 under two million
3 use Facebook
4 rats
5 *The Sun*

Exercise 4
1 a 2 e 3 b 4 a 5 b

Review

ANSWERS

Exercise 2a
1 She pointed out that my shoelaces were undone.
2 He admitted he had cheated/cheating in the exam.
3 She promised that she wouldn't tell anyone/not to tell anyone.
4 He reminded me to take my pills.
5 She denied she had read my diary/reading my diary.

Exercise 3a
1 current affairs
2 news analysis
3 home improvement programme
4 match highlights
5 drama series
6 celebrity chef
7 TV commercial

Exercise 4a
1 conflict
2 suffer
3 armed
4 disturbing
5 encouraging
6 breakthrough

AUDIOSCRIPT 11.7
1 This is a situation in which people, groups or countries are involved in a serious disagreement or argument. It also describes a violent situation or period of fighting between countries.
2 This verb means to be badly affected by a disease, pain, sadness or the lack of something.
3 This means carrying a weapon, for example, a gun.
4 This describes something that makes you feel anxious, upset or shocked.
5 This describes something that gives you hope.
6 This describes an important development that may lead to an agreement or achievement.

Exercise 5a
1 manageable 2 addictive 3 viral 4 reliable, objective

Exercise 6a
1 From 2 to 3 What's 4 like 5 or other

12

Life stages

Unit overview

Language input

Unreal situations (CB p117)	• *If our flat was bigger, the children would have a room each.* • *If you'd listened properly, you'd know what to do.*
Using *I wish* and *if only* (CB p119)	• *I wish we lived by the sea.* • *If only I could turn back time.*
Grammar reference (CB pp158–159)	

Vocabulary development

Family and relationships (CB p116)	• *second cousin, sister-in-law, stepfather …*
Life events and choices (CB p118)	• *make up after a row, choose a career path, stand up to bullies …*
Compound adjectives (CB p121)	• *eco-friendly, home-made, turned-up …*

Skills development

Listening: recognizing vague language (CB p120)

Speaking: reflecting on life events and choices (CB p122)

Writing: a biography (CB p123)

Video

Documentary: Dynasty – the Churchills (CB p124)

Vox pops (Coursebook DVD & TG p264)

More materials

Workbook	• Language practice for grammar, vocabulary, pronunciation, speaking and writing
Photocopiable activities	• Grammar: No regrets (TG p219 & TSRD) • Vocabulary: Family tree (TG p237 & TSRD) • Communication: Success stories (TG p255 & TSRD)
Tests	• Unit 12 test (TSRD) • Progress test: Units 10–12 (TSRD)
Unit 12 wordlist (TSRD)	

12.1 Nearest and dearest

Goals

- Talk about family and relationships
- Talk about unreal situations

Lead-in

- Focus on the title of the lesson and ask if students can guess the meaning of *nearest and dearest* (see Background note).
- Put students into pairs to find out about their partner's immediate family. Write some prompts on the board, e.g.
  - *How many brothers/sisters?*
  - *Your position in the family (oldest, middle child, only child, etc.)?*
  - *Age difference?*
  - *Names?*
  - *What/siblings/do?*
  - *If only child, best/worst thing?*

WATCH OUT! Listen out for the following common error: ~~*We are five in our family*~~ for *There are five of us in our family*.

Background note: Your *nearest and dearest* is an informal, slightly humorous (and slightly old-fashioned) expression meaning your close family and friends. Although it consists of superlative adjectives, it is used as a plural noun, e.g. *He didn't tell anyone, not even his nearest and dearest.*

Vocabulary & Listening family and relationships

Exercise 1a

- Put students into pairs to put the words in the box into the three categories.
- Go through the answers together. Check comprehension by asking individual students to explain some of the relationships, e.g. a *sibling* is a brother or sister, a *sister-in-law* is your brother's wife or your husband's sister.

ANSWERS

older generation: aunt, godparent, stepfather
younger generation: niece
same generation: second cousin, sister-in-law, sibling, twin

- Highlight the use of hyphens in *sister-in-law*.
- Practise the pronunciation of *niece* /niːs/ and *sister-in-law* / ˈsɪstər ɪn lɔː /.

WATCH OUT! Make sure students understand *cousin* vs *second cousin*. *Cousins* or *first cousins* are the children of siblings. They share grandparents. *Second cousins* are the children of first cousins. They share great-grandparents.

Background note: Traditionally, a godparent is a person who promises at a Christian baptism ceremony to be responsible for a child and to teach them about the Christian religion. The tradition of the godparent exists in other religions too. Nowadays, being a godparent does not always have to include religious responsibilities. Instead, a godparent's role can be to take a special interest in the child's personal development and to look after them if anything happens to the parents.

EXTENSION You could expand this lexical set by dictating *great*, *identical* and *younger* and asking which words in the box could follow them. (Answers: *great aunt*, *great niece*, *identical twin*, *younger sibling*)

Exercise 1b

- In their pairs, students say which of the words in the box apply to them. Encourage them to give brief details, e.g. *I am an aunt. I have two nieces and a nephew.*

Exercise 1c

- Encourage students to peer-teach the words in bold and look up words that neither of them know in a dictionary.
- Students identify four sentences that cannot be true and change them so that they could be true. Make sure they understand that they should not change the words in bold.
- Check the answers together as a class and ask students to explain why the four sentences are illogical.

ANSWERS

2 He **looks up to** his older brother.
7 My sister **takes after** my mother.
9 I was **brought up** by my mother and grandmother.
12 Her mother **tells** her **off** when she's badly behaved.

- Check comprehension of the words in bold by giving a synonym or explanation and eliciting the correct word, e.g. *Which word or words means …?*
  - *excluded* (left out)
  - *badly behaved because they are given everything they want and not enough discipline* (spoilt)
  - *respects and admires* (looks up to)
  - *adores* (is devoted to)
  - *a feeling of great happiness* (joy)
  - *look or behave like someone else in your family, especially your mother or father* (take after)
  - *raise a child (i.e. care for them and teach them how to behave, etc.)* (bring up)
  - *speaks angrily to somebody for doing something wrong* (tells off)
  - *irritate* (get on sb.'s nerves)

Exercise 2a

- Ask students to write the name of one person for each of the descriptions. They can write the same person's name more than once if appropriate, and, unless specified, it doesn't need to be a member of their family.

Exercise 2b

- Put students into pairs to describe each person to their partner. Encourage them to find out more details.

Exercise 3a

- Focus attention on the photos. Put students into pairs to discuss the questions.
- Have a brief feedback session.

Exercise 3b

- Explain to students that they are going to think about what they believe is the ideal family size.
- In their pairs, ask students to list five things people consider when deciding how many children to have or whether they are going to have children. Give an example to start them off.

EXTRA SUPPORT Brainstorm the factors together and write them on the board before asking students in pairs to rank them in order of importance.

Exercise 4a 12.1

Audio summary: In the recording we hear six people explaining what they think is the ideal number of children to have, if any, and why. The recording is divided into two sections. We hear three speakers in the first part and three more in the second.

- Explain that students are going to hear six people talking about what they think is the ideal number of children to have. They will hear three people in the first recording and another three in the second recording.
- Play track 12.1. Students write the number of children each person thinks is ideal.
- Check the answers together as a class.

ANSWERS
Speaker 1 one
Speaker 2 four
Speaker 3 no more than two

AUDIOSCRIPT 12.1

Speaker 1
Many parents have a second child for the sake of their first – to stop them being lonely and spoilt. But that's just a stereotype, and I believe one child is ideal. Having one child has enabled me to devote plenty of time, money and energy to her. In my view, the more kids you have, the less time and energy you are able to give to each one. I also know that if I'd had more children, I'd have been less happy as I'd have had to give up too much in my life. And, to have a happy child, you need to be a happy parent.

Speaker 2
I have four children. I didn't plan four, but that's how many I've got and, in retrospect, I now believe that's the perfect number. The idea of having fewer or more is as unthinkable as having fewer or more arms or legs. Of course, the physical strain of bringing up four is enormous, but the joy each one brings is immeasurable. Although our home sometimes feels like a zoo and we are like a travelling circus whenever we go abroad, there is great comfort in being part of a six-member team. Having an even number means each child has an automatic playmate. If two are playing together, the other ones have each other and don't feel left out.

Speaker 3
I believe we have a responsibility to be mindful of the world's growing population. Each baby we bring into the world puts extra pressure on the world's resources – energy, food, forests, water and so forth. And people from rich countries use more than their fair share of these resources. For that reason, I feel no couple should have more than two children – one to replace each parent. I read the other day that if every couple in a rich country had one less child, they would save 9,441 tonnes of carbon dioxide over their lifetime. Makes you think, doesn't it?

Exercise 4b 12.2

- Tell students they are going to listen to another three people giving their views about the ideal family size and that their task is, again, to write down the number.
- Play track 12.2.
- Check the answers together as a class.

EXTRA SUPPORT Before listening, pre-teach *childfree* (= having no children; it is a more positive word than *childless*), *child-friendly* (= suitable for children or welcoming to children, e.g. *a child-friendly restaurant*) and *state school* (= a school that is paid for by the government and provides free education).

ANSWERS
Speaker 4 none
Speaker 5 at least six
Speaker 6 three

AUDIOSCRIPT 12.2

Speaker 4
I'd like to make the case for not having children. Society puts a lot of pressure on us to have children, but it's not right for everyone. There are countless reasons why I chose to be childfree. If I'd had children, I wouldn't have so much time now to devote to my husband and my career. I'd have very little privacy; my beautiful house would be full of plastic toys; my travels would be limited to school vacations and child-friendly destinations; and I could list dozens more reasons.

Speaker 5
I'm in favour of having as many children as you can manage. I'd say at least six is the ideal number. When you raise a large family – in my case, seven – you create a little community that supports itself through the ups and downs of life. Friends often quote school fees as being a reason not to have a large family. But if you're lucky enough to live in a country with great state schools, then that isn't an issue. There are those that say that having lots of children is ecologically irresponsible. But my family are productive, tax-paying, environmentally aware and all contribute positively to society.

Speaker 6
I didn't mean to have three children. The second of my pregnancies produced twins. And, as a result, I ended up with what I believe is the ideal number. Three children means three sibling relationships. So if two of the siblings fall out or are on bad terms, at least they've got another sibling to turn to. The other thing, and I know this sounds selfish, but let's be honest about it, the more children you have, the greater the chances that at least one of them will be successful enough to support me financially and care for me in my old age.

Exercise 5 12.3

- Focus on the task instructions and give students plenty of time to read options a–f. Clarify any vocabulary queries.
- Tell students that this time they will hear all six speakers.
- Play track 12.3. Students listen and write the speaker number by each option.
- Check the answers together as a class.

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

AUDIOSCRIPT 12.3

Speaker 1
Many parents have a second child for the sake of their first – to stop them being lonely and spoilt. But that's just a stereotype, and I believe one child is ideal. Having one child has enabled me to devote plenty of time, money and energy to her. In my view, the more kids you have, the less time and energy you are able to give to each one. I also know that if I'd had more children, I'd have been less happy as I'd have had to give up too much in my life. And, to have a happy child, you need to be a happy parent.

Speaker 2
I have four children. I didn't plan four, but that's how many I've got and, in retrospect, I now believe that's the perfect number. The idea of having fewer or more is as unthinkable as having fewer or more arms or legs. Of course, the physical strain of bringing up four is enormous, but the joy each one brings is immeasurable. Although our home sometimes feels like a zoo and we are like a travelling circus whenever we go abroad, there is great comfort in being part of a six-member team. Having an even number means each child has an automatic playmate. If two are playing together, the other ones have each other and don't feel left out.

Speaker 3
I believe we have a responsibility to be mindful of the world's growing population. Each baby we bring into the world puts extra pressure on the world's resources – energy, food, forests, water and so forth. And people from rich countries use more than their fair share of these resources. For that reason, I feel no couple should have more than two children – one to replace each parent. I read the other day that if every couple in a rich country had one less child, they would save 9,441 tonnes of carbon dioxide over their lifetime. Makes you think, doesn't it?

Speaker 4
I'd like to make the case for not having children. Society puts a lot of pressure on us to have children, but it's not right for everyone. There are countless reasons why I chose to be childfree. If I'd had children, I wouldn't have so much time now to devote to my husband and my career. I'd have very little privacy; my beautiful house would be full of plastic toys; my travels would be limited to school vacations and child-friendly destinations; and I could list dozens more reasons.

Speaker 5
I'm in favour of having as many children as you can manage. I'd say at least six is the ideal number. When you raise a large family – in my case, seven – you create a little community that supports itself through the ups and downs of life. Friends often quote school fees as being a reason not to have a large family. But if you're lucky enough to live in a country with great state schools, then that isn't an issue. There are those that say that having lots of children is ecologically irresponsible. But my family are productive, tax-paying, environmentally aware and all contribute positively to society.

Speaker 6
I didn't mean to have three children. The second of my pregnancies produced twins. And, as a result, I ended up with what I believe is the ideal number. Three children means three sibling relationships. So if two of the siblings fall out or are on bad terms, at least they've got another sibling to turn to. The other thing, and I know this sounds selfish, but let's be honest about it, the more children you have, the greater the chances that at least one of them will be successful enough to support me financially and care for me in my old age.

EXTRA SUPPORT Students could underline or highlight the key words in the options a–f to help focus them on the important parts of the sentences while listening.

EXTENSION Write these extracts from the listening script on the board. Ask students to discuss the meanings of the underlined phrases and to think of another way to express them.
- … *have a second child <u>for the sake of</u> their first* (= for the benefit of)
- *we have … to be <u>mindful of</u> the world's growing population* (= consider)
- *the <u>ups and downs</u> of life* (= good and bad things)
- *if two of the siblings … are <u>on bad terms</u>* (= have a bad relationship)

Exercise 6

- Put students into pairs or small groups to discuss the opinions put forward by the speakers.
- Some of the opinions are contained in options a–f. However, you may need to remind students about other opinions expressed, e.g. the question of whether only children are lonely and spoilt, and whether society puts pressure on people to have children.
- After the students have discussed the questions in pairs, bring the whole class together to exchange their opinions.

CRITICAL THINKING Students should be encouraged to support their opinions with examples. Write the following useful language for giving examples on the board for students to refer to during their discussions:
- *Let me give you an example from my own family …*
- *Take my nephew, for example, he …*

Grammar & Speaking unreal situations

Exercise 7

- Ask students to look at the *if* sentences from the listening and to answer the questions in pairs. Monitor and give help where necessary.
- Check the answers together as a class.

ANSWERS
a imaginary situations
b sentence 1: past, sentence 2: present/future, sentence 3: both

Exercise 8

- Focus students' attention on the Grammar focus box. You could either read it out loud in the class or get students to read it silently to themselves.
- The Grammar focus box brings together three types of unreal conditional: the second and third conditionals, which students are very likely to have come across before, and mixed conditionals, which are likely to be new.
- Students match the sentences in exercise 7 with the rules a–c.
- Check the answers together as a class.

ANSWERS

a sentence 2
b sentence 1
c sentence 3

- Remind students that the *if* clause can go first or second. If it is in the first part of the sentence, a comma is needed. If it is in the second part of the sentence, no comma is needed.

WATCH OUT! For some nationalities, there is a tendency to use *would* in the *if* clause as well as the main clause. This is compounded by the fact that *'d* is the short form of both *would* and *had*. Show the difference on the board, e.g.

had *would*
↓ ↓
If you'd listened properly, you'd know what to do.

Pronunciation sentence stress in conditional sentences

Exercise 9a 12.4

- Explain to students that they are going to listen to the second part of four conditional sentences. They should listen to whether *would/might* and *couldn't/wouldn't* are stressed. They should also listen to the pronunciation of *have*. You may need to do this in two stages.
- Play track 12.4.
- Elicit the answers. It would be helpful to write the answers on the board showing the stress and schwa sounds visually.
- Remind students that affirmative auxiliaries, e.g. *would* and *can*, are usually unstressed (unless we are being emphatic) and negative auxiliaries are stressed.

ANSWERS

1 *Would* and *might* are not stressed. *Wouldn't* and *couldn't* are stressed. (Negatives are stressed)
2 /həv/

AUDIOSCRIPT 12.4

1 I would have done things differently.
2 I might have given it a try.
3 I couldn't have managed on my own.
4 I wouldn't have enjoyed it.

EXTRA CHALLENGE Ask students to write the first part of each conditional sentence. They can compare their sentences with a partner.

Exercise 9b 12.4

- Play the track again, pausing after each sentence for students to repeat, focusing on the correct sentence stress.

EXTRA ACTIVITY To give students more practice in weakening unstressed syllables, write the following sentence on the board. Drill it chorally with the class and then get faster and faster.
If I'd known about it, I'd have told you.

Exercise 10

- Students can do the exercise alone or in pairs.
- Do the first sentence together on the board as an example. Remind students to use a comma after the *if* clause.
- Check the answers together as a class.

ANSWERS

1 If my brother hadn't emigrated to New Zealand, our kids would be closer now.
2 If I'd known how physically exhausting bringing up kids was, I would have had them earlier.
3 If I didn't value my independence so much, I would have had children.
4 If we weren't such a large family, we wouldn't need a big house.
5 If I'd had siblings, I might not be as independent as I am.

EXTENSION Ask students to match each sentence to rules a–c in the Grammar box.

- Refer students to *Grammar reference* on page 158. There are two more exercises here students can do for homework.

Exercise 11a

- Focus on the task instructions and do the first item together as an example. Tell students to ignore the words in square brackets for now.
- Students complete the exercise on their own.
- Let them compare answers with a partner before checking the answers together as a class.

ANSWERS

1 How would your life be different now if you had x siblings?
2 If you'd been brought up in x, how would your life have been different when you were a child, and how would it be different now?
3 What would you do in your free time if you lived in x?
4 If you were a member of the opposite sex, would people have treated you differently as a child? Would you have a different job/goals now?

Exercise 11b

- Read through the instructions and example together.
- Students replace the square brackets with their own ideas.

Exercise 11c

- Put students into pairs to take it in turns to ask each other the questions. Go around monitoring the activity and making a note of any errors and good use of language for an error-correction slot at the end of the activity.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 didn't have, 'd have, 'd have
2 would you live, could live, would be
3 'd known, would have stayed
4 could choose, 'd have
5 'd spent, would have passed
6 would you do, were, were, 'd talk

Exercise 2

1 If I hadn't missed the bus, I wouldn't have been late for work.
2 You wouldn't be feeling tired now if you hadn't gone to bed late last night.
3 If Alina was here tomorrow, she could/would be able to help us.
4 We would be able to/could get in the house if you hadn't lost the key!
5 Gabby would've gone to the meeting if she'd known about it.
6 If you'd been listening, you'd know what to do.
7 If I had your number, I could've called/would've been able to call you last night.
8 If the internet was working, I would be able to/could send them the photos.

12.2 If I could turn back time, …

Goals

- Talk about life events and choices
- Use *wish* and *if only*

Lead-in

- With books closed, write the following quotation, by the 19th-century American author and philosopher Henry Thoreau, on the board in jumbled order:
  Never look back unless you are planning to go that way.
- Ask students to put the words in order and say what the quotation means. Ask whether this reflects their own attitude to regret.

Vocabulary & Reading life events and choices

Exercise 1a

- Read through the task instructions and examples together. You could demonstrate by giving your own examples of things you've done (or not done) and regretted.
- The aim is for students to talk about minor regrets, not major regrets that they may feel uncomfortable discussing.

Exercise 1b

- Put students into pairs to share their regret stories.

Exercise 1c

- Again working in pairs, students discuss the question, giving examples.
- Have a brief whole-class feedback session.

Exercise 2

Text summary: The article is based on the key findings of a recent survey into people's greatest regrets. It talks about what the top regrets are and how these differ according to gender, age, etc. It also explains how regret can be turned into a positive emotion.

- Explain that students are going to read an article about regrets and that the questions 1–4 will give them an opportunity to predict what the article might say.
- Briefly elicit their ideas, but don't confirm or contradict them.

Exercise 3

- Set a suitable time limit (e.g. two minutes) for students to read the text. Then in pairs they discuss the answers to the questions in exercise 2.
- Check the answers together as a class.

ANSWERS

1 romance, family and education
2 Women have more regrets relating to romance.
3 things we didn't do
4 Regret can help us to move on and make better future decisions.

EXTRA ACTIVITY Ask students to find and underline these words and phrases in the text and try to work out their meaning from the context: *job opening* (= a specific job in a company that needs to be filled), *gender* (= being either male or female), *fretting about* (= to worry continuously about), *key finding* (= a very important piece of information that is discovered during an official examination of a situation) and *fixate* (= to be so interested in someone/something that you pay attention to nothing else).

Exercise 4a

- Focus on the task and the first example in the list of regrets.
- Students do the exercise alone or in pairs. Encourage them to guess the meaning of the words in bold from the context and check in a dictionary if necessary.
- Check the answers together as a class.

ANSWERS

a romance
b family
c romance
d money
e family
f work
g parenting
h money
i health
j work
k education
l money
m work

Exercise 4b

- Ask students to match seven of the words and phrases in bold to their meanings in the box.
- Check the answers together as a class.

ANSWERS

a **date:** romantic meeting
b **row:** disagreement
c **settling down:** having a quieter life, living in one place
e **mean:** unkind
h **property:** building
j **turning down:** rejecting
m **standing up to:** defending yourself against

- Check comprehension of the other words in bold by asking students to identify the words which mean:
  – *end a disagreement and become friends again* (make up)
  – *bravery* (courage)
  – *fail to benefit from something useful or enjoyable by not taking part in it* (miss out on)

– *money paid to somebody who is too old or sick to work* (pension)
– *time spent giving your full attention to somebody* (quality time)
– *putting money into something in the hope of making a profit* (investment)
– *the way you progress in your job or a series of jobs* (career path)

- Practise the pronunciation of courage /ˈkʌrɪdʒ/.

STUDY TIP Remind students to record the words in bold, not as individual words but as chunks of language, e.g. *ask someone on a date, miss out on an investment opportunity, pay into a pension, stand up to bullies.*

EXTENSION Ask students to write definitions for the words in bold whose meanings aren't given in the box:

– *courage* (= the ability to do something dangerous or frightening without showing fear)
– *make up* (= become friends again after a disagreement)
– *row* (= angry disagreement)
– *miss out on* (= fail to benefit from something useful by not taking part in it)
– *investment* (= buying a property, shares, etc. in the hope of making a profit from it)
– *quality time* (= time spent giving your full attention to somebody)
– *pension* (= money paid by a government or company to someone considered too old or sick to work)
– *career path* (= the way you progress in your job or a series of jobs)

Exercise 4c

- Put students into pairs to discuss the questions.
- Conduct a brief whole-class discussion.

EXTENSION You could ask students to discuss, in pairs, which of the top regrets they can most identify with.

Grammar & Listening using *wish* and *if only*

Exercise 5 12.5

Audio summary: A radio phone-in programme where listeners are asked to call in and describe their greatest regret.

- Explain that students are going to listen to a radio programme where members of the public call in and talk about their greatest regret.
- Play track 12.5. Students match the speaker to each regret.
- You could pause after each caller and ask students to compare in pairs what they understood.
- Check the answers together as a class.

ANSWERS
a Michelle **b** Jade **c** Greg **d** Bill

AUDIOSCRIPT 12.5
P = Presenter, G = Greg, J = Jade, B = Bill, M = Michelle
P 'Regrets – I've had a few' or so said the great Frank Sinatra in his famous song 'My Way', and today we want to hear all about your regrets, those silly mistakes you've made in life, the things you said or did that you really wish you hadn't or those missed opportunities that left you thinking 'Oh, if only I could turn back time … I'd do things very differently …' Well, now's your chance to call in and get it all off your chest!
OK, well on the line we have Greg from Glasgow. Greg, tell us your regret.
G My biggest regret is ignoring my dad's advice to buy a flat while properties weren't too expensive. He even offered to give me some money for the deposit. This was about six years ago when a small flat was just about affordable. But I didn't because … well, I dunno … I just couldn't be bothered to save up, and I didn't think there was any hurry, I suppose. Now, even the tiniest flat costs an absolute fortune and I can't even think about buying one. If only I'd listened to my dad. I could kick myself now.
P I bet you could. Sorry to hear that, Greg … and I'm sure there are lots of people in your position.
Next, we hear from Jade in Bristol. Jade, what happened to you?
J Something I really regret is the time when a very good friend told me she was splitting up with her boyfriend. I'd never really liked him and I said: 'Well, I think that's a good decision … and to be honest, I never really understood what you saw in him anyway.' She was quite offended by that and then the inevitable happened – they got back together again. Now things are really awkward between us. So now of course I'm thinking 'If only I hadn't opened my big mouth!'. I wish I could be a bit less honest sometimes …
P Oh my goodness – well, you won't be making that mistake again, will you?
And next – Bill, from London.
B I regret getting rid of all my LPs. But it was my wife that kind of insisted. She kept going on at me, you know, saying: 'I wish you'd sell those records. They take up so much space and you never play them …' I thought 'maybe she has a point'. So I did, but I knew it was a mistake instantly. Recently, I've got into listening to records again, at a friend's house – I love the sound of records, the covers … so much more enjoyable than digital music. So I've decided to start again with my record collection.
P It's true – there is something unique about the sound of records. Good luck with rebuilding your collection, Bill!
And we've got time for just one more story – here's Michelle, from Manchester.
M One of my biggest regrets is not standing up to a colleague who used to bully me in my last job. She'd criticize my work, make me look stupid in front of other people and generally do everything she could to knock my confidence. And I just let her do it because I was new to the job, and I didn't dare answer back or challenge her behaviour. I wouldn't tolerate it now – I just wish I'd had the courage to challenge her at the time.
P Bullies, eh? Who needs them! Glad to hear you wouldn't tolerate them now.
Well, it's great to hear your stories – keep them coming in, but first, the news …

Exercise 6 12.6

- Explain that students are going to look at some sentences from the recording. Their task is to complete the sentences with one or two words. A contraction counts as one word.
- Play track 12.6. Students listen and complete the extracts.

- Let them compare answers with a partner before checking the answers together as a class.

ANSWERS

1 'd listened
2 hadn't opened
3 could be
4 'd sell
5 'd had

AUDIOSCRIPT 12.6

1 If only I'd listened to my dad.
2 Oh, if only I hadn't opened my big mouth!
3 I wish I could be a bit less honest sometimes …
4 I wish you'd sell those records.
5 I just wish I'd had the courage to challenge her at the time.

EXTRA CHALLENGE Ask students to try to complete the sentences from memory before they listen to the sentences. Then play the recording for them to check their answers.

Exercise 7

- Students work alone or in pairs to answer the questions.
- Check the answers together as a class.

ANSWERS

1 1, 2 and 5
2 3
3 4
4 *had* in sentences 1 and 5, *would* in sentence 4

Exercise 8

- Focus students' attention on the Grammar focus box. Ask them to read the rules and, working individually, add examples from exercise 6.
- Let them compare answers with a partner before checking the answers together as a class. In point 4, explain that *if only* is more or less synonymous with *I wish,* but *if only* is less common and suggests a deeper sense of longing.

WATCH OUT! Students, understandably, tend to link past and present tenses with past and present time. It is important to explain that past sentences do not always indicate past time, but are sometimes used to indicate unreal or imaginary situations, as is the case with *I wish*, *if only* and in some conditional sentences. It can be useful to consider the past tense as expressing 'remoteness', which includes remoteness from now (i.e. the past) and remoteness from reality (i.e. imaginary situations).

ANSWERS

a 3 I wish I could be a bit less honest sometimes …
b 5 I just wish I'd had the courage to challenge her at the time.
c 4 I wish you would sell those records.
d/e 1 If only I'd listened to my dad.
d/e 2 If only I hadn't opened my big mouth!

Exercise 9a

- Focus on the task and do the first sentence together as an example.
- Put students into pairs to continue the exercise. Circulate and monitor.
- Check the answers together as a class.

ANSWERS

1 I wish/If only I'd worked harder at school.
2 I wish/If only I had more siblings.
3 I wish/If only I lived in the city centre.
4 I wish/If only people wouldn't park on the pavement.
5 I wish/If only I was/were more patient.
6 I wish/If only people wouldn't spell my name incorrectly. OR I wish/If only people would spell my name correctly.
7 I wish/If only I didn't worry (so much) about what people think of me.

Exercise 9b

- Students look at the sentences that they have written with *I wish/if only* and change them so that they are true for them personally.

Exercise 9c

- Students work in pairs to compare their sentences. Encourage them to expand on their wishes or regrets by giving reasons and examples.
- In feedback ask a few students to tell the class about any wishes or regrets that they share with their partner.
- Refer students to *Grammar reference* on page 159. There are three more exercises here students can do for homework.

GRAMMAR REFERENCE ANSWERS

Exercise 1

1 had
2 had
3 would stop
4 had chosen
5 would settle down
6 hadn't turned down

Exercise 2

1 I wish the lecture was more interesting.
2 I wish I wasn't here.
3 I wish I could go home.
4 I wish the lecturer would involve the students more.
5 I wish I enjoyed being a student.
6 I wish I hadn't chosen to study this subject.

Exercise 3

1 She wishes she had spoken to Michael last night.
2 If only you could come with us.
3 I wish I had a bit more money.
4 I imagine Karl wishes he hadn't said all those things.
5 If only we knew his address.
6 I (really) wish he would call me.

12.3 Vocabulary and skills development

Goals

- Listening: recognize vague language
- Understand and use compound adjectives

Lead-in

- Write *hippies* and *punks* on the board. Briefly brainstorm, as a class, the names of a few more social groups, i.e. a group of people that wear particular clothes, listen to the same kind of music, go to the same places. (Answers might include: bikers, goths, emos, hipsters, New Age travellers, rockers, skinheads, etc.)

- Ask *Do you or does anybody you know belong to one of these groups, now or in the past? What are the pros and cons of being part of a social group like these?*

Listening recognizing vague language

Exercise 1

- Put the students into pairs and set a suitable time limit for them to discuss the questions.
- Have a class feedback session. Check the answers to question 1 and elicit some words to describe the look of the hipster in the photo (e.g. *slicked-back hair*, *full beard*, *turned-up moustache*, *pierced nose*).
- Find out what the class thinks of the hipster look.

ANSWERS

1 cool hip in trendy the 'in' thing

Exercise 2 12.7

Background note: Hipsters are usually defined as a 'subculture', i.e. a group of people that differentiates itself from the mainstream culture. Modern hipsters (as opposed to the original hipsters of the 1940s, who adopted the lifestyle of jazz musicians) are generally associated with indie music and fashion and alternative lifestyles. Modern hipsters became particularly prominent in the 2010s. The original modern hipsters came from Brooklyn in New York and Shoreditch in east London, but the phenomenon has spread to many parts of the world.

Audio summary: The listening is a radio interview with a future trendspotter, about modern-day hipsters. It is divided into two parts: a short introduction, where we are given a very brief overview of who and what hipsters are, and a second part, the main body of the interview, where the presenter and his guest talk about the characteristics of hipsters – how they dress, the things they like and aspects of the hipster lifestyle. They also discuss how hipsters perceive themselves and how others perceive them.

- Explain that students are going to listen to an interview with a marketing expert about modern-day hipsters. Explain that they will listen first to the introduction, then, after they have done the Unlock the code exercises, they will hear the main part of the interview.
- Refer students to the task and give them time to read the summary before playing track 12.7.
- Students listen and identify two mistakes in the summary and correct them.
- Let them compare answers with a partner before checking the answers together as a class.

ANSWERS

They are usually in their twenties and thirties.
Some are students and some are professionals.

EXTRA SUPPORT Pre-teach *rebel* (= fight against or refuse to obey an authority, e.g. the government, your parents), *subculture* (= a group of people in society that behave in a way that is different from the norm), *mainstream* (= considered normal because it reflects what is done or accepted by most people) and *alternative* (= different from the usual or traditional way that things are done).

AUDIOSCRIPT 12.7

P = Presenter, CN = Carla Nielsen

P Every era has a social group that rebels against society in some way. In the 60s, it was hippies; in the 70s, punks; in the 80s it was goths. Now, the latest subculture to hit the international scene is the hipster. But what precisely is a hipster? Here to tell us more about this distinctive group is Carla Nielsen, a future trendspotter, who works for a marketing agency. Carla, describe for us the principal characteristics of a hipster.

CN Well, hipsters are young people – in their 20s and 30s, usually – who reject mainstream culture. You know, so they're kind of anti anything that's popular. That includes art, music, clothes and so on. Instead, they prefer alternative music and fashion. They tend to be well-educated people. Some are students, others are professionals, and many of them work in creative fields like media or publishing … that sort of thing.

Exercise 3a 12.8

- Tell students they are going to hear three short extracts from the interview. Give them time to read the extracts.
- Play track 12.8 for students to write in the missing words.
- Check the answers together as a class.

ANSWERS

1 kind of
2 art, so on
3 of, creative, sort of

AUDIOSCRIPT 12.8

1 … they're kind of anti anything that's popular.
2 That includes art, music, clothes and so on.
3 Many of them work in creative fields like media or publishing … that sort of thing.

Exercise 3b

- Focus on the task and clarify, if necessary, that *vague* means 'not precise or exact'.
- Put students into pairs to do the exercise.
- Check the answers together as a class.

ANSWERS

kind of
and so on
that sort of thing

Exercise 4 12.9

- Tell students that in the next part of the lesson they are going to focus on vague language such as *kind of* or *sort of*. It is worth explaining, before they read and listen to the information in the box, that because vague language is very common and therefore spoken very quickly, it is often very heavily distorted and, as a result, hard to recognize.
- Refer them to the Unlock the code box. Play track 12.9 for students to listen as they read.

WATCH OUT! You could mention to students that it is extremely important for them to be able to recognize or 'decode' vague language, as it is very common. However, though it is important for them to use it themselves, they should not overuse words like *kind of* or *sort of*.

Exercise 5a 12.10

- Focus on the task instruction.
- Play track 12.10 for students to count the words in each sentence. Do the first one together as an example.
- Check the answers together as a class.

ANSWERS

1 8 2 8 3 12 4 12 5 10

AUDIOSCRIPT 12.10

1 His beard is a sort of orange colour.
2 Her look is kind of hard to describe.
3 The bike basket's useful for carrying laptops, shopping bags or whatever.
4 He writes a blog about hipster fashion, music and stuff like that.
5 He wears formal clothes like ties, waistcoats and so on.

Exercise 5b 12.11

- Ask students to read the sentences. Deal with any vocabulary queries.
- Play track 12.11. Students listen and complete the sentences.
- Check the answers together as a class.

ANSWERS

1 books and stuff like that
2 or milk or whatever
3 and posters and so on
4 and that kind of thing
5 the sort of clothes
6 and places like that

AUDIOSCRIPT 12.11

1 Hipsters reject mainstream culture: music, clothes, books and stuff like that.
2 Some hipsters are vegan, so they don't eat eggs or milk or whatever.
3 It's a shop that sells old books and posters and so on.
4 He's into 1930s music, like jazz, blues and that kind of thing.
5 She likes the sort of clothes you'd buy from a vintage clothes shop.
6 The area is full of hipster barber shops, cafés and places like that.

Exercise 6a 12.12

- Explain that students are going to listen to the rest of the interview about modern-day hipsters. Give them time to read through the topics.
- Play track 12.12. Students tick the topics that are mentioned.

AUDIOSCRIPT 12.12

P And how would I recognize a hipster if I bumped into one in the street?
CN Well, your stereotypical hipster wears tight-fitting jeans, and large thick-rimmed glasses – whether they need them or not. They wear old-fashioned, retro-style shirts … you know, with checked or flowery patterns, often bought from vintage or second-hand clothes shops. Another typical hipster feature is the long beard or turned-up moustache. You rarely see a clean-shaven male hipster.
P And the female hipsters?
CN Well, they're less easy to identify, but, like the men, they wear old-fashioned clothing. Floral-patterned dresses, or cardigans – the sort of things their grandmothers might have worn.
P So for hipsters, old-fashioned is cool?
CN Yes, and that applies to the things they own. So they love low-tech objects like record players, old-style cameras, typewriters … that kind of thing … But what I should explain about hipsters is that they don't actually want to be labelled as hipsters. They don't want to be part of a group, they want to be seen as individuals.
P Oh right, I see. And that, I suppose, makes them different from punks, or goths or whatever … who are happy to identify with these labels.
CN Exactly.
P So where do hipsters hang out?
CN Well, there are hipster neighbourhoods in many major cities around the world, which are full of trendy hipster cafés, galleries, second-hand shops, and so on. They tend to be districts that are historically poor and run-down but are now fashionable places to live and work.
P Uh huh, so … so tell me more about the kind of music hipsters are into.
CN Oh, well, all sorts of bands really, as long as they're obscure and nobody else has heard of them. Hipsters are very critical of mainstream music and of those who like it. The same with film, books and art. That's why hipsters aren't very popular. They think their tastes are superior to others.
P I see, I'm getting the picture … So apart from a taste for little-known bands and artists, how else are hipsters different from other people?
CN Well, they're anti-consumerism. That's why they like to buy second-hand things and why they believe in mending things when they break, rather than always buying something new. They're also very green – so they buy eco-friendly products, like shampoo. A lot of them are vegetarians or vegans.
P So I presume they like to travel everywhere by bike?
CN Absolutely. In fact the ultimate cool hipster accessory is the fixed-wheel bike. Or 'fixie' as they're known. They're sort of like modern versions of retro-style bikes with just one gear. They're the in-thing in urban cultures all over the world. You must have seen them around.
P Yes, I have … So tell me, how does a hipster like to spend their spare time?
CN As you may predict, hipsters are keen on old-fashioned pastimes, like knitting, woodwork, growing your own fruit and vegetables, making home-made jam, baking cakes and stuff like that … but probably the most stereotypical hipster pastime is retro-photography, which involves taking photos on a smartphone using an app which makes the images look as though they were taken with a vintage-style camera.
P Then posting the images on social media?
CN Oh yes … because hipsters are very keen on showing off their pictures to everyone they know.
P Really? … so my final question to you as a future trendspotter … Do you think 'hipsterism' is here to stay?
CN Well, I think it's already been around long enough to be more than just a passing trend, and it's travelled to many different countries. I think we'll always have this group of young people that value independent thinking and fashion and culture. But like all trends, it will change and evolve.

P Well, thank you for coming on the programme – it's been fascinating.
CN My pleasure.

Exercise 6b 12.12

- Students compare their answers with a partner.
- Play track 12.12 again. Students listen and check, then check the answers together as a class.

ANSWERS

Topics mentioned: hipster clothing, objects owned by hipsters, hipster neighbourhoods, taste in music, attitudes to the environment, hipster transport, hipster hobbies

Exercise 7 12.12

- Ask students to read through the questions. Tell them to write very brief notes as they listen.
- Play track 12.12 again.
- Let them compare answers with a partner before checking the answers together as a class.

ANSWERS

1 second-hand or vintage shops
2 because they don't want to be labelled
3 because they have a superior attitude
4 many are vegetarian or vegan
5 they have only one gear
6 taking photos using apps which make photos look old-fashioned

EXTRA ACTIVITY Ask further comprehension questions about the interview, e.g. *What kind of clothes do male hipsters wear? What about female hipsters? What is the hipster attitude towards consumerism? What hipster hobbies are mentioned other than retro-photography? What does Carla Nielsen say about the future of hipsters?*

CRITICAL THINKING A key critical-thinking skill is assessing prior knowledge of a topic. Ask students to discuss with a partner how much of the information about hipsters was new to them, how much they knew before and what surprised them. Write the following sentence stems on the board to help focus their discussions:

- *I was(n't) aware that …*
- *It was interesting to learn that …*
- *What surprised me was …*

Exercise 8

- Put students into pairs to discuss the questions.
- Circulate and monitor their conversations, showing interest, feeding in ideas and checking that the talkative students are giving the quieter ones a chance to speak.
- Ask students to report back any interesting points raised during their discussions.

Vocabulary compound adjectives

Exercise 9a

- Focus students' attention on the list of compound adjectives from the radio programme. Remind students that compound adjectives are adjectives made up of two words.

EXTRA CHALLENGE Ask students if they can remember what any of the words referred to in the radio programme:

- *clean-shaven* referred to the facial appearance of hipsters
- *eco-friendly products*, e.g. shampoo
- *fixed-wheel bicycle*
- *floral-patterned dresses*
- *home-made jam*
- *low-tech objects*, e.g. record players, cameras, typewriters
- *turned-up moustaches*
- *old-fashioned shirts*
- *second-hand clothes*
- *little-known bands*
- *run-down neighbourhoods*
- *thick-rimmed glasses*
- *tight-fitting jeans*

- Students use the words to describe the things in the photos. Make sure they understand that not all of the words can be used.
- You could do this as a whole-class or pairwork activity.

PRONUNCIATION Remind students about the rules of word stress in compound adjectives, namely, that the stress is generally on the second word if the compound adjective comes after a verb, but there is equal stress on both words if the compound adjective comes before a noun, e.g. *Her clothes are old-fashioned* /ɔːld ˈfæʃənd/ but *She wears old-fashioned* /ˈɔːld ˈfæʃənd/ *clothes*.

POSSIBLE ANSWERS

old-fashioned clothes
second-hand records
old-fashioned camera
LPs are low-tech
floral-patterned dress
thick-rimmed sunglasses
home-made jam
fixed-wheel bicycle
tight-fitting jeans
turned-up jeans
bicycles are eco-friendly

Exercise 9b

- Ask students to work with a partner to match ten of the thirteen compound adjectives with their opposites. Encourage them to use dictionaries, if necessary.
- Check the answers together as a class.

ANSWERS

a 4 (plain – floral-patterned)
b 12 (thin-rimmed – thick-rimmed)
c 10 (famous – little-known)
d 13 (baggy – tight-fitting)
e 5 (shop-bought/industrially produced – home-made)
f 9 (brand new – second-hand)
g 6 (high-tech – low-tech)
h 1(bearded – clean-shaven)
i 11 (smart – run-down)
j 2 (harmful to the environment – eco-friendly)

Exercise 10

- Focus students' attention on the Vocabulary focus box about compound adjectives.
- Either ask students to read it themselves or go through the information together as a class.

EXTRA CHALLENGE Ask students to think of one more example for each of the compound adjective forms 1–5. (Possible

answers might include: 1 home-made, short-sleeved, 2 long-lasting, easy-going, 3 high-quality, low-cost, 4 waterproof, child-friendly, 5 well-off, hands-on, built-up.)

Exercise 11a

- In this activity, students do a light-hearted questionnaire to find out how 'hipster' they are.
- Working alone or with a partner they complete the questions with a suitable compound adjective from exercise 9a.
- Check the answers together as a class.

ANSWERS

1 second-hand
2 low-tech
3 little-known
4 floral-patterned, tight-fitting
5 thick-rimmed
6 fixed-wheel
7 turned-up, clean-shaven
8 home-made
9 old-fashioned
10 run-down
11 eco-friendly

WATCH OUT! Check students understand and can correctly pronounce *vintage* /ˈvɪntɪdʒ/ (= typical of a period in the past and of high quality).

Exercise 11b

- Put students into pairs to take it in turns to ask and answer the questions.
- Circulate and monitor, encouraging students to ask follow-up questions.
- You could ask them to count the number of questions to which they answered *yes* and then in a feedback session find out who in the class has the most hipster-like tendencies!

12.4 Speaking and writing

Goals

- Reflect on life events and choices
- Write a biography

Lead-in

- With books closed, write *turning point* on the board and elicit its figurative meaning (= a time when a significant change happens). Brainstorm as a class some examples of life's turning points and write them on the board. (Possible answers might include: getting married, passing a driving test, moving house, having children, going to college/university, returning to college, leaving home, changing career, retraining, retiring, spending time abroad.)

Speaking reflecting on life events and choices

Exercise 1

- Put students into pairs to think of the three most significant turning points in their lives.
- They shouldn't go into detail at this stage as there will be an opportunity to do this later.

Exercise 2 12.13

Audio summary: Four speakers describe an important turning point in their lives and how it changed their life.

- Explain that students will hear four people describing a turning point in their life. Ask them to write down what each change was and why they made it.
- Play track 12.13, pausing after each speaker for students to compare notes with a partner.
- Check the answers together as a class. Play the recording again if necessary.

ANSWERS

1 She changed her degree course because she found it too difficult.
2 He went to work abroad because he wanted to experience life in another country.
3 He went freelance after being made redundant.
4 He gave up smoking because his wife was pregnant.

AUDIOSCRIPT 12.13

Speaker 1
I'm so pleased I decided to change degree courses. I started off doing languages, French and German – I'd always got really excellent grades in them at school, but at university level I just couldn't keep up. I was skipping lectures, not turning up to classes, because I found the whole thing so difficult. Anyway, so I changed to psychology. That was such a good move. I couldn't have wished for a better course. I ended up with a good result in my degree. I'm very grateful to the tutors for being understanding and allowing me to switch.

Speaker 2
I'm so glad I decided to go and work as a teacher in Istanbul for two years. I'd been working for an accountancy firm in London prior to that, but I knew it wasn't really for me. I wanted to experience life in another country and Istanbul had always fascinated me. Getting to grips with a new culture and language was quite a challenge at first, but I gained so much from the experience, and it's really helped me to put aspects of my own culture into perspective. So thank goodness I didn't listen to my parents, who tried to dissuade me from giving up my career in accounting. And, of course, if I hadn't gone to Turkey I wouldn't have met my wife.

Speaker 3
A couple of years ago, I decided to go freelance – and what a good decision that was! I really appreciate having the freedom to do as much or as little work as I want. What actually happened was that I was made redundant from my job in advertising. Although it was a terrible shock at the time – a real kick in the teeth – I gradually got over it and started to build up my own advertising consultancy business, which is going very well. In retrospect, losing my job was a blessing in disguise. I don't think I would have had the courage or motivation to set up on my own if I hadn't been forced to by my circumstances.

Speaker 4
Two years ago, I gave up smoking. I'd been smoking for several years before that. I'd tried to give up a couple of times before, but my motivation was stronger this time because my wife was pregnant with our first child. It's such

a relief not to be a slave to cigarettes any more. And when I think of all the money I wasted, I could really kick myself. Obviously, with hindsight, I should never have started and I wouldn't have done if I'd known how addictive it would be. But never mind – what's done is done and there's no point in crying over spilt milk, is there?

Exercise 3a

- Students work alone to choose the correct option to complete the extracts from the listening.
- Let them compare answers with a partner, but don't confirm answers at this stage.

Exercise 3b 12.14

- Play track 12.14. Students listen and check their answers to exercise 3a.
- Go through the answers together. Check understanding of the expressions by asking the following questions:
  - *Which expression means 'I regret it very strongly'?* (I kick myself)
  - *Which means 'something that seems to be a problem at first but has good results in the end'?* (a blessing in disguise)
  - *Which two phrases mean 'nothing can be done to change the situation'*? (what's done is done/there's no point in crying over spilt milk)
  - *Is there a similar idiom to 'no point in crying over spilt milk' in your language?*

ANSWERS

1 wished for
2 grateful, for
3 thank
4 In, in
5 kick
6 With
7 What's
8 point, over

EXTRA SUPPORT Drill the sentences together as a class before getting students to practise reading the sentences aloud in pairs.

- Students practise saying the sentences. Go round listening and correcting where necessary.
- Finally, refer students to the Language for speaking box and ask them to find phrases that were not in exercise 3a. (*I'm so pleased/glad I … , It's so lucky I…, I feel very fortunate to have…, What was I thinking? It was a blessing in disguise. … was a good call. What's done is done.*)

WATCH OUT! Make sure students are using the correct prepositions for *In retrospect* and *With hindsight*. It is possible to say *in hindsight*, but it is not possible to say *with retrospect*. The phrases both mean 'when I look back now'.

EXTENSION Highlight the following points about some of the language in the Language for speaking box that didn't appear in exercise 3a:

- We say *It's (so) lucky* + clause (e.g. *It's so lucky I bought the flat when I did …*) but we use present or past infinitive after *I feel very lucky/fortunate …* (e.g. *I feel fortunate to have known her*).
- The idiom *good call* refers to decisions made by an umpire in a tennis match, e.g. about whether a ball is in or out. *It was a good call* means 'it was a good decision'.
- *What was I thinking?* means 'I can't believe I thought it was a good idea to do that!'

PRONUNCIATION Some of the expressions in this set are often spoken very emphatically. Draw attention to the heavily stressed words in the following phrases:

- *I'm so pleased I …*
- *Thank goodness …*
- *I couldn't have wished for …*
- *What was I thinking?*

EXTRA ACTIVITY The listening text is rich in idiomatic phrases which you could highlight. Write on the board:

- *(changing degree courses was such) a good move.*
- *Get to grips with (a new culture).*
- *(Being made redundant was) a kick in the teeth.*

Ask students to discuss their meaning and to write an example sentence containing each idiom.

AUDIOSCRIPT 12.14

1 I couldn't have wished for a better course.
2 I'm very grateful to the tutors for allowing me to switch.
3 So thank goodness I didn't listen to my parents.
4 In retrospect, losing my job was a blessing in disguise.
5 When I think of all the money I wasted, I could really kick myself.
6 With hindsight I should never have started.
7 What's done is done.
8 … there's no point in crying over spilt milk …

Exercise 4

- Go through the task instructions with the class.
- Ask students to make a list of four or five important decisions they have made that have had a significant impact on their life using the topics in the box as prompts.
- Ask them to think about how they might include language from the Language for speaking box and past and mixed conditional sentences to talk about how their lives might have been different.
- Put students into pairs to take turns to describe and reflect on their decisions. Circulate and monitor, taking note of errors and examples of good language for a feedback session at the end.

SMART COMMUNICATION As well as being able to reflect on life events and choices, students need to be able to respond appropriately when somebody else is sharing their feelings of regret. Encourage them to respond supportively by using language such as *I bet/I can imagine you're really kicking yourself now* or *You must be really kicking yourself now* as well as using the language of resignation, as shown in the Language for speaking box, e.g. *Well, what's done is done.* or *There's no point in crying over spilt milk, is there?*

Writing a biography

Exercise 5

- Explain that this section continues the unit theme of life stages and events by looking at how to write a biography. Tell students they are going to look at the biography of a famous sports person.
- Set a time limit of two to three minutes for students to discuss the questions.
- Have a class feedback session.

Exercise 6

- Ask students to read the biography of Emil Zátopek and complete it with the correct prepositions. Point out that students should read the full biography, not just the sentences with gaps.
- Check the answers together as a class. Make sure students understand and can pronounce *renowned* /rɪ'naʊnd/ (= very well known).

WATCH OUT! Students frequently say ~~*get married with*~~ instead of *get married to*.

ANSWERS

1 of **2** for **3** up **4** at **5** in **6** for **7** to **8** by

Exercise 7

- Put students into pairs to try to answer the questions from memory.
- Check the answers together or ask them to find the answers in the biography.

ANSWERS

1 winning three medals at the Helsinki Olympics
2 'interval training' – making short intense efforts, sometimes running 400 metres 80 times in succession
3 He made an effort to communicate with them by learning a variety of languages.
4 She was born on the same day as him.

EXTENSION Ask two or three more comprehension questions for students to answer from memory, e.g.

– *What was Emil Zátopek's nickname?* (The Czech Locomotive)
– *What was his job before he became a runner?* (He worked in a factory.)
– *How is his personality described?* (cheerful and sociable)
What sport did his wife win a gold medal for? (javelin)

Exercise 8

- Students work alone or in pairs to match the highlighted words in the biography to the meanings.
- Check the answers and practise the pronunciation of *unprecedented* /ʌn'presɪdentɪd/, *pioneer* /ˌpaɪə'nɪə(r)/, *household name* /ˌhaʊshəʊld 'neɪm/ and *unheard of* /ʌn'hɜːd əv/, paying particular attention to word stress.

ANSWERS

1 unprecedented
2 pioneer
3 funeral
4 a household name
5 unheard of

Exercise 9

- Refer students to the Language for writing box and ask them to read it and find expressions that are in the biography. Emphasize that these are fixed expressions to talk about someone's life and achievements and are useful for speaking as well as writing.

ANSWERS

All of the phrases are in the biography **except**: *He spent his childhood in …, He was one of six children …, His life was turned upside down when …, Life changed dramatically for X when Y happened …*

Exercise 10

- Read through the task together. Students can write their biography in class or at home.
- Suggest students write approximately 250 words and divide their biography into four or five paragraphs. Encourage them to use as many phrases from the Language for writing box as possible.
- If students choose to write about a famous person, they could use the internet for their research, but should rewrite any researched information in their own words.
- You could suggest that students incorporate photo(s) of the person in the biography. In the following lesson, the finished biographies could be displayed on the classroom wall. Students could read them and ask further questions about the person.

EXTRA SUPPORT Write a paragraph plan on the board for students to follow:

– Paragraph 1: Say why he/she is famous or why he/she has inspired you.
– Paragraph 2: Give details of his/her birth, family, upbringing and education.
– Paragraphs 3–4: Give details of his/her achievements and significant events in his/her life.
– Paragraph 5: Say when the person died, at what age and include any significant information about their funeral/ how he/she will be remembered.

12.5 Video

Dynasty – the Churchills

VIDEOSCRIPT

Winston Churchill is arguably the most famous man in recent British history. During a career spanning sixty-five years, he became a national hero, and in 2002, a BBC poll voted him the Greatest Briton of All Time. But Churchill's success didn't come from nowhere. He was a member of one of the wealthiest and most powerful families in the country – the Spencer-Churchills – and he was born here, in Blenheim Palace.

In 1702, Winston's ancestor John Churchill became the first Duke of Marlborough. He was a powerful man and an excellent soldier, and as a general in the English army he won several key battles across Europe – including the Battle of Blenheim in 1704. If he hadn't, the area around here could have looked quite different today. Queen Anne – who was very close to the Duke's wife, Sarah Churchill – rewarded him with this land in the Oxfordshire countryside and ordered that a magnificent house be built to honour his victory.

Today, this English baroque masterpiece still pays tribute to John Churchill's military success. From English lions crushing French cockerels to the Duke's Roman statue on the Column of Victory, Blenheim is more a monument than a house.

Since John Churchill's death, his descendants have continued to live here. In 1857, John Spencer-Churchill – Winston's paternal grandfather - became the seventh Duke of Marlborough and took over the house.

John Spencer-Churchill was an excellent politician. He represented the local area as an MP, before entering the House of Lords when he became Duke. He served as the Lord Lieutenant of Ireland from 1876 to 1880. Many thought he could even have become Prime Minister if he hadn't died in 1883 at the age of 61.

His eldest son, George Spencer-Churchill, became the eighth Duke, so his other sons – including Winston's father, Randolph – had to pursue a different career path. Randolph became one of the most prominent politicians of the time, serving as Chancellor of the Exchequer and Leader of the House of Commons. He married the American-born Jennie Jerome, daughter of a *New York financier*, and the couple had two children – Winston and John.

Randolph still spent a lot of time at Blenheim Palace. It was here – in this room – that Winston Leonard Spencer-Churchill was born on 30th November 1874. Many of Winston's early years were spent at Blenheim, and it was here that he first learnt about the historic dynasty which he belonged to. If Winston Churchill hadn't been born into such a political family, his life could have been very different. While he was never very close to his father, he looked up to him; and whenever Randolph had colleagues to visit, he would try to join in their conversations. This enabled Winston to meet some of the greatest speakers of the time.

In many ways, Winston took after his father, who died in 1895 at the age of 45. He developed a love for politics and public speaking; and after working as both a soldier and a war correspondent, he became a Member of Parliament in 1900. He soon earned a reputation as a gifted orator and enjoyed a long and eventful political career. However, the combative Churchill would probably have never become Prime Minister if it weren't for the outbreak of the Second World War. Suddenly, the country needed somebody who could stand up to the enemy. He was the right man for the job, and throughout the war he made a number of historic speeches that have since echoed through history.

Winston Churchill died on the 24th January 1965. He's buried here near his parents in St Martin's Church in Bladon – just two miles from his birthplace in Blenheim Palace and in the traditional burial ground of the Spencer-Churchills. After Winston's death, the family continued to play an important role in British life. His children and grandchildren became politicians and business leaders. His granddaughter Arabella Churchill even helped start the famous Glastonbury Festival, and Princess Diana was a distant relative. During his lifetime, Winston Churchill led Britain to victory during the Second World War. He served for two terms as Prime Minister and won the Nobel Prize for Literature. He led an incredible life and is remembered as one history's greatest leaders. But if he hadn't been born into such a powerful family, who knows? History could have been very different.

VIDEO ANSWERS

Exercise 1

Family: dynasty, descendant, paternal grandfather, ancestor, distant relative
Politics: Prime Minister, Chancellor, Member of Parliament (MP),
House of Commons, House of Lords, speech, orator
War: general, battle, soldier

Exercise 4

Students hear all the words apart from *school* and *illness*.

Exercise 5

1 winning key battles in Europe, as a general
2 the House of Commons
3 America
4 his father
5 the Second World War
6 speeches
7 literature

Exercise 6b

SAMPLE ANSWER

Winston Churchill was a famous British politician. He came from a very wealthy and powerful family. He was born and brought up in Blenheim Palace, in Oxfordshire. His father, who was a very famous politician, used to bring home colleagues and this enabled Churchill to meet some of the greatest speakers of all time. He was prime minister during the Second World War and during this time he made some famous speeches. He also won the Nobel Prize for Literature. After he died his family continued to play an important role in politics and British life, for example, his granddaughter helped to start the Glastonbury Festival.

Review

ANSWERS

Exercise 1a

1 wouldn't have set up
2 would be
3 would go
4 hadn't had
5 would have left

Exercise 3a

1 told
2 brought
3 talk
4 take
5 spoilt

Exercise 4

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

Exercise 5a

high-tech
little-known
tight-fitting
eco-friendly
home-made
run-down
clean-shaven

AUDIOSCRIPT 12.15

1 tech
2 known
3 fitting
4 friendly
5 made
6 down
7 shaven

Exercise 6a

1 What's done is done.
2 Thank goodness I ignored her advice.
3 I could kick myself about it now.
4 I couldn't have wished for a better teacher.
5 There's no point in crying over spilt milk.

Exercise 6b

a 3 b 2, 4 c 1, 5

Photocopiable worksheets

Grammar

Unit 1 Pick and mix

Group activity, carrying out a survey to practise using present perfect tenses

Language

Questions using present perfect simple or continuous

Preparation: Make one copy of the worksheet for each student. Students will need a piece of blank paper for stage 5.

1 Write these questions on the board:

1 *Have you decided to go abroad this year?*
2 *Have you been thinking about taking some time off recently?*
3 *Have you visited any famous places in your own country?*
4 *Have you been speaking English since the start of this class?*

Then write these grammar explanations on the board:

a *This happened a number of times at an unspecified time in the past with a link to the present.*
b *When describing actions still in progress using 'for' or 'since', we can use either form.*
c *This happened at an unspecified time in the past with a link to the present.*
d *An action repeated for a short time up to the present.*

Ask students to match each question (1–4) to the correct grammar explanation (a–d).

ANSWERS

1 c 2 d 3 a 4 b

2 In pairs, students ask and answer the questions from stage 1. Elicit possible follow-up questions they could ask to get extra information.

3 Divide the class into pairs. Explain to students that they are going to conduct a survey. Give each student a copy of the worksheet. Each pair picks ten question prompts from the top section and uses them to write their questions in the middle column of the table. They must also complete the *Extra information question(s)* column. Students can write any kind of question in the right-hand column; they don't have to use the target language.

4 Give pairs about ten minutes to write their questions.

5 Ask students to work on their own. They mingle and interview a variety of people, writing the name of the person interviewed in the left-hand column of the table.

6 When students have finished, ask them to sit with their original partner and to report their findings to each other. Then, as a whole class, ask for feedback on what they have learnt about their classmates.

EARLY FINISHERS Students ask further questions using the six question prompts they did not pick first time round.

EXTRA CHALLENGE Pairs discuss which of their questions could be written using either the present perfect simple or continuous, and which can be written in only one form.

Unit 2 What happened next?

Paired activity, creating a story using past tenses

Language

Past simple, past continuous, past perfect

Preparation: Make one copy of the worksheet for each pair and cut the sheets in half.

Non-cut alternative: Make one copy of the worksheet for each student and fold the sheets in half. Tell students not to look at the other halves.

1 Tell a story round the class, with each student in turn contributing one sentence or part of a sentence. Start it off yourself by saying: *Mark was a journalist, and he was very excited because …* If you find students are using only the past simple, encourage them to look for opportunities to use the past continuous or past perfect.

2 Divide the class into pairs and give each student a worksheet so that they are in A+A and B+B pairs. Students plan a story together orally, based on the questions and pictures on the worksheet.

3 Rearrange students into A+B pairs. Explain that they are going to tell each other the story they have prepared and that they need to listen carefully because later they will have to remember their partner's story.

4 Student A gives their worksheet to Student B, who asks them the questions on it, in order to prompt Student A to tell their story. After all of Student A's questions have been answered, they swap roles and repeat the process with Student B's questions.

5 Each student writes down their partner's story. Allow them to check details with each other if they want. Remind them to use past tenses correctly (they can keep their partner's worksheet and use the questions on it as a guide). Encourage them to add linking words and more details to make the story clearer and more exciting. Monitor and provide help as necessary.

EXTRA SUPPORT At stages 2 and 4, allow students to make brief notes to help them remember their own or their partner's story.

EARLY FINISHERS Form A+A and B+B pairs (they could be with the same partner as in stage 2 or with a different partner). Students then compare how the stories turned out. They can also work together to check grammar and spelling, and to add more detail to their stories.

EXTRA CHALLENGE At stage 2, give each pair a different character (e.g. doctor, company director, seventy-five-year-old, maths genius, etc.) and tell them they have to answer the questions as if Alex or Maria were this character. You can tailor the characters to stretch the stronger students, to support the weaker ones, or to suit each individual's interests.

Unit 3 Looking ahead

Whole-class activity, mingling to practise future forms

Language
Future forms: *will* and *going to*, present simple and present continuous for future use, future continuous, future perfect

Preparation: Make one copy of the worksheet for each student. Fold the sheets along the vertical fold line.

1 To review future forms and usage, write the following gapped sentences on the board: *I'll be _____ing, I won't have finished _____, I'm going to try and _____, I'm meeting _____, I think I'll _____.* Also write the following time phrases on the board: *this time tomorrow, later this evening, by the end of next week, next week, next year.*

2 Divide the class into pairs and ask students to make sentences using a gapped prompt and a time phrase. Get feedback and check understanding of future forms and usage.

3 Give students the folded worksheet. They should look at the first column only, where there are twelve gaps for names. Ask students to write the names of some (or all) of the students in the class in this column. (If there are fewer than twelve students, they can write the same name(s) twice.)

4 Tell students to unfold their worksheet. Explain that they need to complete the sentence next to each name with a fact that they believe is true about that person using an appropriate future form, e.g. *Sonia won't be studying this weekend.*

5 Students work individually to complete their sentences. Set a time limit of five minutes for this. Monitor and prompt ideas if necessary.

6 Ask students to mingle and check their ideas with the person connected to each sentence. Tell them to put a tick (✓) or a cross (✗) in the third column of the table to show if their fact about the person was correct or not. If their guess was incorrect, ask them to find out a true fact about this person and to note it down in the third column using a future form. Monitor the activity and note down any common errors or examples of good language usage.

7 Ask students to report back to the whole class some of the correct information they found out about other students. Finally, ask each student to count the number of correct guesses they made. The winner is the person who has the most ticks on their worksheet.

EXTRA SUPPORT Weaker students can work in pairs for stage 5.

EARLY FINISHERS Students work in pairs and repeat the main task. They take turns to complete each sentence on the worksheet with a fact about their partner. Their partner tells them if their guesses are correct or not.

EXTRA CHALLENGE In groups, students read out true/false statements about their own future. The others in the group must decide whether each fact is true or false.

Unit 4 Making changes

Paired activity, spotting differences between two pictures

Language
have + object + past participle
get + object + past participle
have + someone + infinitive
get + someone + *to* + infinitive

Preparation: Make one copy of the worksheet for each pair.

1 Ask students to suggest changes that people make to their appearance, houses and cars. Quickly check that students know all the verbs that they will need for the main activity, along with their past participles (*dye, pierce, repair, decorate, fix, install, replace, check, cut, cut down, clean*).

2 Ask students to write sentences about two things they have had done in the last six months, two things they have never had done, and two things they are going to have done in the next six months.

3 Ask for some ideas and write them on the board. Then ask students to rephrase some of the sentences using the structures *get/have something done, have someone do something* and *get someone to do something*. Make sure there is one sentence of each type on the board.

4 Divide the class into pairs and give each pair a worksheet. Explain that Lorna, the woman in the pictures, has recently decided to make some changes to her appearance, her house and her car.

5 Give students three minutes to look at the pictures and in pairs discuss the changes they can see. Don't let them write during this time!

6 Get students to turn over their worksheet and write a list on the back of all the changes they can remember. Remind them that they must use the structures *have/get something done, have someone do something* or *get someone to do something*. Give them a strict time limit of five minutes.

7 Ask pairs to swap worksheets and check each other's sentences as you go through them all on the board.

ANSWERS

She's had her hair cut.
She's had her hair dyed.
She's had her ears pierced.
She's had the roof repaired.
She's had the bedroom (re)decorated.
She's had the carpet replaced.
She's had the windows cleaned.
She's got someone to clean the kitchen.
She's having her car fixed.
She's having satellite TV installed.
She's having the grass cut.
NB Accept correct alternatives, e.g. *She's getting/having her car fixed/repaired/checked.*

8 The pair with the most correct sentences wins.

EXTRA SUPPORT Allow students to write the sentences on a separate piece of paper while looking at the pictures.

EXTRA CHALLENGE Ask students to find things that still need doing (e.g. *She still needs to have the hedge cut; She still needs to have the spare room wall repaired*).

Unit 5 Believe it or not?

Paired activity, matching sentence halves and practising *-ing* forms and infinitives

Language

-ing forms and infinitives

Preparation: Make one copy of the worksheet for each pair and cut the sheets into twenty-four cards.

Non-cut alternative: Make one copy of the worksheet for each pair. Students read and match the sentence halves, then write out the sentences.

1 Review *-ing* forms and infinitives by asking students to complete these sentence stems: *Remember not …; I remember …; It's always a good idea …; Before …; always …; Don't forget …*

2 Divide the class into pairs. Check students know who the people mentioned are (Albert Einstein: physicist; Buzz Aldrin: second astronaut to walk on the moon; Mark Zuckerberg: founder of Facebook; George Clooney: actor; Tim Berners-Lee: creator of the World Wide Web; J. K. Rowling: author; Bill Gates: founder of Microsoft).

3 Give each pair a set of cards. Ask students to match the sentence halves and then decide on the correct form of the verbs in brackets.

4 Form teams of four by joining two pairs of students. Ask them to check their answers and to decide if the information in each sentence is true or false.

5 Elicit from each team whether they believe each fact is true or false. They win one point if their guess is correct and one point if the grammar is correct.

6 The team with the most points wins.

ANSWERS

True

Albert Einstein made his wife **accept** a list of rules in order to stay married to him.

Buzz Aldrin forgot **to switch on** the camera as he left the moon.

Japanese scientists have invented technology which lets us **watch** a person's dreams on a screen.

Colleagues of Tim Berners-Lee tried to get him **to speak** French so that he would speak more slowly.

Human noses don't stop **growing** throughout a person's life.

Despite being at war, British and German soldiers stopped **to play** football on Christmas Day in 1914.

False

Mark Zuckerberg consciously avoids **wasting** time each morning by wearing the same brown T-shirt every day. (grey T-shirt)

George Clooney regrets **entering** the Hollywood film industry. (He regrets doing *Batman* in 1997.)

J. K. Rowling pretended **to be** a man to get her first book published. (She chose to have a non-gender-specific name.)

Bill Gates wants **to give away** all of his money to charity before his death. (half of his money)

Nearly 50% of people don't remember **to breathe** properly when writing an email. (80% of people)

During the Cold War, some American scientists were keen **to attempt** to blow up the sun. (the moon)

EXTRA SUPPORT At stage 1, students write the sentence stems in three columns, according to whether they require (1) *-ing* forms, (2) infinitives with *to*, or (3) infinitives without *to*. Elicit other verbs or phrases which students could write in each column, including those which appear on the worksheet.

EARLY FINISHERS Ask students to write more true/false general knowledge statements using *stop, remember* and *forget*.

EXTRA CHALLENGE Students write new sentences using the first half of each sentence, completing them with a nonsense fact, e.g. *Human noses don't stop moving when we are dreaming*.

Unit 6 Explorers

Small group activity, choosing where to set up camp for an expedition

Language

all, both, each, either, every, enough, few, a few, a great deal of, hundreds of, a large quantity of, little, a little, many, much, neither, a number of, several, too

Preparation: Make one copy of the worksheet for each student.

1 Tell students that in this activity, they are explorers who have landed on the coast of an undiscovered country and need to set up a base camp from which to explore inland. They have a few simple tents and one week's food and water, but they are going to stay for several months, so they will need to build shelters and find food in the area. Ask them what kind of place would be good for a base camp. Write suggestions on the board, e.g. *water, fruit trees, hunting and fishing, shelter* and *building materials*.

2 Give out the worksheets and explain that this is the map that the explorers have made of the coast, with three possible sites for the base camp (A, B and C). Ask the class for a few comments about the sites. Write any target language that students use on the board, then elicit the rest of the target language and write that on the board, too.

3 Divide the class into pairs to write sentences about the three sites using the target language, e.g. *Site B has a great deal of grass; Site A has few fruit trees near it; Both A and C have a lot of hills,* etc.*)*. Monitor and help as necessary.

4 Divide the class into groups of three or four, so that students who were partners at stage 3 are no longer together.

5 Ask students to discuss the pros and cons of the three sites, based on what resources are available. Encourage them to use the target language, but don't let them look at the sentences they wrote in stage 3. Give them between ten and fifteen minutes for discussion, then ask them to make a decision about which site to choose.

6 Ask the groups which site they chose and why.

EXTRA SUPPORT At stage 5, allow students to read the sentences they wrote at stage 3.

EARLY FINISHERS Students discuss what the explorers might find as they travel inland.

EXTRA CHALLENGE Students write a diary entry describing how the explorers found the three sites and chose where to set up their base camp.

Unit 7 Stay safe!

Paired activity, giving crime prevention advice using present modals

Language

have to/must/mustn't, don't have to, needn't/don't need to, should/shouldn't/ought to, mustn't/can't

Preparation: Make one copy of the worksheet for each pair. Cut off the top section of the sheets and cut the bottom section in half.

Non-cut alternative: Make one copy of the worksheet for each student. When doing the role-play, students fold their sheets in half so that they can see only their own section.

1 Explain to students that they are going to consider the best ways of protecting themselves against crime. Personalize the topic and ask them about common crimes in the area where they live. Write *Staying safe* on the board and elicit different ways of doing this. Highlight the use of present modals with the ideas and advice students suggest.

2 Divide the class into pairs. Give each pair the top section of the worksheet and ask them to complete the sentences about car crime. Give students a few minutes to discuss their ideas. Check answers as a class.

SUGGESTED ANSWERS

1 must/have to/should/ought to
2 shouldn't/mustn't
3 should/ought to
4 don't have to/don't need to
5 shouldn't
6 don't have to/don't need to
7 shouldn't/mustn't

3 Divide the class into A+A and B+B pairs and give each pair the relevant half of the bottom section of the worksheet. Tell students to imagine they are crime experts and ask them to prepare some crime prevention advice using the ideas in the boxes. Remind students to use present modals. Ensure students understand *pickpocket* (= a person who steals from other people).

4 When students have completed their ten top tips, ask them to swap partners so they are working in A+B pairs. Ask students to sit face-to-face if possible, and to exchange advice. Students should make notes about the advice their partner gives them.

5 Put students back into their original A+A and B+B pairs. Tell them to compare the advice that they were given and to rank it in order of importance (1 = most important; 10 = least important).

6 Get feedback from a few pairs and ask what crime prevention advice is the most helpful.

EXTRA SUPPORT After stage 2, ask students to match the present modals in the sentences with the labels *necessary (N), not necessary (NN), advisable (A)* and *not advisable (NA).*

ANSWERS

1 N/A 2 NA 3 A 4 NN 5 NA 6 NN 7 NA

EARLY FINISHERS Pairs write three top tips advising people how to protect themselves from identity theft.

EXTRA CHALLENGE Students research crime figures for their area. They report their results to the group.

Unit 8 Lost property

Paired activity, solving a logic puzzle and practising relative clauses

Language

Defining and non-defining relative clauses

who, which, that, whose

Preparation: Make one copy of the worksheet for each pair.

1 Divide the class into pairs. Students read the sentences and work together to correct the mistakes with relative clauses.

ANSWERS

1, 5, 7 and 8 are correct.
2 Mr Ebashi, whose wallet has grey stripes, is not … (Commas are needed.)
3 … belongs to ~~her~~.
4 … in her wallet, **which** is sensible …
6 The person **whose** job involves … than the person **who's** studying …
9 … the person **who** had £20 …

2 Students work in their pairs to solve the logic puzzle and work out how much cash was in each wallet, who they belong to, and what the owners' jobs are.

3 **How to fill in the grid**

- Put a tick when a combination is correct.
- Put a cross when a combination is impossible.
- When you put a tick in a square, you can also put crosses in the rest of that column and row in that section of the grid, since those combinations are impossible (see example on worksheet).
- If you have a tick in a square, you can transfer information between other sections of the grid (e.g. if you know Miss Amado is a lawyer (Clue 1), and you know that she isn't the owner of wallet A (Clue 2), then you also know that wallet A doesn't belong to the lawyer).

4 Monitor and help with any difficulties. If students are struggling, one or more of the following tips may help: Clue 3 mentions a woman, and the titles *Mr/Miss/Mrs* tell you who is a man and who is a woman; in Clue 5, who has the initials I.A.?; in Clue 6, how much could the student have in their wallet? How much could the doctor have?

5 When each pair finishes, they should check their solutions with another pair. If their answers are different, they can work as a group to try to find their mistakes. Once everyone has finished, go through the answers as a class.

ANSWERS

Wallet	A	B	C	D
Cash	£20	£0	£40	£10
Owner	Takahiro Ebashi	Marlene Mueller	Ibrahim Alotaibi	Isabela Amado
Job	Doctor	Student	Engineer	Lawyer

EXTRA SUPPORT If students are struggling to get going, tell them to start with Clues 2 and 4. You could also provide this extra clue for pairs who continue to struggle: *The woman who owns the checked wallet is a student at the University of Warwick.*

EARLY FINISHERS Students work together to write more sentences about the wallets, using relative clauses.

EXTRA CHALLENGE Students imagine that they have lost one of their belongings. They write a short description of it, to be posted on the school noticeboard.

Unit 9 A web of lies

Group activity, playing a guessing game to practise the language for describing past and present habits

Language	
Past habits:	*would* for past habits and typical behaviour *used to* and *would* for past habits and situations
Present habits:	adverbs, e.g. *usually* *be* + *used to* + *-ing* for things which we are familiar with or accustomed to *get* + *used to* + *-ing* for things which we are becoming familiar with or accustomed to

Preparation: Make one copy of the worksheet for each student.

1 To review the target language and model the task, explain to students that you are going to tell them some information about yourself. They need to identify any information which they think is true among a web of lies! Read out this example story or invent your own:

Some interesting facts about my hobbies and habits: in the past, I used to love learning about spiders and bats. I used to collect dead spiders and I'd love to stick them into my special spider book. I used to pretend I was a bat, and I'd try and hang upside down from the top of my bedroom door. These days at home, I'm used to seeing bats fly into my bedroom in the evening. This often happens, but nowadays I'm really frightened of them.

(True information: *I'm used to seeing bats fly into my bedroom in the evening; this often happens.*)

Elicit the target language from this story which is used to describe past/present habits or situations.

2 Explain to students that they are going to play a guessing game which involves detecting the true facts among several lies.

3 Give each student a worksheet. Each person must write down a number of facts about themselves in two of the four sections. Tell them everything they write must be a lie except for a few slightly unusual but true facts.

4 After about ten minutes, put students into groups of three or four. They take turns reading out the facts in one of the sections of their worksheet. After they have finished speaking, the rest of the group must guess the true facts. The speaker scores one point for every true fact the group fails to detect.

5 The winner in each group is the student with the most points. Finish off by asking students to report which were the funniest lies.

EXTRA SUPPORT Weaker students can work in pairs at stage 3, writing facts about both people in each section. At stage 4, put pairs together to form groups of four to play the game.

EARLY FINISHERS Tell students to turn over their worksheets and try to remember all of the true facts and lies the other students told them.

EXTRA CHALLENGE Working in pairs with the four sections of the worksheet, students write questions about true past/present situations and routines for another pair.

Unit 10 Habits and hopes

Whole-class activity, mingling to find people who have particular habits or hopes

Language
Present tense + conjunction + present tense (zero conditional)
Future form + conjunction + present tense (first conditional)
Conjunctions: *if, unless, when, as soon as, in case, until*

Preparation: Make one copy of the worksheet for each student.

1 Give out the worksheets and ask students to reorder the words in Sentences 1–8. If necessary, remind students of the tense patterns in conjunction clauses by writing them on the board. Check the answers as a class.

ANSWERS

1 … gets nervous when there's a thunderstorm.
2 … can't relax unless they're listening to music.
3 … might play sport outdoors this weekend unless the weather is bad.
4 … will probably move to another country if they have the opportunity.
5 … will never eat street food in case it makes them ill.
6 … always takes a book everywhere in case they get bored.
7 … sometimes plays computer games until their eyes hurt.
8 … will call someone as soon as this lesson ends.

2 Ask students to think of four sentences for Sentences 9–12, using the conjunctions and meanings given. Since these will be used for exercise 3, encourage students to think of things that might be true for some people in the class, but not everyone.

SUGGESTED ANSWERS

9 … eats a lot of chocolate if they feel sad.
10 … will probably have the same job until they retire.
11 … will stop studying English when they finish this course.
12 … usually turns on the TV as soon as they get home.

3 Explain to students that for each sentence (1–12), they need to find one person for whom the sentence is true. Focus students on Sentence 1 and elicit the question they should ask: *Do you get nervous when there's a thunderstorm?* When they find someone for whom the sentence is true, they write that person's name in the space given.

4 Students mingle and ask each other questions to try to fill in the names on the worksheet. They should only ask each person one question before talking to someone else.

5 When most students have finished, get feedback about what they have learnt about each other.

EXTRA SUPPORT At stage 2, provide suggestions (e.g. topics such as travel, jobs, family, etc.) or phrases (e.g. *I eat chocolate, until I retire, get home,* etc.). They can be given to the whole class or to individuals, as appropriate.

EXTRA CHALLENGE Write these questions on the board for students to discuss in small groups:
What do you usually do as soon as you get home?
What will you do in the future if you have the opportunity?
What do you always take with you in case you need it?

Unit 11 The mystery of Lord Buckingham

Group activity, practising the language of reported speech

Language
Reporting verbs and grammar of reported speech

Preparation: Make one copy of the worksheet for each group (maximum four students per group). Cut the sheets into four sections.

1 Elicit some questions and statements. Write them on the board and ask students to report what was said.

2 Explain to students that they are journalists discussing *The mystery of Lord Buckingham*, as told by four participants. Write these names on the board: *Charles, Jody (Charles's ex-wife), Rebecca (Charles's sister)* and *the police*.

3 Divide the class into groups of three or four. Allocate each student a letter (A, B, C or D) and give them the relevant section of the worksheet. (In groups of three, give two sections to one student.)

4 Each student reports their four sentences using the reporting verbs in brackets.

5 Ask students to discuss the details of the story based on the information they have shared.

6 As a class, check the reported speech and compare ideas about the story. Read out the true story (see below) and ask students if their ideas were correct.

ANSWERS

A Charles told Jody (that) he was … He told her his parents had had an accident and had died …
He promised Jody (that) if she married him, he would be able to give her whatever she wanted …
He refused to say who he was.
He denied stealing anyone's identity.

B Jody asked Charles who he was. She asked him why he wouldn't tell her who he really was.
She said (that) she had met … and they now had …
She blamed Charles for inventing …
She praised … for having worked … to help them …

C The police confirmed … had been pretending …
They said (that) … they thought he had stolen … In that story, a man stole …
They announced to journalists … would be sent back … were going to decide what would happen …
They asked Charles's real family if they could look after him if he returned …

D Rebecca said (that) her father had recognized … had found out …
She confirmed that her brother had disappeared …
She informed Inspector Sprigg … had loved …
She denied that they felt …

The real story

In the 1980s, Charles Stopford disappeared from the USA. He stole the identity of a child named Charles Buckingham. Stopford obtained false documents and claimed he was actually Lord Buckingham. He married Jody in 1984, but in 1997 their marriage broke up. In 2005, Charles was arrested for travelling using false documents. His family in the USA saw his photo on a UK website in 2006, contacted the police with information and revealed his identity.

EXTRA SUPPORT Weaker students write down the reported statements before reporting to their group.

EARLY FINISHERS Students act out the conversations between the four participants.

EXTRA CHALLENGE Students write the mystery story.

Unit 12 No regrets

Group activity, playing a board game to practise talking about regrets

Language
I wish/If only + past perfect
I wish/If only + past simple/past continuous
I wish/If only + *would* + infinitive

Preparation: Make one copy of the worksheet for each group of three or four students. You will also need dice and counters for each group.

1 Review the target language by writing *Food* on the board and eliciting one sentence for each grammar pattern about this topic (e.g. *I wish I'd learnt to cook when I was younger; If only chocolate was healthier; I wish you wouldn't make such spicy curries,* etc.). Then put up three other topics (e.g. *Jobs, Shopping, Crime,* etc.) and ask students to write similar sentences in pairs.

2 Divide the class into groups of three or four and give each group a copy of the worksheet, dice and counters.

3 Students begin on START and roll the dice to move their counter round the board. The different types of square require different actions, as follows:

- **Topic:** The player makes a sentence about a regret related to that topic. A correct and logical sentence allows them to move forward one square (where they don't do anything except wait for their next turn, when they roll the dice as usual).
- **Situation:** The player makes a sentence about a regret in the situation described on the square, but they must not repeat the content words, e.g. if the situation is *You failed an exam*, they can't say 'I wish I hadn't failed my exam', but they could say 'I wish I had revised more'. A correct and logical sentence with no repetition allows them to move forward one square.
- **I wish:** The player gives a thirty-second talk about something they wish had not happened, or wasn't true, or that someone wouldn't do (depending on the prompt). The other players listen and decide how many squares the speaker can move forward (between 0 and 5), depending on how accurate and interesting their talk was.
- **No regrets:** The player doesn't have to do anything!

4 The winner is the first player to reach FINISH.

EXTRA SUPPORT Weaker students have a list of the topics and write one regret sentence for each topic before class.

EARLY FINISHERS Ask the group to try to recall every sentence that was said during the game and write them down.

EXTRA CHALLENGE Before playing the game, elicit some vocabulary that has come up in the last few lessons that you would like students to revise and activate. Write it on the board. During the game, any player who uses this vocabulary in their sentences for the Topic squares or Situation squares can move forward two spaces instead of just one.

1 Grammar Pick and mix

(study) hard this term	(own) a mobile phone for more than ten years	(download) a really useful free app recently	(eat) something unusual at some point in your life
(Skype) a friend in a different country lately	(live) in the same house for more than ten years	(learn) English for more than fifteen years	(meet) someone famous
(do) any exercise this week	(have) a part-time job at some point in your life	(think) about taking up a new hobby recently	(buy) a new electronic device in the last couple of weeks
(play) a musical instrument for more than ten years	ever (keep) a blog	(check) any social media sites a lot recently	(save) someone's life

Name of student	**Questions**	**Extra information question(s)** Where? When? What? Which? etc.
Example	*Have you been studying hard this term?*	*What exactly have you been doing? Why? When did you start working hard?*
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

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2 Grammar What happened next?

Student A

1 Work with another Student A and answer these questions to create a story.



Where was Alex going?



Who did he want to find?



Why had he lost contact with him/her?



When he/she arrived, why was Alex surprised?

5 What happened next?

2 Now work with Student B. Give them your worksheet and when they ask you the questions, tell them your story.

Student B

1 Work with another Student B and answer these questions to create a story.



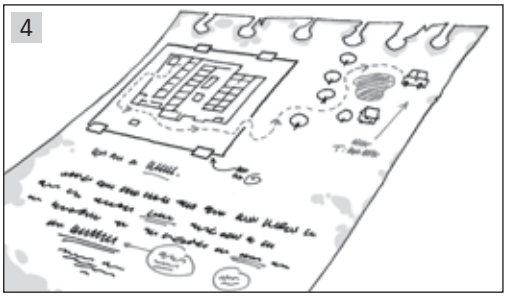
Why was Maria in prison?



How was she feeling about it?



Who did she contact in order to try to escape, and how?



What plan did they come up with?

5 What happened next?

2 Now work with Student A. Give them your worksheet and when they ask you the questions, tell them your story.

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3 Grammar Looking ahead

Names	Fact	Correct (✓) or incorrect (✗)? Write the correct information here.
	won't be _____ _____ _____ (*-ing*) this weekend.	
	is never ever going to _____ _____ _____.	
	won't _____ _____ _____ in ten years' time.	
	_____ _____ _____ next year.	
	_____ _____ _____ by the end of the month.	
	_____ _____ _____ this evening.	
	_____ _____ _____ tomorrow.	
	_____ _____ _____ this time tomorrow.	
	_____ _____ _____ next week.	
	_____ _____ _____ by the age of fifty.	
	_____ _____ _____ at the weekend.	
	_____ _____ _____ at midnight tonight.	

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4 Grammar Making changes

Recently, Lorna has been making a lot of changes. What are they?





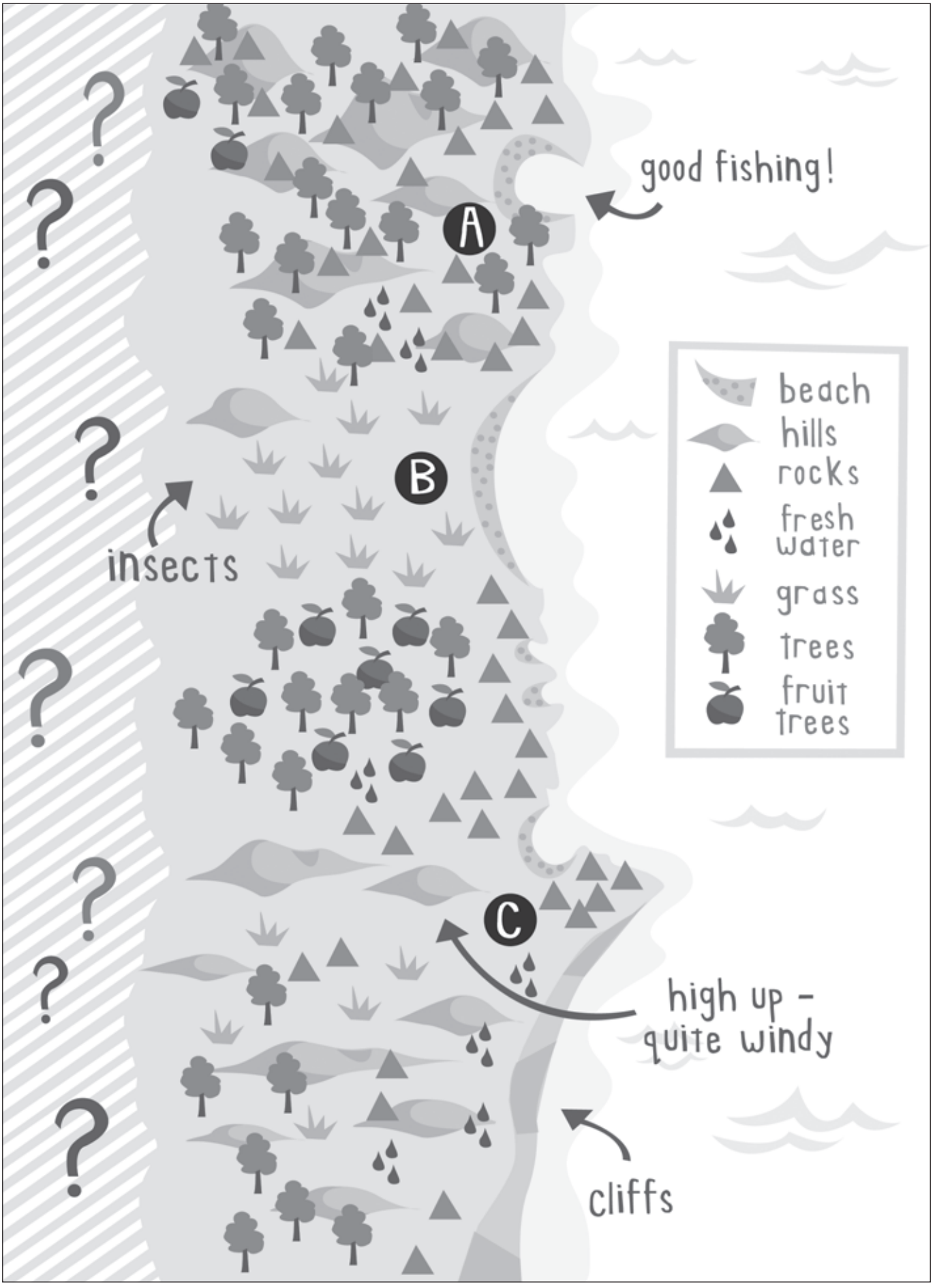
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5 Grammar Believe it or not?

Albert Einstein made his wife	(breathe) properly when writing an email.
Buzz Aldrin forgot	(attempt) to blow up the sun.
Mark Zuckerberg consciously avoids	(enter) the Hollywood film industry.
Japanese scientists have invented technology which lets us	(accept) a list of rules in order to stay married to him.
George Clooney regrets	(switch on) the camera as he left the moon.
Colleagues of Tim Berners-Lee tried to get him	(grow) throughout a person's life.
Human noses don't stop	(watch) a person's dreams on a screen.
J. K. Rowling pretended	(waste) time each morning by wearing the same brown T-shirt every day.
Bill Gates wants	(speak) French so that he would speak more slowly.
Despite being at war, British and German soldiers stopped	(give away) all of his money to charity before his death.
Nearly 50% of people don't remember	(be) a man to get her first book published.
During the Cold War, some American scientists were keen	(play) football on Christmas Day in 1914.

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6 Grammar Explorers



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7 Grammar Stay safe!

Complete the sentences about protecting yourself from car-related crime using the present modals from the box.

don't have to don't need to have to must mustn't ought to should shouldn't

1 You _____ lock your car when you park.
2 You _____ hide a spare car key somewhere in the car.
3 You _____ switch on your car alarm when you park.
4 You _____ pay someone to watch your car, but people choose to do this sometimes.
5 You _____ park your car in dark areas.
6 You _____ park in car parks with a parking attendant, but it's a good idea in some situations.
7 You _____ put your valuables under the car seat.

Student A

You are a crime expert. Prepare ten top tips for someone who is worried about having their pocket picked. Make sentences using the verbs and expressions in the boxes or your own ideas.

avoid behave carry give leave use

a purse around your neck
your bag on the back of a chair
busy times of the day
people in the street
your wallet in your back pocket
buses and trains
crowds of people
money belt
valuables
your passport

Ten top tips

1 You _____
2 You _____
3 You _____
4 You _____
5 You _____
6 You _____
7 You _____
8 You _____
9 You _____
10 You _____

Student B

You are a crime expert. Prepare ten top tips for someone who is worried about their house being burgled. Make sentences using the verbs and expressions in the boxes or your own ideas.

get have install leave switch on tell

a big dog
a direct line to the police station
ladders near windows
CCTV in every room
lights on when you're out
a burglar alarm
radio or TV
neighbours
valuables
window locks

Ten top tips

1 You _____
2 You _____
3 You _____
4 You _____
5 You _____
6 You _____
7 You _____
8 You _____
9 You _____
10 You _____

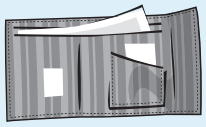
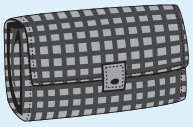
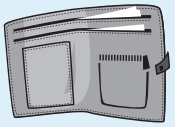
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8 Grammar Lost property

1 Find and correct the mistakes with relative pronouns in these sentences.
Four of the sentences are correct.

1 One of the wallets contains several business cards, which all say: *Miss Amado, Commercial Law.*
2 Mr Ebashi whose wallet has grey stripes is not an engineer.
3 The woman who had £10 in her wallet is not the person that the grey wallet belongs to her.
4 Mrs Mueller never carries cash in her wallet, that is sensible because she loses it so often!
5 The initials 'I.A.' are written on the wallet which has no pattern.
6 The person who's job involves medicine had £20 more in their wallet than the person whose studying for a PhD.
7 The black-and-white striped wallet, which does not belong to the engineer, had £10 in it.
8 The student, whose wallet is checked, is not Mr Alotaibi.
9 The engineer is not the person which had £20 in their wallet.

2a Four wallets have been handed into the lost-property office. Luckily, nothing has been stolen from them.
Use the clues in exercise **1** to work out how much cash is in each wallet, who owns it and what their job is.

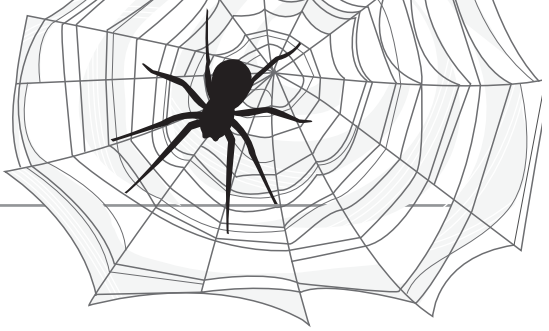
	A 	B 	C 	D 
Cash				
Owner				
Job				

b Put ticks (✓) and crosses (✗) in this grid to help you solve the puzzle.
The information from Clue 1 has been done for you.

	A	B	C	D	£0	£10	£20	£40	Engineer	Doctor	Lawyer	Student
Isabela Amado									✗	✗	✓	✗
Ibrahim Alotaibi											✗	
Takahiro Ebashi											✗	
Marlene Mueller											✗	
Engineer												
Doctor												
Lawyer												
Student												
£0												
£10												
£20												
£40												

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9 Grammar A web of lies



Write notes about your life in the past and your life nowadays.
Consider past situations, typical behaviour, habits and routines.

Education and work



In the past:

Nowadays:

Sport and leisure



In the past:

Nowadays:

Holidays and travel



In the past:

Nowadays:

Friends and family



In the past:

Nowadays:

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10 Grammar Habits and hopes



1 Reorder the words to make correct sentences.

Find someone who …

1 … thunderstorm / when / gets / there's / nervous / a .

_____

_____

Name _____

2 … they're / to / relax / listening / music / can't / unless .

_____

_____

Name _____

3 … play / unless / bad / sport / weekend / weather / outdoors / the / is / might / this .

_____

Name _____

4 … country / have / to / probably / opportunity / they / another / if / will / move / the .

_____

Name _____

5 … will / eat / in / street / never / makes / case / ill / food / it / them .

_____

Name _____

6 … a / get / in / always / everywhere / bored / case / takes / they / book .

_____

Name _____

7 … their / until / games / eyes / computer / sometimes / hurt / plays .

_____

Name _____

8 … as / ends / will / call / soon / lesson / as / someone / this .

_____

Name _____

2 Write four 'Find someone who …' sentences using the conjunctions shown with the meanings in brackets.

9 if (always happens)

_____

Name _____

10 until (future possibility)

_____

Name _____

11 when (future possibility)

_____

Name _____

12 as soon as (always happens)

_____

Name _____

3 Talk to other students and find one person to match each of your sentences (1–12).

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11 Grammar The mystery of Lord Buckingham

You are a magazine journalist working on this story with your colleagues. Report your research.

A Charles

Who to?	When?	What?
Jody	In the 1980s	'I am Lord Buckingham. My parents had an accident and they died many years ago.' (TELL)
Jody	In the 1980s	'If you marry me, I'll be able to give you whatever you want one day.' (PROMISE)
Jody	In 2006	'I'm never going to tell you who I am!' (REFUSE)
–	In 2006	'I haven't stolen anyone's identity!' (DENY)

You are a magazine journalist working on this story with your colleagues. Report your research.

B Jody (Charles's ex-wife)

Who to?	When?	What?
Charles	During their marriage	'Who are you? Why won't you tell me who you really are?' (ASK)
–	In 2006	'I met him over twenty years ago and we now have two grown-up children.' (SAY)
–	In 2006	'This web of lies is all Charles's fault. He invented the whole story!' (BLAME)
–	In 2006	'Inspector Sprigg and his team of police officers have worked so hard to help us discover his true identity.' (PRAISE)

You are a magazine journalist working on this story with your colleagues. Report your research.

C The police (Inspector Sprigg and his team of police officers)

Who to?	When?	What?
–	In 2006	'Charles was pretending to be someone else for twenty-three years.' (CONFIRM)
–	In 2006	'We think that he stole the story from a best-selling novel. In this story, a man steals a child's identity.' (SAY)
Journalists	In 2006	'Charles will be sent back to the USA. American lawyers are going to decide what will happen to him.' (ANNOUNCE)
Charles's real family	In 2006	'Can you look after Charles if he returns to the USA?' (ASK)

You are a magazine journalist working on this story with your colleagues. Report your research.

D Rebecca (Charles's real sister)

Who to?	When?	What?
–	In 2006	'My father recognized his son in some photos on a UK news website. He found out that the police were trying to understand who Charles Buckingham really was.' (SAY)
The police	In 2006	'My brother disappeared in the early 1980s.' (CONFIRM)
Inspector Sprigg	In 2006	'He loved speaking with an English accent and pretending to be English when growing up.' (INFORM)
–	In 2006	'We don't feel angry with him.' (DENY)

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12 Grammar No regrets

START

1 TOPIC
School



2 SITUATION
You failed an exam.

3 **NO REGRETS**

4 TOPIC
Weather



5 I WISH
Talk about something you wish hadn't happened.

6 SITUATION
You can't understand what someone's saying.

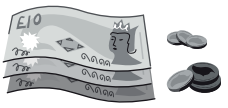
7 TOPIC
Love



8 **NO REGRETS**

9 I WISH
Talk about something you wish wasn't true.

10 TOPIC
Money



11 **NO REGRETS**

12 SITUATION
You had an argument with someone.

13 TOPIC
Sport



14 I WISH
Talk about something you wish someone wouldn't do.

15 SITUATION
You can't sleep.

16 TOPIC
Driving



17 **NO REGRETS**

18 I WISH
Talk about something you wish hadn't happened.

19 TOPIC
Travel



20 **NO REGRETS**

21 SITUATION
You've broken your arm.

22 TOPIC
Home



23 I WISH
Talk about something you wish wasn't true.

24 SITUATION
You've lost your keys.

25 TOPIC
Technology



26 I WISH
Talk about something you wish someone wouldn't do.

27 SITUATION
You're in a traffic jam.

28 TOPIC
Friends and family



29 SITUATION
You feel sick.

30 **NO REGRETS**

FINISH

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Vocabulary

Unit 1 The best party in town

Paired activity, matching people to parties to practise phrases around the topic of 'making conversation'

Language

ask appropriate questions, dominate the conversation, have a row, have some awkward silences, hit it off with someone, listen enthusiastically, make a good impression, make small talk, offend someone, put someone at ease, put your foot in it, tell an entertaining story

Preparation: Make one copy of the worksheet for each pair. Cut the sheets in half.

Non-cut alternative: Make one copy of the worksheet for each student and fold the sheets in half. Tell students not to look at the other halves.

1 Write this matching exercise on the board:

A	1	*hit it*	a	*enthusiastically*
	2	*put your*	b	*off with someone*
	3	*listen*	c	*conversation*
	4	*put*	d	*someone*
	5	*dominate the*	e	*someone at ease*
	6	*offend*	f	*foot in it*
B	7	*make*	g	*good impression*
	8	*make a*	h	*entertaining story*
	9	*tell an*	i	*row*
	10	*ask*	j	*small talk*
	11	*have some*	k	*appropriate questions*
	12	*have a*	l	*awkward silences*

Ask students to match the two halves to make phrases connected to the topic of making conversation (1–6 with a–f, and 7–12 with g–l). Check answers.

ANSWERS

A 1 b 2 f 3 a 4 e 5 c 6 d
B 7 j 8 g 9 h 10 k 11 l 12 i

2 Divide the class into A+B pairs and give them the relevant half of the worksheet. They should not show this to their partner. Explain that they need to exchange information about twelve people at three different parties in the same street in order to find out which person is at which party. Students take turns to read a description of a party guest to their partner, who listens and matches this description to the correct name from their list of guests. Students write the name of the party guest in the correct house (there are four people at each party).

3 Monitor and note down any relevant language points. When students have finished, ask each pair to decide which party they would like to go to, and why.

4 In a final whole-class stage, check answers and discuss which party each pair would choose, and why.

ANSWERS

1 Barry, Emma, Marko, Laura
2 Leon, John, Bianca, Suzie
3 Sarah, Mia, Mike, Nicola

EXTRA SUPPORT Students work in groups of four, made up of A+A and B+B pairs, to match people to parties.

EARLY FINISHERS Students tell their partner which of the party guests they are most similar to.

EXTRA CHALLENGE In groups, students create a guest list for their perfect party, choosing guests from a certain category of people, e.g. historical figures, famous people, real-life friends, etc. They should describe how each guest would behave in different social situations.

Unit 2 Home sweet home

Paired activity, reordering a story about building a house

Language

anxious, bitter, delighted, disorientated, down, furious, glad, hurt, miserable, petrified, puzzled, relieved, satisfied, tense, terrified, upset

Preparation: Make one copy of the worksheet for each pair and cut up the lines of the story as shown.

Non-cut alternative: Make one copy of the worksheet for each pair. At stage 2, simply give each pair the whole sheet. The lines of the story are not in the correct order, so the activity will still work.

1 Write the target language on the board. Put students in pairs and get them to take turns to make facial expressions corresponding to the emotions in the target language; their partner has to guess what they are feeling. Encourage them to try to cover all the words in the list.

2 Give each pair a set of the cut-up lines of the story and ask them to reorder the lines to make a logical story. Tell students that the letters don't follow alphabetical order!

3 When everyone has finished, check answers.

ANSWER

I, B, L, Q, D, F, C, H, J, N, G, R, E, P, S, M, T, A, K, O

EXTRA SUPPORT During stage 2, monitor to see which pairs are doing well and which are struggling. Tell any struggling pairs that they can ask for one clue from a pair who are doing well (e.g. *Which line goes after M?*). Check that the answer they are given is correct, and that they don't ask for more than one clue, unless you give them permission to do so!

EARLY FINISHERS Students ask each other about times recently when they have felt tense, puzzled, anxious, disorientated, etc.

EXTRA CHALLENGE Students tell a story about another challenging situation (e.g. starting a new job, going on a journey around the world, etc.) using the target language to describe their feelings at different times in the story.

Unit 3 Time for a survey?

Group activity, writing a survey to practise verb + noun collocations with *time* and *money*

Language

be short of money/time, choose the right time, fritter away your money, get your money's worth, have money/time to spare, invest money/time in something, kill time, run out of money/time, set aside some money/time (for something special), take your time, throw your money around, waste time/money, while away your time

Preparation: Make one copy of the worksheet for each student.

1 Give each student a copy of the worksheet. Focus their attention on the first question and ask what the missing word is. Explain that the first multiple-choice answer (a) is there to help them decide whether the answer is *time* or *money*. Individually or in pairs, students write *time* or *money* in the gaps for each question. After a few minutes, check answers as a class.

ANSWERS

1 money **2** money **3** time **4** time **5** time **6** time **7** time **8** money **9** money **10** money

2 Divide the class into A+B pairs. Explain that they are going to carry out a class survey. They will first need to write the b) and c) answers for the questions on the worksheet. Tell them that they can use the suggested answer for option a) or substitute it with an idea of their own.

3 Monitor pairwork and prompt ideas if necessary. After about ten minutes, tell students that they will now work individually. Ask all the Student As to mingle in one group and all the Student Bs to mingle in another. They should try to interview as many people as possible using their survey. Tell them to keep a record of people's answers (a, b or c). They can do this by putting a tally mark next to the relevant answers on the worksheet.

4 After students have finished asking their questions, they sit in their original A+B pairs to compare survey results.

5 To round off the activity, ask pairs to report some of the results of their survey to the class. Encourage students to report the results using phrases such as *Most people …*, *Some people …*, *Hardly anybody …*, etc.

EXTRA SUPPORT Weaker students can stay in pairs for the mingling activity. In this case, when comparing survey results, reorganize the seating so that students report their results to a different person.

EARLY FINISHERS Ask students to write two more multiple-choice questions of their own using phrases with *time* or *money*. They can test them on other early finishers.

EXTRA CHALLENGE Ask students to write a report about their survey. Tell them to write details of the results and to suggest reasons for them.

Unit 4 Everyday objects

Paired activity, exchanging information to complete a crossword

Language

Verbs to describe how machines work: *attach, control, design, fix, generate, measure, monitor, place, protect, recharge, reduce, treat*

Preparation: Make one copy of the worksheet for each pair and cut the sheets in half.

Non-cut alternative: Make one copy of the worksheet for each student and fold the sheets in half. Tell students not to look at the other halves.

1 Divide the class into A+B pairs and give them the relevant half of the worksheet.

2 Students work individually to complete the clues by solving the anagrams. This can be done as a homework activity.

ANSWERS

Student A
Across: 9 protects, 10 reduce
Down: 1 attach, 3 placed, 4 designed, 7 fix
Student B
Across: 5 recharge, 11 measures, 12 control
Down: 2 monitor, 6 generating, 8 treat

3 Students take turns to ask each other to read out the clues (e.g. *What's the clue for 9 across?*), then try to guess the words that go in the empty spaces on their grid. If they can't guess the answer from the given clue, they can give each other extra help, e.g. *It's made of glass, It's two words, There's one on the teacher's desk, It starts with 'g',* etc.

4 When they have completed the crossword, they can look at each other's worksheets to check their answers.

EXTRA SUPPORT Stage 2 could be done in A+A and B+B pairs so that students can discuss their answers.

EARLY FINISHERS Both students cover their worksheets and try to recreate as many clues as possible from memory. Afterwards, they look at the clues again to check whether they have used the target language correctly.

EXTRA CHALLENGE Students write clues for other everyday objects, using the target language. They then say these clues to the rest of the class, who have to guess the objects.

Unit 5 Crack the code!

Paired activity, matching sentence halves to practise vocabulary related to boredom

Language

bored to death, bored with, can't sit still, dull, fed up with, feel desperate to escape, have had enough of, lose concentration, repetitive, tired of, uninteresting, yawn, your mind wanders, zone out

Preparation: Make one copy of the worksheet for each pair. Cut off the code section. Cut the remaining section in half.

Non-cut alternative: Make one copy of the worksheet for each student. Fold the sheets in half vertically. Write the code section on the board.

1 Elicit words or phrases connected to the topic of boredom. Write them on the board.

2 Divide the class into A+B pairs and give them the relevant half of the worksheet. They should not look at their partner's sheet.

3 Tell students that they must match the sentence halves to form sentences about boredom.

4 The sentences are a chain of pairs, starting on Card 11. Ask a Student A to read out the phrase on Card 11. Demonstrate that Student B's phrase on Card 14 completes the sentence. To keep track of which card completes each sentence, students write the card number in the box in the corner (see the example on Card 11).

5 The next sentence in the chain always starts in the card to the right of the previous answer (here, Card 21). Students continue the matching exercise until the chain is complete.

6 When students have matched all the sentences, they check their answers by cracking the code. Give out the code section. Students look at the number row and say what letters are represented by different numbers, i.e. 11 (Card 11) represents the letter A, 14 (Card 14) represents the letter L and so on. (Note: The same letter is sometimes represented by several different numbers.)

7 Explain that identifying each letter using the numbers on the cards in the correct order will reveal a popular idiom linked to boredom. Students work on the code in pairs and write the letters in the spaces.

8 Check that students have completed the matching task successfully by eliciting the idiom. Ask them if they have a similar saying in their language(s).

ANSWERS

Cards 11 + 14, 21 + 3, 27 + 16, 7 + 1, 18 + 4, 29 + 12, 2 + 25, 9 + 5, 22 + 15, 6 + 28, 26 + 30, 10 + 8, 13 + 20, 17 + 19, 24 + 23

Idiom: All work and no play makes Jack a dull boy!

EXTRA SUPPORT Students work together to form five or six sentences in the chain as a whole class before working in pairs. Before students attempt to crack the code, write the answers to the sentence matching on the board.

EARLY FINISHERS Ask students to turn over the worksheets and try to remember as many of the sentences as possible.

EXTRA CHALLENGE Ask students to write a piece of advice for each of the problems, e.g. Advice for Cards 11 and 14: *Go to bed early the night before!*

Unit 6 Where on Earth?

Group activity, guessing cities and communities around the world

Language

adjust, ancestor, ceremony, community, costume, culture, custom, decorate, descendant, establish, festival, immigrant, neighbourhood, parade

Preparation: Make one copy of the worksheet for each group of four students and cut the sheets into four sections.

Non-cut alternative: Make one copy of the worksheet for each student and fold the sheets into four. Tell students not to look at the other sections.

1 Divide the class into pairs and give out the worksheets so that A is working with B, and C is working with D. You will need an equal number of A+B and C+D pairs, so it may be necessary to have one or more groups of three. In this case, have two students looking at A and one at B, or two looking at C and one at D, etc.

2 Students read the sentence halves on their worksheets and check with their partner that they both know the meaning of the words in bold. Monitor and help with any difficulties.

3 Each pair reads out their sentence halves to each other and works together to match them to create complete sentences. They should not look at each other's worksheets.

ANSWERS

1 C **2** D **3** B **4** F **5** G **6** E **7** A **8** K **9** J **10** H **11** M **12** N **13** I **14** L

4 Write the following list of cities and their countries on the board: *Alexandria, Egypt; Athens, Greece; Edinburgh, Scotland; Geneva, Switzerland; La Paz, Bolivia; Liverpool, England; Moscow, Russia; Munich, Germany; New Orleans, USA; New York, USA; Paris, France; Seattle, USA; Tokyo, Japan; Zanzibar, Tanzania.*

In their pairs, students discuss which cities their sentences might refer to.

5 Make A+B+C+D groups. Students read their completed sentences to each other and work in their groups to match each sentence to a city. They are still not allowed to look at each other's worksheets.

6 When all the pairs have finished, check the answers as a class. At this stage, they can all look at each other's worksheets.

ANSWERS

1C Liverpool **2D** Munich **3B** Seattle **4F** New Orleans **5G** Tokyo **6E** La Paz **7A** Moscow **8K** Edinburgh **9J** Alexandria **10H** Geneva **11M** New York **12N** Paris **13I** Athens **14L** Zanzibar

EXTRA SUPPORT If you think students might not know the cities in stage 4, start the lesson by asking students to locate them on a world map. If possible, show pictures of some of the cities as well.

EARLY FINISHERS Students discuss whether there were any facts that surprised them, and whether they would like to visit any of these places.

EXTRA CHALLENGE Students choose one or two of the facts from the worksheet and use the internet or a library to find out more information about them.

Unit 7 A meeting with the mayor

Paired activity, matching verbs and dependent prepositions followed by group role-play

Language

accuse sb. of, (rules) apply to, blame sb. for, count on, criticize sb. for, expose sb. to, insist on, prohibit sb. from, protect sb. against/from, protest against, react to, take advantage of

Preparation: Make one copy of the worksheet for each student. Cut off the matching exercise and cut the remainder into four role cards.

Non-cut alternative: Make one copy of the worksheet for each student. At stage 4, tell students which role card to focus on.

For the optional idea in stage 5, each 'mayor' will need a blank sheet of paper.

1 Ask students if they feel that pollution is a problem where they live. Elicit ways of reducing pollution in cities (e.g. limiting traffic, encouraging people to cycle, etc.).

2 Give each student a copy of the matching exercise. Divide the class into pairs and ask them to match the sentences. Check answers. Elicit who might say each of these sentences in a local government meeting about traffic problems.

ANSWERS

1 k **2** h **3** g **4** b **5** l **6** c **7** a **8** d **9** e **10** i **11** j **12** f

3 Explain to students that they are going to role-play a meeting during which they should try to use the verbs + dependent prepositions they practised in the matching exercise. Read out this situation: *The mayor has organized a meeting to discuss new traffic proposals. The head of a car drivers' association, a member of an environmental group and a local business representative have been invited to the meeting to give their opinions and make some proposals. The mayor must announce a new traffic plan by the end of the meeting.*

4 Divide the class into pairs. Allocate each pair a letter (A, B, C or D) and give them the relevant role card. If there aren't enough students to form groups of four, Role D can be dropped. Tell pairs to prepare their ideas for the meeting.

5 After about ten minutes, put students into A+B+C+D (or A+B+C) groups. The mayor's role is to open the meeting and manage the discussion. (Optional idea: the mayor could also record on a blank sheet of paper the number of times each verb + preposition is used by each participant. Before feedback on the traffic plans, ask the mayor to report which verb + preposition phrases were used most/least.)

6 When the role-play has ended, get feedback on what was decided and on the proposed traffic plans. Evaluate ideas as a class.

EXTRA SUPPORT Each pair writes three traffic proposals in stage 4. During the role-play, they take turns reading out their proposals.

EARLY FINISHERS Students discuss what their town or city is doing to tackle pollution.

EXTRA CHALLENGE Students write a report summarizing the decisions made during the meeting.

Unit 8 The right candidate

Group activity, role-playing job interviews and practising personality adjectives

Language

arrogant, conventional, critical, easy-going, family-focused, irresponsible, loyal, open-minded, realistic, self-centred, self-confident, stubborn, tech-savvy, well-educated, well-informed

Preparation: Make one copy of the worksheet for each group of four and cut the sheets as indicated.

1 Write the target language on the board with *She's/He's …* before each adjective.

2 Divide the class into pairs and ask students to describe people they know who match each adjective, with further details. Ask for feedback, writing up one extra detail after each adjective on the board, e.g. *My aunt's very well educated: she has a PhD in history; My sister can be quite critical – she's always telling me that she doesn't like what I wear.*

Remind students to soften negative comments using phrases such as *can be quite*, as in the second example above.

3 Divide the class into groups of four (threes could also work) and give each student one of the profiles. Tell them they are job hunting via an online agency, so they need to complete their profile. Each student writes down one more hobby/interest, three adjectives to describe their personality, and one other piece of information (e.g. languages spoken, achievements, family, etc.). NB There are no correct answers here – students should use their imagination.

4 Give each group the job advertisement and ask them to read it. Tell them that they recently saw this advertisement online and applied for it, and now they have been asked for an interview.

5 Each student in turn is interviewed by the others in the group. The interviewers can ask questions such as *How would you describe your personality? Can you give us an example of that? Can you give us some more details? Why do you say you are …?* (You could put some of these questions on the board to help students carry out the interview.) Students may also ask questions about qualifications and experience, but remind them to focus mainly on personality. Allow about three minutes per interview.

6 After all the candidates have been interviewed, tell students that they are now going to act as the interview panel to decide which candidate to employ. Focus them on the job advertisement again and ask them to discuss what qualities the company is probably looking for and which candidate is the best for the job. Monitor and make sure students are using the target language.

7 Ask which candidate each group chose, and why.

EXTRA SUPPORT Give students time to write follow-up sentences in stage 3 (similar to the ones in stage 2, but specific to their candidate) in order to be better prepared for the interview.

EARLY FINISHERS Groups discuss what other jobs might suit the candidates who were not selected.

EXTRA CHALLENGE Students write a letter of application for the job. They can write as themselves or as their character from the activity.

Unit 9 Once upon a time

Group activity, practising using and positioning adverbs

Language

amazingly, badly, completely, considerably, extremely, fairly, fast, frequently, gradually, happily, immediately, originally, rarely, sadly, slightly, slowly, suddenly, surprisingly, unfortunately, usually, very, wonderfully

Preparation: Make one copy of the worksheet for each student/pair.

1 Write these adverbs on the board: *usually, surprisingly, considerably, unfortunately, rarely, slowly, slightly, frequently, fast, gradually, fairly, wonderfully*. Ask students to put them into the following categories: adverbs of frequency, adverbs of manner, adverbs of attitude and adverbs of level/extent. Check answers and elicit some example sentences. Focus on the common position of these adverbs.

ANSWERS

adverbs of frequency (often found between the subject and the verb): *usually, rarely, frequently*
adverbs of manner (often found between the subject and verb, or after the verb): *slowly, fast, gradually*
adverbs of attitude (often found at the beginning of a sentence): *surprisingly, unfortunately, wonderfully*
adverbs of level/extent (often found before an adjective): *considerably, slightly, fairly*

2 Explain to students that they are going to write a collection of stories about two characters – a man and a woman. In each section of the story, students must write a sentence that includes one of the three adverbs listed in that section.

3 Students can work individually or in pairs. Hand out the worksheets and ask them to look at the first section only. Tell them to write about the man in the story (his name and something about him). Monitor to make sure that students have used one of the adverbs in their sentence. When everyone has finished writing in this section, tell them to fold the section backwards along the dotted line so that the top section is hidden. Then they should pass their worksheet on to the next person (or next pair of students).

4 Students then complete the second section of the story (about the woman), fold it over and pass it on. They repeat this for each section, with students passing their folded worksheets around the class. (Divide large classes into two or three groups and instruct students to pass folded worksheets around their group.) Monitor the activity to check adverbs are being used appropriately.

5 When all the sections have been completed, tell students to unfold their worksheets and read the complete story with a partner.

6 To round off the activity, ask a few students to read their stories to the class.

EXTRA SUPPORT With weaker students, write one story as a whole class using the worksheet and eliciting ideas for each section before beginning the main activity.

EXTRA CHALLENGE Students take a new blank sheet of paper and start a new story. Set the new rule that each sentence must contain one adjective and one adverb.

Unit 10 The science of sight

Paired activity, guessing whether statements about sight are true or false and practising language for talking about vision

Language

distinguish, focus on, gaze, glance, glare, observe, reflect, reveal, spot, stare, visible, vision

Preparation: Make one copy of the worksheet for each pair and cut the sheets in half.

Non-cut alternative: Make one copy of the worksheet for each student and fold the sheets in half. Tell students not to look at the other halves.

1 Divide the class into A+B pairs and give them the relevant half of the worksheet.

2 Students work individually to correct the spelling mistakes in the target language (in bold on the worksheet).

ANSWERS

1 visible **2** reveal **3** distinguish **4** stare **5** gaze **6** focus **7** spot **8** glance **9** reflects **10** glare **11** vision **12** observe

3 Students take turns to read their partner the statements on their worksheets. Their partner has to guess whether each statement is true or false.

4 The student who read the sentence confirms if their partner is correct or not. Pairs keep score, and whoever gets the most sentences correct wins.

EXTRA SUPPORT Before stage 2, put the target language up on the board and allow students one minute to look at it and memorize it.

EARLY FINISHERS Students cover both worksheets and work with their partner to try to recall as many of the facts as they can.

EXTRA CHALLENGE Students choose one or two of the research questions given after each statement, and use the internet or a library to try to find out the answers. This could be set as homework.

Unit 11 Don't say that word!

Group activity, playing a describing game to practise vocabulary related to television viewing

Language

back-to-back viewing, binge-watching, a commercial break, a celebrity chef, a cookery programme, a couch potato, a current affairs programme, a drama series, a gripping plot, a home improvement programme, in-depth news analysis, match highlights, online streaming, a reality show, a sitcom, viewing habits

Preparation: Make one copy of the worksheet for each group (maximum four students per group) and cut the sheets into sets of fifteen cards.

1 Write *TV viewing habits/Types of TV programme* on the board. Divide the class into pairs and tell them they have one minute to write as many words related to this topic as possible. After a minute, get feedback and find out which pair has the longest list of words.

2 Explain to students that they are going to play a describing game to practise TV vocabulary. They will be given a key word or phrase which one student in the group will describe for the others to guess … but they are not allowed to use any of the three words or phrases listed under the key word. Nor are they allowed to use words related to these three words/phrases. For example, if the word is *journalist*, they cannot use the word *journalism*, and a verb infinitive (e.g. *to watch*) means that all forms of that verb are 'banned'. Write the following example on the board:

a reality show
television
real life
people

Elicit descriptions of the key phrase (*a reality show*) which avoid using the words underneath.

3 Divide the class into groups of three or four and give each group a set of cards, which they should place face down in the middle. Students take turns to pick a card and describe the key word/phrase in bold. If they use one of the 'banned' words/phrases, the card must be placed at the bottom of the pile. The first person to guess the key word/phrase correctly wins the card. Monitor to support or prompt if necessary. Note down any pronunciation issues connected with the target language to deal with at the end of the activity.

4 The winner in each group is the student with the most cards.

EXTRA SUPPORT Weaker students can be allowed to use one or two of the 'banned' words/phrases.

EARLY FINISHERS Ask students to write all fifteen key words/phrases from memory without looking at the cards.

EXTRA CHALLENGE Give students some blank paper and ask them to make a new set of cards using other vocabulary items from a previous lesson.

Unit 12 Family tree

Group activity, practising language to talk about family relationships through solving a puzzle

Language

bring joy to, bring up, care for, close to, devoted to, get on somebody's nerves, left out, look up to, spoilt, take after, tell off, turn to

Preparation: Make one copy of the worksheet for each group of three and cut the sheets into four sections.

Non-cut alternative: Make one copy of the worksheet for each group of three. At stage 2, ask each student to look at a different section. At stage 4, allow students to read all the worksheets, but encourage them to discuss the information.

1 Divide the class into groups of three and give each student in the group a different worksheet (A, B or C).

2 Tell students to read their sentences and correct the preposition mistakes, which could be a missing preposition, the wrong preposition or an extra, unnecessary preposition.

ANSWERS

1 … takes **after** her grandfather …
2 … very close **to** each other …
3 … spoilt ~~on~~ by his parents …
4 … feel left **out** when …
5 … bringing **up** her daughter …/bringing her daughter **up** …
6 … brought ~~to~~ everyone a lot of joy.
7 … care **for** Susan's parents …
8 … tell Toby **off** very often.
9 … devoted **to** her three daughters.
10 … turns **to** her older sister …
11 … looks **up** to her mum … gets **on** his nerves.
12 … is close **to** his grandson …

3 Give each group a copy of the family tree. Ask students to read their sentences and decide who each one could refer to. Give them a couple of minutes to think about this individually, without discussing it with their group.

4 Students share their information with the others in their group to work out the name of each person in the family tree. They shouldn't look at each other's worksheets, but only tell each other their information.

5 When they've finished, they should check their solution with another group. If there are differences, they should try to correct their mistakes. Once they think they have the correct answer, they can check with you.

ANSWERS

1 Dennis 2 Margaret 3 Steve 4 Laura 5 David 6 Susan 7 Mike 8 Jenny 9 Sarah 10 Miriam 11 Paul 12 Nicola 13 Alice 14 Joseph 15 Toby 16 Eleanor

EXTRA SUPPORT At stage 2, students could work in A+A, B+B and C+C pairs to help each other with the mistakes.

EARLY FINISHERS Students describe the family from the point of view of someone in the family tree; the other students have to guess who they are.

1 Vocabulary The best party in town

Student A



Descriptions

- People form a very positive opinion about this person when they first meet him/her. This person's at Number 1.
- This person sometimes says the wrong thing to people by mistake and makes them feel quite embarrassed. This person's at Number 3.
- This person makes friends with people very easily, and they like him/her, too. This person's at Number 2.
- This person is not easy to talk to. People just don't know what to say and become quite quiet. This person's at Number 3.
- This person tries to control the topic and just never stops talking. This person's at Number 3.
- This person listens with great interest to whatever you're talking about. This person's at Number 2.

Party guests

- Laura doesn't like to offend people.
- Suzie asks appropriate questions.
- Bianca tells entertaining stories.
- Marko puts people at ease.
- It's quite normal for Nicola to have a row at a party.
- Emma is good at making small talk.

Student B



Descriptions

- This person tells some fascinating tales. This person's at Number 2.
- This person quite likes chatting about fairly unimportant things to people he/she doesn't know very well. This person's at Number 1.
- People feel very relaxed chatting to this person. This person's at Number 1.
- This person always asks people about the right kind of things. This person's at Number 2.
- This person tries hard not to be rude to people. This person's at Number 1.
- This person often has very noisy arguments with people. This person's at Number 3.

Party guests

- Mia creates some awkward silences.
- Sarah puts her foot in it from time to time.
- Mike dominates the conversation.
- Leon hits it off with people very quickly.
- John listens enthusiastically to people when they're talking.
- Barry makes a good impression in social situations.

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2 Vocabulary Home sweet home

A The builders said there was nothing they could do about it, which made me feel

B and my shoulders were really tight. I was anxious

C and the house was beginning to take shape. The first time I went up the stairs, I was puzzled

D The first week or two went well, but when they told me a whole wall had fallen down,

E The next few months went very slowly

F I was very upset. However, they soon built it again

G I was furious with him for not warning me that the stairs weren't fixed yet,

H by a strange noise. Suddenly, everything seemed to be moving under my feet.

I It was a Monday morning in May, and work was about to start on my new house. I felt extremely tense

J I was absolutely petrified. Then I found myself lying on the ground. My head hurt

K very bitter and hurt that they didn't seem to care, but I was delighted

L because the builders were late. I was very glad

M the delays in getting the glass for the windows. The weather was wet and I was terrified

N and I felt rather disorientated. The site manager told me I shouldn't have gone up there without permission.

O when they finally told me it would be finished before New Year. In the end, I was very satisfied.

P and I got quite down about all the problems we encountered.

Q when they finally turned up, only an hour after we'd agreed to start work.

R but I was relieved when he told me he was going to do it that afternoon.

S For example, in September, I was miserable about

T that the rain would get in and damage the electrics or something.

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3 Vocabulary Time for a survey?

1 What would you do if you ran out of _____ this week?

a Ask a friend for a loan.

b _____

c _____

2 What do you think about people who throw their _____ around?

a That they want attention from other people.

b _____

c _____

3 How do you feel people should invest their _____ in their day-to-day lives?

a Building friendships.

b _____

c _____

4 What do you like doing when killing _____ waiting for a bus?

a Watching people.

b _____

c _____

5 If you have some _____ to spare this weekend, what will you do?

a Watch a new TV series.

b _____

c _____

6 If you find yourself short of _____ every morning, what could you do?

a Get up earlier.

b _____

c _____

7 How would you while away your _____ on holiday in the Caribbean?

a By trying out the local food and taking a cookery course.

b _____

c _____

8 What would you like to set aside some _____ for?

a A bigger house.

b _____

c _____

9 What do you like to fritter away your _____ on?

a Buying clothes you don't need.

b _____

c _____

10 How would you get your _____'s worth if you had a fitness trainer?

a By training to run a marathon.

b _____

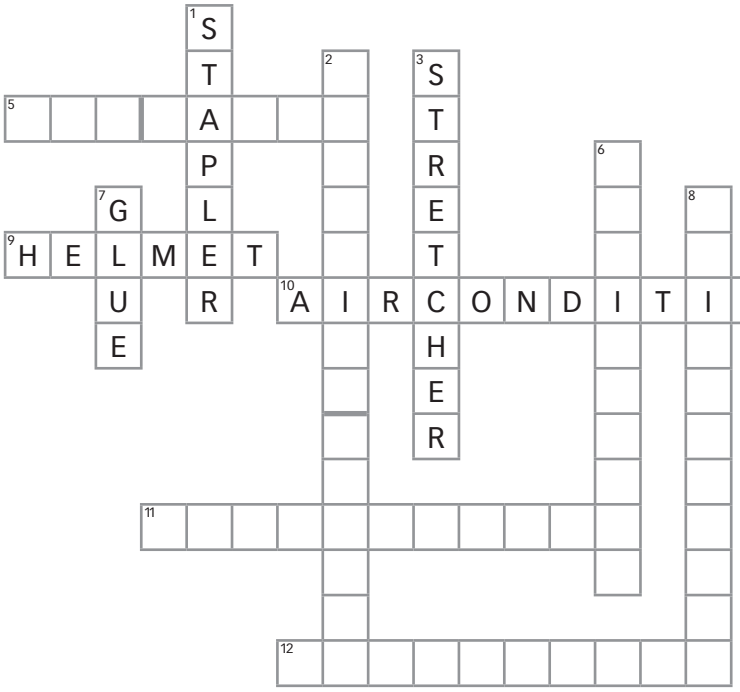
c _____



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4 Vocabulary Everyday objects

Student A



Rearrange the letters of the words in bold to complete the crossword clues.

Across

9 This **retcpost** the head of a cyclist.

10 This is used to **dureec** the temperature in a building.

Down

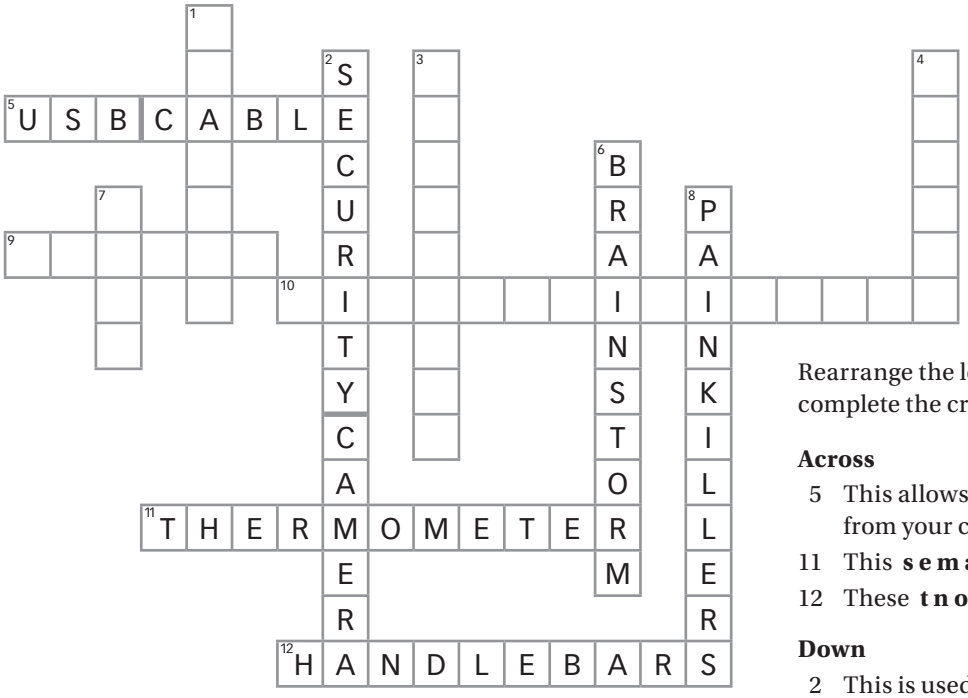
1 This is used to **atchat** sheets of paper together using pieces of metal.

3 Injured people can be **dlapce** on this.

4 This is **sendidge** to save your life in a car crash.

7 This sticky liquid is used to **ixf** things together.

Student B



Rearrange the letters of the words in bold to complete the crossword clues.

Across

5 This allows you to **ragherce** your phone from your computer.

11 This **semasrue** temperature.

12 These **tnorlco** the direction of a bicycle.

Down

2 This is used to **trimoon** the people coming in and out of a shop or public building.

6 This is the process of **tenggerina** ideas.

8 These are used to **retta** headaches, backaches, etc.

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Crack the code!

STUDENT A	
	**11** I couldn't stop yawning. This morning's lecture was so [14]
12 still because I was desperate to get up and walk out.	**2** I felt trapped by the salesman, who was telling me a lot of [ ]
3 out and started playing games on my phone.	**27** I just couldn't concentrate on the lesson and so my mind [ ]
19 up with waiting that I started walking home.	**24** The film was very dull. Halfway through, I'd had [ ]
1 to escape and run outside!	**18** I think I crashed the car because I lost [ ]
5 of getting phone calls from people trying to sell me things I don't need.	**22** One person in the doctor's waiting room started to [ ]
28 repetitive job and do something more exciting.	**26** I'm bored to [ ]
8 with the plot because nothing exciting happened.	**13** I love to avoid boredom by keeping myself [ ]

STUDENT B	
4 concentration and started thinking about what to put on my shopping list.	**29** She wouldn't stop talking. I just couldn't sit [ ]
16 wandered and I started planning my summer holiday.	**7** He wouldn't stop talking and I felt desperate [ ]
25 uninteresting facts about vacuum cleaners.	**9** This problem is getting worse. I'm so tired [ ]
15 yawn and soon everyone was doing it!	**6** I do the same thing every day at work. I need to get out of my [ ]
14 dull that I nearly fell asleep.	**21** That meeting was so boring. I just zoned [ ]
23 enough and so I walked out.	
20 occupied. I have a lot of different hobbies.	**17** I'd been standing in the bus queue for ages. I was so fed [ ]
30 death with politicians breaking their promises.	**10** It wasn't my kind of book. I was very bored [ ]

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
A	P	W	D	Y	K	K	C	A	A	A	O	K	L	A	R	D	N	U	A	L	M	L	L	L	S	O	E	N	J

Crack the code. Write the letters as you discover them and complete the popular idiom.

A L _ boy!

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6 Vocabulary Where on Earth?

Student A



Work with your partner to match the beginnings and endings of these sentences.

1 This city is home to the oldest Chinese ...
2 There is a famous beer ...
3 This city is famous for its coffee **culture**, ...
4 Mardi Gras is celebrated with **parades** ...
5 In July or August, people hold a **ceremony** in which they float candles down the Sumida River ...
6 This is the highest capital city in the world, ...
7 The cathedral here is spectacular: its roofs are **decorated** ...

Student B



Work with your partner to match the beginnings and endings of these sentences.

A ... with bold patterns in bright colours.
B ... with thirty-five cafés per 100,000 residents.
C ... **community** in Europe.
D ... **festival** which is held here every October.
E ... so when you come here, you have to **adjust** to the altitude.
F ... through the Uptown area, the French Quarter and other parts of the city.
G ... to guide their **ancestors'** spirits back to the world of the dead.

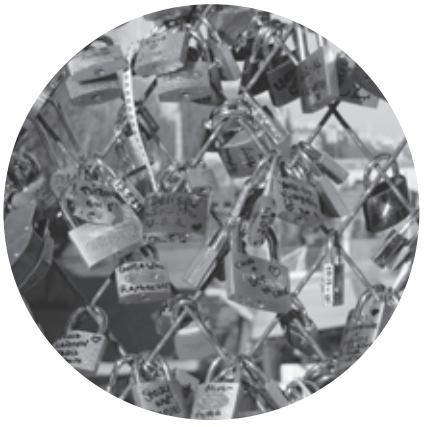
Student C



Work with your partner to match the beginnings and endings of these sentences.

8 Go to the Royal Mile to buy a kilt, ...
9 The oldest library in the world ...
10 There is a large population of highly educated ...
11 The Upper East Side is one of the most expensive ...
12 The local government has put a stop to the **custom** of ...
13 Citizens of this ancient city ...
14 Most of the population are Shirazis, who are the **descendants** ...

Student D



Work with your partner to match the beginnings and endings of these sentences.

H ... **immigrants** here, because of international organizations like the UN and the World Bank.
I ... could only vote if they had completed their military training.
J ... was **established** here in approximately 300 BCE.
K ... which is the traditional **costume** for men in this country.
L ... of traders from Persia who married the local people.
M ... **neighbourhoods** in this country: the average home costs about $1.5 million.
N ... putting locks on bridges as a symbol of love.

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7 Vocabulary A meeting with the mayor

Match the two sentence halves.

1	We are exposed	a	for being careless and causing accidents.
2	We are protesting	b	from entering the city centre.
3	New traffic rules wouldn't apply	c	on regular lorry deliveries to keep our businesses going.
4	You should prohibit private cars	d	to advice from cyclists and introduced new cycle lanes.
5	Shoppers would take advantage	e	for the pollution problems in this city.
6	We count	f	from the high levels of pollution.
7	We are criticizing cyclists	g	to electric cars.
8	I immediately reacted	h	against the number of private cars in the city centre.
9	We're blaming private car owners	i	of causing some of the city's pollution problems.
10	We're accusing lorries	j	on leaning their bicycles against our shop windows.
11	Cyclists insist	k	to increasingly high levels of pollution.
12	We need to protect children and old people	l	of the relaxed atmosphere in the pedestrian-only streets.

A City mayor

People in your city are exposed to increasingly high levels of pollution. You have invited a member of an environmental group, the head of a car drivers' association and a local business representative to come to a meeting to discuss new traffic proposals.

- There are elections next year and you're counting on the support of all three groups, so try to keep all of the participants happy.
- You don't want to be criticized for doing nothing.

By the end of this meeting, you must decide on and announce your new traffic plan.

B Member of an environmental group

The mayor has organized a meeting to discuss new traffic proposals. The head of a car drivers' association and a local business representative have been invited, too.

- The city has to be protected against pollution.
- You don't own a car because you cycle everywhere.
- You want to say that cyclists don't feel safe on the roads these days.
- You want to protest about the number of lorries and private cars in the centre and you feel that the mayor should prohibit drivers from entering the city at certain times – other cities manage to do it and you think your mayor needs to focus on how to manage this.

What proposals are you going to make during the meeting? Give reasons for your ideas.

C Head of a car drivers' association

The mayor has organized a meeting to discuss new traffic proposals. A member of an environmental group and a local business representative have been invited, too.

- As soon as people suggest limiting cars in the city centre, you feel that your personal freedom is being challenged.
- As far as pedestrian-only streets are concerned, you think they will only make the traffic problem worse.
- You don't want to get on your bike for many reasons and you think cyclists are dangerous.
- Lorries are the biggest problem; there must be a way of controlling how and when deliveries are made.

What proposals are you going to make during the meeting? Give reasons for your ideas.

D Local business representative

The mayor has organized a meeting to discuss new traffic proposals. A member of an environmental group and the head of a car drivers' association have been invited, too.

- You know that there are too many private cars in the city centre. Other cities manage to limit numbers.
- You know that car drivers usually buy more than cyclists, so you don't want to propose a total car ban.
- You like the idea of pedestrian-only streets.
- People are against lorries making deliveries in the centre, but businesses and shops won't survive if lorries can't make regular deliveries in the centre.

What proposals are you going to make during the meeting? Give reasons for your ideas.

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8 Vocabulary The right candidate

Profile 1

Name **Henri Mathieu** Age **54**
Education **Degree in engineering**
Previous job **Owner and manager of a small engineering company for 15 years**
Interests **Detective novels, golf,** _____
Personality _____
Other information _____



Profile 2

Name **Kiyoko Miyamoto** Age **32**
Education **Master's Degree in business administration**
Previous job **Personnel manager of a major car manufacturer for five years**
Interests **Playing the violin, travelling,** _____
Personality _____
Other information _____



Profile 3

Name **Camila Moreno Jiménez** Age **26**
Education **PhD in electronic engineering**
Previous job **None, but won the Young Inventor of the Year award last year**
Interests **Technology, computer gaming,** _____
Personality _____
Other information _____



Profile 4

Name **Metin Atalan** Age **37**
Education **Degree in design**
Previous job **Designer in an engineering company for seven years**
Interests **Photography, basketball,** _____
Personality _____
Other information _____



Manager of Design Department

You will be managing a team of ten designers in a fast-growing engineering company. The ideal candidate will have experience of engineering or design, and be hard-working … **(see more)**

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9 Vocabulary Once upon a time

This is a story about a man and a woman.

The man's name was _____

and he _____

(Give some general information about the character.) originally rarely usually

The woman's name was _____

and she _____

(Give some general information about the character.) frequently slightly surprisingly

This story took place in a(n) _____

_____

(Where?) extremely fairly wonderfully

And it all happened _____

_____

(When?) considerably immediately suddenly

She _____

_____

(What did she do?) gradually sadly slowly

He _____

_____

(What did he do?) badly completely fast

And in the end, they both _____

_____

(What happened?) amazingly happily unfortunately

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10 Vocabulary The science of sight

Student A







1 Read the statements and correct the spelling of the words in **bold**.

1 Some animals can see colours that are not **visibel** to humans.
(TRUE: Some insects can see ultraviolet colours.
Research: What do flowers look like to bees?)

2 There are cameras that can **reveel** how energy-efficient your house is.
(TRUE: Thermal-imaging cameras can show where heat is lost.
Research: Where is most heat lost from a house?)

3 Men can **distingish** between different colours better than women.
(FALSE: Research shows that women can tell the difference between similar colours better than men.
Research: What other gender differences are there in human vision?)

4 If you meet a bear when hiking, you should **staire** at it to make it go away.
(FALSE: This is aggressive and could make the bear more likely to attack.
Research: What should you do if you meet a bear?)

5 Where and how you **gase** affects your memory.
(TRUE: Especially for memories relating to places.
Research: What activities can improve your visual memory?)

6 Up to the age of about one year, human babies cannot **focous** on objects that are far away.
(FALSE: Only up to the age of about four months.
Research: How close does an object need to be for a newborn baby to see it clearly?)

2 Read your statements to your partner, who will guess whether they are true or false.

Student B







1 Read the statements and correct the spelling of the words in **bold**.

7 Some eagles can **spott** a rabbit from about three kilometres away.
(TRUE: Especially if the rabbit moves.
Research: How are eagles' eyes different from human eyes?)

8 It is possible to count up to six objects accurately in a very quick **glanse**.
(FALSE: Only up to three or four.
Research: What is the word for this kind of counting?)

9 Water **reflacts** red light more than blue light.
(FALSE: This is one reason why water looks blue.
Research: Why does the sky look blue?)

10 When you **glar**, you use the muscles in your cheeks.
(FALSE: The muscles in your forehead and eyelids are used.
Research: How many muscles are there in the human face?)

11 It is possible to improve your night **visian**.
(TRUE: Certain foods and eye exercises can help you see in the dark.
Research: What foods and what exercises will help with this?)

12 Many businesspeople train themselves to **obseve** body language.
(TRUE: You can even go on courses to learn how to do this.
Research: How can body language help you in business?)

2 Read your statements to your partner, who will guess whether they are true or false.

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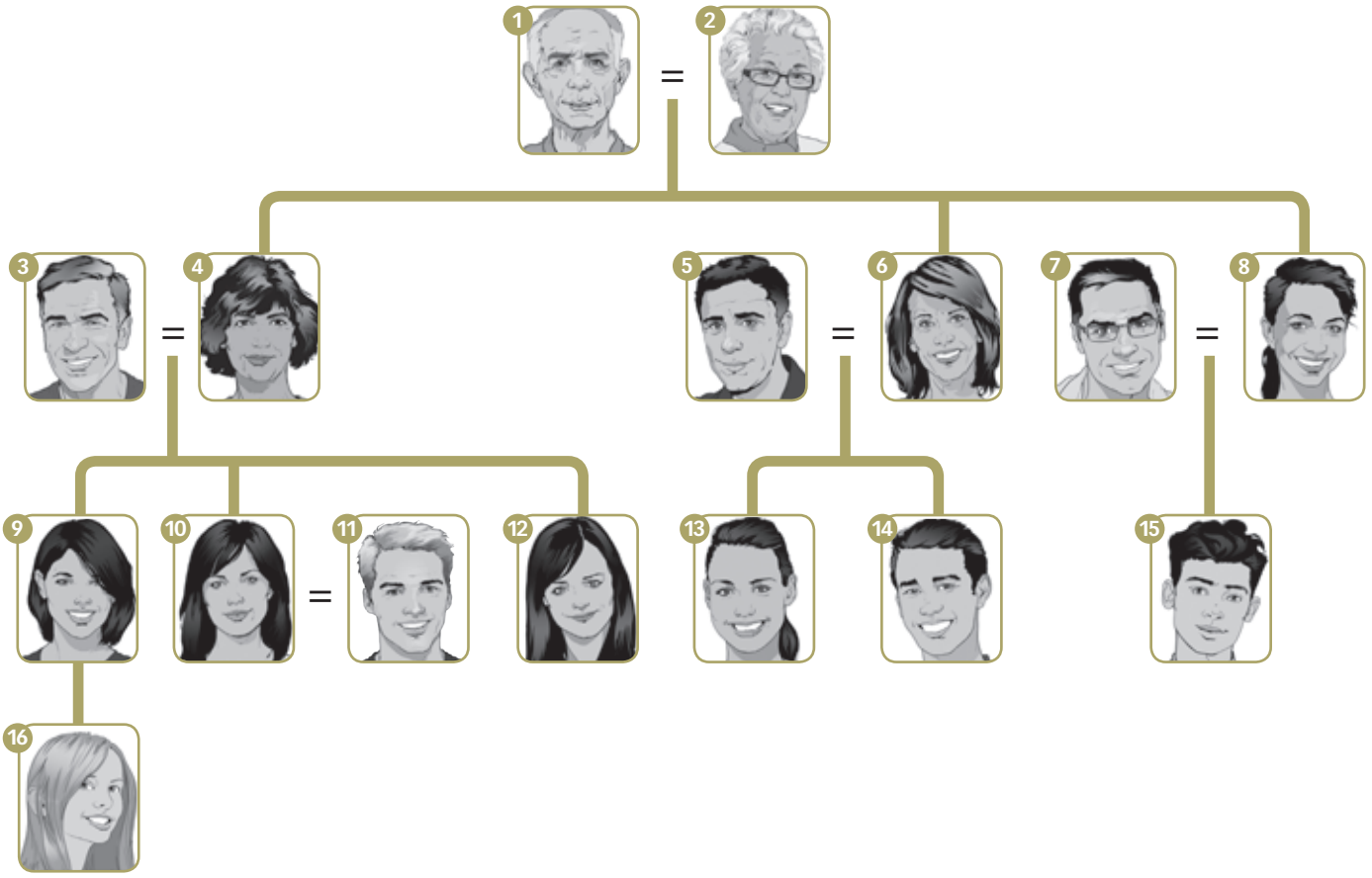
11 Vocabulary Don't say that word!

online streaming computer device internet	**back-to-back viewing** episode non-stop drama series	**a gripping plot** exciting to watch film
match highlights football sport exciting	**a cookery programme** food to prepare to cook	**viewing habits** to watch television often
a drama series story episode gripping	**a home improvement programme** tips to improve television	**a commercial break** to advertise advertisement publicity
a current affairs programme the news to watch journalist	**a celebrity chef** to cook television famous	**binge-watching** episode back-to-back common
a couch potato passive sofa binge-watching	**a sitcom** amusing series to laugh	**in-depth news analysis** to report journalist the news

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12 Vocabulary Family tree

Use the clues to work out each person's name.



Student A

Correct the mistakes with prepositions in these sentences.

1 Eleanor takes from her grandfather, Steve.
2 Alice and Joseph are very close with each other, especially because they're twins.
3 Laura thinks her nephew is spoilt on by his parents because he is an only child.
4 Nicola always used to feel left when her older sisters, Sarah and Miriam, were playing together.

Student B

Correct the mistakes with prepositions in these sentences.

5 Sarah is bringing her daughter by herself.
6 Margaret and Dennis's 40th wedding anniversary this year brought to everyone a lot of joy.
7 David and Susan care Susan's parents, as well as their own children.
8 Mike is quite a relaxed parent – he doesn't tell Toby out very often.

Student C

Correct the mistakes with prepositions in these sentences.

9 Margaret is devoted by her three daughters.
10 Jenny usually turns her older sister, Susan, for advice.
11 Miriam really looks over to her mum, but her husband Paul finds that his mother-in-law gets to his nerves.
12 Dennis is close for his grandson, Joseph, as they both have the same sense of humour.

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Communication

Unit 1 Not now!

Paired activity, role-playing different scenarios to practise the language for dealing with problems on the phone

Language

Getting rid of unwanted callers
I don't take calls …, Would you remove my details from your database?

Ending a conversation politely
It's been great talking to you, I'd better get off the phone, I've got a ton of work to do, I'll let you get on/I won't take up any more of your time.

Dealing with distractions
Just bear with me a moment, I'm afraid you've caught me at a bad time, Could you just hold the line?

Dealing with a bad phone line
The coverage isn't too good here, I'm losing you again, Could you call me back on my landline? You're breaking up.

Preparation: Make one copy of the worksheet for each pair and cut the sheets in half vertically.

Non-cut alternative: Make one copy of the worksheet for each student and fold the sheets in half vertically. Tell students not to look at the other halves.

1 Write on the board these four language categories for dealing with problems on the phone: *Getting rid of unwanted callers, Ending a conversation politely, Dealing with distractions, Dealing with a bad phone line.* Elicit the phrases which could be used in each of these situations and write them on the board. Make sure all of the target language is covered, then delete some of the key words. Ask students to recall the missing words or chunks, encouraging them to memorize the phrases.
2 Divide the class into A+B pairs and give them the relevant half of the worksheet.
3 Give students five minutes to think about their different situations and to check/ask for any vocabulary.
4 Students sit with their partner, back-to-back if possible. They take turns to make and receive the phone calls. Monitor and note any language problems and any examples of good usage.
5 When students have finished, ask a few pairs to report which phone calls were the most problematic. Give feedback on any relevant language issues noted when monitoring.

EXTRA SUPPORT Spend more time on stage 1, deleting key words and completing the phrases.

EARLY FINISHERS Students swap roles and role-play the conversations again.

EXTRA CHALLENGE Elicit a few more tricky phone situations and write the details on the board. Students role-play these situations.

Unit 2 Travellers' tales

Paired activity, telling and reacting to stories about travel adventures

Language

And then, to make matters worse, …; But that wasn't the end of the story …; Did you hear about …?; Have I ever told you about … ?; I'm not surprised; I bet you were furious/petrified, etc.; In the end, …; That is hilarious!; This happened … ago; This was in the days before …; To cut a long story short, …; We ended up …; You can't be serious!; You'll never guess …; You must have been so embarrassed/fed up!; You're kidding!; You're not going to believe this …

Preparation: Make one copy of the worksheet for each group of three and cut the sheets into three sections.

Non-cut alternative: Make one copy of the worksheet for each student and fold the sheets into three. Tell students not to look at the other sections.

1 Write the following topics on the board: *getting lost, seeing a shark, finding money, moving house, winning a competition, having an argument.*
2 Divide the class into pairs and ask students to look at the *Language for speaking* box in Lesson 2.4 of the Coursebook. They take turns to choose one of the topics on the board for their partner, who has to make a sentence about that topic, using one of the phrases from the *Language for speaking* box (e.g. Student A: *getting lost*; Student B: *In the end, I had to call my brother to ask him to come and find me.*).
3 Closed book. Give out the worksheet sections so that there are A+A, B+B and C+C pairs. They read the notes and work together to plan how to tell the story using the target language. This should be done orally.
4 Reorganize students into A+B+C groups. Each student tells their story to the others, who should react appropriately using the reaction phrases on their worksheets. Explain that the reaction phrases are not in order, and some of them may only be suitable for one of the stories, so students should be selective.
5 Put students back into their original pairs. They should each retell one of the other two stories to their partner, who can check if it is the same as the story they heard.

EXTRA SUPPORT Allow weaker students to make notes at stage 3, and use these notes to tell their story at stage 4.

EARLY FINISHERS At the end of stage 4, students ask each other follow-up questions about their story (e.g. *What happened next? How did you feel?*).

EXTRA CHALLENGE Students choose one of the stories and write a full version of it for publication in a travel magazine.

Unit 3 Optimists and pessimists

Group activity, playing a board game to practise discussing the likelihood of future events

Language

I expect …, … is sure to happen; I (still) doubt …; I suppose … might happen …; I think … is bound to happen; I wouldn't be surprised if … happened; There's no chance of …

Preparation: Make one copy of the worksheet for each student and cut off the table. You will also need a die and counters for each group.

Non-cut alternative: Make one copy of the worksheet for each student. Students use the game board attached to one of their tables.

1 Write the following phrase on the board: *I'm likely to fail my next English exam!* Ask students if they think this is an optimistic or a pessimistic opinion (pessimistic). Ask them if they feel that this is something which is definitely going to happen (no). Elicit alternative phrases for describing likelihood. Continue with a few more situations, e.g. the weather, the weekend, their job situation, etc. Ask students to make more optimistic and pessimistic statements using the target language.
2 Divide the class into groups (maximum four students per group). Give each student a copy of the table and a counter, and each group a copy of the game and a die. In their groups, students decide who is Student A, Student B, etc. They write their names in the table.
3 Ask students to place their counters on START. Students take turns to roll the die and move their counters forward. When they land on a square, they have to make predictions about the topic indicated; their predictions should be either optimistic or pessimistic, depending on the instruction on the square, e.g. Square 1: *Tourism is bound to increase in our town. I expect this will be good for business.*
4 Students use their tables to note how many times each player uses each phrase. Monitor the activity, noting any examples of good language usage or of any language problems. The game ends when the first player reaches FINISH. The winner in each group is the person who has used the target language the most.
5 Ask students to say who the winner in their group is and to decide which group member was the most/least pessimistic.

EXTRA SUPPORT Group weaker students together. When they land on a square, they choose just one phrase from the chart to make a prediction.

EARLY FINISHERS Ask students to play the game again in reverse, working from FINISH to START.

EXTRA CHALLENGE Students work in pairs to make a list of pessimistic statements about the future. Pairs then join to make groups of four. The pairs take turns to say their pessimistic opinions and the opposite pair must rephrase it into an optimistic point of view.

Unit 4 Crazy gadgets

Group activity, persuading each other to choose gadgets to sell in a shop

Language

Giving opinions

As I see it, …; From my point of view, …; It seems to me …; Personally, I think …; Well, I have to say that …

Trying to change someone's opinion

No, but look …; Well, you've got a point, but …; Yes, but don't you think …?; Yes, but if you look at it from a different angle, surely …; Yes, but on the other hand …

Preparation: Make one copy of the worksheet for each group of three or four students and cut each sheet into eight cards.

Non-cut alternative: Make one copy of the worksheet for each group of three or four. At stage 5, the group looks at the worksheet together, and you randomly assign two cards to each student.

1 Write on the board: *Mini vacuum cleaner: plug this vacuum cleaner into your computer's USB socket to clean your keyboard.* (If you have internet access in the classroom, you can search for 'USB vacuum cleaner' and show students some examples.)
2 Divide the class into pairs. Allocate roles so one student in each pair tries to persuade their partner that this is a great invention, while the other claims that it is a waste of money. Monitor and write any target language that is used on the board. After a few minutes, get feedback about their real opinions, then focus on the phrases on the board. Elicit any target language that is not already there.
3 Tell students that they work for a shop that sells unusual gadgets. They will be given information about some new gadgets and they need to decide which ones to sell.
4 Divide the class into groups of three or four and give each group a set of cards. Students deal out the cards so that they have two cards each. (In groups of three, two students will have three cards each.)
5 Students take turns to present a gadget on one of their cards to the others, explaining what it is and why people might buy it.
6 After all the gadgets have been presented, the group tries to decide which three gadgets to sell in their shop. Students should start by arguing for the gadgets they presented, but can change their minds if they are persuaded by the other students' arguments.
7 Monitor and encourage students to use the language of giving opinions and changing people's opinions.
8 Get feedback from each group about what they decided and why, and who was the most persuasive and why!

EXTRA SUPPORT Give students time to prepare how to present their gadgets. Monitor and help with vocabulary, ideas, etc.

EARLY FINISHERS Students discuss how much they should sell each gadget for.

EXTRA CHALLENGE Students design an online advertisement with a short product description for one of the gadgets they have chosen.

Unit 5 Survival strategies

Paired/group activity, ranking survival equipment to practise language for working out solutions to problems

Language
Coming up with solutions
Accepting and rejecting suggestions

Preparation: Make one copy of the worksheet for each student and fold the sheets along the dotted line.

1 Give each student a worksheet and ask them to look at the language boxes at the top of the sheet. Tell them they have one minute to memorize as many of the phrases as possible. After one minute, tell students to cover up these phrases, and elicit the target language using gapped sentences on the board.

2 Divide the class into pairs. Tell them that they are all going on a jungle expedition. Check they know the words for all the items in the pictures: *a pair of sunglasses, a compass, some rope, a tent, a plastic sheet, a water container, a machete, a penknife, a fishing rod, some candles, a box of matches, a pair of binoculars, a whistle, a bottle of aspirin, a hammock.*

3 Explain to students that besides basic clothing, they can take ten of the fifteen items pictured. They need to rank the ten items they choose in order of importance and write its number in the box beside the picture.

4 In pairs, students discuss the different options. Encourage them to use the language for coming up with solutions, accepting suggestions and rejecting suggestions. Monitor and make notes of any language problems or examples of good usage.

5 Allow students about ten minutes to complete the ranking task. Then ask each pair to join another pair. Tell students that they are now going on the expedition as a group of four. Ask them to compare their initial ideas and to rank the items again so that all members of the group are in agreement.

6 When most groups have completed this task, finish with whole-class feedback to compare ideas and to focus on any relevant language points.

EXTRA SUPPORT Ask students to copy each phrase onto a slip of paper. They begin the speaking task with the phrases face up; each time they use one, they should turn the paper face down.

EARLY FINISHERS Ask students to discuss and decide on additional items which would be important for such an expedition.

EXTRA CHALLENGE Students design further survival scenarios in pairs, e.g. twenty-four hours stuck in a lift, stranded in time in the year 2050, alone in an underground cave, etc. They add suggestions of items to be included in a survival kit for each situation. Pairs exchange scenarios with another pair and repeat the ranking exercise.

Unit 6 Meeting people

Whole-class activity, mingling to match conversation exchanges

Language
Are you a friend of (Nicola's)?; Excuse me, do you mind if I . . .?; Excuse me, is anyone sitting there?; Have you lived round here/worked here/been in this class long?; I hope you don't mind me asking, but (haven't we met somewhere before)?; I'm sorry to bother you, but . . .; Is it always this busy?; Lovely weather, isn't it?; So, how do you know (Jonathan)?; Sorry, but I couldn't help overhearing . . .

Preparation: Make one copy of the worksheet and cut it into twenty cards. (You will need two copies if your class has more than twenty students.)

1 Address a student with one of the conversation starters from the target language. Encourage them to respond appropriately. Then ask them to use another of the conversation starters to address another student and so on, creating a conversation chain around the class. If anyone gets stuck, ask the rest of the class to help them, using the Language box above if necessary. Continue until all the conversation starters have been revised and/or all students have had a turn.

2 Give each student one of the cards. If you have fewer than twenty students, give out the cards so that each student is able to find their matching pair. If you have an odd number of students, you will need to take a card yourself. Explain to students that they are going to find the person who has the matching starter/response card.

3 Give students thirty seconds to memorize the sentences on their cards. Students mingle and say their sentences to each other, trying to find their partner. They should not look at their cards, but say their sentences from memory.

4 Once all the pairs have found each other, go round the class and ask each pair to say their exchange aloud. The other students confirm whether they think the exchange is correct or not.

ANSWERS

6 + 1 2 + 7 9 + 3 16 + 4 5 + 15 20 + 8
10 + 18 12 + 11 19 + 13 14 + 17

EXTRA SUPPORT Allow students to start by reading their sentences off their cards – but don't allow them to show their cards to each other. Monitor as they mingle and tell individual students to put their cards in their pockets when you think they are confident enough.

EARLY FINISHERS Pairs can extend their two-line exchange into an eight-line conversation.

EXTRA CHALLENGE Give each pair three conversation starters and ask them to think of three alternative responses for each one, including one illogical or impolite response. Then they work with another pair and act out the conversations. The other pair guesses which responses are the inappropriate ones.

Unit 7 Hot topics

Group activity, practising the language of agreeing and disagreeing by debating 'hot topics'

Language

Agreeing

Absolutely!; I completely agree; I couldn't agree more; I don't think anyone would disagree with that; I'm with you there; That's just what I was thinking; True enough; Yes, that's spot on

Disagreeing

Come off it!; I'm not sure I quite agree; I can't agree with you there; I'm not sure about that; I'm not sure I quite agree; That's not really how I see it; You can't be serious!

Preparation: Make one copy of the worksheet for each student. Cut off the chart. Cut the bottom section in half.

Non-cut alternative: Make one copy of the worksheet for each student. Fold the top section over so it isn't visible and fold the bottom section in half. At stage 2, students will need to write their list of phrases on a sheet of paper.

1 Write on the board: *Men and women are equal in the workplace.* (If necessary, choose a more suitable statement.) Elicit phrases which students could use to agree and disagree with this statement. Review the target language, paying particular attention to sentence stress and intonation.
2 Give each student the chart section of the worksheet and explain that they are going to discuss some 'hot topics'. First, they must choose seven phrases from the target language to write in the middle column of the chart.
3 Divide the class into two groups (A and B) and give them the relevant section of the bottom of the worksheet. Give them a few minutes to read the topics and to think of possible arguments.
4 Sub-divide each group into pairs. Ask a pair from Group A to sit with a pair from Group B, face-to-face if possible. Ask students to choose two of the four topics to debate. During the debates, students should tick the phrases on their chart once they have heard or used them. Monitor to check students are using the charts correctly.
5 After most groups have finished, choose one or two of the topics to debate as a class, depending on how much time is left. Ask a Student A to begin, then a Student B to continue.
6 Conclude by getting feedback from the groups on whether they actually agreed with the points of view they were giving during the debates. Ask students how many ticks they have on their charts.

EXTRA SUPPORT Group weaker students together for the debate.

EARLY FINISHERS Students debate one or two of the 'hot topics' that they did not choose to discuss earlier on.

EXTRA CHALLENGE Students write an opinion about one of the four topics as if in an internet discussion forum (the style is usually spoken English even though it is written). They then pass their written opinion to another student who must write a comment. Students continue to pass the discussion around, writing one additional comment each time.

Unit 8 Going out

Group activity, practising the language of giving impressions of different restaurants, films and destinations for day trips

Language

For me, the highlight was … + noun/verb *-ing; I didn't see the point of it; I found it a bit dull/weird/disturbing/disappointing, I like the way* + verb clause*; I wasn't that impressed by …; It was well worth …* + verb *-ing; It didn't really live up to my expectations, It's a bit/much too … for my liking; It's (just) stunning/magical/breath-taking/fascinating; It's really impressive/inspiring; What I particularly liked/loved was …* + noun/noun clause

Preparation: Make one copy of the worksheet for each group of four and cut the sheets into four sections.

Non-cut alternative: Make one copy of the worksheet for each student and fold the sheets into four sections. Tell students not to look at the other sections.

1 Ask students if they have seen any good films, eaten at any good restaurants, or been anywhere exciting recently. Ask them for their impressions, and encourage them to use the target language in their answers. Write any target language that is used on the board, then elicit any phrases that were not used and add them to the list.
2 Divide the class into groups of three or four and give each student in each group a different section of the worksheet.
3 Tell students they are considering different options for going out at the weekend, including eating at a restaurant, seeing a film and going on a day trip. Before they decide, they need to hear the impressions of other students who have been to these places or done these things.
4 Each student chooses two of the three options on their worksheet (restaurant, film or day trip) and prepares to describe them to the rest of their group. Remind them that they will need to use the target language.
5 Students describe the options they have chosen to each other. Monitor to check that they are using the target language, and encourage the listeners to ask follow-up questions. Allow about twenty minutes for this.
6 Each group holds a quick vote to choose one of the options presented by each student. This stage should be kept short, since the main aim of the activity is to give impressions, rather than to make decisions.
7 When all the groups are ready, ask each group what activities they have chosen, and why these options sounded good.

EXTRA SUPPORT At stage 4, students work with someone who has the same section as them, so that they can discuss how to use the target language to give their impressions, and practise together.

EARLY FINISHERS Students think of two more things to say (one positive and one negative) about their chosen options.

EXTRA CHALLENGE Each group chooses two or three recent films or local restaurants that they all know and discuss their impressions of them.

Unit 9 Hang on a minute!

Group activity, practising language for interrupting

Language

More formal/polite language	Less formal/more familiar
If I could just interrupt a second, …	*Can I say something here?*
Excuse me for interrupting, but …	*Can I just say …?*
I'd like to comment on that.	*Just a second, …*
I'd like to say something if I may.	*Hang on a minute … Can I just come in here?*

Preparation: Make one copy of the worksheet for each group (maximum four students per group). Cut up the sixteen topic cards.

Non-cut alternative: Make one copy of the worksheet for each student.

Each group will also need a counter, something to time themselves with (e.g. a stopwatch app) and a blank piece of paper to keep the score.

1 Review and elicit phrases students can use for interrupting. Elicit reasons why you might need to interrupt someone, e.g. it might be difficult to hear/understand the speaker or you might want to add a comment or opinion on what has just been said. Focus on the appropriate intonation for sounding polite.
2 Speak about a topic of your choice for one minute and ask students to interrupt you as many times as possible.
3 Divide the class into groups (maximum four students per group) and give each group a set of topic cards, the 'polite/informal' board and a counter.
4 Students place their topic cards face down in the middle of the group and their counter on the 'polite' half of the board. They then take turns to take a topic card from the top of the pile and speak for one minute about the given topic whilst the other group members interrupt politely or informally, depending on which half of the board the counter is on. Each time a person interrupts, the group decides if the interruption is a fair one. If it is fair, the person who interrupted wins a point; if it is unfair, the speaker wins a point. After the interruption, the speaker continues until the minute is up. After each turn, the counter is moved to the other half of the 'polite/informal' board.
5 Monitor progress and note down any language problems.
6 When students have spoken about all the topics, they count up their individual points. The winner in each group is the player with the most points.

EXTRA SUPPORT Weaker students can work in pairs, taking turns to be the speaker or the person interrupting.

EARLY FINISHERS Students make some extra topic cards.

EXTRA CHALLENGE Put students in two equal groups (A+B). The Student As line up opposite the Student Bs. Write topics on the board which are of interest to your group. Each Student A speaks to the Student B opposite them, who has to interrupt until you call 'Stop'. They then swap roles. Move the line of Student As along one place at regular intervals to vary the interaction.

Unit 10 Murder mystery

Whole-class activity, solving a murder mystery by checking detailed information

Language

Am I right in thinking that …?; Are you still with me?; Do you mean …?; Do you see/know what I mean?; I'm sorry, I didn't quite catch that last bit; I'm sorry, what did you say about …?; So, are you saying …?; So, if I understand you correctly, …

Preparation: Make one copy of the worksheet for each group of twelve students. Cut each sheet into twelve clues.

1 Tell students that you are going to give them directions to somewhere nearby. As you give directions, use the target language to check that students are following (e.g. *Are you still with me?*) and encourage them to use the target language to check they understand (e.g. *Do you mean turn left after the cinema?*). At the end, ask them to guess what the place is.
2 Ask students what phrases they (and you) used to check information. Write these up on the board, and add any phrases from the target language that did not crop up.
3 Explain to students that they are going to work together to solve a murder mystery. There is a lot of detailed information, which they will need to check and clarify.
4 Give one clue to each student. If you have fewer than twelve students, give some students two clues. If you have more than twelve students, divide the class into groups of between six and twelve students and give each student one or two clues, so that there is a complete set of twelve clues in each group.
5 Students read out their clues in turn, then work together to discuss who the murderer was. Don't let them look at each other's clues – they must use the target language to repeat, check and clarify information.
6 Monitor for language problems, but let the discussion unfold naturally without you leading it or joining in.
7 Once the class (or group) think they have the solution, you can confirm if they are correct.

ANSWER

The landlord is the murderer. Andy was murdered between 21:00 and 21:20. The two strangers caught a train to the city at 20:55. Tom Evans arrived after 21:15 and did not leave the bar until at least 21:45. Pietro Campolo got a speeding ticket 20 miles away at 21:10. Janice is too small to have caused the bruising on Andy's face.

EXTRA SUPPORT To avoid anyone being left out of a group discussion, give each student four or five counters. They have to 'spend' a counter each time they speak, to ensure that everyone has an equal number of turns.

EARLY FINISHERS Groups discuss these questions:
Do you agree with the logic of the solution? Or could someone else be the murderer?
Why do you think the landlord murdered Andy?
Why didn't the landlord hide the body before it was discovered?

EXTRA CHALLENGE Students write a newspaper account of the crime and the police investigation.

Unit 11 Have you heard the story?

Group activity, practising language for retelling a news story

Language

Quoting from other sources

According to (the newspaper/magazine/article I read, etc.*), …*
Apparently, …
… apparently.
From what I understand/read, …
Supposedly, …

Being vague

around (thirty people)
I can't remember exactly/precisely.
(Ivan) something or other
something like (fifty people)

Giving your own view

Personally, I find it strange/odd/surprising that …
The sad/strange thing about it is/was …
What's sad/weird/impressive about it is/was that …

Preparation: Make one copy of the worksheet for each student. Cut off the notes and cut the stories into three strips.

Non-cut alternative: Make one copy of the worksheet for each student. Fold the sheets so that students can see only one story. Tell students not to look at the other stories.

1 Review the phrases which are useful for retelling a news story by asking students to tell you about a funny or interesting story that they have heard about recently. As they report the story, elicit the target language.
2 Explain to students that they are journalists. They are going to be given a picture news story that they will need to report on. Give each student a copy of the notes from the worksheet and tell them that they will need to complete these with details about their story. They will need to invent the 'amazing facts and figures'.
3 Divide the class into pairs (A+A, B+B and C+C) and allocate the relevant story to each pair. Students make notes about their stories.
4 Reorganize students so that they are sitting in A+B+C groups (or in groups of four if the class does not divide equally into three, putting two weaker Student As together). Each journalist in the group should have a different story to report.
5 Students take turns to tell their news story to their group. Monitor and, if necessary, prompt students to use the target language. Then put students back in their A+A, etc. pairs and ask them to retell the other two stories that they heard about.
6 As a whole class, ask some students to tell you their news stories and ask them these questions: *Which story is the happiest? Which story is the funniest? Which story do you like the most?* Compare opinions.

EXTRA SUPPORT Give weaker groups five useful vocabulary items for each story, e.g. Story A: *to lean, to get stuck, a flagpole, to hang, to rescue*; Story B: *identical twins, to be separated, chaos, to grow up, emotional*; Story C: *earthquake, to rescue, to be trapped, ruins, a medal.*

EARLY FINISHERS Students write up their story for a blog.

EXTRA CHALLENGE Ask pairs to practise and present their story as a TV news story. One student is the newsreader in the studio asking questions, and the other student is the reporter at the scene.

Unit 12 Success stories

Paired activity, interviewing a successful person about their life

Language

I couldn't have wished for a better (job/education/teacher);
I kick myself about it now; I'm so pleased/glad I …;
I'm so/very/I'll be forever grateful to (person) for … (-ing);
In retrospect, …; It's so lucky I …/I feel very fortunate to have …; It was a blessing in disguise; Thank goodness I …;
There's no point in crying over spilt milk; … was a good call;
What's done is done; What was I thinking?; With hindsight, …

Preparation: Make one copy of the worksheet for each pair and cut the sheets in half.

Non-cut alternative: Make one copy of the worksheet for each student and fold the sheets in half. Tell students not to look at the other halves.

1 Write *Successful scientist* in the middle of the board and write individual words from the target language around it (*retrospect, goodness, fortunate, blessing, grateful, hindsight, kick, done, pleased, thinking, wished, milk*). Students work in pairs to think of sentences that a successful scientist might say about their life using the words given. Ask for a few suggestions from students and put them on the board.
2 Divide the class into pairs (A+A, B+B). Tell the Student As that they are going to interview a successful entrepreneur, and the Student Bs that they are going to interview a successful documentary maker. Give them up to ten minutes to write ten questions that they can ask this person in order to find out more about their life.
3 Regroup students into A+B pairs and give them the relevant half of the worksheet. Give them a few minutes to read their timeline, and ask them to think about how they might use the target language to reflect on their life.
4 Students interview each other using the questions they have prepared. Emphasize that they should also ask follow-up questions and that they can change their questions as they go along if necessary. Monitor and encourage students to expand on their answers, using the target language.
5 Students write up the interview as if for a magazine article.

EXTRA SUPPORT If students are struggling to come up with questions at stage 2, use these prompts to give them ideas: *Where … inspiration from? What … proud of? Who … grateful to? Anything … regret? What … biggest risk? What … biggest mistake? What … keep going … difficult times?*

EARLY FINISHERS Students work with another early finisher to check each other's writing for mistakes.

EXTRA CHALLENGE Students role-play a similar interview with a successful scientist, using the ideas from stage 1. They will have to think of the life events for themselves.

1 Communication Not now!

Student A

1 You're a salesperson. You work for a company that sells air conditioning. Make a call trying to sell someone one of your products.

2 You receive a call from a friend who's very excited about some holiday plans. You feel a bit jealous because you can't afford to go on holiday. You also can't hear very well because the line is very bad.

3 You've just failed your driving test and you want to call your friend to talk about everything that happened.

4 You receive a call from someone carrying out a survey. You don't like answering surveys, but you don't like being rude to callers either. Try and finish the conversation quickly.

5 You've just lost your job and you really need to talk to your friend about how you feel and what happened. Try your best to have the conversation.

6 You receive a call from a colleague about an important meeting and you need to talk about it. The problem is that you can't hear your colleague very well.

Student B

1 You receive a call from a company trying to sell you something. You need to go out and collect a friend from the station. You don't like sales calls, but you don't like being rude to the caller either.

2 You call a friend to tell him/her all about your holiday plans. You're very excited and want to tell him/her all the details.

3 You receive a call from a friend, but you're on a train. The problem is that the train keeps keep going through tunnels, so you keep missing what your friend is saying.

4 You work for a company which carries out telephone surveys. Your boss is recording your call as part of your training. It's important that you try to persuade the other person to take part in your survey.

5 You receive a call from a good friend. You work from home and you're busy writing a report. You have to finish it soon because a taxi is arriving in thirty minutes to take you to the airport.

6 You make a call to a colleague in order to suggest a date, place and time for a very important meeting.

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2 Communication Travellers' tales

Student A



Tell your group about what happened to you recently on holiday.

- two-week holiday near beach
- really nice hotel … garden with outdoor pool
- late one night … sitting round pool … got locked out of hotel
- saw crocodile outside fence
- huge … terrified
- banged on door … staff unlocked it
- manager … fence really strong … crocodiles never get in
- went to different hotel

Reactions

- That's awful!
- That's hilarious!
- You must have felt relieved!
- I bet you were disappointed.
- You can't be serious!
- I bet you were really frustrated.

Student B



Tell your group about what happened to you recently on holiday.

- on holiday with friend … buying gifts … market
- man ran past … crashed into you
- phone not in pocket … stolen?
- ran after him … not fast enough!
- another man ran past … caught him
- first man had second man's wallet … but no phone!
- friend came … with your phone
- remembered … they borrowed it earlier

Reactions

- You must have been so frustrated.
- I bet you were furious.
- I'm not surprised.
- I bet you were disappointed.
- You must have been petrified!
- That's awful!

Student C



Tell your group about what happened to you recently on holiday.

- skiing holiday … one week
- friends … beginners … boring
- decided to try snowboarding
- first morning … fell badly … broke both ankles
- helicopter … hospital
- really painful
- waste of money … only one day's skiing
- made friends with someone … also in hospital after skiing accident

Reactions

- You must have felt relieved.
- You're kidding!
- You must have been petrified!
- I'm not surprised.
- I bet you were furious.
- That's hilarious!

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3 Communication Optimists and pessimists



	Student A	Student B	Student C	Student D
I wouldn't be surprised if … happened.				
I doubt …				
I expect …				
I think … is bound to happen.				
There's no chance of …				
… is sure to happen.				
I suppose … might happen …				

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4 Communication Crazy gadgets

1 Chopstick fan

- Cool your food before eating it
- Small and convenient



2 Stair drawers

- Save space in your home
- Easy to find things



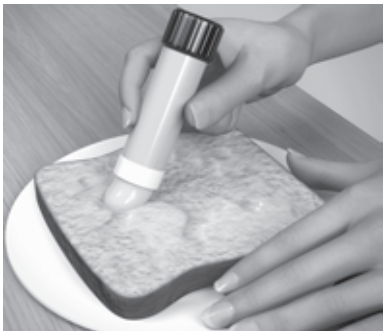
3 Torch shoes

- See your way in the dark
- Keep your hands free



4 Butter stick

- Don't need a knife
- Spreads easily



5 Baby mop

- Baby can clean the floor for you
- Fun and practical



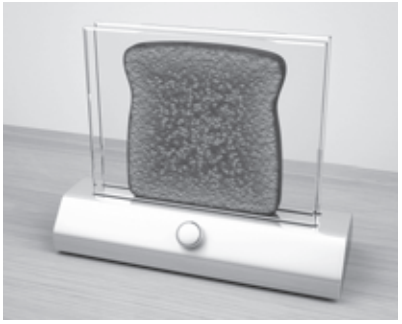
6 Boat hammock

- Relax on the water
- Easy and safe to use



7 Transparent toaster

- See when your toast is ready
- Stylish design



8 Nubrella

- Stay completely dry
- Don't need to hold an umbrella



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5 Communication Survival strategies

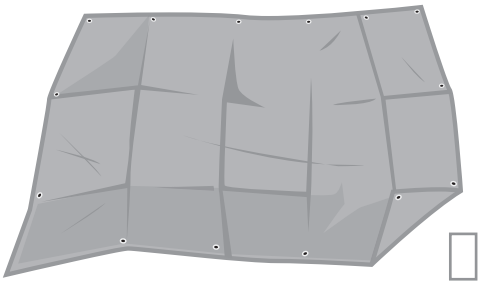
Coming up with solutions
What if we … ? + present/past
Would it be worth … -ing?
Would there be/Do you think there'd be any point in … -ing?
One option/alternative would be + infinitive
We need to take … into account/consideration.

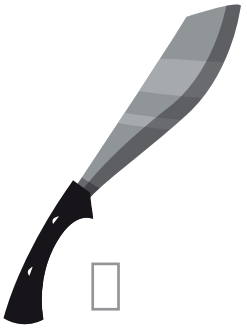
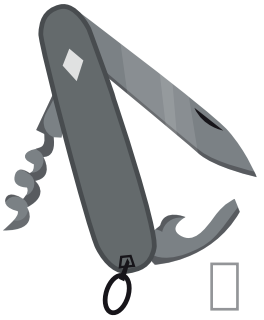
Accepting solutions
That would be an effective solution.
I suppose there's no harm in doing that.

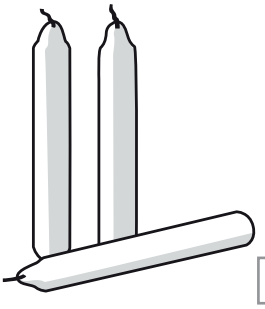
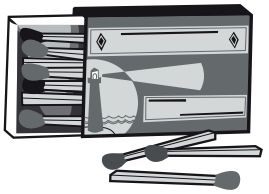
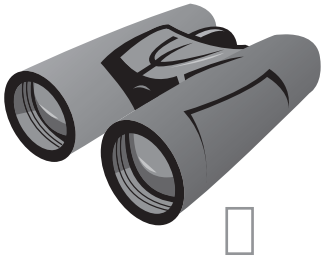
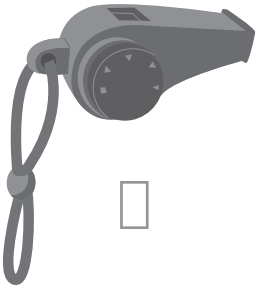
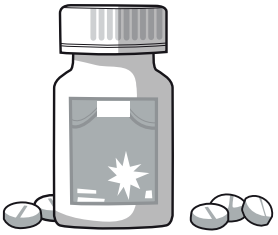
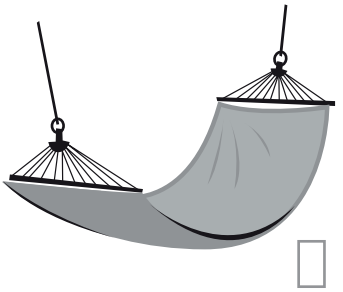
Rejecting solutions
I'm not convinced.
I don't think that's …/That isn't really an option.
I think a better way forward would be to …







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6 Communication Meeting people

1 Actually, this is the first time I've met her.	2 I hope you don't mind me asking, but haven't we met somewhere before?	3 Yes, it is. I hope so, anyway!	4 No, go ahead. He left a few minutes ago.
5 Sorry, but I couldn't help overhearing that you've lived in Glasgow?	6 Are you a friend of Lucia's?	7 Yes, I think so – maybe at Terencio's party?	8 Quite a while. I moved here about five years ago.
9 Sorry to bother you, but is this the train to London?	10 Is it always this busy?	11 No, go ahead. We need some fresh air.	12 Excuse me, do you mind if I open this window?
13 We used to work together until a few months ago.	14 Lovely weather, isn't it?	15 Yes, that's right. I grew up there.	16 Excuse me, is anyone sitting there?
17 Yes, it's gorgeous!	18 I don't know, but it's packed, isn't it?	19 So, how do you know Jonathan?	20 Have you lived round here long?

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7 Communication Hot topics

Useful phrases

✓ Heard				Phrase	✓ Used			

Pair A

1 **It is clear that smoking should now be banned in all public places.**

Two arguments FOR

2 **Levels of crime would be lower if people were given longer prison sentences.**

Two arguments AGAINST

3 **People are spending more time on the internet and less time with real people. This is damaging for society.**

Two arguments FOR

4 **Scientists need to carry out experiments on animals for medical research.**

Two arguments AGAINST

Pair B

1 **It is clear that smoking should now be banned in all public places.**

Two arguments AGAINST

2 **Levels of crime would be lower if people were given longer prison sentences.**

Two arguments FOR

3 **People are spending more time on the internet and less time with real people. This is damaging for society.**

Two arguments AGAINST

4 **Scientists need to carry out experiments on animals for medical research.**

Two arguments FOR

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8 Communication Going out

Student A

Describe your experience of two of these options to your group.

Restaurant:
Porter and Jones

- impressive building
- feeling of space
- food isn't great
- too formal

Film:
Girl Power

- lots of action
- funny
- silly
- plot is quite simple

Day trip:
Transport Museum

- lots of amazing old planes, trains and cars
- free
- too many school children
- no café

Student B

Describe your experience of two of these options to your group.

Restaurant:
George's Grill

- quite crowded
- lots of variety on the menu
- fun and friendly
- not much healthy food

Film:
Leaving Leningrad

- true story
- sad
- makes you think
- very intense

Day trip:
Portmallon Beach

- beautiful views
- safe swimming
- long walk from the car park
- not many people

Student C

Describe your experience of two of these options to your group.

Restaurant:
The Crown Inn

- friendly staff
- not much variety
- big portions
- fast service

Film:
I Would If I Could

- complex plot
- great camerawork
- a bit scary
- very exciting

Day trip:
Dallington Castle

- very impressive
- lots of information boards and videos
- ghost tours and literature tours
- quite expensive

Student D

Describe your experience of two of these options to your group.

Restaurant:
The River Terrace

- very fashionable
- great background music
- very unusual food
- quite expensive

Film:
The Snow Child

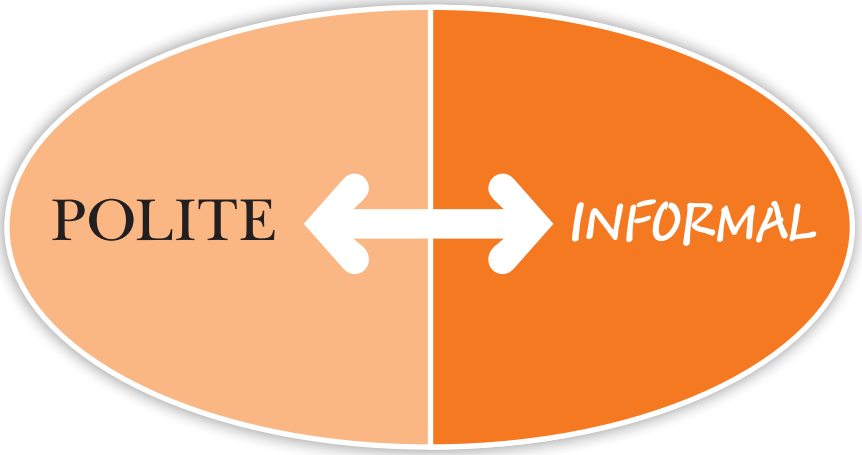
- based on a novel
- moving story
- not much action
- beautiful scenery

Day trip:
West Beach Shopping Centre

- lots of great shops
- very crowded on Saturdays
- difficult to get there by public transport
- can also go to cafés or go bowling

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9 Communication Hang on a minute!



Life 100 years ago	Sport	Fast food	Holidays
Sleep	Healthy living	Childhood memories	Money and happiness
Latest clothes fashions	Favourite music	Job interviews	Good films
Air travel	Changes in weather patterns	Ambitions and goals	Good friends

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10 Communication Murder mystery

1 The ground under the body was dry, while the surrounding area was wet, which suggests that the murder took place before the rain started.	2 Andy Matthews's body was found in the garden of the White Horse pub in the village of Woollerton. The only way into the garden is through the main bar of the pub.	3 Pietro Campolo described the two strangers as a tall man with glasses and a beard, wearing a long black coat, and a woman in her twenties with short black hair, wearing a bright pink jacket.
4 The landlord is sure that there were only six customers on Monday night: Andy Matthews, of course, three local people (Tom Evans, Janice Maclean and Pietro Campolo) and two strangers. There were no other members of staff present.	5 Janice Maclean remembers that, when Tom Evans arrived on Monday night, he burst through the front door of the pub shouting, 'We won! We won! What an amazing goal! Right at the last minute! Chelsea for champions!' He immediately bought a drink and stood at the bar telling the landlord about the match for the next thirty minutes or more.	6 When the police questioned Pietro Campolo, they recognized him as the man they had caught speeding on Monday night. His speeding ticket showed that he had been caught doing 50 mph in a 30 mph area at 9.10 p.m. in Lewiston, which is twenty miles from Woollerton.
7 There was a policeman on duty at the railway station, and he saw a couple get on the 8.55 p.m. train to the nearest city. He described them as a tall man in a black coat and black hat, and a short woman in a pink jacket and a white woolly hat.	8 The body was found by a member of the pub staff at 9.30 a.m. on Tuesday. There had clearly been a fight, and the bruising to the victim's face suggested that the attacker was tall and strong.	9 Weather records show that on Monday night, it rained heavily in Woollerton from 9.20 p.m. until 11.15 p.m.
10 The football schedules show that there was a Manchester United vs Barcelona match from 5.20 p.m. to 7.15 p.m., and a Chelsea vs Paris St Germain match from 7.30 p.m. to 9.15 p.m.	11 The landlord couldn't be sure exactly when everyone arrived and left on Monday night, but he thought Pietro had arrived quite soon after he opened at 6.00 p.m., Janice was there for most of the evening, and Andy had arrived just in time (as always!) for *Nine O'Clock News Nuggets* on the radio.	12 Tom described the other local customers as follows: 'Janice is a short, skinny woman, probably the smallest person I know. Long blonde hair. Don't like her much – she says horrible things when she's angry. Pietro? Well, he's a big man, pretty strong, I'd guess, with very short dark hair and a small beard. Very friendly guy – always laughing.'

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11 Communication Have you heard the story?

Story A News source: Faceblog



Story B News source: Reeters



Story C News source: Whitter



Notes

Source: _____

Details of the news story

The background: _____

_____

The event: _____

_____

After the event: _____

_____

_____

Some amazing facts and figures about the story:

1 _____

2 _____

3 _____

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12 Communication Success stories

Student A

You are a successful maker of wildlife documentaries, including films about wolves, eagles and bears. You have worked in forests, mountain ranges and deserts all over the world.

Timeline	
Age 7	Family bought a pet bird; became interested in animals.
Age 13	Joined local wildlife club, mostly watching birds.
Age 16	Left school. Started working as a zoo assistant.
Age 21	Given a top-quality camera as a birthday present. Went to evening classes in photography and started taking pictures of animals in the zoo.
Age 23	Met partner through evening classes and photographing wild birds together.
Age 24	Started making information videos for zoo visitors.
Age 28	Got married.
Age 29	Invited to help make a documentary about the zoo's wolves.
Age 30–35	Continued to look for opportunities to film animals, but was unsuccessful.
Age 36	Got work as part of the camera crew for a film about re-introducing wolves to Scotland. This film was very popular.
Age 38–40	Helped with several documentaries in Europe and Africa.
Age 41	Got divorced – partly because of being away from home so often for filming projects.
Age 45	Directed first documentary about bears in Canada.
Age 46–54	Directed eight more documentaries about different animals in different countries. Three have been sold to TV channels abroad, and four have won awards at international film festivals.

Student B

You are a successful entrepreneur, making and selling beautifully designed kitchen products. You have made millions from your company.

Timeline	
Age 5	Given a construction toy as a birthday present and built first house.
Age 6–15	Loved drawing, especially houses of all kinds.
Age 16	Left school and got a job in a furniture shop.
Age 17–19	Began to realize how furniture could be improved and started designing own range of furniture.
Age 20	Got a bank loan to set up a furniture company.
Age 24	Got married. Company going well at this point.
Age 26	First child born.
Age 27	Company sued for a faulty product: lost a lot of money.
Age 28	Went out of business. Got a job in an office, selling insurance (very boring).
Age 30	Second child born.
Age 31	Got another bank loan to set up a kitchen products company.
Age 32–40	Kitchen products company earning enough money to live on, but no more.
Age 41	Employed a new designer.
Age 43	Won first design award for new range of kitchen knives.
Age 46	Expanded company, started selling flooring, cupboards, workspaces, etc.
Age 47–53	Company became very successful, expanded to other countries, became a millionaire.

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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 corresponding unit in the Coursebook.

Preparation: Make one copy of the worksheet for each student and cut or fold in half as shown.

Unit 1 Communication

1 Give a copy of the worksheet to each student. Put the students in pairs and ask them to predict how the things listed might be relevant to cross-cultural communication.

2 Ask the students to read sections 1 and 2 and then play the video. Pause after all the speakers have answered the first question and allow students to discuss their answers in pairs. Check answers before playing the rest of the video. Allow students to check in pairs again. Go through the answers with the class. If necessary, play the video through again. At this stage, you could also check the predictions from exercise 1. How are these things relevant to cross-cultural communication?

ANSWERS

1 1 Mary 2 Tom 3 Duncan 4 Michael

2 1 He felt embarrassed.
2 In Britain, no one would ever say that.
3 The Chinese words for 'mother' and 'horse' sound very similar to him.

3 Put the students into groups and ask them to discuss cultural mistakes, using the questions on the worksheet. Feed back as a class. To extend this stage, you could also ask the students to role-play a situation where they explain to a foreigner in their country that they are making a cultural mistake.

Unit 2 Escape

1 Give a copy of the worksheet to each student. Ask them to read exercise 1 and direct their attention to the activities in exercise 2, section 2. Put them in pairs to discuss how they feel about these activities. As a whole class, ask for feedback of any interesting stories or experiences.

2 Ask the students to read sections 1 and 2 and then play the video. Pause after all the speakers have answered the first question and allow students to discuss their answers in pairs before playing the rest of the video. Allow students to check in pairs again. Go through the answers with the class. If necessary, play the video again.

ANSWERS

1 1 F (She wants to see the Northern Lights.)
2 T
3 F (She'd like to go anywhere and travel by any kind of transport.)

2 The activities that are mentioned are: playing music (Fraser); getting lost (Barbara); learning a new language (Dominika); doing maths (Stuart). NB Stuart mentions doing maths as something he is comfortable with, not something that's out of his comfort zone!

3 Put the students into small groups. Focus them on the four activities listed (which reflect what the speakers talked about in the video) and ask them to discuss the questions which follow.

Unit 3 Invest

1 Give a copy of the worksheet to each student. Put the students in pairs to discuss the question of career maps.

2 Ask the students to read sections 1 and 2 and then play the video. Pause after all the speakers have answered the first question and allow students to discuss their answers in pairs. Check answers before playing the rest of the video. Allow students to check in pairs again. Go through the answers with the class.

ANSWERS

1 1 economy 2 effort 3 can-do 4 language 5 jeans 6 company

2 Mickey: Yes, she's from the generation where people spent before they thought, and now everyone's going to suffer.
Daniel: Yes, you need to think about making investments.
Mary: Yes and no – yes in terms of qualifications and savings; no in terms of needing to live in the present.
Michael: Yes and no – yes for the next two years; beyond that it's a waste of time.

3 Put the students into small groups. Ask them to discuss the questions in exercise 3. Feed back as a class, and ask for a show of hands to see who considers themselves more planned or more flexible. Then discuss the pros and cons of these two attitudes as a class.

Unit 4 Creativity

1 Give a copy of the worksheet to each student. Focus them on exercise 1 and ask them to rank the objects 1–4. Put them in pairs to compare their answers, then ask each pair to compare with another pair. Finally, get feedback from the whole class. Discuss any noticeable differences.

2 Ask the students to read sections 1 and 2 and then play the video. Pause after all the speakers have answered the first question and allow students to discuss their answers in pairs. Check answers before playing the rest of the video. Allow students to check in pairs again. Go through the answers with the class. NB You could also refer back to the objects mentioned in exercise 1, and ask the students how they came up in the video.

ANSWERS

1 Brian: digital technology – complete shift in communication
Pat: iPad – can look things up very easily
Scott: Oyster card – easier than buying a ticket
Kate: Google Maps – it's been a lifesaver

2 1 b 2 a 3 c 4 c

3 Put the students into small groups. Ask them to discuss the questions in section 3. Feed back as a whole class.

Unit 5 Mind

1 Give a copy of the worksheet to each student. Put them in small groups to discuss the questions. Get feedback from each group about who was the most or least organized person.

2 Ask the students to read sections 1 and 2 and then play the video. Pause after all the speakers have answered the first question and allow students to discuss their answers in pairs. Check answers before playing the rest of the video. Allow students to check in pairs again. Go through the answers with the class.

ANSWERS

1 Morgane: decided to come to London yesterday and booked her ticket yesterday
Sheldon: has to plan ahead at school
Ann: uses (sub)folders, notes and reminders in her calendar
Sacha: often leaves booking a flight or holiday until the last minute
Ranking: 1 Ann; 2 Sheldon; 3 Sacha; 4 Morgane.
NB Allow any answers if supported with evidence.

2 1 in a state of complete confusion (Ronwen's jewellery workshop is pretty chaotic.)
2 a plan of action decided on by an authority (Sacha's work has a clear desk policy.)
3 covered with things in an untidy way (Ann's workspace is cluttered.)
4 cutting paper into small pieces to protect sensitive information (Ann needs to do shredding to clear her desk.)
5 relating to artistic ideals and beauty (Sheldon says a tidy workspace is important not just aesthetically …)
6 a situation in which some information should be kept secret (… but also important for confidentiality of sensitive data)

3 Put the students into pairs. (If practical, use the information from exercise 1 to pair more organized students with less organized students for this task.) Ask them to read the instructions in exercise 3. They should decide which role to take and act out the conversation. For feedback, ask each pair how they resolved the situation, or ask a few pairs to act out their role-play.

Unit 6 Community

1 Give a copy of the worksheet to each student. Ask them to match the cultural items with their definitions. Tell them to guess if they don't know. Put them in pairs to discuss their answers, and then check as a class. NB You could find pictures of these things to help students understand them better: they are all mentioned in the video and pictures may aid comprehension.

ANSWERS

1 d 2 e 3 c 4 b 5 a

2 Ask the students to read sections 1 and 2 and then play the video. Pause after all the speakers have answered the first question and allow students to discuss their answers in pairs. Check answers before playing the rest of the video. Allow students to check in pairs again. Go through the answers with the class.

ANSWERS

1 1 b 2 c 3 a

2 1 She used to work as a wedding coordinator.
2 It's a wonderful experience; it's emotional; it gives you a sense of satisfaction.
3 He gets to be a huge part of the music and dancing; it feels fantastic making people's evening enjoyable.
4 His wedding.

3 Put the students into pairs. Ask them to discuss the questions in exercise 3. Feed back as a whole class. You could also ask students to find out more about one or more of these celebrations as homework.

Unit 7 Rules

1 Give a copy of the worksheet to each student. Put the students in pairs to discuss the question. You may want to prepare the students for the second question on the video by reminding them of the concept of 'carrots' and 'sticks' to refer to perks and punishments.

2 Ask the students to read sections 1 and 2 and then play the video. Pause after all the speakers have answered the first question, and allow students to discuss their answers in pairs. Go through the answers with the class.

ANSWERS

1 1 does 2 is expected 3 is not happy
4 it shows flexibility 5 can decide whether to

2 1 Mickey 2 Diandra 3 Tom 4 Mary; Diandra
5 Mary 6 Mickey 7 Diandra

3 Put the students into groups of three or four. Tell them they are colleagues at a workplace. Ask them to decide what kind of company they work for and what their roles are. They should write these details at the top of a sheet of paper. Then focus them on the situation described on the worksheet. Ask them to list ways that their managers are punishing them. Next, each group passes their list to another group. The groups now play the role of managers in the company, trying to improve motivation. Suggest to them that they might want to abolish some of the punishments and introduce more rewards. Get feedback from different groups about their ideas. Discuss which ones would be the most effective.

Unit 8 Old and new

1 Give a copy of the worksheet to each student. Put the students in pairs to discuss the questions. Feed back as a class. Are there differences of opinion on the questions?

2 Ask the students to read sections 1 and 2 and then play the video. Pause after all the speakers have answered the first question, and allow students to discuss their answers in pairs. Then play the second part of the video for students to do section 2. Check they have filled in the correct words, then allow them to discuss the meanings in pairs before conducting whole class feedback.

ANSWERS

1 1 T
2 F (they are happy not to move to face-to-face relationships)
3 F (not better educated, but differently educated)
4 T (close to my heart)

2 1 whatsoever (= no problems at all)
2 skin (= a part of your body; something you can't remove)
3 comfortable-ish (= quite comfortable)

3 Put the students into groups of three or four to discuss the questions. After five to ten minutes, get feedback from different groups. In particular, ask each group what further questions they would ask, and encourage other class members to predict how the people in the video might answer.

Unit 9 Nightlife

1 Give a copy of the worksheet to each student. Students rank the activities in exercise 2, section 2, and then compare in pairs, and with another pair.

2 Ask the students to read sections 1 and 2 and then play the video. Pause after all the speakers have answered the first question and allow students to discuss their answers in pairs. Then play the second part of the video. Remind students that they can tick an activity more than once. Conduct whole class feedback.

ANSWERS

1 1 nice and relaxed
2 Her husband died.
3 He works from home.
4 to get more sleep

2 1 ✓✓ 2 ✓✓✓ 3 – 4 ✓ 5 – 6 ✓ 7 ✓✓ 8 ✓

3 Put the students into different pairs. Assign them roles, or allow them to choose their roles. If the 'doctors' need ideas, remind them to use ideas from section 2. You could also remind all students to use this opportunity to practise language of past and present habits. For feedback, you could monitor while they carry out the role-play. Afterwards, write up errors on the board for the students to correct. Alternatively, ask one or two pairs to act out their conversation.

Unit 10 Senses

1 Give a copy of the worksheet to each student. Students work in pairs to brainstorm TV shows. After one minute, ask each pair to read out their list. Write their ideas on the board, and ask other pairs to say whether they also wrote down each idea. Assign scores to each pair: one point for each idea on their list; two points for each unique idea.

2 Ask the students to read sections 1 and 2 and then play the video. Pause after all the speakers have answered the first question and allow students to discuss their answers in pairs. Play the first part of the video again and tell the students to make a note of one extra detail for each person. Then play the second part of the video for students to do section 2. Students check answers in pairs and then as a class.

ANSWERS

1 1 food programmes, travel programmes, embarrassing girly programmes
2 documentaries, political and cultural programmes
3 travel programmes
4 'classic gangster stuff'

NB Stuart doesn't name a genre per se, but he mentions the series *Sopranos*, which is a crime show, and the films *The Godfather, Casino* and *Mad Max*.

For extra details, the following examples are given, but students may give their own answers. See transcript.
Barbara: *Gray's Anatomy* is her secret show.
Brian: he enjoys watching some interviews with people he likes.
Linda: talks about Michael Palin, who used to be in *Monty Python* and is now a writer.
Stuart: doesn't watch a huge amount of TV.

2 1 b 2 c 3 a

3 Put the students into groups to discuss the questions. Get feedback from the class about their opinions about escapism. What is the class's overall opinion on the topic?

Unit 11 Media

1 Give a copy of the worksheet to each student, and focus them on exercise 1. Check they know what a pie chart is and the principle behind it; it might help to sketch an example on the board. Each student sketches a pie chart of their watching habits, and then groups write sentences comparing their pie charts. Ask each group to feed back one or two of these sentences.

2 Ask the students to read sections 1 and 2 and then play the video. Pause after all the speakers have answered the first question and allow students to discuss their answers in pairs. Then play the second part of the video for students to do section 2. Students check answers in pairs and then as a class.

ANSWERS

1 1 Duncan 2 Mary 3 Sheldon

2 1 political 2 doesn't watch 3 the BBC

3 Put the students into groups to discuss the questions. Get students to feed back their opinions. You could extend these questions to a class debate or an essay writing task.

Unit 12 Life stages

1 Give a copy of the worksheet to each student. Put them in pairs to discuss the questions about their families.
NB Check the students understand the words *storyteller*, *eccentric* and *adversity*, since these come up in the video.

2 Ask the students to read sections 1 and 2 and then play the video. Pause after all the speakers have answered the first question and allow students to discuss their answers in pairs. Then play the second part of the video for students to do section 2. Students check answers in pairs and then as a class.

ANSWERS

1 1 a 2 b 3 a 4 c

2

Person	How many siblings they have	How many children they have	How many children they think is ideal
Barbara	0	2 (expecting one more)	no ideal, or just where there's love
Brian	4 (family of 5 kids)	2	maybe 3
Pat	NG	NG	no ideal
Kate	NG	NG	2

3 Put the students into groups to discuss the question. Get feedback from the class about their opinions.

1 Video Communication

Vox pops

1 Work with a partner. How might these things be relevant to cross-cultural communication?

- sense of humour
- history
- chopsticks

2 Watch the video. Do sections 1 and 2.

What would foreigners need to know about your culture to be able to communicate well with people?

1 Who thinks it is important for foreigners to …?
   1 have good manners
   2 be aware that people don't say everything
   3 understand the past
   4 understand jokes

Have you had experiences of making cultural mistakes? What happened?

2 Answer the questions.
   1 How did Tom feel about his cultural difficulty?
   2 Why was Michael surprised at the Swiss driver's reaction?
   3 Why did Sacha get two words mixed up in Chinese?

3 Discuss the questions below in small groups.

1 Have you ever seen a foreigner make a cultural mistake in your country?
2 If you saw someone do this again in the future, what would you say to them?











2 Video Escape

Vox pops

1 How do you feel about the activities in section 2 of exercise **2** below? Discuss your feelings and experiences with a partner.

2 Watch the video. Do sections 1 and 2.

Would you like to go on an adventure?

1 Are these statements true (T) or false (F)? Correct the false statements.
   1 Barbara wants to go to the North Pole to see the midnight sun. T F
   2 Fraser found that Nigeria was completely different to Britain. T F
   3 Dominika has specific ideas about where and how she wants to travel. T F

Can you think of a time when you were out of your comfort zone? What happened?

2 Tick the activities the people talk about.

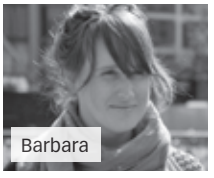
- playing music
- getting lost
- learning a new language
- travelling by plane
- going backpacking
- doing maths

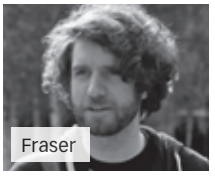
3 All of the activities below might get you out of your comfort zone.

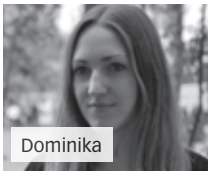
- organizing an overseas trip for a music group or a sports team
- trying to resolve a conflict at work
- travelling somewhere with a challenging climate or landscape
- travelling somewhere culturally very different from your country

Work in small groups and discuss these questions.

1 Which of these would you find the most challenging and why?
2 Do you think it's important for people to get out of their comfort zones?









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3 Video Invest

Vox pops











1 Discuss with a partner.

- Do you have a career map for your life?
- Where do you see yourself in two, five, ten or thirty years' time?

2 Watch the video. Do sections 1 and 2.

What do you think are essential qualities for finding a job at the moment and why?

1 Complete the summary with words from the box. You do not need all the words.

can-do company contacts economy effort jeans language manager people suits

- Mickey's opinion is that because of the situation with the [1]_____, things aren't easy and so everyone needs to make more of a/an [2]_____.
- The main things Daniel mentions are a/an [3]_____ attitude and good [4]_____ skills.
- Sarah advises interviewees not to wear [5]_____ or scruffy tops, and to know a bit about what the [6]_____ does.

Do you think it is important to plan for the future? Why/Why not?

2 For each person, say whether they think it is important to plan for the future or not. Circle Y (yes), N (no) or both and write one more detail about what they say.

Mickey Y N _____
Daniel Y N _____
Mary Y N _____
Michael Y N _____

3 Discuss these questions in small groups.

1 What's your personality like?
2 Do you tend to plan out your future in detail, or are you more flexible or spontaneous?
3 Do you think you 'live in the present'?
4 What are the pros and cons of these different attitudes to life?

4 Video Creativity

Vox pops

1 How likely is it to find these things in an office environment? Rank them from most likely (1) to least likely (4) and compare your answers with other students.

- a cup of tea _____
- a sheep _____
- an iPad _____
- a map _____

2 Watch the video. Do sections 1 and 2.

Which invention of the past twenty years has had the most impact on your life? In what ways?

1 Fill in the table.

	Invention	What's been the impact?
Brian		
Pat		
Scott		
Kate		

Can you describe a working environment that would make you more creative?











2 Choose the correct option.

1 Pat loves ...
  a drinking tea
  b baking
  c painting
2 Scott's ideal workplace would be ...
  a in a beautiful place
  b on the beach
  c in a hot climate
3 Kate doesn't like workplaces with ...
  a too much colour
  b too much space
  c a very traditional layout
4 The place Jan describes is where ...
  a she used to work
  b she'd like to work
  c she works now

3 Discuss these questions in small groups.

1 Which jobs are based in an office but require creativity?
2 Would you like a job like these?

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5 Video Mind

Vox pops

1 Work in small groups and discuss these questions.
   1 How do you feel about being organized?
   2 How do you stay organized?
   3 Who is the most and the least organized person in your group?

2 Watch the video. Do sections 1 and 2.

Would you describe yourself as very organized? Can you give an example of why or why not?

1 What examples does each person give of being organized or disorganized? Rank them from the most organized (1) to the least organized (4).

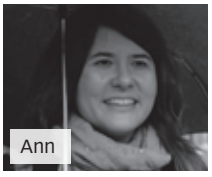
What does your workspace look like and are you neater at work or at home?

2 Can you guess what these words mean? Why do the speakers use them?
   1 chaotic (Ronwen)
   2 policy (Sacha)
   3 cluttered (Ann)
   4 shredding (Ann)
   5 aesthetically (Sheldon)
   6 confidentiality (Sheldon)

3 Role-play. Imagine you and your partner share an office. One of you is very tidy; the other is very disorganized. Recently, this has begun to cause tension in various ways. Act out a conversation where you try to address these problems.











6 Video Community

Vox pops

1 Match cultural items 1–5 with their definitions a–e.

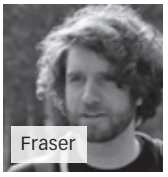
1	haggis	a	a cowboy in South America
2	Thanksgiving	b	a traditional Scottish or Irish dance
3	Notting Hill	c	an area of London
4	ceilidh	d	a traditional Scottish food
5	gaucho	e	an American festival in late November

2 Watch the video. Do sections 1 and 2.

Can you describe an important or traditional ceremony or cultural event in your country?

1 Choose the correct answer.
   1 Thanksgiving ...
      a is on 4 July
      b involves eating a lot
      c involves giving presents
   2 On Burns Night, ...
      a people chase sheep
      b people dress up as sheep
      c people read a poem about a part of a sheep
   3 The Notting Hill Carnival is ...
      a full of bright colours
      b the biggest in Europe
      c just outside London









Have you ever taken part in a ceremony or event? If yes, how did you feel? If no, would you like to?

2 Answer the questions below.
   1 Why has Barbara been to so many weddings?
   2 How does she describe the weddings she's been to?
   3 Why does Fraser enjoy playing at ceilidhs?
   4 What was the gaucho ceremony that Brian describes?

3 Discuss these questions with a partner.
   1 In the video, which answers were the most interesting or unusual?
   2 Had you heard of any of the celebrations mentioned in the video before?
   3 Which one(s) would you like to know more about?

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7 Video Rules

Vox pops

1 Discuss with a partner.

Do you think the ability to check work emails and answer work phone calls while you're at home is more of a punishment or a perk?

2 Watch the video. Do sections 1 and 2.

Are you expected to work or check emails or mobile phones outside working hours? How do you feel about that?

1 Choose the correct option.

1 Tom says that, in practice, he *does* / *doesn't* / *doesn't need to* check emails outside of working hours.

2 Mary says that she *is expected* / *is not expected* / *never wants* to answer her phone and emails after work.

3 Mary *is happy* / *is not happy* / *doesn't care* about that.

4 Diandra thinks checking emails outside working hours is good because *it allows mothers to work from home* / *it shows flexibility* / *it's a comfortable way of working.*

5 Mickey *always has to* / *sometimes has to* / *can decide whether to* check her emails outside work.









What do you find motivates you to work hard? Do you respond better to a stick or a carrot?

2 Read the sentences. Who says that ...?

1 being told what to do is not very motivating

2 having personal aims is a good way to be more motivated

3 they are quite a sensitive person

4 their motivation comes from inside

5 the threat of failure is what motivates them

6 rewards give them a desire to work harder

7 both carrots and sticks can be motivating

3 Work in small groups. First, imagine you are a group of colleagues. You are frustrated at work because you feel there are too many punishments for underperformance and not enough rewards for good performance. Write a list of examples of unhelpful punishments to show your managers. Pass your list to another group. Next, look at the list given to you by another group. Now imagine you are the management team at this workplace. Discuss ways that you can improve motivation among your staff.

8 Video Old and new

Vox pops

1 Discuss with a partner.

- When it comes to technology, do you think there's much difference in attitudes between people your age and people older than you?
- How about between people your age and people younger than you?











2 Watch the video. Do sections 1 and 2.

In what ways are people who were brought up in the age of social media different from older generations?

1 Decide if the statements are true (T) or false (F). Correct the false statements.

1 Fraser thinks social media and digital devices make people rude. T F

2 Brian thinks the younger generation still want to move from online relationships to face-to-face relationships. T F

3 Pat says that the younger generation are better educated because information is so easily available. T F

4 Kate feels quite strongly about this issue. T F

Are you comfortable with technology?

2 Complete these extracts and discuss what they mean.

1 I have no problems with technology _____. (Fraser)

2 It's basically like a second _____ to our new generation ... (Samuel)

3 I'm _____ with technology. (Kate)

3 Work in small groups to discuss the questions below.

1 Whose answer was the most similar to your own opinion?

2 Were you surprised by anything that was said?

3 Whose views do you think are the most extreme?

4 Were there any opinions that you disagreed with?

5 If you could ask one of these people one more question, who would you ask and what would you ask?

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9 Video Nightlife

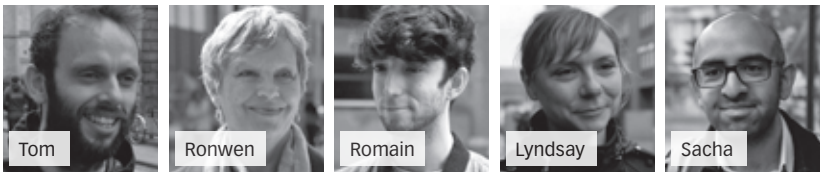
Vox pops

1 Look at the list of activities in exercise **2**, section 2. Working alone, rank the activities 1–8 according to how useful you think they are to help you get to sleep. Compare your opinions with a partner, and then with another pair.

2 Watch the video. Do sections 1 and 2.

Do you find it easy to get to sleep?

1 Answer the questions below.
   1 How does exercise make Tom feel?
   2 What happened a couple of years ago that changed how easy it is for Ronwen to get to sleep?
   3 Why is it possible for Romain to manage when he sleeps?
   4 What would Lyndsay like?



What can people do to make sure they get a good night's sleep?

2 Tick the activities which are mentioned in the video as ways to help you get to sleep. If more than one person mentions an activity, tick it twice (or three times).
   1 doing exercise
   2 avoiding screens
   3 having a hot bath or shower
   4 having a hot drink
   5 taking sleeping pills
   6 reading a book
   7 meditating
   8 listening to music

3 Work with a new partner. Student A, you are a patient who often has real difficulty getting to sleep. You want the doctor to prescribe you sleeping pills. Student B, you are a doctor. You don't think that sleeping pills are a good long-term solution to insomnia. Role-play the conversation.

10 Video Senses

Vox pops

1 Work with a partner. In one minute, write a list of as many types of TV show as you can think of. Compare your list with other pairs in the class. Score one point for each idea on your list, and two points if no other pair had that idea.

2 Watch the video. Do sections 1 and 2.

What sort of TV programmes do you watch to relax?

1 Which types of TV programme were mentioned by each person?
   1 Barbara
   2 Brian
   3 Linda
   4 Stuart

   Listen again and write down one extra detail about what each person says.



Do you watch comedy programmes? What's your favourite and why?

2 Match the sentence halves.
   1 *Modern Family* includes
   2 *Fawlty Towers* stars
   3 *2012* was inspired by
   a the London Olympics.
   b some enjoyable characters.
   c John Cleese.

3 Work in small groups. Stuart describes watching TV as escapism.
   1 What does this mean?
   2 Do you think all TV is a form of escapism?
   3 What other kinds of escapism do people use, other than TV?
   4 Do you think it's good for people to have a means of escape from their everyday lives, or does this cause more problems than it solves?

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11 Video Media

Vox pops

1 Work in small groups. Each person should sketch a pie chart showing approximately how many hours of TV, films, online streaming services, YouTube videos and video games they watch/play every week. Show each other your pie charts and write sentences comparing your watching habits.

2 Watch the video. Do sections 1 and 2.

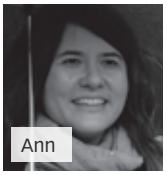
Do you like binge-watching and if so what shows do you watch?

1 Who says that ...?
   1 the weather affects what they watch
   2 they feel ashamed of their binge-watching
   3 their binge-watching is linked to advertising


Duncan


Mary


Sheldon


Ann

How do you get news? From the internet, TV or newspapers?

2 Choose the correct option.
   1 The newspapers that Duncan reads fit his *personal* / *political* / *religious* beliefs.
   2 Mary *always watches* / *sometimes watches* / *doesn't watch* news on TV.
   3 Ann subscribes to *the Metro* / *The Evening Standard* / *the BBC* on Facebook.

3 Work in small groups.
   1 Do you think people are more concerned about international news than they used to be, or less?
   2 In your country, how do people usually choose which newspaper or news channel to read/watch? Is it based on their political views or on something else?
   3 Do you think it's good to get news from a variety of different sources?
   4 Which do you trust most – newspapers, TV news programmes or news websites?

12 Video Life stages

Vox pops

1 Work in pairs and answer the questions.
- Is there anyone in your family who ...?
   1 is very musical
   2 is a storyteller
   3 is a bit eccentric
   4 is a very strong person
   5 has had a lot of adversity in their life
   6 worries a lot
- Which of these people do you get on with best?

2 Watch the video. Do sections 1 and 2.

Who do you most take after in your family? In what ways?

1 Choose the correct option.
   1 Fraser's mum has ...
      a great taste in music
      b great musical talent
      c always supported his music career
   2 Brian's uncle Tom was ...
      a quite different from Brian
      b a bit unusual
      c someone he always wanted to be like
   3 Pat would like to ...
      a be a strong person
      b be like her mother
      c have lots of things happen in her life
   4 Kate worries about ...
      a her dad
      b work
      c lots of things

What do you think is the ideal family size? Why?

2 Fill in the table. If no information is given, write NG (not given).

	How many siblings they have	How many children they have	How many children they think is ideal
Barbara			
Brian			
Pat			
Kate			

3 Work in small groups. Which of the people in the video do you most agree with about family size? Why?


Fraser


Brian


Pat


Kate


Barbara

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